

LGB and T health and social care curriculum inclusion in English HEIs: Emerging findings a national survey

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Aims of the project

- The survey was designed to collect information about the coverage and teaching of lesbian gay and bisexual (LGB) and of trans* (T) issues in health and social care curricula in higher educational institutions (HEIs) in England.
- The aim was to find out the barriers and facilitators to LGB and T inclusion in health and social care teaching and to identify good practice.

The issue

- UK studies show poorer quality of care and fear or experiences of discrimination in health and social care services, particularly evidenced for older people and for people with mental health problems
- Preparation as a student as well as training as a practitioner
- Fitness to practice, professional standards, cultural competency
- Health and social care policy contexts
- Equality Act 2010 and case law

Method

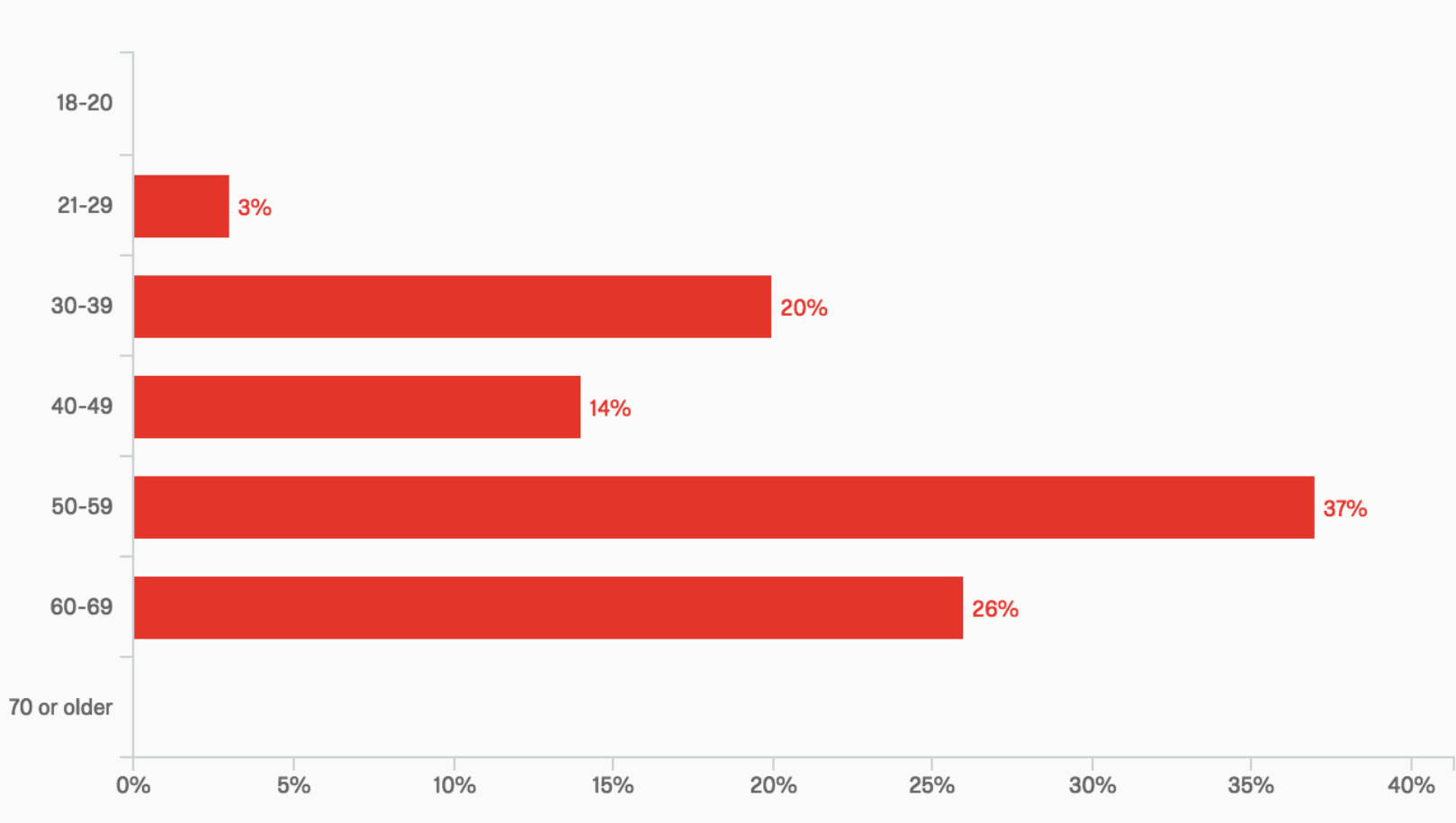
- The study adopted a mixed methods approach combining qualitative and quantitative data gathered from an online survey (using Qualtrics)
- LGB and T were separated out in the questionnaire
- Purposive sample was initially used to gather the data, followed by the snowball sampling
- A link to the online survey was sent to a list of potential participants from other universities and to relevant networks such as JSWEC and MHHE
- The link to the survey was also disseminated on social media platforms such as Twitter
- Facilitator and barrier categories based on Davy et al (2015) Facilitating LGBT Medical, Health and Social Care Content in Higher Education Teaching, *Qualitative Research in Education* 4 (2) pp.134-163
- A total of 61 respondents completed the survey

Sample

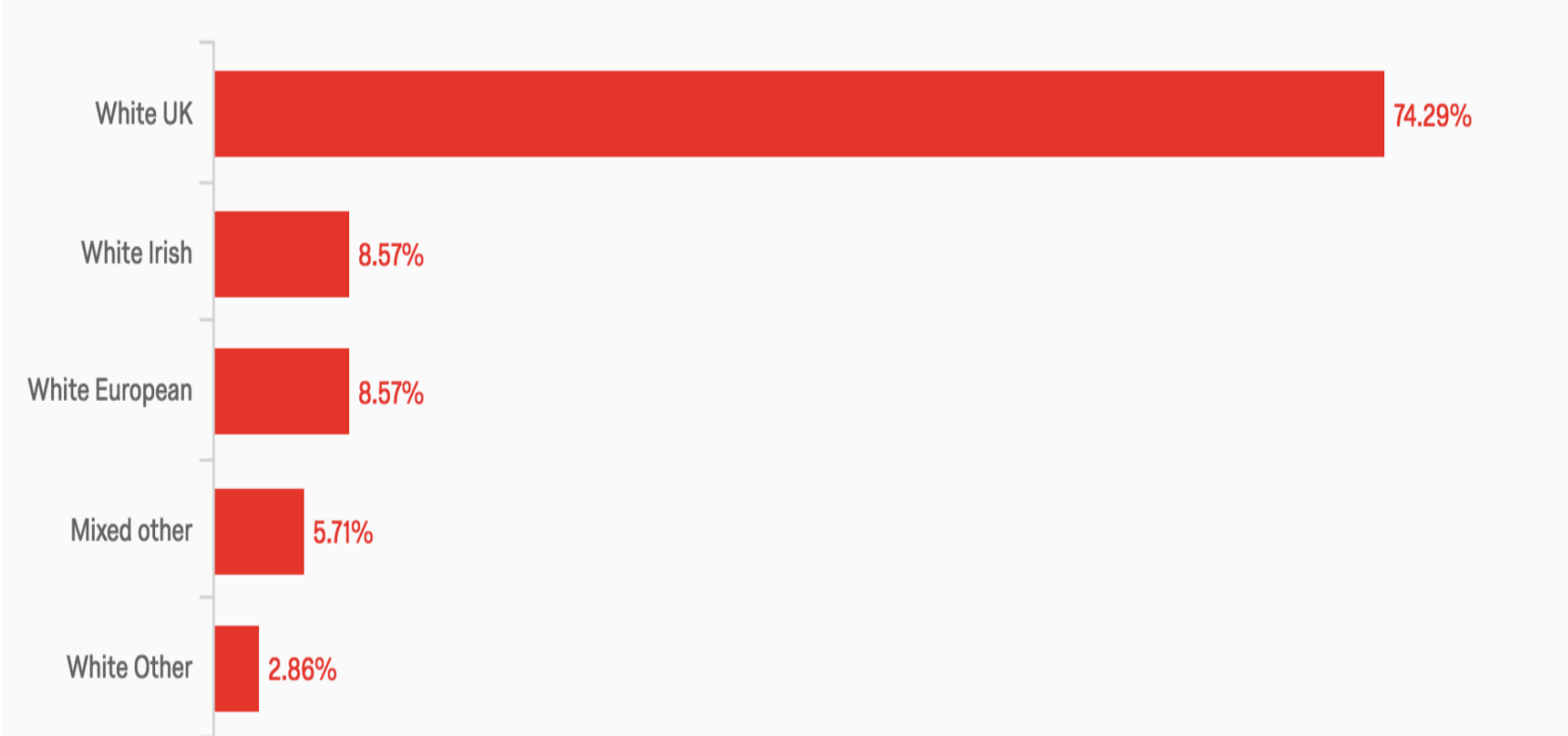
	Percentage	Mean	Stand. Deviation
<i>Male</i>	46%	1.54	0.66
<i>Female</i>	51%		
<i>Trans*</i>	0%		
<i>Prefer not to say</i>	3%		
<i>Heterosexual</i>	57%	1.51	0.78
<i>Gay or Lesbian</i>	40%		
<i>Bisexual</i>	0%		
<i>Prefer not to say</i>	3%		

N 31 participants

Sample - Age

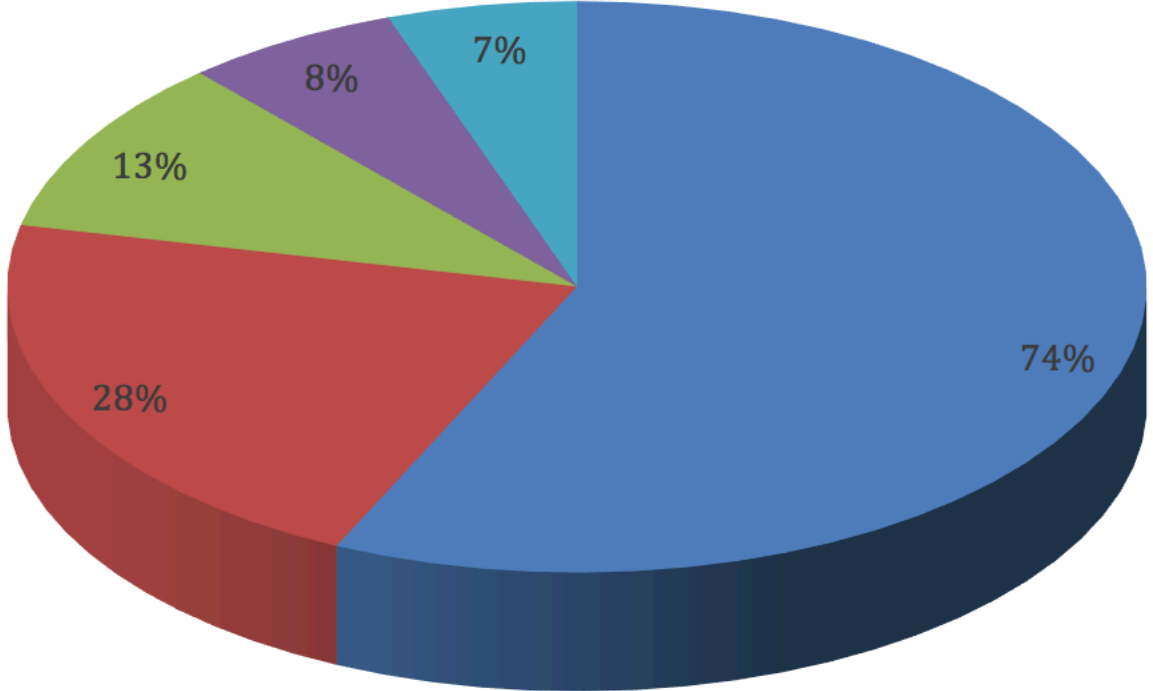


Sample – Ethnicity



Sample by role

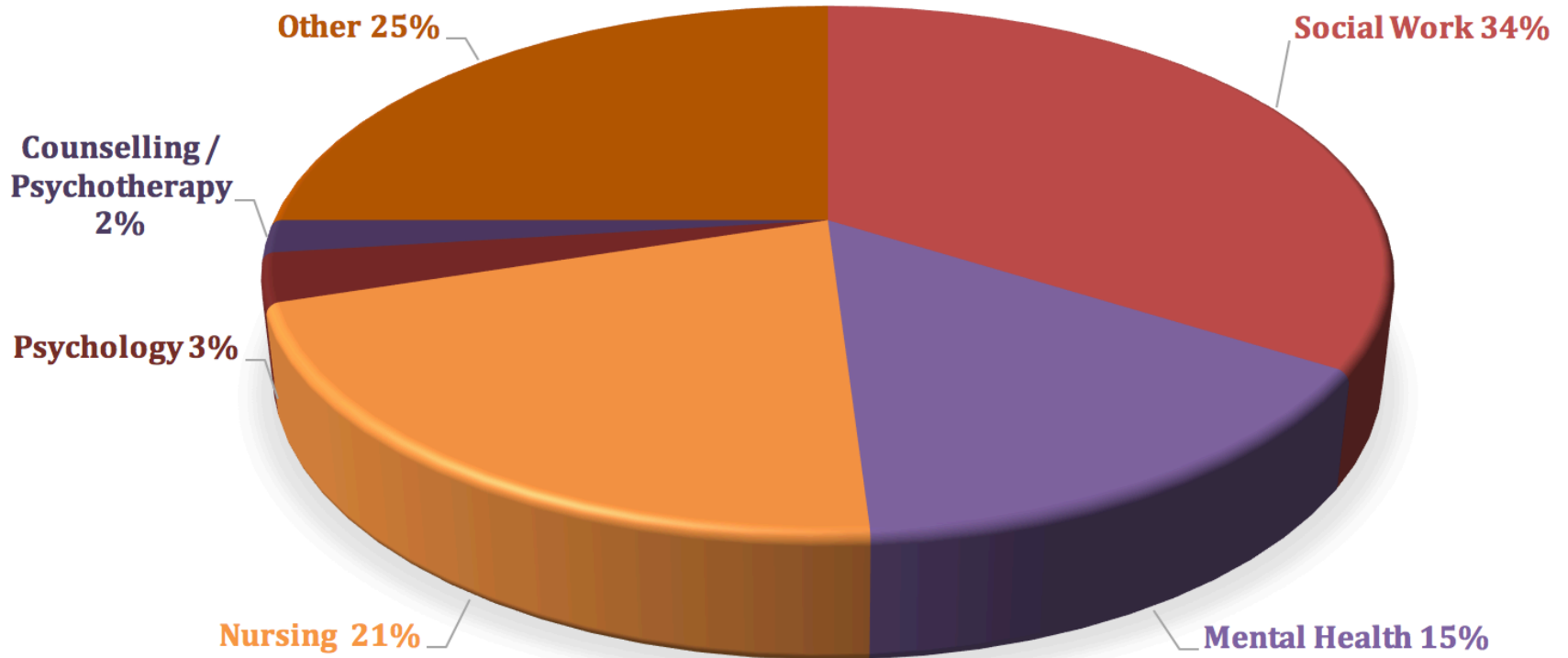
Sample demographics



■ Teaching staff ■ Research ■ Administration ■ Management ■ Other

Sample by disciplines

DISCIPLINES



****Other included art therapy, criminology, administration services, sociology, public health, education studies, youth and community work, law, pharmacology and human resources.***

Findings: Priority and confidence

Priority in teaching and learning

LGB (N=40)

- 48% high priority
- 28% moderate priority
- 18% somewhat a priority

T (N=35)

- 31% high priority
- 29% somewhat a priority
- 20% moderate priority

Confidence in teaching

LGB (N=40)

- 33% extremely confident
- 30% moderately confident
- 18% slightly confident

T (N=35)

- 29% moderately confident
- 26% somewhat confident
- 20% not at all confident

Findings: Facilitators and barriers

Overall facilitators*

1. Time and space =
 1. Support by colleagues
 2. Support by students
 3. Equality, diversity and ethics
- *“It needs to become part of the curriculum”*
 - *“A positive environment for the exchange of ideas of LGBT issues”*
 - *“Looking at LGB issues from various cultural viewpoints and heritages”*

Overall barriers*

1. Time and space
 2. Balancing cultural differences
 3. Resistance by colleagues
 4. Professional competencies
- *“When there are supportive students this can change a group’s attitude”*
 - *“I think the support of colleagues in vital in this area”*
 - *“Exploring the current legislation...and professional codes of conduct”*

* based on categories defined by Davy et al (2015)

Findings: Emerging issues for practice

Fear and confidence

- *“fear in the learning environment”, “fear of offending others” [or] “saying the wrong thing”*
- Need for expert guidance and information, especially for T issues.
- Experiential expertise recognised as valuable.

Religion, culture and personal views

- Resistance from students from *“strong faith backgrounds”* and those who find the issues *“sinful and offensive”*
- Personal views and conduct standards need to be explored.

Leadership and learning culture

- Those in leadership positions can *“set the tone”* by *“embracing LGBT issues to their Schools and Departments”*
- *“Institutional attitudes and behaviours”* can create a supportive learning environment where *“people can ask questions and make mistakes”*

What about any rewards?

- Creating awareness in a “safe” environment
- Motivate colleagues to be confident in teaching LGB&T
- Supporting LGB&T students
- Supporting students in their “personal life”

What's next?

- Stage II of this project
- Create a “good practice” guide for teaching
- Support teaching in HI in health and social care

Thank you for listening!

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