

Culturally Appropriate Care

Part 3: Supporting relationships and people who are LGBT+

Session plan and trainer notes

Preparation

To deliver this session, you will need:

- Laptop
- Projector
- PowerPoint
- Workshop handouts
- Pens
- Optional: flip chart paper and pens

The layout of the room needs to allow for group discussion and participation in group exercises.

This session can also be delivered online via a platform such as Microsoft Teams.

Some online platforms allow for people to go into virtual rooms for group discussions, or you may choose to have whole group discussions.

You can build on and/or tailor the content to the size of the group, the expectations of your organisation and the people you support. The session has handouts and activities which you can download and print off.

It's important that the trainer or facilitator has a good understanding of person-centred approaches.

Session length: we've estimated this session will take **2 – 2.5 hours** however the actual time will depend on the size of the group, facilitators style and any changes you make to the training materials.

NOTE: The PowerPoint can be used as a guide throughout the session. It includes slides which show the aim, outcomes and where activities / group discussions take place. Breaks times can be arranged by the facilitator.

This session plan can be used in addition to the PowerPoint if required; it may help with timings.

Timings	Activity	Content	Resources
<p>Timings are approximate</p> <p>30 minutes</p>	<p>Slide 2 Facilitator to read through</p> <p>Facilitator</p>	<p>Welcome and introductions</p> <p>The welcome sets the tone for the rest of the day. Introduce yourself and discuss the workshop aim and learning outcomes.</p> <p>Workshop aims and learning outcomes</p> <p>Aim: To know about culturally acceptable care, focusing on supporting individuals from ethnic minority groups and backgrounds.</p> <p>Learning outcomes:</p> <p>By the end of this session you will;</p> <ul style="list-style-type: none"> ▪ know what ‘culturally acceptable’ care means ▪ understand why the Covid-19 pandemic may increase barriers around culturally acceptable care ▪ identify barriers for people with learning disabilities/and or autism in forming relationships ▪ recognise good practice principles that help to promote sexual safety and support people’s sexuality in adult social care. ▪ be aware of barriers that people from LGBT communities face ▪ be familiar with LGBT terminology and acronyms ▪ know about equality rights in health and social care for people who are transgender 	

	Facilitator	<p>Overview and style of workshop Explain that the workshop is interactive and will involve group discussion, scenarios, self-reflection and sharing best practice</p>	
	Facilitator	<p>Face to face housekeeping and domestics can include:</p> <ul style="list-style-type: none"> ▪ Refreshments ▪ Comfort breaks (including location of toilets) ▪ Smoking ▪ Fire procedures ▪ Mobile phones 	
	Whole group	<p>Online training domestics can include:</p> <ul style="list-style-type: none"> ▪ Online instructions such as cameras, microphones, use of messaging box, etc ▪ Mobile phones / emails ▪ Comfort breaks 	
		<p>Ground rules</p> <ul style="list-style-type: none"> ▪ Everyone's view is important ▪ There's no such thing as a stupid question ▪ Time keeping ▪ Listen to what others have to say – speak one at a time ▪ Confidentiality <p><i>Facilitators note:</i> Identify any other ground rules that need to be agreed by the group.</p> <p>Introductions Use your own preferred method of introductions and ice breaker or:</p>	Flip chart to write up

		Let us know who you are, where you work and briefly tell us one positive thing you have done during the Covid pandemic, either at work or in personal life.	names (optional)
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Timings	Activity	Content	Resources
		Note for trainer: The PowerPoint will guide you through the session, but this may help with timings.	
2 minutes	Slide 4 Facilitator to read through	What do we mean by 'culturally acceptable care'?	
2 minutes	Slide 5 Facilitator to read through	Culturally appropriate care during the coronavirus (COVID-19) pandemic	
2 minutes	Slide 6 Facilitator to read through	Brief overview of the Human Rights Act in relation to relationships.	
2 minutes	Slide 7 Facilitator to read through	Brief overview of the Mental Capacity Act in relation to relationships	
2 minutes	Slides 8 Facilitator to read through	Relationship barriers: Many people with learning disabilities/and or autism are deprived of the opportunity to develop their sexual identity, expression, and relationships, or enjoy family life in the same way as anyone else.	

<p>15 minutes</p>	<p>Slide 9 / 10 Activity 1 Facilitator to read through (print off slide 10 as an activity sheet or see appendix 1)</p>	<p>What barriers might people with learning disabilities/and or autism face in forming relationships?</p> <p>Slide 10 provides an example.</p> <p>Encourage the group to consider what internal and external barriers they face in forming relationships? Note that most barriers are imposed on the person from other people or services they interact with.</p> <p>Now, ask them to think of someone they support. What internal and external barriers do they face?</p> <p>Obtain feedback from the group.</p>	<p>Activity 1 Printable activity notes page for groups to use if required.</p>
<p>10 minutes</p>			
<p>5 minutes</p>			
<p>10 minutes</p>		<p>Trainer to draw attention to how many factors relate to society's attitudes, rather than people themselves.</p>	
<p>5 minutes</p>	<p>Slide 11</p>	<p>Further examples of barriers people can face are on slide 11. These can be helpful if groups are struggling to think of examples during the activity above.</p>	
<p>5 minutes</p>	<p>Slide 12-14 Facilitator to read through</p>	<p>Sexual safety and sexuality; brief overview of CQC report and principles of good practice.</p>	
<p>4 minutes</p>	<p>Slide 15-16 Facilitator to read through</p>	<p>Extracts from age UK 'safe to be me' report re being LGBT+</p>	
			<p>Printable trainers guide also available if required.</p>

2 minutes	Slide 17 Facilitator to read through	Looking back in time – Alan Turing’s story.	
10 minutes	Slide 18 Facilitator to read through	HIV and stigma	
10 minutes	Slides 19-26 Facilitator to read through	Terminology, acronyms and pronouns. Terminology around race, ethnicity and sexuality evolves continuously. It is important that you learn about preferred terminology used in your organisation and with the individuals you support. It is also important to remain actively conscious of changes. The best advice when working in a person-centered way is ask the person which terms, they prefer.	
5 minutes	Slides 27-29 Facilitator to read through	Equality rights in health and social care services – transgender people	
2 minutes	Slides 30-31 Facilitator to read through	What are the rules around women only spaces?	
4 minutes	Slide 32 Facilitator to read through	Good practice example: Support for a transsexual woman at a supported living provider	
2 minutes	Slides 33-34	Care planning	

<p>15 minutes</p>	<p>Facilitator to read through</p>	<p>Good practice example: Supporting people who identify as LGBT+</p>	
<p>9 minutes</p>	<p>Slide 35 Facilitator to read through</p>	<p>Information about Stonewall and their recommendations around supporting people who are LGBT+</p>	
<p>2 minutes</p>	<p>Slides 36-40 Facilitator to read through</p>	<p>A short film (8.5 mins): Working with lesbian, gay, bisexual and transgender people - people with learning disabilities - Richard's story</p>	
	<p>Slide 41</p>	<p>Key messages from the film</p>	
	<p>Slide 42 Facilitator to read through</p>	<p>End of session Links to the framework and resource list can be emailed out to participants. The framework can also be printed as a handout if required.</p>	

Appendix 1: Activity trainer guide

Supporting relationships and people who are LGBT+

Activity 1: What barriers might people with learning disabilities/and or autism face in forming relationships?

Ask the participants for their examples. The following examples may help prompt discussion:

- Few opportunities to socialise and meet people.
- Limited sex and relationships education at school.
- Staff fears of backlash from regulators (Care Quality Commission).
- Planning and support processes which do not ask and answer questions about sex and relationships.
- Lack of information and support about sex and relationships in services for young people and adults.
- Staff fear of backlash from employers, if the experience is negative or adverse.
- Staff / families deterring behaviour.
- Shared / group accommodation.
- Fear of backlash from families if the experiences are negative.
- Few opportunities to explore sexual expression and identity.
- Staff lack of knowledge about the law and people's rights and responsibilities.
- Staff fearing adverse consequences including sexual abuse and exploitation, sexual offences, unwanted pregnancy.
- Assumptions that people are happy with single rooms / beds
- Lack of privacy in service settings.
- Staff/family personal, cultural or religious beliefs including beliefs that masturbation, being gay or having sex before or outside of marriage are morally wrong.
- Limited communication skills (Note that the only example here that relates to an issue the individual has is this).

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Activity 1: What internal and external barriers do YOU face in forming relationships?
Now, think of someone you support. What internal and external barriers do they face?

