

6.3 Good Care – Inclusive Care

What	Inclusive and good care for LGBT older people
Purpose	Learning what is good and inclusive care for LGBT older people for organizations Tips and tricks for caregivers for good and inclusive care for 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	Anze Jurcek 2019

An audit tool: LGBT Age Audit Tool – A guide for services and organizations working with older people to becoming more LGBT inclusive. <http://www.lgbthealth.org.uk/wp-content/uploads/2015/09/LGBT-Age-Audit-Tool-final.pdf>

BEING ME: Project Report on Best Practices in Learning and Education to Support LGBT Ageing Care and Wellbeing

Board game “Good care for LGBT older people”. Marjolein Hottentot 2019
(<https://www.olein.nl/educatief-seks-ganzenbord/>)

Hermans, M and Schuyf, J.(2014) Handreiking LHBT emancipatie, informele Zorg en zelfredzaamheid van LHBT ouderen. Movisie Lesbisch-en Homobeleid 2007

Stappen van professioneel handelen m.b.t. LHB, Hanneke Felten (Movisie) 2015, reviewed by Merel Verburgt (NFE) 2016

Introduction

It is difficult to define the LGBT population since the LGBT+ older people are not a homogenous group. In regard to care, they of course have some commonality with what everyone expects in their care associated with ageing services. Inclusive care has to be seen in the context of inefficient services for all older people and starts with the person not the service. For example, starting with an open approach which consults people on how they would like to receive their care has the potential to be more inclusive without potentially stigmatising LGBT+ older people. The notion of being ‘accepted for who I am’ and for having different relationships, needs not only to be recognised, but given real value by care staff. It is important that all staff needed to take responsibility for familiarising themselves with the issues associated with gender and sexual diversity, and the stories of those they are supporting. Also being familiar with roles and rights in relation to legislation is an important aspect in caring for LGBT+ older people. It is a ‘mind-set’, which requires staff to have a good command of inclusive language used in a confident way, and which goes beyond making glib statements and/or paying lip service, or ‘ticking boxes’. This notion of inclusiveness also includes all staff who come into contact with LGBT+ older people for example ancillary staff who should be seen as part of the caring team. All employees of a care facility need to be educated on caring for LGBT+ older people. Inclusive care has to be seen in the context of care for all older people, and what anyone would expect. This means recognising individuality and being open to this, but also willing to challenge and be challenged (World Café Best Practice Report 2019).

When we consider the specific needs and challenges with LGBT+ older people, what do we consider good care for this population? What are the important skills a caregiver needs when caring for LGBT+ older people?

Inclusive Care

First of all, it all starts with a professional attitude. This means that as a caregiver you should always be neutral and refrain from any judgment, personal opinion or assumption in any situation. It is important that you keep the different challenges for older LGBT people in mind, so you can see the hidden problems or struggles. Knowing that LGBT+ older people are shy to ask for help or are afraid of negative reactions, it is good to state your position if appropriate. Let the other person know how you feel about LGBT and give a positive affirmation. This can lead to more openness with the LGBT+ older people. While giving care to LGBT+ older people, always be aware of the sensitiveness of the issue of LGBT. Be discrete and discuss with the patient if you can share this information with other colleagues and to what degree for example (Felten 2015 and Verburgt 2016).

In talking to LGBT+ older people, it is important to practice the following conversation techniques. When starting a conversation be open and listen carefully, giving the other person the time to really express him or herself as he or she wants to. This means open questions and refrain from immediately advising something or assuming something in your questions or answers. Next to the open questions, it is essential to use the right words in questioning about the personal life of the person; such as “who is important for you”, “who do you consider family” or “who is in your network”. This way you involve the family of choice of the person, who are also important for the person in question. Considering the answers of the older person, keep in mind they can use some key words to describe important people or partners in their lives, such as “a very good friend” or my “cousin”. A good caregiver is able to pick up these subtle signals about the presenting situation. Always try to think outside the box and take a holistic whole person approach. During all this be willing to be more aware of your own assumptions and the ability to disarm another person with these assumptions (Felten 2015 and Verburgt 2016, World Café Best Practice Report 2019). Lastly, keep in mind the following skills and attributes a good caregiver should have or practice (see following table).

Skills and attributes for LGBT inclusive care (World Café Best Practice Report 2019)

Skills	Attributes
Sensitive interpersonal communication	Self-awareness
Picking up on subtleties and signals from the older person	Emotional resilience
Accurate listening	Compassion
Engagement with reflection	Relevant experience
Ability to be critical of one’s self or of the situation	Adaptability
Collaborative	Curiosity
Nurturing	Patience
	Personal warmth and openness

Recap

A professional attitude:

- Be neutral, don't judge.
- State your position: let the other person know how you feel about LGBT and that you are fine with it.
- Be aware of the specific challenges of this population.
- Be aware of the shyness in asking for help
- Be discrete with your information.

Conversation techniques

- Listen to the person without any judgment, opinions, advices or preconceived ideas.
- Give the other person space and time to express him or herself.
- Pick up subtle signals about the presenting situation and take a holistic approach.
- Ask open questions.

Activity 1 Inclusive care for care organizations: case study of an organization

Look up health or social care organization in your city. Maybe you can choose a health organization where you have done an internship or where you are working now. Use the organization as a study case to see how inclusive this organization is. Look at their website and flyers or folders to see how they are portraying themselves. Maybe you can interview a staff member to examine more in depth how the organization is build and treats their patients.

Use the following guidelines:

- Mission/policy: what do they emphasize in their policy?
- Communication (pictures on posters, folders, website,...)
- Way of addressing their potential clients (in email, newsletters, on the website,...)
- Forms and administration
- Activities organized for the patients

Ask yourself the following questions during the research:

- Does this organization give inclusive care? Where do you see prove of this? Or what is missing?
- How do they portray themselves?
- Do they have heteronormative aspects in the different fields mentioned above in their organization? Where?
- What could be better/different in their policy?

For an elaborate assignment for a higher level: use the audit tool of LGBT health.

See Keep on learning: An audit tool: LGBT Age Audit Tool – A guide for services and organizations working with older people to becoming more LGBT inclusive.

<http://www.lgbthealth.org.uk/wp-content/uploads/2015/09/LGBT-Age-Audit-Tool-final.pdf>

Activity 2 Good care by care givers: case study exercise

Source: Anze Jurcek (2019)

Theresa is a 74 years old trans woman, living on her own in a large city. Her parents have passed away years ago and she is an only child. Since retirement she has found company in local LGBT organization that offers support to older LGBT people. Due to her age and health problems, she has decided to get home care assistance. In the future she will need assistance with personal care as well. She is open to the idea of help as she wishes to stay at home as long as possible. At the same time she is anxious about the provided services, as she has experienced transphobia before.

Assignment

Introduce the case (described above) to the students. Make sure everyone understands the situation, if necessary, adapt the situation to resemble the circumstances in your country, town or society and their professional work environment. Then ask the students to look at this scenario from the perspective of their (future) profession (for example; nurse, social worker, care assistant working in home care services). When working as a nurse (fe), they are confronted with this situation. How would they act, react and handle the given scenario? Hand out the scenario and the three assignments so the students can work on the case study. Afterwards, discussed the interview and how they conducted it.

Scenario

You were contacted by an LGBT organization regarding Theresa, 74 years old woman who lives on her own. She is a frequent visitor of the local organization for LGBT+ older people. Theresa is open to the idea of help as she wishes to stay at home as long as possible. At the same time she is anxious about the provided services and how open they might be to an LGBT person. While first visiting Theresa at her home, you realize, that she might be a trans woman.

- Use the personal information of individual treatment questionnaire (see below) as a basis for your interview with the client. Think about how the questionnaire might be heteronormative and try to make questions about partnership, families, social network more open and diverse!
- Design an interview: think about how you might approach a person and what questions you might use to enable the older person to disclose any characteristics about their relationships, identity and background
- Conduct the interview in pair or by yourself

Learning points for students

- Recognize the specific challenges with LGBT+ older people such as social exclusion, loneliness or shyness in asking for help
- Practice a professional attitude towards LGBT+ older people
- Practice conversation techniques such as open questions
- Apply the needed skills and attributes for inclusive care

Intake form

PERSONAL INFORMATION OF INDIVIDUAL TREATMENT

NAME _____

SURNAME _____

Maiden surname _____

Date and place of birth _____

Education and profession _____

Used to work as _____

Last employment before retirement _____

Reason for admittance to the retirement home _____

I. PRIMARY FAMILY

- How many sibling were there in the family? _____
- How many are still living? _____
- What was the relationship among parents, brothers, sister:
Regular contact (very connected)/occasional contact/no contact
- Mothers name _____ and occupation _____
- Fathers name _____ and occupation _____

II. THEIR OWN FAMILY

- Marital status: Married/Widowed/Single/Divorced
- Name of spouse: _____ Spouse's occupation: _____
- Number of children: _____
- Children's names: _____
- Most attached to: _____ Least attached to: _____
- Type of housing: house/apartment building in the city/in the village
- Standard of living: good/satisfactory/economically disadvantaged

- Religion: _____
- Most stressful event in their life: _____
- Happiest event in their life: _____
- Where did they go to vacations: _____
- What are you especially proud of: _____

III. SOCIAL NETWORK

- Did the relatives visit them before they moved into a retirement home? _____
- Did they like to socialize with other people? _____
- Who is their best friend? _____

IV. LEISURE TIME

- Favourite genre of music: _____
- What do they especially like to do: _____

- Other hobbies: _____
- Watching TV: yes/sometimes/no
- Listening to the radio: yes/sometimes/no



Activity 3 Good care for LGBT+ older people: Board game

Source: Board game developed by Marjolein Hottentot 2019. (<https://www.olein.nl/educatief-seks-ganzenbord/>)

This is a board game developed to learn and discuss good care for LGBT+ older people amongst student. Play the interactive board game with your students. This is a good way to talk about the subject in a fun and open matter. The game may be useful to start difficult conversation about terminology and language around LGBT+ Issues. This can then help in building up to the topic of LGBT+ older people issues. The principle is learning while having fun.

As a teacher you should read the teacher's guide carefully. Make sure you familiarize yourself with the rules of the games, the questions and answers so you are able to guide the students through the game. Since the game is international, it is advised to also read into the specific national situations, statistics or information that might differ from some of the more general information given in the game. The same goes for the specific profession the students are studying for. It might be necessary to find some own examples and information for the game specified to their future profession. Make sure the atmosphere is one of trust and openness so that students can speak their minds and are not afraid to give their opinion. As a teacher it is important to create some basic rules with the students to play the game to which they all agree and underline. For example: How do we respect each other's opinions? What do you do when you disagree with someone?

With this game students will also learn

- to create a safe environment for learning for everyone
- how to work in a team
- to form an respectful professional opinion and how to voice it
- to counter arguments in a professional and respectful way

With the game you can work on

- Increasing awareness of the terminology and language on LGBT issues.
- Challenging stereotypes
- Share expertise with other people
- Increasing awareness of older LGBT issues.
- Understanding some common terms associated with LGBT people.
- Facilitating an open discussion about LGBT+ older people and issues.

Extra options with the board game

To monitor the evolution of the students in their learning curve, you could play the game in the beginning, middle and end of the course. This way you can see if the students evolve in their attitude and if they have mastered the information concerning LGBT+ older people and care.

When you don't have enough time to play an entire round of the game, you can use different adaptations to the game.

1. Use the green questions (knowledge questions) in a short, interactive (internet) quiz about terminology and language regarding LGBT In the attachment we provide 10 national and 10 international knowledge questions.
2. Use the green cards in a more active manner:
 - All student stand up. A green question is asked. Every student writes the answer on a piece of paper or says the answer (organization of answering depends on the size of the group students).

- All student who have the correct answer, remain standing. The students with a wrong answer sits down.
 - Keep asking green questions until one student remains standing: the winner.
3. Use the red (opinion) or grey questions (discussion questions) as discussion situations for small groups of students. Each group of students (2-4) gets a grey card. They discuss amongst themselves and present their answer to the whole group. In the attachment we provide 10 discussion questions and 10 opinion questions.
 4. Use a grey or red question as a opener or kick start for a class or course.
 5. You can play half of the game as opposed to the full game. You can set another goal, for example the winner is who gets on square 20 or the one who is the furthest after 60 minutes.

The Game the questions

GREEN QUESTIONS: What do you know?

What does the abbreviation LGBT+ mean and explain what do the terms mean?

The abbreviation LGBTI means Lesbian, Gay, Bisexual, Transgender and Intersex.

Bisexual is someone who can be attracted to both men and women. Sometimes they are more attracted to women, sometimes more to men.

Someone who is transgender feels uncomfortable in the body he/she is born into.

A girl/woman identifies as a boy/man or a boy/man identifies as a girl/woman. Some individuals can also identify as both a girl and a boy (woman and a man) or something in between. Some transgender take hormone pills and undergo operations to bring their bodies more in line with how they identify, but this is not always the case. A trans woman is born in a man's body, but identifies as a woman. A trans man is born in a woman's body, but identifies as a man. Because someone identifies differently from his/her biological body, he/she can take steps to change this, such as wear different clothing, change of hairstyle, breast prosthesis or penile prosthesis, and possibly make-up and/or hormones. Not everyone chooses an operation, they decide for themselves what and how they want to adjust or change their body.

The term intersex is used to address individuals that are born with physical characteristics, that are not seen as totally 'man' or 'woman'. Physical characteristics for example are genitals, body form, height of voice, body hair, hormones, chromosomes, etc. Intersex individuals identify mostly as 'man' or 'woman'.

What is meant by cisgender/ gender?

Gender means the biological gender, the physical features a person is born with or develops, like genitals, body form, height of voice, body hair, hormones, chromosomes, etc. By these physical features we are called: 'man', 'woman', or something else (like intersex). 'Cisgender' means: 'not transgender'. So: you were born a girl and you identify as a girl/woman. Or you were born a boy, and you fully identify as a boy/man.

Why is it important to use the language of 'partners' rather than 'having a husband or wife'?

When you ask 'do you have a partner?', you indicate that you are not assuming that everyone is heterosexual. You are making it easier for the other person to share her/his orientation.

LGBT+ older people can experience loneliness more frequently. What can be consequences of loneliness?

Consequences of loneliness may include: increased blood pressure, increased stress levels and the risk of depression.

What are HIV and AIDS?

HIV is a virus that attacks the immune system. HIV infection consists of different phases. AIDS is the final phase of HIV infection. When you contract AIDS, your immune system is so seriously compromised that it

can no longer protect your body against diseases. Anyone who becomes infected with HIV and is treated for it in good time does NOT develop AIDS.

What could be negative consequences of hiding one's LGBT+ orientation?

Hiding one's LGBT+ orientation can have negative psychological consequences. Not sharing this part of yourself can also stop you from getting into intimate relationships. This can lead to loneliness.

LGBT+ older people can have smaller social networks, why is meant by that?

LGBT+ older people can have a smaller social network because they are more likely to be single, more likely to have experienced a divorce, more likely to have fewer children and grandchildren, and more likely to have limited contact with family and friends.

In what year did the WHO (World Health Organization) stop classifying homosexuality as a disease?

The WHO Health Organization stopped classifying homosexuality as a disease in 1991.

What does the rainbow flag represent?

Since the 1990s, the rainbow has been used as a symbol of acceptance and emancipation of LGBT+ people. The rainbow flag is an international symbol that was created in San Francisco in the late 1970s to express acceptance of diversity.

The different colours of the rainbow represent equal treatment of different people, especially people with sexual orientations other than heterosexual. (The 6 colours of the rainbow flag are: red, orange, yellow, green, blue and purple.)

When is the international Coming-Out day?

The international Coming-Out day is on 11 October. (This Coming-Out Day has existed internationally since 1988. It is also being celebrated to promote the social acceptance of LGBT+ people)

Specific questions concerning your own country

- Does your country have a law in which everyone is equal? If so, since when did this law come into effect?
- Can two women or two men adopt a child in your country? If so, since when?
- Is there a feature in your country which indicates that healthcare institutions are LGBT+-friendly?
- Is there a Gay Pride taking place in your country? If so, since when?
- What is the interest group for LGBT+ people in your country? If so, what is it called?
- What can the municipality of a city do to acknowledge LGTB+ people?
- Can people in your country change their registration of sex/gender in their birth certificate and passport? If so, since when
- Is same-sex marriage permitted in your country? If so, since when?
- What percentage of the population in your country is LGBT+?

RED QUESTIONS **What is your opinion? (Think in terms of your professional role)**

- Do you know any LGBT+ older people (For example; at work, family or friends, a famous person from the movies or television)?
- Many care institutions are of the opinion that there are no elderly members of the LGBT+ community living with them. Why would they think this?
- Mental health problems might be more common for LGBT+ older people than for heterosexual seniors.
- LGBT+ older people come out several times. What is meant by this? Explain this using an example.
- What could be difficult for a transgender client if she/he is receiving physical care?
- You are unsure whether the person opposite you wishes to be addressed as man or a woman. How might you find out their preference?
- Name some things that a same-sex and a heterosexual relationship have in common.
- The WHO considered homosexuality a disease until 1991. What consequences did this have (or still has) for LGBT+ older people?
- Gender-neutral toilets are not intended as alternative toilets for transgender people, but as toilets that can be used by anyone regardless of gender, just like in private houses. What arguments can you use to initiate the conversation about gender-neutral toilets with your manager?
- Put gender identity first, not the body in which a person was born. What is meant by this?

GREY QUESTIONS **What would you do? (Think in terms of your professional role)**

- Mrs Ward is lonely and lesbian. She asks how she can come in contact with other lesbians. What advice can you give her?
- Mr Go has recently divorced. After 45 years of marriage, his wife said that she had fallen in love with a woman and is now living with her. He is very sad and upset and does not understand it at all. He thinks this is just a passing fancy on her part and that she will come back to him. He asks you what you think about it. What do you say?
- Mrs Brouwers (85 years old) receives regular visits from her daughter Conny and Conny's girlfriend Christine. You have just seen them stepping out of the lift. Mr Mostert and Mr Nies are waiting near the lift. You happen to hear Mr Mostert say to Mr Nies: 'Good, the dykes are getting out. I really don't like the thought of two women together, euw.' What do you say? What do you do?
- Mrs Gallagher is getting older and her body is getting tight and stiff. Her body sometimes refuses to do what she wants it to do. Her sex life has been reduced as a result, and she has difficulty with that. She initiates a discussion with you about this. What do you say?
- Mr Hanrahan (82 years old) would like to buy himself a new set of lingerie, and he asks you to accompany him to the store. What do you say? What do you do?
- Mr Bezier (79 years old) has lived in your residential care centre for five years. Mr Spillane (76 years old) for six months. They live on different floors. When you went into Mr Bezier's room to look after him this morning, they were naked in bed under the sheets. What do you say? What do you do?
- You're going to help Mr Romano (79 years old) wash himself under the shower. You see large scars near and around his nipples. You notice he's a bit quiet and reserved while showering, while normally he never stops talking. How would you react?
- Mr Albers (73 years old) has lived in your residential care institution for a while now. You have a good, confidential connection with him. You are the only one of the staff who knows he is attracted to men. One day the topic of sexuality is brought up and he indicates that he really misses intimacy and sex. He asks if a gay escort could possibly be arranged. What do you do and how do you react?
- Mrs Han does not want to be washed by your lesbian colleague. What do you say? What do you do?
- Mrs Skeehan (78 years old) is single and has no children. She has been living in your residential care centre for a year. You have been her caregiver for a month now. She is very nice to you, and often calls you 'sweetheart'. She regularly tells you how nice you look, and it seems as if she is smitten with you. Today she tells you, you have a nice behind. How do you react? What do you say?



Keep on learning

- <http://www.lgbthealth.org.uk/wp-content/uploads/2014/07/Top-Ten-Tips.pdf>
- An audit tool: LGBT Age Audit Tool – A guide for services and organizations working with older people to becoming more LGBT inclusive. <http://www.lgbthealth.org.uk/wp-content/uploads/2015/09/LGBT-Age-Audit-Tool-final.pdf>
- An E-learning for professionals in social care on diversity in care.
Movisie: <https://movisieacademie.nl/mod/page/view.php?id=5022>