Trinity Equality Fund project: diversifying the Trinity medical curriculum to include the experiences of ageing LGBTQ+ people

Lorna Roe¹,²
  ¹ Atlantic Fellow for Equity in Brain Health, Global Brain Health Institute
  ² Research Assistant Professor, Centre for Health Policy & Management, TCD

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Equitable access to care

The lived experience of older LGBT+ people

• “I live alone and I don’t know what I would do if I need care. I’m afraid of going into a nursing home and being exposed to verbal slurs and inappropriate comments from staff or fellow service users because of who I am.”

• “Going into a hospital as a transgender woman, they don’t know where to put me- in the male or female wards?”

• “My biological family never accepted me. I have a ‘chosen’ family now, consisting of close friends. But doctors always ask me about my home support and ask about my wife or kids”

• “I have never been able to be my true self. What matters most to me now, is to be able to die as who I really am.”
What did we do with this knowledge

- An op-ed in the Irish Times
- Conference presentations
- **Publications:** Roe and Galvin (2021) *Providing inclusive, person centred care for LGBT+ older adults: a discussion on health and social care design and delivery* Journal of Nursing Management
- Equality Fund project
Equality Fund project

- **To use story telling as an educational tool to help students to understand the specific needs of older LGBT+ people;**
  - So future HCPs are aware of the past experiences of older LGBT+ people which forms a part of who they are today;
  - To equip future HCPs with the skills and language to be able to provide an inclusive service

- **Product:** An online lecture consisting of material from the literature; the stories from older LGBT+ people and exercises to encourage students to reflect on the material and consider its application in clinical settings.
- A partnership with 5 undergraduate medical students and 5 members of the older LGBT+ community
Equality Fund project: workshop no.1

• Older LGBT+ people described their experience as a LGBT+ person before many of rights for LGBT+ people had been developed. They described their past and present experiences in healthcare and what changes they would like to see within healthcare and why.

• As part of the dialogue, students described the pressure they felt as medical students to perform. And their perception that their priority should be their technical competence above all else. That the caring components of their future role as doctors were viewed as ‘add-ons’ within their curriculum. They described finding the experience dehumanizing and at times feeling burnout. They also reflected that LGBT+ health needs ought to be integrated into every clinical lecture rather than a once off lecture.
Equality Fund project: next steps

• Workshop 2: developing recorded material summer 2022

• Piloting these materials in the 2022/23 term

• Expanding the material into other courses e.g. Nursing within TCD

***Working with SoM/Trinity Inc to feedback the need to improve the visibility of older LGBT+ peoples health needs in all aspects of medical teaching and the experience of medical students in our education system
The team

Five 2nd year medical students: Aliyah Jownally, Ruth Hennigan, Semeli Neocleous, Sravani Chalumuri, Tavishi Shukla

Members of the older LGBT+ community: Ciarán McKinney, Ailbhe Smyth, Denise Croke, Bill Foley and Claire Farrell

TCD staff: Dr Lorna Roe (Centre for Health Policy and Management), Dr Miriam Galvin (Academic Unit of Neurology), Michael Foley (PPI Ignite)
Thank You