



# LGBT+ Mental Health Report

Date: 31.03.21

Evie Kyte, President of Inclusivity and Diversity  
(she/her)

I would like to thank everyone who has been involved in or contributed to the campaign, especially Beth Stephenson (LGBT+ students' representative) and Angel Vincent (Trans+ students' representative).

## Overview

Manifesto and process, and explain the different data and where it comes from  
[Click here for the blog of the launch of the campaign](#)

## Recommendations

*'...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)*

The recommendations cover a whole institutional approach between the University of Hull (UoH) and Hull University Students' Union (HUSU) and the wider community.

### General overall recommendations


It is also recommended that these recommendations and the progress made on such is reviewed on an annual basis.

### Solutions/Next steps

#### Low cost/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)

#### Medium Cost/Medium 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)
- 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)
  - 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)
- Continue hosting regular Pride/LGBT+ community events as part of the calendar, including asexual awareness. (HUSU)
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### High cost/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 representatives.

## Data Collection

The data collected included quantitative data from the mental health survey, and qualitative data from conversations with students and open forums.

## Quantitative Data

General Overview and trends of the data here from the LGBT+ MH survey  
Table from the survey here.

This includes a general overview of the data and a comparison between the following groups

- Those who accessed the mental health team and those who did not
- Trans+ students and non-trans+ students
- Women students and non-women students

All of the respondents indicated that they identified as LGBT+ in some way.

The results indicate that just under half of the respondents accessed the University Mental health team.

For Trans+ students, there was unanimous agreements that being able to speak to someone of their own gender identity in the wellbeing team would be useful.

It is also worth noting that none of the trans+ students indicated that they were heterosexual. So it's worth considering this intersectionality trans+ students may often be part of a sexual orientation minority as well as a gender minority.

## Overall Results

Results as of 16.03.21	Accessed mental health team
No of respondents overall (24)	11
1. I have had an appointment with the University's wellbeing team? (Located in Student Central on the first floor)	11 yes
2. I feel that my lived experience of, and/or discrimination towards my sexuality/ sexual orientation has affected my mental health.	strongly agree 3 agree 7 Not sure 1 Disagree 1 Strongly disagree 0
3. I feel that my lived experience of, and/or discrimination towards my gender identity (eg transgender/non-binary etc) has impacted my mental health. Please note that this is NOT about experience of sexism, but discrimination for being transgender, non-binary etc)	strongly agree 3 agree 4 Not sure 0 Disagree 4 Strongly disagree 0 I don't have experience of being a gender minority
4. I would feel comfortable talking to the university wellbeing team about issues of sexuality, gender identity, discrimination or general issues about my life as a university student and beyond?	strongly agree 1 agree 5 not sure 1 disagree 4 Strongly disagree 0
5. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by my experience of my sexuality/sexual orientation?	strongly agree 1 agree 2 not sure 4 disagree 3 strongly disagree 1
6. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by being a gender minority (transgender/non-binary)?	strongly agree 1 agree 1 not sure 1 disagree 4 strongly disagree 0 I don't have experience of being a gender minority 4
7. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were from a similar sexuality/sexual orientation to myself?	strongly agree 3 agree 6 not sure 1 disagree 1 strongly disagree 0

<p>8. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different sexuality/sexual orientation to myself?</p>	<p>Strongly agree 0  Agree 4  not sure 4  disagree 3  strongly disagree 0</p>
<p>9. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a similar gender identity to myself (eg you are a transgender woman, they are also transgender woman).</p>	<p>Strongly agree 2  Agree 7  Not sure 2  Disagree 0  Strongly disagree 0</p>
<p>10. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different gender identity to myself (eg you are transgender, they are cisgender).</p>	<p>Strongly agree 0  Agree 6  Not sure 4  Disagree 1  Strongly disagree 0</p>
<p>11. I would be interested in attending an open forum to discuss how LGBT+ students' experience of the wellbeing team can be improved?</p>	<p>Yes 4  No 6  Not sure 1</p>
<p>12. If you could change one thing in Hull University or Hull University Students' Union to improve meeting the mental health needs of LGBT+ students, what would it be?</p>	<p>Actively listen to us and act upon your words, it's mostly been hollow and performative. We've been lobbying to have a lecture theatre renamed due to the person being transphobic but we seem to not matter to the uni.</p> <p>Offering more specific support on issues that are both socially accepted as a part of university life and that lgbtq+ people are more susceptible to e.g. alcoholism, drug</p> <p>I'd like wellbeing staff to be better trained/prepared for dealing with issues relating to sexuality and gender identity. I feel at the moment if I were to bring it up, it would be awkward and uncomfortable.</p> <p>I haven't seen any mental health resource or team advertised specifically for LGBT+ students, so increase visibility of that. I know there are support groups but I had to really search for those and ultimately the LGBT+ officer is an elected student so some kind of official uni position similar to the wellbeing team members would be nice.</p> <p>Listing things that are available for those with ongoing issues, like actually saying in newsletters/posters about Reasonable Adjustments for extensions and the like.</p> <p>A greater access to mental health/people with experiences with queer mental health</p> <p>Not sure</p>



	<p>More LGBT representation and awareness</p> <p>Not sure</p> <p>Nothing</p> <p>let people change their names on teams easily</p>
13. Do you have any further comments or questions on this topic?	
14. What sexuality orientation do you identify as?	
15. Do you identify as any of the following?	
16. Which of the following do you identify as?	

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

Results as of 16.03.21	Accessed mental health team	Had not accessed mental health team
No of respondents overall (24)	11	13



1. I have had an appointment with the University's wellbeing team? (Located in Student Central on the first floor)	11 yes	13 no
2. I feel that my lived experience of, and/or discrimination towards my sexuality/ sexual orientation has affected my mental health.	strongly agree 3 agree 7 Not sure 1 Disagree 1 Strongly disagree 0	Strongly agree Agree Not sure Disagree Strongly disagree
3. I feel that my lived experience of, and/or discrimination towards my gender identity (eg transgender/non-binary etc) has impacted my mental health. Please note that this is NOT about experience of sexism, but discrimination for being transgender, non-binary etc)	strongly agree 3 agree 4 Not sure 0 Disagree 4 Strongly disagree 1 I don't have experience of being a gender minority	Strongly agree Agree Not sure Disagree Strongly Disagree
4. I would feel comfortable talking to the university wellbeing team about issues of sexuality, gender identity, discrimination or general issues about my life as a university student and beyond?	strongly agree 1 agree 5 not sure 1 disagree 4 Strongly disagree 0	Strongly agree Agree Not sure Disagree Strongly disagree
5. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by my experience of my sexuality/sexual orientation?	strongly agree 1 agree 2 not sure 4 disagree 3 strongly disagree 1	Strongly Agree Agree Not sure Disagree Strongly Disagree
6. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by being a gender minority (transgender/non-binary)?	strongly agree 1 agree 1 not sure 1 disagree 4 strongly disagree 0 I don't have experience of being a gender minority 4	Strongly Agree Agree Not sure Disagree Strongly Disagree I don't have an experience of being a gender minority
7. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were from a similar sexuality/sexual orientation to myself?	strongly agree 3 agree 6 not sure 1 disagree 1 strongly disagree 0	strongly agree agree not sure disagree strongly disagree
8. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different sexuality/sexual orientation to myself?	Strongly agree 0 Agree 4 not sure 4 disagree 3 strongly disagree 0	Strongly agree 0 Agree 4 not sure 4 disagree 3 strongly disagree 0
9. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a similar gender identity to	Strongly agree 2 Agree 7 Not sure 2 Disagree 0	Strongly agree 2 Agree 7 Not sure 2 Disagree 0

myself (eg you are a transgender woman, they are also transgender woman).	Strongly disagree0	Strongly disagree0
10. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different gender identity to myself (eg you are transgender, they are cisgender).	Strongly agree 0 Agree6 Not sure4 Disagree1 Strongly disagree0	Strongly agree 0 Agree6 Not sure4 Disagree1 Strongly disagree0
11. I would be interested in attending an open forum to discuss how LGBT+ students' experience of the wellbeing team can be improved?	Yes 4 No 6 Not sure 1	Yes 4 No 6 Not sure 1
12. If you could change one thing in Hull University or Hull University Students' Union to improve meeting the mental health needs of LGBT+ students, what would it be?	<p>Actively listen to us and act upon your words, it's mostly been hollow and performative. We've been lobbying to have a lecture theatre renamed due to the person being transphobic but we seem to not matter to the uni.</p> <p>Offering more specific support on issues that are both socially accepted as a part of university life and that lgbtq+ people are more susceptible to e.g. alcoholism, drug</p> <p>I'd like wellbeing staff to be better trained/prepared for dealing with issues relating to sexuality and gender identity. I feel at the moment if I were to bring it up, it would be awkward and uncomfortable.</p> <p>I haven't seen any mental health resource or team advertised specifically for LGBT+ students, so increase visibility of that. I know there are support groups but I had to really search for those and ultimately the LGBT+ officer is an elected</p>	





	<p>student so some kind of official uni position similar to the wellbeing team members would be nice.</p> <p>Listing things that are available for those with ongoing issues, like actually saying in newsletters/posters about Reasonable Adjustments for extensions and the like.</p> <p>A greater access to mental health/people with experiences with queer mental health</p> <p>Not sure</p> <p>More LGBT representation and awareness</p> <p>Not sure</p> <p>Nothing</p> <p>let people change their names on teams easily</p>	
13. Do you have any further comments or questions on this topic?		
14. What sexuality orientation do you identify as?		
15. Do you identify as any of the following?		
16. Which of the following do you identify as?		

## Comparison between trans+ students and non-trans+ students

Results as of 16.03.21	Trans+ students	Non-trans+ students
No of respondents overall (24)	11	13

1. I have had an appointment with the University's wellbeing team? (Located in Student Central on the first floor	11 yes	13 no
2. I feel that my lived experience of, and/or discrimination towards my sexuality/ sexual orientation has affected my mental health.	strongly agree 3 agree 7 Not sure 1 Disagree 1 Strongly disagree 0	Strongly agree Agree Not sure Disagree Strongly disagree
3. I feel that my lived experience of, and/or discrimination towards my gender identity (eg transgender/non-binary etc) has impacted my mental health. Please note that this is NOT about experience of sexism, but discrimination for being transgender, non-binary etc)	strongly agree 3 agree 4 Not sure 0 Disagree 4 Strongly disagree 1 I don't have experience of being a gender minority	Strongly agree Agree Not sure Disagree Strongly Disagree
4. I would feel comfortable talking to the university wellbeing team about issues of sexuality, gender identity, discrimination or general issues about my life as a university student and beyond?	strongly agree 1 agree 5 not sure 1 disagree 4 Strongly disagree 0	Strongly agree Agree Not sure Disagree Strongly disagree
5. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by my experience of my sexuality/sexual orientation?	strongly agree 1 agree 2 not sure 4 disagree 3 strongly disagree 1	Strongly Agree Agree Not sure Disagree Strongly Disagree
6. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by being a gender minority (transgender/non-binary)?	strongly agree 1 agree 1 not sure 1 disagree 4 strongly disagree 0 I don't have experience of being a gender minority 4	Strongly Agree Agree Not sure Disagree Strongly Disagree I don't have an experience of being a gender minority
7. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were from a similar sexuality/sexual orientation to myself?	strongly agree 3 agree 6 not sure 1 disagree 1 strongly disagree 0	strongly agree agree not sure disagree strongly disagree
8. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different sexuality/sexual orientation to myself?	Strongly agree 0 Agree 4 not sure 4 disagree 3 strongly disagree 0	Strongly agree 0 Agree 4 not sure 4 disagree 3 strongly disagree 0
9. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a similar gender identity to	Strongly agree 2 Agree 7 Not sure 2 Disagree 0	Strongly agree 2 Agree 7 Not sure 2 Disagree 0

myself (eg you are a transgender woman, they are also transgender woman).	Strongly disagree0	Strongly disagree0
10. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different gender identity to myself (eg you are transgender, they are cisgender).	Strongly agree 0 Agree6 Not sure4 Disagree1 Strongly disagree0	Strongly agree 0 Agree6 Not sure4 Disagree1 Strongly disagree0
11. I would be interested in attending an open forum to discuss how LGBT+ students' experience of the wellbeing team can be improved?	Yes 4 No 6 Not sure 1	Yes 4 No 6 Not sure 1
12. If you could change one thing in Hull University or Hull University Students' Union to improve meeting the mental health needs of LGBT+ students, what would it be?	<p>Actively listen to us and act upon your words, it's mostly been hollow and performative. We've been lobbying to have a lecture theatre renamed due to the person being transphobic but we seem to not matter to the uni.</p> <p>Offering more specific support on issues that are both socially accepted as a part of university life and that lgbtq+ people are more susceptible to e.g. alcoholism, drug</p> <p>I'd like wellbeing staff to be better trained/prepared for dealing with issues relating to sexuality and gender identity. I feel at the moment if I were to bring it up, it would be awkward and uncomfortable.</p> <p>I haven't seen any mental health resource or team advertised specifically for LGBT+ students, so increase visibility of that. I know there are support groups but I had to really search for those and ultimately the LGBT+ officer is an elected</p>	

	<p>student so some kind of official uni position similar to the wellbeing team members would be nice.</p> <p>Listing things that are available for those with ongoing issues, like actually saying in newsletters/posters about Reasonable Adjustments for extensions and the like.</p> <p>A greater access to mental health/people with experiences with queer mental health</p> <p>Not sure</p> <p>More LGBT representation and awareness</p> <p>Not sure</p> <p>Nothing</p> <p>let people change their names on teams easily</p>	
13. Do you have any further comments or questions on this topic?		
14. What sexuality orientation do you identify as?		
15. Do you identify as any of the following?		
16. Which of the following do you identify as?		

## Comparison of women students and non-women students'

Results as of 16.03.21	Women students	Non-women students
No of respondents overall (24)	11	13

1. I have had an appointment with the University's wellbeing team? (Located in Student Central on the first floor	11 yes	13 no
2. I feel that my lived experience of, and/or discrimination towards my sexuality/ sexual orientation has affected my mental health.	strongly agree 3 agree 7 Not sure 1 Disagree 1 Strongly disagree 0	Strongly agree Agree Not sure Disagree Strongly disagree
3. I feel that my lived experience of, and/or discrimination towards my gender identity (eg transgender/non-binary etc) has impacted my mental health. Please note that this is NOT about experience of sexism, but discrimination for being transgender, non-binary etc)	strongly agree 3 agree 4 Not sure 0 Disagree 4 Strongly disagree 1 I don't have experience of being a gender minority	Strongly agree Agree Not sure Disagree Strongly Disagree
4. I would feel comfortable talking to the university wellbeing team about issues of sexuality, gender identity, discrimination or general issues about my life as a university student and beyond?	strongly agree 1 agree 5 not sure 1 disagree 4 Strongly disagree 0	Strongly agree Agree Not sure Disagree Strongly disagree
5. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by my experience of my sexuality/sexual orientation?	strongly agree 1 agree 2 not sure 4 disagree 3 strongly disagree 1	Strongly Agree Agree Not sure Disagree Strongly Disagree
6. I feel that the university wellbeing team has sufficiently understood and appreciated how my mental health issues are impacted by being a gender minority (transgender/non-binary)?	strongly agree 1 agree 1 not sure 1 disagree 4 strongly disagree 0 I don't have experience of being a gender minority 4	Strongly Agree Agree Not sure Disagree Strongly Disagree I don't have an experience of being a gender minority
7. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were from a similar sexuality/sexual orientation to myself?	strongly agree 3 agree 6 not sure 1 disagree 1 strongly disagree 0	strongly agree agree not sure disagree strongly disagree
8. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different sexuality/sexual orientation to myself?	Strongly agree 0 Agree 4 not sure 4 disagree 3 strongly disagree 0	Strongly agree 0 Agree 4 not sure 4 disagree 3 strongly disagree 0
9. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a similar gender identity to	Strongly agree 2 Agree 7 Not sure 2 Disagree 0	Strongly agree 2 Agree 7 Not sure 2 Disagree 0

myself (eg you are a transgender woman, they are also transgender woman).	Strongly disagree0	Strongly disagree0
10. I would feel comfortable talking to a member of wellbeing staff about my mental health if they were a different gender identity to myself (eg you are transgender, they are cisgender).	Strongly agree 0 Agree6 Not sure4 Disagree1 Strongly disagree0	Strongly agree 0 Agree6 Not sure4 Disagree1 Strongly disagree0
11. I would be interested in attending an open forum to discuss how LGBT+ students' experience of the wellbeing team can be improved?	Yes 4 No 6 Not sure 1	Yes 4 No 6 Not sure 1
12. If you could change one thing in Hull University or Hull University Students' Union to improve meeting the mental health needs of LGBT+ students, what would it be?	<p>Actively listen to us and act upon your words, it's mostly been hollow and performative. We've been lobbying to have a lecture theatre renamed due to the person being transphobic but we seem to not matter to the uni.</p> <p>Offering more specific support on issues that are both socially accepted as a part of university life and that lgbtq+ people are more susceptible to e.g. alcoholism, drug</p> <p>I'd like wellbeing staff to be better trained/prepared for dealing with issues relating to sexuality and gender identity. I feel at the moment if I were to bring it up, it would be awkward and uncomfortable.</p> <p>I haven't seen any mental health resource or team advertised specifically for LGBT+ students, so increase visibility of that. I know there are support groups but I had to really search for those and ultimately the LGBT+ officer is an elected</p>	



	<p>student so some kind of official uni position similar to the wellbeing team members would be nice.</p> <p>Listing things that are available for those with ongoing issues, like actually saying in newsletters/posters about Reasonable Adjustments for extensions and the like.</p> <p>A greater access to mental health/people with experiences with queer mental health</p> <p>Not sure</p> <p>More LGBT representation and awareness</p> <p>Not sure</p> <p>Nothing</p> <p>let people change their names on teams easily</p>	
13. Do you have any further comments or questions on this topic?		
14. What sexuality orientation do you identify as?		
15. Do you identify as any of the following?		
16. Which of the following do you identify as?		



## Qualitative Data

Statements to last question in LGBT+ Survey

Themes


Lack of listening to LGBT+, particularly trans+ students

“Actively listen to us and act upon your words, it's mostly been hollow and performative. We've been lobbying to have a lecture theatre renamed due to the person being transphobic but we seem to not matter to the uni.”

Student staff training/awareness on LGBT+ related experiences

“Offering more specific support on issues that are both socially accepted as a part of university life and that lgbtq+ people are more susceptible to e.g. alcoholism, drug addiction, disordered eating, etc.”





“I'd like wellbeing staff to be better trained/prepared for dealing with issues relating to sexuality and gender identity. I feel at the moment if I were to bring it up, it would be awkward and uncomfortable.”

“I haven't seen any mental health resource or team advertised specifically for LGBT+ students, so increase visibility of that. I know there are support groups but I had to really search for those and ultimately the LGBT+ officer is an elected student so some kind of official uni position similar to the wellbeing team members would be nice.”

“A greater access to mental health/people with experiences with queer mental health.”

“Make sure mental health services actually understand or ideally relate to societal issues and discrimination in regards to being a part of the LGBTQ+ community and how that impacts mental health. Although it is not just homophobia/transphobia. For some trans people the waiting times to medically transition would have a massive impact on mental health and for some gay people there is also other factors such as a sense of isolation.”

“More LGBT representation and awareness”

#### Communication about available support

“Listing things that are available for those with ongoing issues, like actually saying in newsletters/posters about Reasonable Adjustments for extensions and the like.”

#### LGBT+ Community Events

“As my mental health has not been affected by me being LGBTQ+, I don't believe that I can comment on such an issue. However, having more opportunities like the virtual pride event is an amazing thing to meet people.”

“More lgbtq+ events, more facilities, better communication about these issues”

More recognition of particular groups within the LGBT+ student community: Mature, asexual

“As my mental health has not been affected by me being LGBTQ+, I don't believe that I can comment on such an issue. However, having more opportunities like the virtual pride event is an amazing thing to meet people.”

“More recognition of asexuality please.”



## Display of students' names on online learning

“For online learning - having my dead name visible to everyone is not very helpful.”

“Let people change their names on teams easily”


Themes and Recommendations from LGBT+ Mental health forum

# **LGBT+ Mental Health Open Forum.1 THEMES**

These are the themes that emerged from the discussion at the LGBT+ Mental Health Forum on Tuesday 8<sup>th</sup> February 2021.

## **Lived Experience of being LGBT+**

- LGBT+ identifying counsellors can be really useful.
- Even in instances where a practitioner does identify as LGBT+, they can still be discriminatory against other members of the LGBT+ community, or other communities.
- It would be useful to have the option to be able to see an LGBT+ identifying practitioner, or someone well versed in these issues.
- In an ideal world you would have the opportunity to see an LGBT+ identifying practitioner, who has also undergone training and has awareness of LGBT+ issues that they do not identify as.
- It would also be useful if students felt comfortable holding the practitioner to account in case any issues did arise.

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- There can be anxiety/caution before interacting with student facing staff before they know about the staff's lived experiences or personal beliefs and how these might impact treatment.
  - Concerns prior to interacting with student facing staff around unrelated issues being conflated. Eg mental health issues being related to a person being trans, when they are not related.

### **LGBT+ Awareness training**


- Understanding that it is not easy to find a practitioner that identifies as LGBT+, but as part of the induction into the role, it would be good to get a general understanding of their knowledge and awareness of these issues.
- It would be really good if practitioners has knowledge of the medical procedures of transitioning.

### **Previous negative experiences of mental health practitioners**

- Some people have negative experiences with cisgender/heterosexual practitioners (external to university) where their identity has been discredited or denied.
- These experiences had impacted their trust in the mental health system in the long term, and has discouraged them to seek help again. Especially when a student has undergone a difficult or long process to have an appointment, and they are discouraged from going through another process again.
- When a LGBT+ student has had a positive experiences, these had had long lasting and positive impacts.


### **Experience specifically with UoH Mental health team**

- Most of the students in the discussion had had a brief access of the mental health service, ie one or two appointments.

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- There was some confusion around which service students had accessed (ie whether it was the advice Centre or the Mental health services)
  - Students generally had felt that the team were friendly and approachable.
  - There was a discussion that it would be really useful to have reminders and chasers of appointments, if this system does not already exist.
  - Some students struggle to make a phone call for an appointment and would much rather make it through written means.

### **General University/HUSU attitudes towards LGBT+ community**

- Feeling that decisions from UoH, and in some cases HUSU are made without consultation from LGBT+ students, or do not consider feedback from LGBT+ students when they are consulted.
- There ought to be greater awareness from University about what is happening politically and nationally that is impacting LGBT+ students, eg trans people's access to hormones, and what the University is doing to support trans students at this time.
- It would be useful if there was greater transparency regarding processes/campaigns or when LGBT+ students' feedback is acted upon, eg after the motion had passed for gender neutral toilets. Work is happening in the background to act on this campaign, but students are not always aware.
- There have been instances where LGBT+ students have given feedback, eg regarding gender options available in an application process, and this feedback has not been taken onboard. It would perhaps be useful to build a template of demographic options that can be consulted with the



various communities that could then be used across any platform where personal details had to be filled out.

- Mental health is not constrained to specialist mental health treatments, it is about various aspects of your life.
- **Decolonising/Diversifying curriculum**
- In some instances where LGBT+ students have raised that there is a lack of diversity in the curriculum, they have felt dismissed. Eg in Arts based courses, students have raised issues that the subject matter focuses on white, cisgender heterosexual men and women, and are concerned that some students cannot relate to this material. The lecturers have responded that the subject matter is inclusive enough.
- Two fold problem; The diversity of the curriculum, and the academic's response/attitude when a student suggests an issues/improvement to diversify the curriculum. If a student raises these issues and feels listened to, they are more likely to keep raising these issues.
- Being recognized in the curriculum is really good for LGBT+ students mental health, and helps them to feel less 'othered'.
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#### Examples of good practice

- There are examples of good practice, where academics go out of their way to diversify the curriculum, regardless of whether or not they are required to do so by the transforming programmes process.
- Often can be the same group of academics who go to events about inclusive education and go the extra mile to make their work more inclusive.
- It would be useful to encourage staff to incorporate pronouns as part of standard practice, eg email signatures or canvas. Concerns around this ever being mandatory to protect the wellbeing of trans academics. It would best to be kept as an example of best practice that is really beneficial for students.

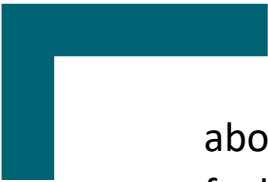


## Discrimination/harassment

- Students did not know where to turn for support or to report if they had experienced discrimination.
- Some students would do to the LGBT+/trans students' representatives or the President of Inclusivity and Diversity.
- There is historically a lot of pressure on the trans students' representative to deal with issues disclosures when it is not part of their role.

## Solutions/Next steps

- Greater transparency in training undertaken by UoH and HUSU student-facing staff.
- Mental health practitioners who is particularly well-trained in LGBT+ related issues/experiences
- Mental health practitioner who identifies as LGBT+
- Greater transparency of how to hold any staff member from UoH or HUSU accountable/report if they act or say something which is discriminatory towards LGBT+ students.
- Greater promotion of the various methods to make a wellbeing appointment eg phone, email etc
- More transparent communication from UoH and HUSU about how they are responding to LGBT+ issues, and feedback that has been raised via LGBT+ students.
- 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.
- Creation of template when collecting demographic information regarding gender from students, that can be done with consultation of LGBT+ students.
- 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.

- Promotion of examples of good practice in decolonising/diversifying curriculum. 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.
- 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.

Brought by: Evie Kyte, President of Inclusivity and Diversity

## Sector-Wide Research

General overview and support from student minds research, including how it supports the research.



A key recommendation from the Student Minds research, is that student support services to hire LGBT+ identifying staff, or staff who are specialist in LGBT+ issues, particularly gender identity issues.

Another key factor is that the overall experience of an LGBT+ person and how much they feel included in all aspects of their daily life is just as much if not more important to their mental health as specialist LGBT+ mental health services.