



**MAKING
THE
INVISIBLE
VISIBLE**

The inclusion of LGBTQ+ health needs and concerns within nursing and midwifery pre-registration programmes





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Professor Brian Webster-Henderson
Deputy Vice Chancellor
University of Cumbria

Chair of Council of Deans of Health UK





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Research Team

Professor Michael Brown, Principal Investigator

Director of Graduate Studies, School of Nursing and Midwifery, Queen's University Belfast

Dr Edward McCann, Co-Investigator

Associate Professor, School of Nursing and Midwifery, Trinity College Dublin

Dr Freda McCormick, Research Officer

School of Nursing and Midwifery, Queen's University Belfast



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Key Issues

- Equality, diversity and inclusion
- Evidence based curriculum
- Addressing LGBTQ+ inequalities



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Considerations as we listen

- The significance of this report and its findings
- What does it mean to us as individuals and as organisations
- What positive steps can we take away from today



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Professor Michael Brown

Principal Investigator
School of Nursing and Midwifery
Queen's University Belfast



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Programme

- The study
- Background
- Midwifery systematic review
- Methodology and findings
- Conclusions and recommendations
- Open forum
- Closing comments



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The Study

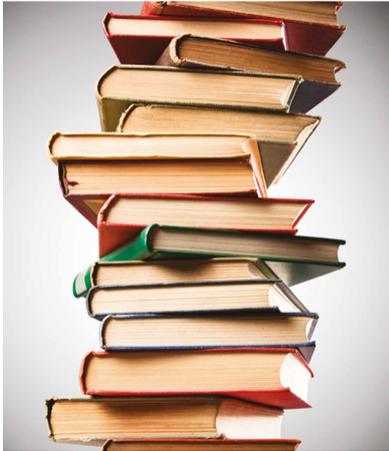


- Funded by the Burdett Trust for Nursing
- Supported by The Council of Deans
- LGBTQ+ Health within Nursing and Midwifery pre-registration programmes
- Mixed methods design
- All Schools of Nursing and Midwifery in the UK and Ireland



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The Project Advisory Group who provided advice and guidance throughout the study

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What did we do?

Phase 1

- Policy, standards and literature review
- Ireland and UK-wide survey of all nursing and midwifery programmes
- Data analysis and identification of participants in qualitative interviews

Phase 2

- Qualitative interviews
- Data synthesis and mapping against standards
- Development of best practice education guidelines and study report

Phase 3

- Dissemination and publications



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The Project Advisory Group

- Experts from LGBTQ+ groups, academics, students, professional bodies
- Sources of literature and resources
- Examples of best practice regarding LGBTQ+ health and education programmes
- Advice and guidance
- Support dissemination of the study report



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The Wider Issues and Concerns



- Adequate healthcare for all (HSE 2018; DOH 2017)
- Social Inclusion, Human Rights (WHO 2015)
- Discrimination and marginalisation
- Negative attitudes and experiences of healthcare
- Biopsychosocial and cultural needs
- Responsive, appropriate and well-resourced health services
- Knowledgeable and skilled health practitioners



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The LGBTQ+ Health Concerns

Psychosocial

- Depression
- Anxiety
- Suicidality
- Eating disorders
- Alcohol and substance use
- Victimization and violence
- Stigma and discrimination
- Trauma



Physical

- Heart disease
- Obesity
- Cancers
- HIV risks
- STI risks



Trinity College Dublin
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The University of Dublin



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The International Research Evidence



Review
The inclusion of LGBT+ health issues within undergraduate healthcare education and professional training programmes: A systematic review

Edward McCann^{a,*}, Michael Brown^b

^aSchool of Nursing and Midwifery, University of Dublin, Trinity College, Dublin, Ireland
^bQueen's University Belfast, School of Nursing & Midwifery, 97 Colinton Road, Belfast, United Kingdom

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ABSTRACT

Background: An inclusive health curriculum within undergraduate and continuing professional development programmes (CPD) should include issues related to people who identify as LGBT+.
Objective: The aim of this systematic review was to examine the education and training requirements of undergraduate students and health professionals regarding the inclusion of LGBT+ health issues.
Design: A systematic review of the available published empirical studies.
Data source: A systematic literature search was undertaken of the following databases: CINAHL, PubMed, PsycINFO, Embase and Sociological Abstracts. All papers reviewed were from the years 2007 to 2017 and written in English.
Review methods: Three research questions informing the literature review were: (1) What are the education and training requirements of undergraduate students and health professionals regarding the health needs of LGBT+ people? (2) What are the approaches utilized in the education and training of undergraduate students and health professionals regarding the health needs of LGBT+ people? (3) What are the best practice examples of the education and training of undergraduate students and health professionals? Following the application of definition criteria, 22 papers were included in the review. Quality appraisal and data extraction was undertaken by the two authors.
Results: The 22 papers were reviewed in detail in the final data analysis and synthesis where four main themes were identified: (1) Culture competence and inclusivity, (2) Existing knowledge of LGBT+ health-related issues, (3) Curriculum development and outcomes, (4) Evidence of best practice in education delivery.
Conclusion: The review highlights the importance of the inclusion of LGBT+ health-related issues within the health curriculum and continuing professional development programmes and the implications for education and training, clinical practice and research.

To identify the educational needs of undergraduate students and health professionals and the approaches used in their education in relation to people who identify as LGBTQ+



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The University of Dublin



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LGBTQ+ and Midwifery Care



The aim of this systematic review was to critically appraise and synthesise the best available evidence regarding the views and experiences of LGBTQ+ people in relation to midwifery care and supports



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Midwifery Systematic Review Paper

Nine papers selected from a total of 139. Three themes:

- 1 Contemplating pregnancy and ante-natal experiences
- 2 Pregnancy and labour issues and concerns
- 3 Post-natal ongoing care and supports

Issues for midwifery policy, practice and education



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Some of the Findings

- Unique needs and circumstances
- Family constellation has evolved
- Heteronormativity prevails
- Surrogacy issues
- Pre-natal care critical
- Parenting classes and use of pronouns an issue
- Education of midwives
- Gender variant gestational parents



- Fear of discrimination and minority stress for some while in maternity care
- Isolation and loneliness experienced by some
- Respect and dignity required
- Judgemental attitudes and 'curiosity'
- Positive experience
- Valuing the midwives role



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Some of the Midwifery Conclusions



- First review of LGBTQ+ and midwifery
- Midwifery standards, policies and practice guidelines should be reflective of the distinct needs of LGBTQ+ people, families and friends
- LGBTQ+ needs and concerns within all midwifery undergraduate, post-registration and CPD education
- Intervention impact and outcomes and midwifery care experiences required
- National and international research collaboration opportunities



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Current Education Provision and LGBTQ+ Health

- LGBTQ+ people frequent users of health services
- Reluctance to disclose identity
- Negative healthcare experiences
- Limited education provision
- Integration within curriculum is variable and patchy
- Need to increase visibility



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The Research Questions

- What are the education and training requirements of undergraduate students and health professionals regarding the needs of LGBTQ+ people?
- What are the approaches utilised in the education and training of undergraduate students and health professionals regarding the needs of LGBTQ+ people?
- What are the best practice examples of the education and training of undergraduate students and health professionals?



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Dr Freda McCormick

Research Officer
School of Nursing and Midwifery
Queen's University Belfast



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Survey

Emails to Schools of Nursing and Midwifery in the UK and Ireland with information and link to the survey

29 completed surveys

Geographic spread of responses

14 Nursing; 9 Midwifery; 6 Both

Opt-in consent provided to participate in an interview



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Interviews

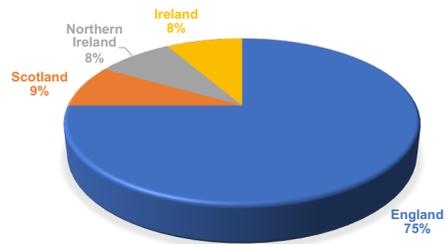
Opt-in consent provided by 21 respondents

A total of 12 interviews

Each interview lasted between 30 and 53 minutes

Geographic spread

5 Nursing; 4 Midwifery; 3 Both



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Data Synthesis



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Theme 1

Cultural Competence and Inclusivity within the Curriculum

- Curriculum planning
- Integration of LGBTQ+ health
- Changing social perceptions



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Theme 2

LGBTQ+ Health Related Issues

- Structure, scope and content
- Teaching and learning approaches
- Skills development and simulation
- Assessment strategies



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Theme 3

Curriculum Evaluation and Delivery

- Quality assurance
- Who should deliver?
- Confidence and education of academics in teaching LGBTQ+ issues



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Overview of Study Findings

LGBTQ+ inclusion in Universities does exist but needs illuminated in the curriculum

'Little seeds to acorns' - some in early stages, others well integrated and embedded

A longing for direction and guidance

Hawthorne Effect apparent as a result of interview



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Best Practice Innovations

Case studies

Input of LGBTQ+ community

Continuum scenario across the year

Projects and assignments

Awareness of use of language

Minimal emphasis on transgender

Maternity challenges



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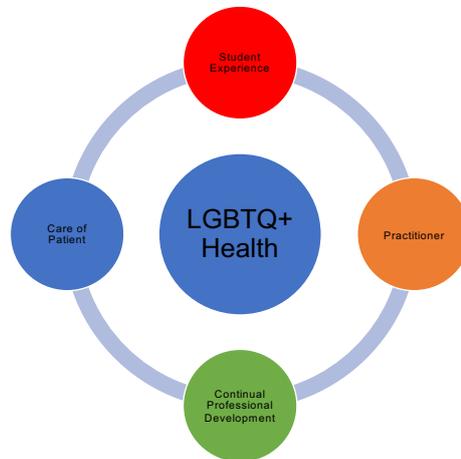
Development of the LGBTQ+ Education Guidelines

Subject areas	
Curriculum Activities	Children and Youth
Assessment and Evaluation	Older LGBTQ+ Adults
Terminology and Definitions	Family and Carer Involvement
Key dates for LGBTQ+ Equality	Tips and Advice
Health Inequalities and Legislation	LGBTQ+ Services
Communication and Language	Useful Resources
Midwifery	Academic Literature



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Practitioner and Patient Contact for LGBTQ+ Health



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Professor Michael Brown

Principal Investigator
School of Nursing and Midwifery
Queen's University Belfast



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Conclusions

A strategic approach needs to be taken to incorporate and embed LGBTQ+ health across the curriculum

Best practice strategies for effective implementation and delivery of LGBTQ+ health were identified



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What Needs to Happen

- Review all nursing and midwifery programmes to ensure the health concerns of LGBTQ+ people are reflected and included
- Systematically integrate and develop LGBTQ+ health within all nursing and midwifery programmes – theory, skills, practice and assessments
- Increase the visibility of LGBTQ+ health within all nursing and midwifery programmes
- Develop the knowledge and confidence of academics in the delivery of LGBTQ+ health within universities
- Enhance the LGBTQ+ skills focus in programmes, such as health needs assessments, history taking and communication
- Develop networks and partnerships with local LGBTQ+ organisations
- Make use of naturally occurring opportunities, such as skills simulation, OSCEs, module assessment, clinical portfolios



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Open Forum



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Contact Details

m.j.brown@qub.ac.uk
mccanned@tcd.ie
freda.mccormick@qub.ac.uk



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Professor Brian Webster-Henderson

Deputy Vice Chancellor
University of Cumbria

Chair of Council of Deans of Health UK



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This Work Matters

- Patients
- Healthcare professionals
- LGBTQ+ community
- Strategic engagement and dissemination to bring action and change



A real opportunity
to make a difference



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