

Systematic review of educational interventions on older LGBT+ adults: recommendations for practice, education and research

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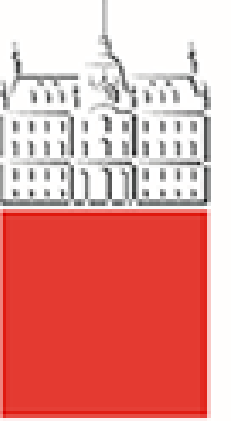


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1. BACKGROUND

- Research demonstrates that inequalities in outcomes on health and social wellbeing for LGBT+ older adults are perpetuated by the cumulative disadvantages from discrimination and social exclusion throughout the life course and a lack of culturally competent workforce.
- Gaps in knowledge and cultural competency of health and social care practitioners working with LGBT+ older adults needs attention but is yet to be prioritised.

2. AIM OF THE REVIEW

- The aim of this review was to describe the educational interventions used to educate health and social care practitioners on the needs of older LGBT+ adults.
- Its specific aims were to:
 - i. describe interventions used to educate the health and social care workforce on the experiences and needs of older LGBT+ adults (defined as aged 55 and older);
 - ii. describe the impact of these interventions on knowledge, attitudes and competence; and
 - iii. discuss the evaluation designs of interventions, including quality.

4. FINDINGS

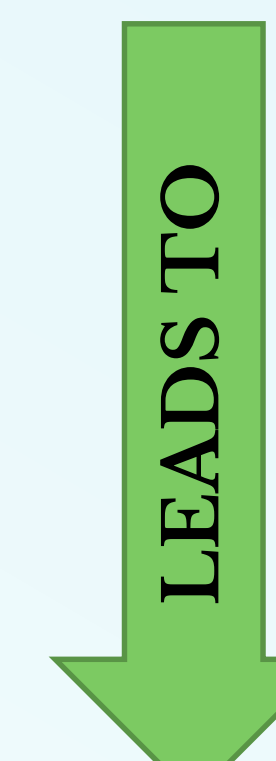
- Positive outcomes were demonstrated across the studies, especially an increase in knowledge.
- Increases in skills and attitudes was less evident, especially in studies using shorter and less diverse intervention designs.
- Overall high satisfactions with the trainings were reported, although in rare cases signs of cultural blindness (e.g. reporting, “we treat everyone the same”) were reported as well.
- Findings suggest that interventions that incorporate diverse teaching strategies, especially interactive experiential activities such as:
 - Storytelling
 - Inclusion of LGBT+ older adults (using videos, panel discussions, vignettes)

5. CONCLUSIONS/IMPLICATIONS

- Professional and vocational education is an important tool to improve cultural competency.
- To have a positive impact on transfer of learning into practice and provide a more sustainable approach in addressing LGBT+ ageing inequalities educators need to:
 - diversify intervention contents, approach LGBT+ education from an interdisciplinary perspective and involve LGBT+ people in the design, delivery and evaluation of education.
- To improve the quality of study designs researchers need to:
 - develop more robust study designs such as randomized controlled trials and focus on the longitudinal effects of educational interventions.

3. SEARCH AND REVIEW METHODOLOGY

- A systematic review following PRISMA guidelines was used. The search of peer-reviewed papers published before February 2020 was conducted in the electronic databases MEDLINE, CINAHL, PsycINFO, EMBASE, ERIC, Social Sciences Full Text and Web of Science.
- The search resulted in a screening of 2509 papers with 25 assessed for eligibility and 9 matching the inclusion criteria (see Table 1).
- Papers were assessed using the medical education research quality instrument (MERSQI). The maximum possible score was 18.
- The range of scores for the included studies was 9 to 14.5. The main reasons for the low scoring were: the absence of randomised control studies; the non-use of objective measures; and the absence of measures to capture practice focused outcomes, such as change in the behaviour of participants.



higher engagement,
increased awareness and
empathy in participants

CHALLENGES OF APPLICATION TO PRACTICE AND IMPROVING CARE:

- Prejudice of staff, residents or their families
- Conflict of values, often related to religion
- Rigid organizational systems
- Lack of training for all staff

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FURTHER INFORMATION

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For further information on the BeingMe project visit:

<https://beingme.eu/>



INCLUSION CRITERIA WERE:	
i.	empirical studies using any research design;
ii.	evaluated educational interventions focusing on the experiences and needs of older LGBT+ adults;
iii.	target population included health practitioners, social care practitioners or other staff working in aged care services - irrespective of educational level;
iv.	conducted in any setting (hospital, community);
v.	used any educational format (online, face-to-face); and
vi.	reported on any educational or practice outcomes.
EXCLUSION CRITERIA WERE:	
i.	studies focused exclusively on descriptions of an educational intervention without evaluation findings;
ii.	studies focused on evaluating educational interventions on sexuality but did not identify issues in relation to older LGBT+ adults.

Table 1: Inclusion/Exclusion criteria