

LGBT+ Mental health campaign



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(She/her)

Background

- Campaign on elected manifesto (Pre-covid 19 restrictions)
- Inspired by Student Minds Mental health inequalities conference
- For more information behind the campaign go to <https://hulluniunion.com/news/article/black-asian-minority-ethnicity-update>
- Focus on University services, however results show there are things we can do across the board as a University and Student Union.

'...while additional support may be beneficial, greater social acceptance of LGBTQ+ identity may go some way to reducing the need for additional support. While the LGBTQ+ community can, and do, support each other, the wider community is not currently as inclusive as it could be.' (Student Minds Mental Health report)

Recommendations

What do I want from this?

1. LGBT+ students accessing University mental health services.
2. LGBT+ students having a good experience of the service, and feeling understood etc.
3. LGBT+ students having a good experience of University life in general.

How can we do this?

1. Highlight what is already there that might encourage these students to access the services. Eg training
2. Fill gaps that might help recommendations 1 and 2.



Data

- **Quantitative data- Survey**
- **Qualitative data**
 - Open forums**
 - Conversations with students**
- **Sector wide research**

Quantitative Data: Survey (Take aways)

- Of 27 respondents, 12 indicated that they had accessed the mental health team.
- There was a mixed response to whether respondents felt that their sexuality/orientation had impacted their mental health.
- Among students that were trans+, there was general agreement that being in a gender minority had impacted their mental health.
- There were mixed responses on whether respondents felt comfortable to access the mental health team.

Quantitative Data: Survey

- In general respondents indicated that they would feel comfortable
- talking to a mental health practitioner if they had a similar sexuality or gender identity to themselves.
- All respondents identified as LGBT+ in some way. All participants
- identified as having a minority sexuality/sexual orientation, and some
- identified as being trans+ in addition to this.

Quantitative Data: Survey

Comparison between students who accessed the UoH Mental health team and those who did not

- 12 of 27 respondents accessed the UoH mental health team.
- Among many of the questions, there was very little difference between
- respondents who had accessed the UoH mental health team and those
- who had not.
- In general there were mixed responses about whether someone's
- sexuality/sexual orientation had impacted their mental health. But
- among trans+ students there was general agreement that gender
- identity had impacted their mental health.
- Students were more likely to indicate 'not sure' about the mental
- health team understanding their mental health in relation to their
- sexuality/orientation if they had not accessed the mental health team.



Qualitative Data: Survey

- Actively listening to LGBT+, particularly trans+ students
- Student-facing staff awareness/training on LGBT+ issues/experiences
- Communication about available support
- Community events
- Display of students' names on online learning
- Gender neutral toilets



Qualitative Data: Open Forums

- Lived experience of being LGBT+
- LGBT+ related training
- Previous negative experience with LGBT+ practitioners
- Experience specifically with UoH mental health team
- General UoH/HUSU attitudes towards LGBT+ students
- Diversifying/decolonising curriculum
- Discrimination/harassment
- Solutions/next steps



WIDER RESEARCH: Student Minds

Click [here](#) for the Student Minds LGBT+ Mental health report



What are your thoughts on
the data?

Recommendations: Short term/low resource

**Greater transparency in training undertaken by UoH and HUSU student-facing staff.
(Responsibility: Student Services, HUSU)**

This could be done through an update of the UoH and HUSU website where the student-facing staff are mentioned (eg mental health team etc) to add a brief note that they are trained in cultural competence, understanding different identities etc.

Greater communication from UoH and HUSU about the support available for LGBT+ students, especially when there are decisions being made at a political level that negatively impact LGBT+ students. (Responsibility: UoH marcomms, HUSU.

This could also be incorporated as part of the mitigating circumstances group.)

HUSU to improve training for Trans students' representative, and the signposting the trans students' representative has available so that they do not feel pressured to deal with disclosure as part of their role. (HUSU Student Voice Team)

Recommendations: Medium Term/ Resource

- As a priority, communicating to all staff about the ongoing work with ICT systems for capability of adding a preferred name.
All staff should be aware that in the meantime, students are still facing dysphoria etc and therefore keep with the practice of asking preferred names etc. (HUSU President of Inclusivity and Diversity and UoH ICC team)
- As a priority, release a statement about the work going on for trans+ student, including gender neutral toilets and the work on preferred names. (HUSU President of Inclusivity and Diversity)
- Create policy for recommending (not mandatory) pronoun use across all University activity, including meetings, lecturers etc. (HUSU President of Inclusivity and Diversity, UoH ICC team and Teaching Excellence Academy)
- Release a statement about changing names capability across HUSU and UoH website.
- Greater transparency of how to hold any staff member/student from UoH or HUSU accountable/report if they act or say something which is discriminatory towards LGBT+ students. (Responsibility: Student Services, Student Misconduct, Wider NeverOk Steering Group)
- Greater promotion of the various methods to make a wellbeing appointment eg phone, email etc (Responsibility: Student Services)
- More transparent communication from UoH and HUSU about how they are responding to LGBT+ issues, and feedback that has been raised via LGBT+ students. (Responsibility: UoH ICC team, UoH Marcomms team, UoH student services, HUSU marketing)
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Recommendations:

Medium Term/ Resource

- Creation of template when collecting demographic information regarding gender from students, that can be done with consultation of LGBT+ students. (Responsibility TBC):
 - Greater transparency about work being done in transforming programmes. Opportunities for students to connect with Academics and teaching excellence academy about their courses, and how decolonised/diversified they feel that they are. (Responsibility: UoH Teaching Excellence Academy)
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Recommendations:

Medium Term/ Resource

- Promotion of examples of good practice in decolonising/diversifying curriculum. (Responsibility: Teaching Excellence Academy, HUSU)
- This can also be done with contributions from LGBT+ students as to why it is important that they can see themselves in the curriculum.
- Greater transparency as to the procedure for reporting harassment and discrimination. (Responsibility: Student Services, Student Misconduct. This could also be incorporated as part of the NeverOk group)
- Ensure that all the work done around trans+ inclusion is intersectional, particularly considering sexual orientation. (Responsibility: HUSU, UoH, ICC team)

Recommendations:

Long term/high resource

- Mental health practitioners who is particularly well-trained in LGBT+ related issues/experiences (Responsibility: Student Services)
- Mental health practitioner who identifies as LGBT+ (Responsibility: Student services)
- This could happen through the pre-existing 'NeverOk steering group.
- UoH and HUSU to work with local mental health providers, such as Let's Talk to find out more about how they specifically support LGBT+ service users. (Responsibility: TBC)
- Support campaign for LGBT+ accommodation

There is a demand among LGBT+ students to be able to select a preference for living with other LGBT+ identifying students, in order to feel in a safe space. This is a campaign currently led by student



Thank you for your time!

If you have any further questions about these topics, we would love you to get in touch.

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