

CENTRE FOR MEDICAL EDUCATION

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Equality and Diversity in healthcare teaching: Supporting LGBT

Equality & Diversity

Aim

To introduce Equality & Diversity and how it can affect the workplace

By the end of the session you should be able to:

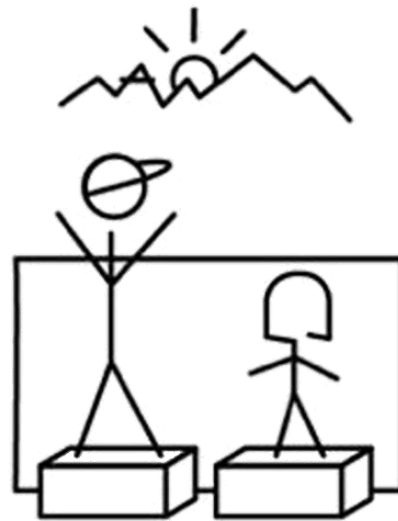
- Define what '*Equality and Diversity*' means
- Describe protected characteristics relating to LGBT and discrimination covered by the Equality Act 2010
- Reflect on examples in clinical teaching and start formulating a plan of action

Discuss

- What is equality?
- What is diversity?

- **Equality** is about “ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognises that historically, certain groups of people with particular characteristics e.g. race, disability, sex and sexuality, have experienced discrimination.”¹

So more about equity



Equality



Equity

Diversity

- literally means 'difference'. We aim to recognise and value people's differences to allow them to reach their potential.

Why's it important?

- Legislative duty – Equality Act 2010
- Increasingly diverse environment
 - Students
 - Staff
 - Patients
- Evidence of higher productivity in gender-diverse (15% increase) and culturally diverse (35% increase) workforces

Discuss

- What are the 9 protected characteristics?
- Are there any areas of diversity not covered which you feel should be?
- Are there any areas of diversity covered which you feel should not be?

The 9 PCs (legally covered)

- Age
- Disability
- Gender
- Gender reassignment
- Marriage / civil partnership
- Pregnancy / maternity
- Race / ethnicity
- Sexual orientation
- Religion or belief (including lack of belief)

Diversity is about respecting individual.....

- Race
- Culture
- National Origin
- Region
- Gender
- Sexual Orientation
- Age
- Marital Status
- Religion
- Ethnicity
- Disability
- Ability
- Family Structure
- Health
- Values
- Politics

.....and much more

Direct discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic.

Perception discrimination

- This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect discrimination

- Indirect discrimination is when a condition, rule, policy or even a practice applies to everyone, but has a disproportionate impact on people with a protected characteristic.

Harassment

- "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".

Third party harassment

- The Equality Act makes us potentially liable for harassment of our employees by people (third parties) who are not employees (for example, contractors or external trainers. Third parties can also include students).

Victimisation

- Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so.

Unconscious bias

- Implicit or **unconscious bias** happens by our brains making incredibly quick judgments and assessments of people and situations without us realising. Our **biases** are influenced by our background, cultural environment and personal experiences.

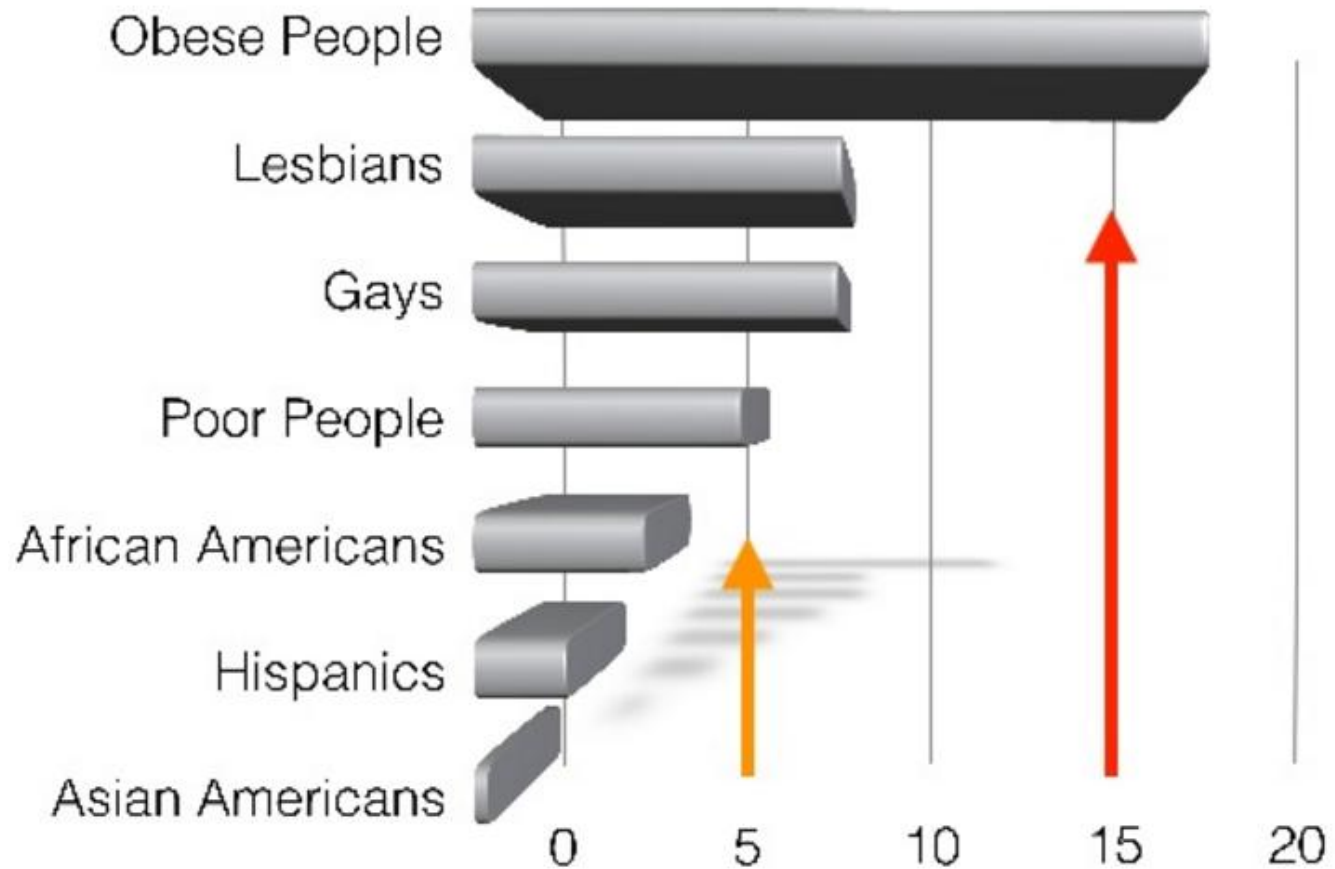


Project Implicit®

- A father and his son are in a car accident. The father dies at the scene and the son, badly injured, is rushed to the hospital. In the operating room, the surgeon looks at the boy and says, “I can’t operate on this boy. He is my son.” How can this be?

Medical Students - 2012

■ Negative attitudes, relative to whites



<https://www.slideshare.net/te dey tan/being-a-transgender-ally-and-unconscious-bias>

“I was in... [a] gastro ward... the guy [colleague] asked the doctor, ‘Oh, do you have plans for the weekend?’ and he just said ‘I'm going to go down... to Brighton with the missus for the weekend. I'm going to go bash some gays in’ ... it just seemed... rude and inappropriate, coming from him and he was in quite a high position as well... [I] didn't appreciate it”

(White, Heterosexual, male medical student)

“as a team we'd been discussing [patients]... this led to the question of how to support... one of them [a client] who... [was] struggling with their sexuality at this point while discussing it with the rest of the team I... obviously informed them that I'm gay and how that can be very difficult when you're in high school the team were very very accepting of the fact that they didn't bat an eyelid and were very very interested to hear the experience of someone who was... potentially gone through what this person was potentially going through”.

(White, gay, male nursing student)

Discuss

- Have you observed discrimination taking place in the clinical teaching setting?
- Who was involved?
- How did discrimination work?
- What action, if any, was taken and by whom?

Positive action

Positive action is lawful if it is taken to:

- enable or encourage people who share a protected characteristic to overcome a disadvantage connected to the characteristic
- meet the needs of people who share a protected characteristic where those needs are different to those of people who do not have the characteristic
- enable or encourage people who share a protected characteristic to participate in an activity in which their participation is disproportionately low

Which of these is not an example of positive action?

1. Holding a seminar for LGBT (lesbian, gay, bisexual, transgender) staff seeking promotion
2. Running recruitment targeting gay students
3. Asking transgender students to use the disabled toilets
4. Recruiting only lesbian surgeons to address the imbalance
5. Providing gender-neutral toilets

Institutional discrimination

Three key features:

- Discrimination impact on individuals because they are members of that group
- Built into the rules and regulations
- Results in patterns of discrimination

Public sector equality duties

Public bodies including higher education institutions and the NHS must have **'due regard'** to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations across all the protected characteristics (with the exception of marriage and civil partnership)

Having due regard includes

- removing or minimising disadvantages suffered by people due to their PCs
- meeting the needs of people with PCs
- encouraging people with PC participate in public life or in other activities where current participation levels are low

In the teaching context

You are required to

- Challenge learners over behaviour
- Ensure you create a learning environment that values diversity and is free of discrimination
- Understand and reinforce your organisation's procedures and policies
- Ensure you do not breach the equalities legal framework

Discuss

- What are the issues / principles?
- Is this just an individual need or a wider learning issue?
- What are the underlying reasons for the learner's assumptions?
 - Lack of knowledge?
 - Underlying prejudice?
- When is the best time to intervene?
- Where?
- Do you need to report it further?