Evaluation of a pilot intervention to improve attitudes and knowledge about sexual-affective diversity

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ABSTRACT

The group of lesbian, gay, transsexual and bisexual is having greater visibility and legal equity in our country, but at a social level there is still discrimination, with the consequent impact on their quality of life. In order to prevent this situation and promote the inclusion of the group it is important to work it in the educational field, but the current strategies do not seem to be effective. Therefore, this study seeks to analyze if there is discrimination among young people in Castellón, as well as to evaluate the effectiveness of a short intervention to increase knowledge and inclusive attitudes. On the one hand, it is expected that there will be discrimination among young people and, on the other hand, that those involved in the intervention will improve knowledge and attitudes. For it, 83 young people (24.09% men and 75.90% women) from 17 to 24 years old participated. Of these, 68 completed a questionnaire on Sexual Affective Diversity and 15 young people participated in the experimental phase (8 formed the control group and 7 the experimental group) completed the same questionnaire before and after the intervention. This intervention was about knowledge and attitudes from a participatory methodology and an attitudinal component. In the results we highlight the fact that there are still gaps in knowledge and discriminatory attitudes among the young population. In addition, it is observed that there were no statistically significant differences in knowledge and attitudes after the intervention. In conclusion, the study supports the existence of negative attitudes towards the LGTB group, as well as the importance of deepening new intervention strategies, beyond the attitudinal component, that can favour their inclusion.

RESUMEN

El colectivo de personas lesbianas, gays, transexuales, bisexuales e intersexuales (LGTBI) está teniendo una mayor visibilidad y equidad legal en nuestro país, pero a nivel social aún sigue existiendo discriminación, con el consecuente impacto para su calidad de vida. Para prevenir esta situación y favorecer la inclusión del colectivo es importante trabajar este tema en el ámbito educativo, pero las estrategias actuales no parecen ser eficaces. Por ello, este estudio busca analizar si existe discriminación entre los jóvenes de Castellón, así como evaluar la eficacia de una intervención breve para aumentar los conocimientos y actitudes inclusivas. Por un lado, se espera que exista discriminación entre los jóvenes y, por otra parte, que aquellas personas que participen en la intervención mejoren conocimientos y actitudes. Para ello, participaron 83 jóvenes (24.09% hombres y 75.90% mujeres), de entre 17 y 24 años. De ellos, 68 cumplieron un cuestionario sobre Diversidad afectivo sexual y, 15 jóvenes participaron en la fase experimental (8 formaron el grupo control y 7 el grupo experimental) cumplimentado el mismo cuestionario previa y posteriormente al taller. Este trataba conocimientos y actitudes desde una metodología participativa y un componente actitudinal. Entre los resultados cabe destacar cómo todavía existen lagunas de conocimientos y actitudes de discriminación entre la población joven. Además, se observa cómo no hubieron diferencias estadísticamente significativas en los conocimientos y actitudes tras la intervención. En conclusión, el estudio apoya la existencia de actitudes negativas hacia el colectivo LGTB, así como la importancia de profundizar en nuevas estrategias de intervención, más allá del componente actitudinal, que puedan favorecer su inclusión.
REFERENCES


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INTRODUCTION

The group of lesbian, gay, transsexual and bisexual is having greater visibility and legal equity in our country, but at a social level there is still discrimination, with the consequent impact on their quality of life. These discriminations are harmful at an early age and can lead to suicide (Pinós & Pinós, 2011). Several studies reveal that there is up to 70% of attempted suicide in homosexuals under 25 years old and that 61.2% of LGTB youth suffer discrimination in school (Pineda, 2013; Platero, 2015). This discrimination is related to the attitudes and knowledge about this group. This may be prevented when the knowledge is greater and the attitudes are more positive (Pinós & Pinós, 2011). The are few strategies to prevent this and tend to be long (Platero, 2010), which decreases its viability. For this reason, the possibility of making efficient and effective interventions for the prevention of discrimination against this group should be studied.

Objective

Phase 1. Evaluate if there is adjusted knowledge and discriminatory attitudes towards the LGTB group among the youth population.

Phase 2. Evaluate the effectiveness of a brief intervention to increase knowledge and inclusive attitudes.

METHOD

Participants

P1. Total of 68 young people (16 men and 52 women) between 17 and 24 years old (M=18,98; SD=1,45).

P2. Total of 15 young people between 18 and 22 years old (M=19,27; SD=1,03), an experimental group of 7 students (1 man and 6 women), and a control group of 8 participants (3 men and 5 women) all of them are students of a Vocational Training.

Instrument

Adhoc online questionnaire that collects information about knowledge and attitudes towards the LGTB group. The scales of the attitudes are: maximum discrimination 150 and minimum 30. About knowledge they are: maximum of information 5 and minimum 1. For the analysis of the data the SPSS 25 was used and nonparametric statistics were done.

Process

P1. Online collection of information was confidentially, voluntarily and anonymously.

P2. Both the control and experimental groups perform the Pre-Post questionnaire voluntarily and confidentially. The EG received a 3-hour intervention in its institute on Sexual-Affective Diversity about knowledge and attitudes based on a participatory methodology. To carry out the study, the center was contacted once the permits were obtained by the Conselleria.

DISCUSSION

In the first place, it was observed how a large part of the participants does not know any aspect and there are still attitudes that discriminate. There is also a high percentage of young people who consider that there is discrimination as indicated by different studies (Platero, 2015). Regarding the intervention, the small improvements have not been statistically significant, which would indicate the need of its reevaluation. In any case, the size of the sample or the type of self-report could also influence. Beyond the results, it represents another step towards improving the effectiveness of short interventions.

RESULTS

PHASE 1

Attitudes (%)

Figure 1: Items with negative attitude responses.

PHASE 2

Knowledge (%)

Figure 2: Items with incorrect answer.

PHASE 2

Experimental G.

Figure 4: Differential analysis of having heard discrimination pre-post intervention.

Control G.

Figure 5: Differential analysis of having heard discrimination pre-post intervention.