



## ***LGBTQ+ medical and healthcare educators***

### **Statement in support of support of GLADD's *UK Medical Schools Charter on So-Called LGBTQ+ 'Conversion Therapy'***

The ability to work, teach and learn in environments free from stigma should be a core right of every individual represented by the Academy of Medical Educators. For our LGBTQ+ educators and learners in particular we recognise how important it is to be able to express your full and authentic professional selves, without fear of judgment or persecution. We also recognise that at a time of increasing hate crime affecting this community, and disturbing national press, more must be done to demonstrate gold standards in medical education to ensure the wellbeing of our LGBTQ+ members.

Therefore, we are pleased to release this statement with the support of Dr Jo Hartland (they/them) and Dr Duncan McGregor (he/him), on behalf of the Association of LGBTQ+ Doctors and Dentists (GLADD). Alongside broader commitments to supporting LGBTQ+ students and educators, the Academy recognises the importance of teaching evidence-based medicine.

For that reason, The Academy is delighted to announce its unequivocal support for GLADD's [UK Medical Schools Charter on So-Called LGBTQ+ 'Conversion Therapy'](#) and we are excited to demonstrate this support by becoming an endorsing signatory, alongside the *British Medical Association* (BMA) and the *Association for the Study of Medical Education* (ASME). The Academy believes that so-called 'conversion therapy' should be actively challenged by educational institutions and for educational institutions to encourage non-prejudiced representation of all genders and sexual orientations.

In doing so the Academy also endorses the six core principles that signatory medical schools commit to, which relate to both the active inclusion of LGBTQ+ issues in curricula, support for staff and students, and recognition of the need for a complete ban on so-called 'conversion therapy' that is inclusive of gender identity.

The Academy formally acknowledges the alignment of its core values, which underpin the professional practice of all clinical and non-clinical medical educators involved in the training of clinical professionals, with the GLADD Charter. The Academy requires all applicants to demonstrate, and their referees to corroborate, their commitment to these values, including "...a commitment to equality, diversity and inclusion"; "... an ethical educational philosophy"; and "...respect for others" (see the full values [here](#)).

As part of its institutional commitment the Academy will direct website visitors to resources that explain the importance of LGBTQ+ representation and the use of pronouns. The Academy recommends to all staff, Council, and committee members, as well as its wider membership that they display their pronouns in their email signatures, biographies, and name badges. In addition, we ask that you consider ways in which meetings and educational spaces can be made safe for LGBTQ+ people, for instance using your pronouns when introducing yourself in meetings, and educating yourself on allyship and bystander skills to challenge homophobia and transphobia when it occurs.

The British Student Doctor Journal (BSDJ) is an official journal of the Academy of Medical Educators, and for further information on some of these issues please see the [April 2021 edition](#) co-published with GLADD that focused on LGBTQ+ health and medical careers

The Academy will actively seek contributions from advocates and experts in LGBTQ+ inclusivity as conference and webinar presenters to reinforce its commitment to represent all its members. We will continue to engage in training in order to question the biases and underpinning assumptions that create unsafe spaces for LGBTQ+ people, and welcome feedback from our members.

Finally, as part of our support for LGBTQ+ educators and learners, we want to state that so-called 'conversion therapy' in all guises is abuse. There is no evidence of efficacy, only harm. Any student or member of staff undergoing 'conversion therapy' is vulnerable, and any engaged in actively trying to 'cure' LGBTQ+ people are in breach of The Academy's core principles.