Facilitating LGBT Medical, Health and Social Care Content in Higher Education Teaching and Postgraduate General Practice Training

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Background

- Lesbian, Gay, Bisexual, and Transgender health care will, increasingly, be a feature of the primary care repertoire
- Pride in Practice [http://www.lgf.org.uk/prideinpractice](http://www.lgf.org.uk/prideinpractice)
- Transgender Awareness (National Initiative)
- ‘out’ LGBT individuals increasingly doctors, scientists etc.
Background

- Gender normativity – people conforming to dominant social standards of what is ‘appropriate’ feminine and masculine behaviour

- Heteronormativity – the cultural bias in favour of opposite-sex over same-sex sexual relationships

- Term LGBT assumes that the Ts have co-extensive healthcare issues as with the Ls, Gs, and Bs
Background

• Lack of time and resources (Obedin-Maliver et al., 2011)

• Unwillingness or inability of faculty to teach LGBT-related curricular content (Frenk et al., 2010)

• Little understanding of LGBT medical education in terms of health promotion, prevention, and care at a strategic or operational level
The research

• WP1 will retrieve hitherto absent data about LGBT content in medical and health and social care degree training and nursing courses from the 9 universities across the East Midlands region.

• A discourse analysis of the thematic educational content

• Assessed alongside the accreditation criteria of the relevant medical, nursing, and postgraduate training bodies

• Assess compulsory or elective education students

www.lincoln.ac.uk
The research

• WP2: Purposive sampling will identify 15 to 18 programme leaders and teaching staff to be interviewed

• A semi-structured interview tool will gather experiential data surrounding the (non)inclusion and teaching of LGBT content and will be analysed from structural, educational policy and teaching approaches
The research

• A survey of 30 General Practice educators in the region will be conducted

• Consider LGBT content in relation to the Deanery’s professional standards framework
Aims and Outcomes

• There will be 2 research outcomes.
• (1) The research will provide hitherto absent data about LGBT content in higher education and provide insights into facilitators and barriers for teaching LGBT content
• (2) The pilot study will enable us to construct adaptable methodological tools that will be incorporated into a national Medical Research Council bid
References

• 3. Davy Z, Siriwardena AN. To be or not to be LGBT in Primary Care: health care for lesbian, gay, bisexual and transgender people British Journal of General Practice 2012;62(602):491-492.
Thank you