



Welcome to the GLADD guide to embedding LGBT health issues into your healthcare curriculum.

These tips represent ideas from the GLADD committee (with experience of both undergraduate and postgraduate medical training) and from current medical students we have run workshops with.

Essentially, the aim is to avoid "The Gay Lecture" which is inevitably poorly attended, focuses overly on sexual health and does little to inform students of their responsibilities as health professionals. Integrating sexual orientation and gender identity education into all areas of the curriculum helps to normalise the subject whilst training tomorrow's health professionals to treat LGBT patients with respect and up-to-date knowledge.

To achieve this, students require consistent "exposure" to LGBT patients in the curriculum, and dedicated sessions exploring how sexual orientation and gender identity impact upon patient's experiences of healthcare; this is particularly important when considering trans patients as students may be less likely to have awareness or understanding of the concept of "trans" compared to sexual orientation.

Tips on how to achieve this:

- Ensure that those teaching healthcare students are encouraged, and supported with the relevant resources, to include discussions on LGBT health. This includes GP and hospital placements.
- Embed LGBT+ health issues throughout the curriculum where possible (examples below)
- Encourage students to use gender neutral language e.g. partner rather than husband or wife
- Teach students about LGBT health inequalities (physical and mental health) and therefore why it is important that patients feel able to disclose sexual orientation or gender identity
- Cancer care and screening – ensure that it is made clear that lesbian and bisexual women should still attend cervical smear tests, as should some trans men. Trans men can be affected by cervical cancer and trans women can be affected by prostate cancer
- Consider a session exploring the experiences of LGBT+ people accessing healthcare. This could include case studies, videos or real patients

- Small group discussions
 - ✓ case based discussions that are either focussed on LGBT health or happen to feature sexual orientation or gender identity issues that are not the main focus of the discussion
 - ✓ allows exploration of ideas and prejudices
 - ✓ opportunity to remind students of professional duty to treat all patients equally regardless of own views on subject
 - ✓ Give time for discussion and questions

- PBL cases
 - ✓ Themes of gender identity or sexual orientation
 - Patient seeking conversion therapy (and reinforcement of evidence of harm)
 - Gender clinic referral criteria
 - Trans patient – thought required to screening required e.g. cervical screening if still has cervix but identifies as male
 - Grieving patient who has lost same sex partner (and discussion of how this is no different)
 - Same sex parenting
 - Intersectionality – perhaps introducing a patient with 2 protected characteristics such as disability and sexual orientation and how they might be doubly disadvantaged as a result
 - ✓ Patient happens to identify as LGB or T but this is not the focus of the scenario

- Communication Skills Scenarios
 - ✓ Challenges prejudices and allows safe discussion
 - ✓ Assessment motivates many students

- Evidence Based Medicine
 - ✓ Consider evaluating a paper that happens to study LGBT health inequalities but the subject itself is not the main focus of the discussion

Inclusivity Guides

- <https://www.heacademy.ac.uk/embedding-equality-and-diversity-curriculum>
- [https://www.heacademy.ac.uk/resource/embedding-equality-and-diversity-curriculum-model-learning-and-teaching-practitioners-0.](https://www.heacademy.ac.uk/resource/embedding-equality-and-diversity-curriculum-model-learning-and-teaching-practitioners-0)
- <https://intranet.birmingham.ac.uk/staff/teaching-academy/documents/public/lgbt-best-practice-guide.PDF>

Further Resources

- Homophobia and Biphobia in the workplace. This report describes the collaborative work between GLADD and the BMA into current experiences of homophobia and biphobia in the medical profession. It contains 21 case studies which can be used for discussion in small group teaching:
<https://www.bma.org.uk/advice/work-life-support/your-wellbeing/lgb-doctors-survey>
- Stonewall: Unhealthy Attitudes. The contents of this report can be used to challenge student's views. It contains statistics and many accounts of homophobia towards staff and patients. <http://www.stonewall.org.uk/our-work/campaigns/unhealthy-attitudes>
- <https://www.gires.org.uk/training>
- <http://elearning.rcgp.org.uk/course/info.php?popup=0&id=169>
- <http://www.gmc-uk.org/guidance/28851.asp>
- http://www.gmc-uk.org/Protecting_patients_your_rights_as_lesbian_gay_and_bisexual_people_1114.pdf
[_56222383.pdf](http://www.gmc-uk.org/Protecting_patients_your_rights_as_lesbian_gay_and_bisexual_people_1114.pdf)