

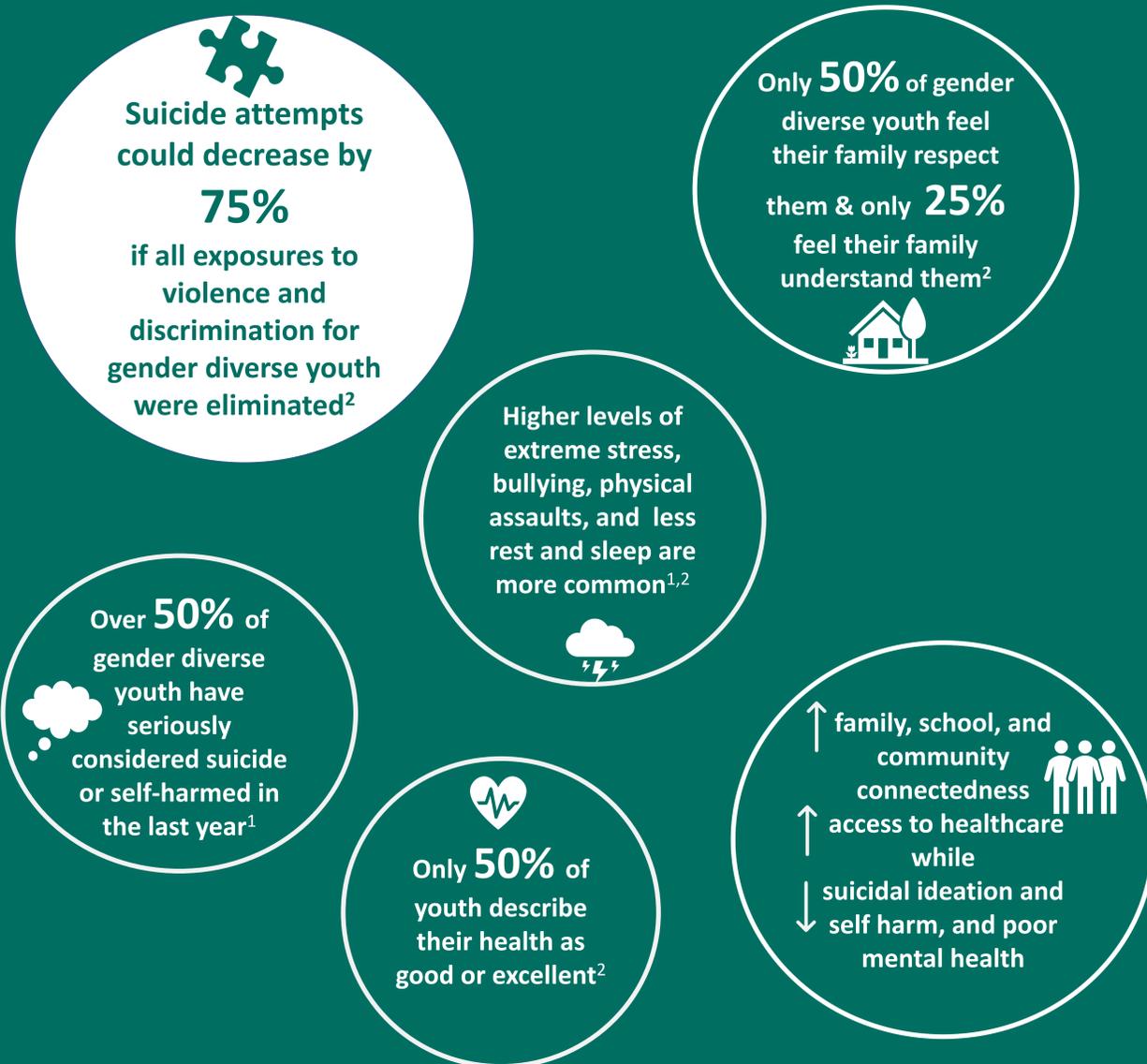
# Gender diverse youth guide strengthening family systems

## Using photovoice and thematic analysis to identify youth and family needs

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### BACKGROUND

Discrimination impacts health for gender minority youth<sup>1</sup>. Canadian youth health surveys show disparities between gender diverse youth and their cisgender peers<sup>1, 2</sup>:



### OBJECTIVE

To identify experiences that increase gender identity affirmation and support in family systems for gender diverse youth.

#### Research Questions

What do youth need from their guardians feel seen and supported?

What do guardians need to be more affirming for their gender diverse children?

What do individuals or the family system identify as significant experiences in relation to supporting their gender diverse youth?

### DISCUSSION

How guardians speak about their gender diverse youth can be negative, positive or mixed. Interventions to encourage more supportive and affirming family systems can focus at structural, interpersonal, and individual levels.<sup>3</sup>

Themes may show how changing awareness happens in families and impacts youth perceptions of affirmation and support.

Congruency or discrepancy between youth and guardian experiences will provide the building blocks for interventions that can improve family systems to support and affirm gender diverse youth gender.

### METHODS

 Guardians and youth will create photovoice projects

 Interviews will explore meaning guided by research questions

 Thematic analysis will draw out areas of focus for youth and guardian resources

### IMPLICATIONS

Sharing themes of what guardians can do to strengthen affirmation in family systems will directly improve in gender diverse youth health.

The findings from this research can be applied beyond family systems and therapy in school, health, and other social settings to improve affirmative adult interactions with gender diverse youth.

### REFERENCES

<sup>1</sup>SARAVYC (14 Jun 2021). [Webinar] *Gender-diverse: A spotlight on the health of trans and non-binary young people in BC*. Retrieved from [www.youtube.com/watch?v=DG38CW3Xtc](http://www.youtube.com/watch?v=DG38CW3Xtc)

<sup>2</sup>Taylor, A.B., Chan, A., Hall, S.L., Saewyc, E. M., & the Canadian Trans & Non-binary Youth Health Survey Research Group (2020). *Being safe, being me 2019: Results of the Canadian trans and non-binary youth health survey*. Retrieved from [https://apsc-saravyc.sites.olt.ubc.ca/files/2020/12/Being-Safe-Being-Me-2019\\_SARAVYC\\_ENG\\_1.2.pdf](https://apsc-saravyc.sites.olt.ubc.ca/files/2020/12/Being-Safe-Being-Me-2019_SARAVYC_ENG_1.2.pdf)

<sup>3</sup>Seager van Dyk, I., Clark, K. A., Dougherty, L. R., & Pachankis, J. E. (2022). Parent responses to their sexual and gender minority children: Implications for parent-focused supportive interventions. *Psychology of Sexual Orientation and Gender Diversity*. <http://dx.doi.org/10.1037/sgd0000589>