

Action plan for LGBT+ inclusion in the MPharm programme



The PDA LGBT+ Network has compiled a list of actions which aim to inspire pharmacy schools to weave LGBT+ inclusion into their curricula.

1. Create an LGBT+ friendly academic environment

- Encourage the use of pronouns in introductions, lectures, email signatures, and consider ordering [PDA LGBT+ Network pronoun badges](#).
 - Use posters and other visual prompts to highlight that the school of pharmacy is a safe, affirming, and liberating space to be LGBT+.
 - Employ a safe space policy, ensuring a 'zero tolerance' stance on discrimination whilst maintaining a safe space to be inquisitive.
 - Collect feedback from LGBT+ students sensitively.
 - Collaborate with LGBT+ organisations such as the PDA LGBT+ Network and the LGBT foundation.
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2. Include LGBT+ specific social content within teaching and learning

- Explore the LGBT+ acronym and what it means to be lesbian, gay, bisexual, transgender (including non-binary), and queer person. Others include intersex and asexuality.
 - Introduce pharmacists' obligations under the Equality Act 2010, the relevance of diversity and inclusion of health inequalities.
 - Openly discuss problems that LGBT+ patients face within society, and how these issues can be addressed (accessing healthcare and health inequalities).
 - Introduce formal support for academic members of staff learning or developing LGBT+ inclusive curriculum (open discussions, signposting, protected time for self-development).
 - Expand teaching about sexual health to be inclusive of different types of sex and relationships (i.e., dental dams for safe oral sex).
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3. Include LGBT+ patients in teaching and learning

- Use case studies containing LGBT+ patients which combat stigma and stereotypes. Myth-bust and challenge the belief that LGBT+ health refers exclusively to gay men living with HIV.
 - Include learning relating to the pharmaceutical care of transgender patients wishing to medically transition using hormones, in addition to other relevant interventions, such as gender-affirming surgery, which may impact patient care.
 - Recruit LGBT+ people to be 'expert patients' and speak about their experiences of healthcare or use recorded videos where appropriate.
 - Include examinable content that includes LGBT+ people.
 - Explore the relationship between minority stress and mental health.
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4. Explore additional factors which impact upon the pharmaceutical care of LGBT+ people

- Consider the impact of gender-affirming hormones on pharmaceutical calculations, such as creatinine clearance and ideal body weight.
- Explore which patients may be exempt from (WSW for sodium valproate) or included (trans men of child-bearing potential) in the pregnancy prevention programmes.
- Discuss the HIV stigma, even amongst healthcare professionals, and the stigma around taking PEP and PrEP.
- Discuss barriers to aspects of healthcare (i.e., fewer lesbian and bisexual women attend routine cervical screening appointments compared to heterosexual women).