



MAKING THE INVISIBLE VISIBLE

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

OPENING THE DOOR TO INCLUSION

Launch of the LGBTQ+ HEALTH NETWORK for Nursing and Midwifery Academics





Dr Barry Quinn

Academic Lead for Equality
and Diversity

*School of Nursing and Midwifery,
Queen's University Belfast*



PROGRAMME



WELCOME

PART ONE

Literature

Why did we do the study?

PART TWO

What did we do?

What did we find?

PART THREE

Launch of LGBTQ+ Health

Academic Network

OPEN FORUM

CLOSING COMMENTS

EQUALITY AND DIVERSITY



**Why EDI matters to
LGBTQ+ health?**

**Why LGBTQ+ health
matters to nursing
and midwifery?**



Professor Michael Brown

Principal Investigator

*School of Nursing and Midwifery,
Queen's University Belfast*



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 Fellow
School of Nursing and Midwifery, Queen's University Belfast

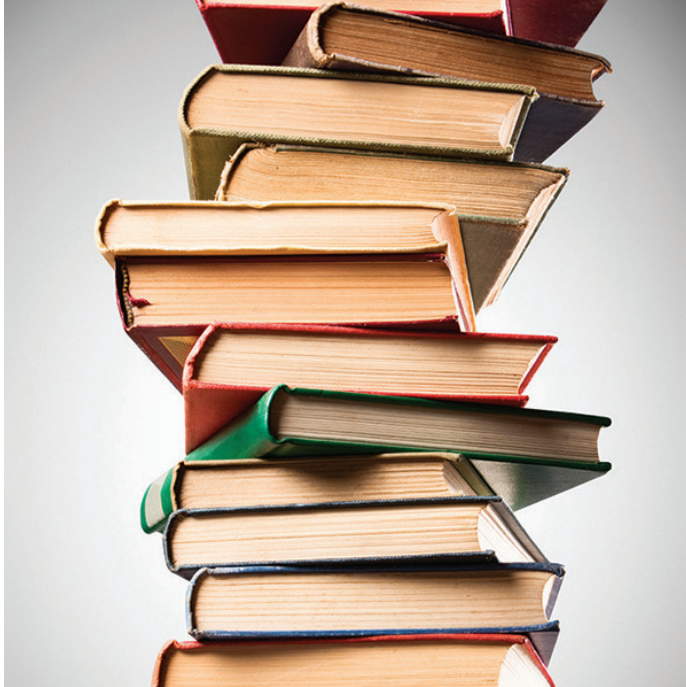


THE STUDY



- 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

ACKNOWLEDGEMENTS



- Burdett Trust for Nursing, the study funder
- The participants who completed the survey and participated in the interviews
- The Project Advisory Group who provided advice and guidance throughout the study
- Garry Gilmour at EH6 Design for the graphic design of report and all study collateral

WHAT DID WE DO?

Education required
to improve care,
support practice
innovation and
service needs

PHASE ONE

- 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 TWO

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

PHASE THREE

- Dissemination and publications

THE PROJECT ADVISORY GROUP



**Good
Advice**

- 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

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

SOME 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

SYSTEMATIC REVIEW



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 Lilburn Road, Belfast, United Kingdom

ARTICLE INFO

Keywords:
LGBT+
Health education
Health professionals
Systematic review
Medicine
Nursing
Allied health

ABSTRACT

Background: An inclusive health curriculum within undergraduate and continuing professional development programmes (CPD) should include issues related to people whom 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 sources: 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: (I) What are the education and training requirements of undergraduate students and health professionals regarding the health needs of LGBT+ people? (II) What are the approaches utilized in the education and training of undergraduate students and health professionals regarding the health needs of LGBT+ people? (III) What are the best practice examples of the education and training of undergraduate students and health professionals? Following the application of definitive 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) Cultural competence and inclusivity, (2) Existing knowledge of LGBT+ health-related issues, (3) Curriculum developments 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+.

<https://doi.org/10.1016/j.nedt.2018.02.028>



THE THEMES



22 papers selected from a total of 943.
Four themes:

1. Cultural competence and inclusivity
2. Existing knowledge of LGBTQ+ health-related issues
3. Curriculum developments and outcomes
4. Evidence of best practice in education delivery

THE FINDINGS



- Attempts are being made to embed LGBTQ+ health into the curriculum with varying levels of success
- Inclusion of LGBTQ+ health is limited, variable and often patchy
- A range of approaches to teaching and learning advocated
- CPD requires attention and development
- Need for formal evaluation and research of integration of LGBTQ+ health within the curriculum
- Examples of innovative approaches and experiential exercises

SOME OF THE IMPLICATIONS



- Key legislative developments - equality, human rights, social inclusion
- Significant gaps in cultural competence re LGBTQ+ health issues
- Identify and respond to biopsychosocial requirements
- Knowledge and skills, attitudes and beliefs development
- Cross-disciplinary learning
- Support from professional groups - GMC, RCN, NMBI
- Non-statutory group involvement
- Multi-centre and longitudinal studies

THE THEMES



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

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

SOME OF THE IMPLICATIONS



- 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

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

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?



Dr Freda McCormick

Research Fellow

*School of Nursing and Midwifery,
Queen's University Belfast*



PHASE ONE - SURVEY

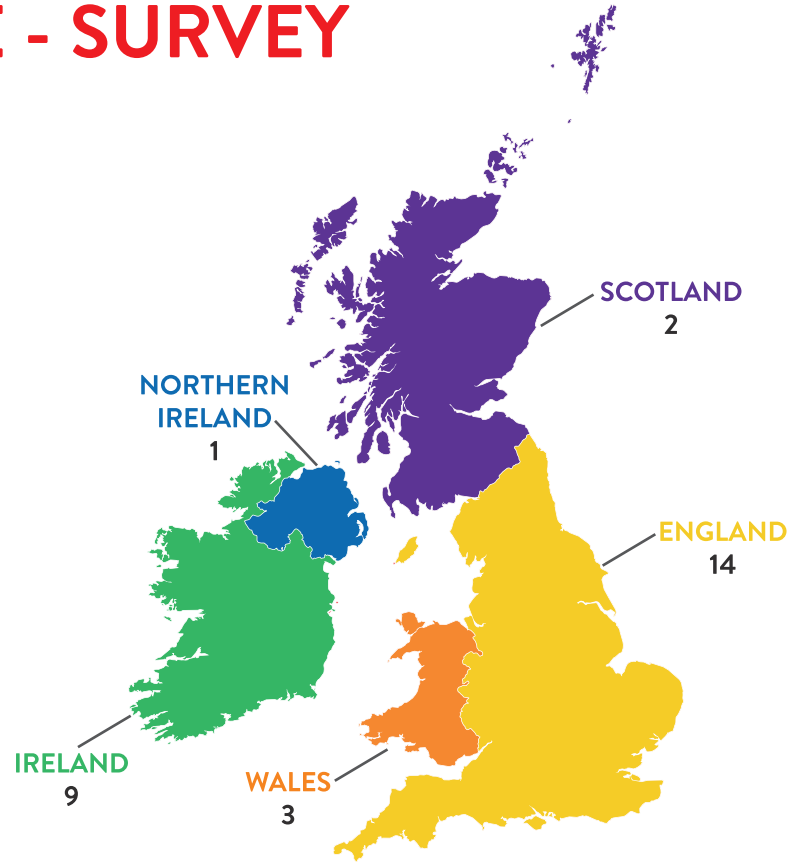
Emails to all Schools of Nursing and Midwifery in the UK and Ireland with information and link to the survey

29 completed surveys

Geographic spread of responses

14 Nursing; 9 Midwifery; 6 Both

Opt-in consent provided to participate in an interview



PHASE TWO - INTERVIEWS

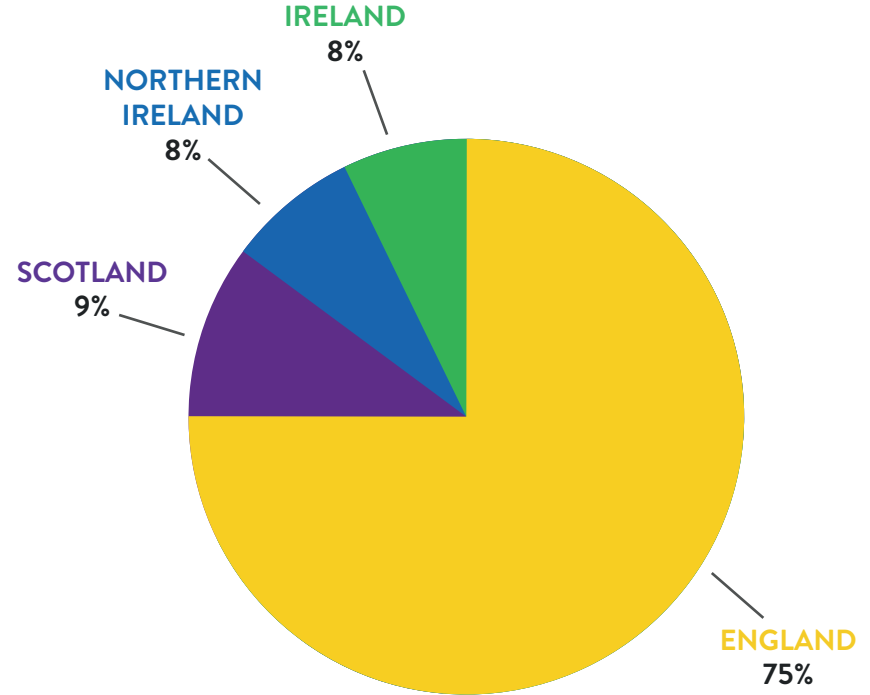
Opt-in consent provided by 21 respondents

A total of 12 qualitative interviews

Each interview lasted between 30 and 53 minutes

Geographic spread

5 Nursing; 4 Midwifery; 3 Both



DATA SYNTHESIS



THEME ONE



CULTURAL COMPETENCE AND INCLUSIVITY WITHIN THE CURRICULUM

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

THEME TWO



LGBTQ+ HEALTH RELATED ISSUES

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

THEME THREE



CURRICULUM EVALUATION AND DELIVERY

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

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



EDUCATION 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

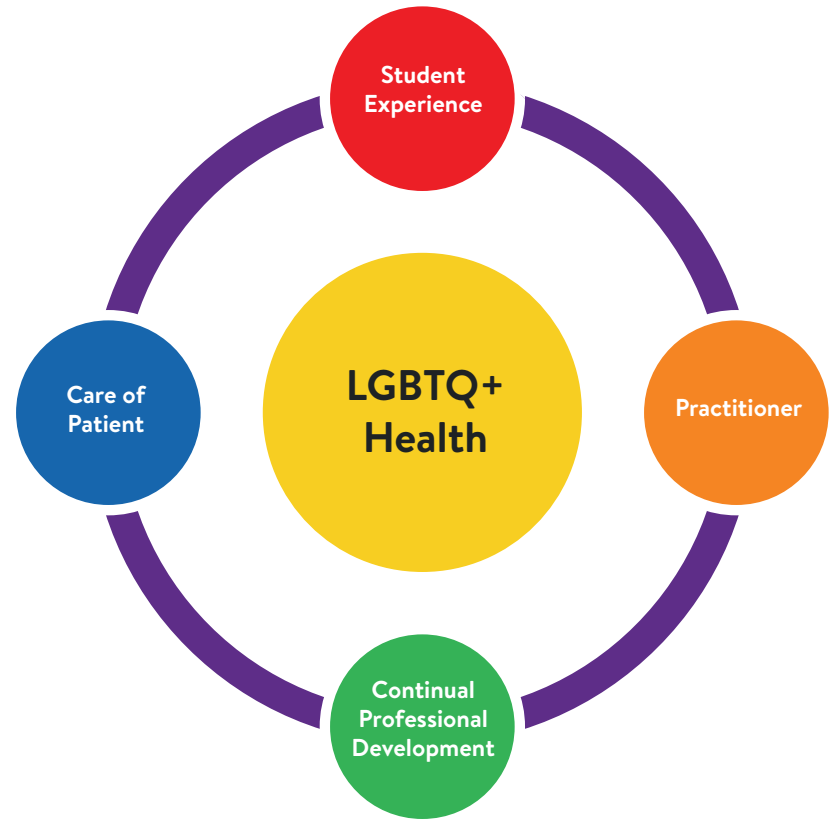
Maternity challenges



INTEGRATION OF LGBTQ+ HEALTH WITHIN EDUCATION PROGRAMMES

EDUCATION FOCUS	
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 Specific Issues	Academic Literature

INTEGRATING LGBTQ+ HEALTH WITHIN EDUCATION AND CPD PROGRAMMES



LGBTQ+ AND PSYCHOSOCIAL CONCERNS



Article

LGBTQ+ Psychosocial Concerns in Nursing and Midwifery Education Programmes: Qualitative Findings from a Mixed-Methods Study

Michael Brown ^{1,*}, Edward McCann ², Gráinne Donohue ², Caroline Hollins Martin ³ and Freda McCormick ¹

- ¹ School of Nursing and Midwifery, Queen's University Belfast, Belfast BT97BL, UK; freda.mccormick@qub.ac.uk
- ² School of Nursing and Midwifery, Trinity College Dublin, D02 T283 Dublin, Ireland; mccanned@tcd.ie (E.M.); donohueg@tcd.ie (G.D.)
- ³ School of Health & Social Care, Edinburgh Napier University, Edinburgh EH11 4BN, UK; chollinsmartin@napier.ac.uk
- * Correspondence: m.j.brown@qub.ac.uk; Tel: +44 (0)-289-097-5967

Abstract: LGBTQ+ people experience significant physical and psychosocial health issues and concerns, and encounter barriers when accessing healthcare services. We conducted a mixed-methods research study across all Schools of Nursing and Midwifery in the United Kingdom and Ireland using a survey and qualitative interviews. This was to identify the current content within nursing and midwifery pre-registration programmes in relation to LGBTQ+ health and to identify best practice and education innovation within these programmes. The survey was completed by 29 academics, with 12 selected to participate in a follow-up in-depth qualitative interview. Analysis of the data from the survey and interviews identified five themes: there is variable programme content; academics are developing their own programmes with no clear consistency; LGBTQ+ health is being linked to equality and diversity; there are barriers to education provision; and there is some evidence of best practice examples. The findings of the study support the need to develop and implement a curriculum for LGBTQ+ health in nursing and midwifery pre-registration programmes with learning aims and outcomes. Academics need support and tools to prepare and deliver LGBTQ+ health content to nurses and midwives as they ultimately have the potential to improve the experiences of LGBTQ+ people when accessing healthcare.

Keywords: LGBTQ; mental health; psychosocial; education; nursing; midwifery



Citation: Brown, M.; McCann, E.; Donohue, G.; Hollins Martin, C.; McCormick, F. LGBTQ+ Psychosocial Concerns in Nursing and Midwifery Education Programmes: Qualitative Findings from a Mixed-Methods Study. *Int. J. Environ. Res. Public Health* **2021**, *18*, 11366. <https://doi.org/10.3390/ijerph182111366>

Academic Editor: Paul B. Tchounwou

LGBTQ+ psychosocial concerns in nursing and midwifery education programmes: Findings from a qualitative study.

International Journal of Environmental Research and Public Health, 18, 11366.

<https://doi.org/10.3390/ijerph182111366>



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



INCLUSION OF LGBTQ+ ACROSS THE LIFESPAN



Article

The Inclusion of LGBTQ+ Health across the Lifespan in Pre-Registration Nursing Programmes: Qualitative Findings from a Mixed-Methods Study

Michael Brown ^{1,*}, Edward McCann ^{2,3}, Brian Webster-Henderson ⁴, Fidelindo Lim ⁵ and Freda McCormick ¹

¹ School of Nursing and Midwifery, Queen's University Belfast, 97 Lisburn Road, Belfast BT9 7BL, UK

² School of Nursing and Midwifery, Trinity College Dublin, D02 PN40 Dublin, Ireland

³ School of Health and Psychological Sciences, Nursing Department, University of London, Myddelton Square, London EC1R 1UW, UK

⁴ Deputy Vice Chancellor, University of Cumbria, Fusehill Street, Carlisle CA1 2HH, UK

⁵ Rory Meyers College of Nursing, New York University, 433 1st Avenue, New York, NY 10010, USA

* Correspondence: m.j.brown@qub.ac.uk; Tel: +44-(0)-28-9097-2387

Abstract: Poor physical and mental ill-health is experienced by many LGBTQ+ people, compounded by a reluctance to access healthcare services. This reluctance is attributed to experiences of heteronormative assumptions and negative attitudes encountered. Despite increasing recognition of the need to include LGBTQ+ health in undergraduate healthcare programmes, inconsistencies and gaps in content, skills development, and assessment are still apparent. The aim of the study was to identify LGBTQ+ health content within nursing and midwifery pre-registration programmes and identify education best practice and innovation. A mixed-methods study involving a quantitative and qualitative design was undertaken. The qualitative findings from a nursing perspective were extracted from the dataset for further detailed analysis and are reported in this paper. Information about the study and an online survey were distributed to 135 Schools of Nursing and Midwifery in the UK and Ireland. Individual semi-structured online interviews took place with academics. Qualitative data from 29 survey responses and 12 follow-up interviews were thematically analysed. Eight of the 12 follow-up interviews were held with nursing academics and following data analysis three themes emerged: (i) LGBTQ+ health across the lifespan; (ii) taking the initiative for LGBTQ+ health inclusion; and (iii) identifying and overcoming challenges. The findings highlight the endeavours by nursing academics to integrate LGBTQ+ health within pre-registration programmes to meet the education needs of students and the opportunity to develop curriculum content to address the needs



Citation: Brown, M.; McCann, E.; Webster-Henderson, B.; Lim, F.; McCormick, F. The Inclusion of LGBTQ+ Health across the Lifespan in Pre-Registration Nursing Programmes: Qualitative Findings from a Mixed-Methods Study.

The inclusion of LGBTQ+ health across the lifespan in pre-registration nursing programmes: qualitative findings from a mixed-methods study.

Healthcare, 11, 198.

<https://doi.org/10.3390/healthcare11020198>



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin



VIEWS AND EXPERIENCES OF MIDWIFERY ACADEMICS



The views and experiences of midwifery academics regarding LGBTQ+ health education in pre-registration programmes in the United Kingdom and Ireland: Qualitative findings from a mixed-methods study

Michael Brown^{a,*}, Edward McCann^{b,1}, Geraldine McLoughlin^c, Caroline Hollins Martin^d, Freda McCormick^e

^a Queen's University Belfast, School of Nursing and Midwifery, 97 Lisburn Road, Belfast, Northern Ireland, BT9 7BL, UK

^b School of Nursing and Midwifery, Trinity College Dublin, D02 T203, Ireland

^c School of Nursing and Midwifery, University College Cork, Cork, Ireland

^d School of Health & Social Care, Edinburgh Napier University, Edinburgh, Scotland, EH11 4BN, UK

ARTICLE INFO

Keywords:
Education
Family
LGBTQ
Mental health
Midwifery
Psychosocial

ABSTRACT

Aim: The purpose of this study was to identify the current LGBTQ+ health content within midwifery pre-registration programmes and identify education best practice and innovation.

Background: There have been significant developments in some countries in protecting the rights of LGBTQ+ people. LGBTQ+ people are and do become parents and require access to maternity services. Yet some report heteronormative assumptions, negative and discriminatory attitudes from midwives that results in barriers to service access and feelings of exclusion.

Design: This mixed methods study involved a quantitative and qualitative design. The qualitative findings are reported here.

Method: All 135 Schools of Nursing and Midwifery across the United Kingdom and Ireland were invited to participate in an online survey and qualitative interview. Thematic analysis of the qualitative data from 29 survey responses and seven midwifery follow-up interviews were conducted.

Results: Three themes identified following data analysis: (i) preparing midwifery students for practice; (ii) the diverse family unit; and (iii) safety, privacy and respect.

Conclusion: The findings provide insights into the challenges of meeting the education needs of midwifery students, with an opportunity to develop and implement a curriculum that is reflective of the needs and concerns of LGBTQ+ people within pre-registration midwifery programmes.

The views and experiences of midwifery academics regarding LGBTQ+ health education in pre-registration programmes in the United Kingdom and Ireland: qualitative findings from a mixed-methods study.

Nurse Education in Practice, 67.

<https://doi.org/10.1016/j.nepr.2023.103554>





Professor Michael Brown

Principal Investigator

*School of Nursing and Midwifery,
Queen's University Belfast*



WHAT DID WE FIND



- A strategic approach is required to incorporate and embed LGBTQ+ health within education and CPD programmes
- Best practice education strategies for effective implementation, delivery and assessment of LGBTQ+ health exist in some programmes

WHAT NEEDS TO HAPPEN

- All nursing and midwifery programmes should 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 learning and assessments.
- 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 and practice assessment.



LGBTQ+ HEALTH NETWORK FOR NURSING AND MIDWIFERY ACADEMICS

RESEARCH TEAM

Professor Michael Brown, Principal Investigator
School of Nursing and Midwifery, Queen's University Belfast

Professor Caroline Hollins Martin, Co-Investigator
Edinburgh Napier University

Dr Mark Linden, Co-Investigator
School of Nursing and Midwifery, Queen's University Belfast

Dr Freda McCormick, Research Fellow
School of Nursing and Midwifery, Queen's University Belfast



WHY THIS WORK MATTERS



Developing knowledge and skills of:

- Nursing and midwifery students
- Health professionals
- Academics

A real opportunity to improve the health and well-being of LGBTQ+ people and make a difference

OBJECTIVES OF LGBTQ+ HEALTH NETWORK

1. Opportunity for nursing and midwifery academics across the UK and Ireland and other key stakeholders to participate in the network.
2. Create an online network portal for LGBTQ+ health resources accessible to nursing and midwifery academics.
3. Develop, pilot and disseminate an audit tool for academics to assess the extent of LGBTQ+ health inclusion in their programmes and areas for further development.
4. Disseminate the network outcomes across UK and Ireland higher education providers of nursing and midwifery pre-registration education and more widely nationally and internationally.
5. Evaluate the impact of the LGBTQ+ health network.



NEXT STEPS

1. Blended network themed meetings
2. Themed network meetings, for example:
 - LGBTQ+ health theories
 - Skills simulation development
 - Formative and summative assessment
 - Building partnerships and interfacing with local LGBTQ+ groups
 - Education and development for academics
 - Practice learning and use of contemporary research on LGBTQ+ health to inform teaching practice
3. Short life working groups
4. Network portal for sharing contacts, information and resources



INAUGURAL MEETING



Thursday 29th June 2023
10.00am - 12noon

Information to opt in
will be issued





Dr Barry Quinn

Academic Lead for Equality
and Diversity

*School of Nursing and Midwifery,
Queen's University Belfast*



OPEN FORUM



THANK YOU



The study report
Making the Invisible Visible
can be accessed here:



CONTACT DETAILS



Professor Michael Brown
m.j.brown@qub.ac.uk

Dr Freda McCormick
freda.mccormick@qub.ac.uk





MAKING THE INVISIBLE VISIBLE

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

OPENING THE DOOR TO INCLUSION

