

The background of the slide is a vibrant rainbow gradient with horizontal bands of red, orange, yellow, green, blue, and purple. A prominent diagonal stripe, composed of black and white segments, runs from the top-left corner towards the bottom-right corner, crossing over the rainbow bands.

LGBTQIA+ education in Medicine

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Background

Student feedback at UQ about a specific lecture

LGBTQIA + people experience health and healthcare disparities

Student-staff partnership

Highly inconsistent LGBTQIA + education in Australian medical schools



What we did

Consult

Identify and review content

- UQ (SeCATs, Lectures, CBL cases)
- Grey literature, online resources

Develop recommendations



Global recommendations

Use inclusive, affirmative language

- Patient pronouns in every case “Sally (she/her) presents with a 3 week history of cough”
- Change the name of the men’s and women’s health module to sexual health
- Use non-pathologizing terms like Intersex variation



Global recommendations

Ensure student safety

- Some students have felt pressured to “come out”, educate others on LGBTQIA+ topics or share personal anecdotes during tutorials and CBL classes
- Some students feel distress listening to homophobic discussions during classes
- Some students pronouns are not respected on placement



Global recommendations

Bolster cultural safety

Reintroduce an affirming Intersex lecture

Ensure CBL cases featuring LGBTQIA+ patients are culturally safe

Engage and consult with relevant communities

Engaging students meaningfully in cultural safety skills



Global recommendations

Reflection, collaboration and improvement

Continue to engage with Rainbow Med and medical students to strengthen LGBTQIA+ specific medical education

The QAMSA & The University of Melbourne is conducting a national survey

Review content against relevant competencies



Where to?

How does UQ implement these recommendations?

What about other faculties and health programs?

Leadership role for UQ in this space



What can I do?

THINK, ASK, BE RESPECTFUL

What images are you using in teaching?

<https://staff.uq.edu.au/information-and-services/human-resources/diversity/commitment/inclusive-language>

<https://www.wavelengthmeded.org/>



