

6.1 Good Care Introduction

What	Good Care
Purpose	To learn about inclusive and good care for the LGBT+ older people
Target group	Teachers and trainers in vocational education and their students
Level	Level 2-3-4 in vocational education
Execution	Extra support from the teacher might be necessary depending on the ability of the students to work independently
Sources	https://vimeo.com/117048260

Almack, K., Seymour, J., Bellamy, G. (2010) Exploring the Impact of Sexual Orientation on experiences and Concerns about End of Life Care and on Bereavement for Lesbian, Gay and Bisexual Older People. *Sociology*, (5), 908-924.

[BEING ME: Project Report on Best Practices in Learning and Education to Support LGBT Ageing Care and Wellbeing](#)

Bell, S., Bern-Klug, M., Kramer, K., & Saunders, J. (2010). Most nursing homes social service directors lack training in working with lesbian, gay and bisexual residents. *Social Work in Health Care*, 49(9), 814-31.

Fredriksen-Goldsen, K. I., Hoy-Ellis, C. P., Goldsen, J., Emler, C. A., & Hooyman, N. R. (2014). Creating a Vision for the Future: Key Competencies and Strategies for Culturally Competent Practice With Lesbian, Gay, Bisexual, and Transgender (LGBT) Older Adults in the Health and Human Services, *Journal of Gerontological Social Work*, 57(2-4), 80-107.

Higgins et al (in review) Pedagogical principles and methods underpinning education of health and social care practitioners on LGBT ageing: findings from a systematic review, Submitted to *Nurse Education Today*.

Hughes, A., Harold, R., & Boyer, J. (2011). Awareness of LGBT ageing issues among ageing service network providers. *Journal of Gerontological Social Work*, 54(7), 659-77.

Knochel, K., Quam, J., & Croghan, C. (2011). Are old lesbian and gay people well served? Understanding the perceptions, preparation and experiences of ageing service providers. *Journal of Applied Gerontology*, 30(3), 370-89.

Sekoni, A. O., Gale, N. K., Manga-Atangana, B., Bhadhuri, A., and Jolly, K. (2017). The effects of educational curricula and training on LGBT-specific health issues for healthcare students and professionals: a mixed-method systematic review. *Journal of the International AIDS Society*, 20(1), 21624. Doi: 10.7448/IAS.20.1.21624.

Stein, G.L., Beckerman, N.L., & Sherman, P.A. (2010). Lesbian and gay elders and long-term care: Identifying the unique psychosocial perspectives and challenges. *Journal of Gerontological Social Work*, 53(5), 421-35.

Westwood S, King A, Almack K, Suen Y-T, Bailey L (2015) Good Practice in Health and Social Care Provision for Older LGBT people, In: Fish J, Karban K (eds.), *Social Work and Lesbian, Gay, Bisexual and Trans Health Inequalities: International Perspectives* pp. 145-158 Policy Press.



Introduction activity

Interview by Oudkast, Delft, The Netherlands <https://vimeo.com/117048260> (Dutch spoken with subtitles)

The life story of Ans

In this short video clip we see Ans, a gay older person, talk about her life and important moments for her, such as discovering her sexual orientation and the difficulty of coming out. The story of Ans shows an example of a resilient older gay person, telling about coping mechanisms and a positive experience on good care. By starting the class with a positive personal story, we create an intimate atmosphere through which students get a vivid and realistic image of the consequences of good care for LGBT older people. Through the example the importance of good care is made clear and students can get a feel of the practical and emotional impact of good care.

Assignment

The students watch this video together and discuss the video through following questions:

- What strikes you in the story of Ans?
- What are key moments in the life story of Ans?
- Discuss the doctor's appointment of Ans. Is this an example of good care? Why/ Why not?
- Discuss this example, as a health professional, what would you have done different? Why/ Why not?

Result

Creating awareness amongst students about value and the importance of good care for LGBT+ older people.