



Culturally Competent and Compassionate LGBT+ Inclusive Education

(IENE 9)

Modules for the Culturally Competent and Compassionate LGBT+ inclusive education MOOC

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Introduction

The IENE9 LGBT+ project aims to enable learner/teacher/supervisors of theory and practice to enhance their knowledge and skills regarding LGBT+ issues by supporting the inclusion of LGBT+ issues within health and social care curricula.

This document is a compendium of all modules and their material as developed by the partner organizations (available at <https://iene-lgbt.com/output-5>

The modules are based on the curriculum model and training curriculum that were developed during the IENE 9 project <https://iene-lgbt.com/output-3>.

There are five modules; while the first week is an Orientation to the MOOC and the training:

1. Orientation
2. A module on the construct of culturally competent and compassionate awareness;
3. A module on the construct of culturally competent and compassionate knowledge;
4. A module on the construct of culturally competent and compassionate sensitivity;
5. A module on the construct of culturally competent and compassionate practice;
6. A synthesis module.

These modules will be used in implementing MOOC on **Culturally Competent and Compassionate LGBT+ Inclusive Education**.

The MOOC is an innovative training model using. The MOOC content is based on the Papadopoulos (2014) model for Culturally Competent Compassion. The model consists of four constructs- Culturally Aware and Compassionate Learning, Culturally Knowledgeable and Compassionate Learning, Culturally Sensitive and Compassionate Learning and Culturally Competent and Compassionate Learning. For each construct a module has been developed, organized by a user-friendly form with links, resources, videos, quizzes and so on.

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Week 1

ORIENTATION



Activity 1: Welcome to the course

Are you a health or social care professional or student, or you simply wish to improve your knowledge and skills on LGBTQ+ issues?

You are in the right place!

The online course “Cultural Competent and compassionate LGBT+ inclusive health and social care” will help you to acquire relevant knowledge, professional skills, and key competences, including intercultural, social, and digital skills. The course also aims to improve your confidence in establishing positive communication, friendly environments, positive interactions and relationships with LGBT+ individuals. You will also have an opportunity to learn at intercultural level by connecting with the wider community across the globe and how LGBT+ issues may be similar or differ across the world.

The course has been developed as part of IENE 9 project “Developing a culturally competent and compassionate LGBT+ curriculum in health and social care education”. This is an Erasmus+ funded project collaboration with six other institutions, led by Middlesex University, in collaboration with Edunet Association (Romania); Cyprus University of Technology (Cyprus); University of Almeria (Spain); the University of Southern Denmark (Denmark); the University of Rome (Italy) and St Augustinus Fachkliniken (Germany).

To learn more about the project, please, visit our website www.iene-lgbt.com. This project was developed with the support of the European Commission. Its content it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained herein.

Activity 2: Give your consent quiz

Instructions: Thank you very much for agreeing to participate in this MOOC. In order for you to continue on this MOOC, we need your consent.

The IENE9 team is committed to protect your privacy, respect confidentiality and security of personal information provided by you.

Click on each question by choosing either True or False, as you agree or not agree with statements. Once you have answered all the questions, submit the quiz. Please note there are no correct or wrong answers. By completing this quiz, you will receive your first two points.

1. Your Name and Surname

Numele si prenumele

Nome e Cognome:



Nombre y apellidos

2. Your Email Address

Adresa dvs de email

E-mail:

Email

3. Your username

Nume de utilizator

Username:

Nombre de usuario

4. *I confirm that I have read and understand the information about the course*

Confirm ca am citit si am inteles informatiile despre curs

Confermo che ho letto e compreso le informazioni relative al Corso

Confirmo que he leído y entendido la información sobre el curso

1. A. True

2. B. False

5. *I understand that my participation is voluntary and that I am free to withdraw at any time without giving a reason.*

Inteleg ca participarea mea este voluntara si ca sunt liber sa ma retrag in orice moment, far a a da un motiv.

Ho compreso che la mia partecipazione è volontaria e che sono libero di ritirarmi in qualsiasi momento senza dover dare necessariamente una motivazione.

He entendido que mi participación es voluntaria y soy libre de abandonar el curso en cualquier momento y sin dar explicaciones.

1. A. True

2. B. False

6. *I understand that all personal information will remain confidential (name, e-mail address) and that the learning results can be published, ensuring that I cannot be identified (except as might be required by law)*

Inteleg ca toate informatiile personale vor ramane confidentiale (numele, adresa de e-mail) si ca rezultatele invatarii pot fi publicate, asigurand ca nu pot fi identificate (cu exceptia cazului in care legea le-ar cere)

Ho compreso che tutte le informazioni personali rimarranno confidenziali (nome, indirizzo e-mail) e che i risultati dell'apprendimento possono essere pubblicati, assicurando che non possa essere identificato (tranne nei casi previsti dalla legge)

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Entiendo que toda la información personal se mantendrá confidencial (nombre, dirección de correo electrónico) y que los resultados del aprendizaje pueden publicarse, asegurándome de que no se me pueda identificar (a menos que la ley lo exija)

1. A. True
2. B. False

7. I agree to take part in this study

Sunt de acord sa particip la acest studiu

Sono d'accordo a prender parte a questo studio

Estoy de acuerdo con formar parte de este estudio

1. A. True
2. B. False

8. I declare that I am over 18 years old

Declar ca am mai mult de 18 ani

Dichiaro d'averè più di 18 anni

Tengo más de 18 años

1. A. True
2. B. False

Activity 3: What is the MOOC?

To get familiar with the MOOC, watch the short video What is the MOOC? NOTE: This video is subtitled: <https://www.youtube.com/watch?v=vzoh4LdIPHU>.

Activity 4: How can you succeed in the MOOC

For a quick introduction to the MOOC features and how work on it, please watch the short video at <https://www.youtube.com/watch?v=vzoh4LdIPHU>.

NOTE: This video is subtitled:

1. Click on Settings button
2. Click on Subtitles menu
3. Choose a language
4. To see the subtitles in your language, click on Automatic Translation and choose your language.

This online course is asynchronous, which means you are in control of your own learning, when and how to learn. We recommend that you spend at least 1 hour per day

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and that you complete the activities day by day, week by week so that you can engage with other learners on the course.

Welcome to the IENE-LGBT MOOC: <https://www.youtube.com/watch?v=9aFmXLU30c8>

Activity 5: Introduce yourself

You will receive a link to a Slack group.

Slack is a messaging app that connects people across the globe to communicate with each other. We will use Slack to talk to each other, comment on each other's post and share knowledge and experiences.

Slack will be our main communication tool and every time you complete your activities you can take a screenshot of your entry, then come back to APTEM and upload your evidence to complete your task.

Now, go to Slack and write a post with some information about yourself. Say Hello, and write some lines about you, where your work/study, where you come from, and where you currently live or work. Tell us about your expectations of this MOOC and what you wish to learn about.

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Activity 6: Pre-course questionnaire

This questionnaire will help us to get a better idea of your objectives and expectations for this course. Your answers will give us an understanding of your preferred learning style and of the knowledge, skills, and experience you already have.

Click on each question and answer it, choosing True or False, as you agree or not agree with statements.

Once you have answered all the questions, submit the quiz.

There are no correct or wrong answers.

Thank you for taking the survey!

Activity 7: Gender and sexual identity (UK Tool)

Please read the document on Gender and sexual identify. Once you have read the document answer the questions in a new discussion board.



Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 2

MODULE 1



Intercultural Education of Nurses in Europe Culturally Competent and Compassionate LGBT+ Education

MODULE 1- CULTURAL AWARENESS AND COMPASSION- Teaching and Learning Tools:

- 1.1 Sexual orientation
- 1.4 Social stigmatization
- 2.1 Human rights

Aim

The aim of this module is to:

1. Develop your understanding of sexual orientation and to develop cultural awareness of selves' and others' sexual orientation taking into account national and international laws treaties, charters, local rules, and regulations, as well as the injustices in societies
2. Learn about certain social cultural concepts negatively influencing people with different sexual orientations and gender identities than the norm

You will be engaged in learning through reflection, knowledge acquisition and practical activities.

Learning outcomes

When you have worked through this tool, you will be able to:

- Expand your own knowledge about a) sexual orientation (SO), as well from a historical point of view, and b) social-cultural stigma and self-stigma
- Discuss and reflect on everyday practice and identify ways to include practices to improve the response to health, social and learning needs based on principles of human rights and social justice related to LGBT+ service users from different cultures.
- Develop cultural awareness and cultural competence in carrying patients who fundamentally differ in value, attitude and/or beliefs.

Introduction to the module Video

<https://www.youtube.com/watch?v=WzoiPBe6PRo>

WEEK 2/DAY 1

TOOL 1.1. Sexual orientation



Please do read tool 1.1. before you begin the activity

Activity: Read the information presented in the tool “Sexual orientation” and do a list with the main issues of Sexual orientation.

A: Write a post on the course platform answering to two the following questions:

1. Why the sexual orientation of some persons does not always match his or her public expression or even one’s own sense of his or her sexual orientation?
2. Why trying to change someone to a heterosexual orientation, including so-called conversion therapy, is “clinically and ethically inappropriate”?
3. Why homosexual behaviour has been removed as a diagnosis from all international classifications of diseases?

B: Discuss these issues with the peers, giving reply to their posts.

WEEK 2/DAY 2

TOOL 1.1. Sexual orientation

Activity: Watch the video <https://www.youtube.com/watch?v=xCMmZUu07IQ> and reflect on one the following aspects:

1. Do you consider that collecting the data about gender at birth, gender identity, pronouns is important to treat a patient properly?
2. Do you consider that sexual orientation is private and sensitive information? In what cases do you think it is justified to collect information about a patient's sexual orientation and who can do it?
3. Why the correct use of terminology including the pronoun is important making them feel comfortable and respected.

Post your thoughts on the course platform or Discuss these issues with the peers and give reply to their posts.

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Activity: Read the Case study: **Luis**

At the Family Health Centre, Luis, a teenage boy, completes an intake form and hands it to Mary, the receptionist. Mary looks over the form and says with a smile to Luis “I’m sorry, but we do need you to fill out your mother’s and father’s names. Why don’t you just tell them to me, and I can fill it out for you?” Luis looks away and, in a low voice, says, “I have two dads. Their names are Carlos Montoya and David Sandoval.” Before she can catch herself, Mary becomes flustered and blurts out, “Oh! You don’t have a



mother?" Mary's exclamation arouses attention in the waiting area. Luis's face turns red and he starts heading out the door (from Providing Inclusive Services and Care for LGBT+ People: A Guide for Health Care Staff, <https://www.lgbtqiahealtheducation.org/wp-content/uploads/Providing-Inclusive-Services-and-Care-for-LGBT-People.pdf>).

1. Answer the following question, post your answer in the chat.
 - What could Mary have done differently to prevent this situation and create a more respectful and inclusive environment for LGBT+ people?

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

WEEK 2/DAY 3

TOOL 1.4. Social stigmatization

Please do read tool 1.4. before you begin the activity

Activity: Watch the following video until second 30. Then stop the video and answer the following questions:

- How does this story continue?
 - How does it end?
1. Continue watching 'til the end! Answer the following questions:
 - Did you expect this end?
 - What do you think about the dialog between the younger and older man?
 - If your expectations did not match the real end, do you have an explanation why?
 2. Write your thoughts in the chat and discuss with your peers.

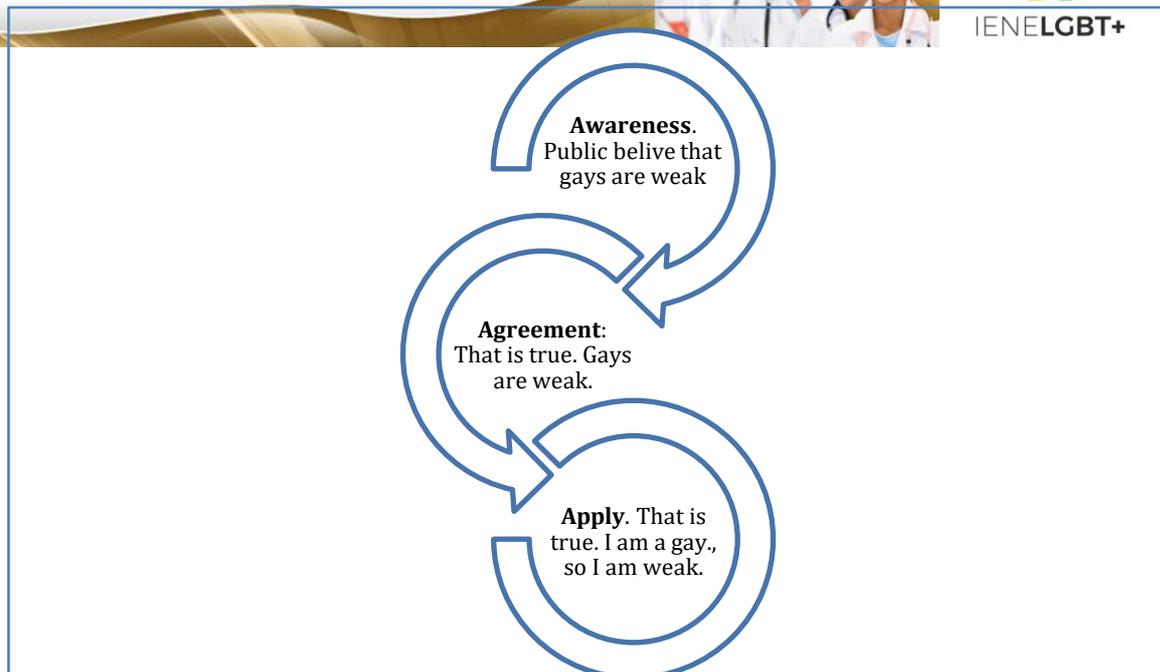
Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Activity: Read the following table: Differentiating between stigmas, prejudices, stigmatizations and more

Terms	Definition	Example
Stigma	Stigmata are negatively rated attributes that are perceived as a deviation from the norm and whose carriers cost social equality	Homosexuals are weak and more passive. They don't take responsibilities.

Terms	Definition	Example
Stereotypes	Stereotypes are socially shared beliefs regarding the attributes, characteristics, behaviours, etc. that members of the self-group or a foreign group have in common (rather cognitive aspect)	Boys who played with dolls as a child are more likely to become gay than those who played with cars.
Prejudices	Prejudices are assessments of a social group, in the sense of attitudes (rather affective aspect)	I have a negative feeling towards lesbians and gays.
Self-Stigma	Their self -concept supports the idea of a particular stigma that society has created through negative or offensive remarks or actions, which consequently creates negative attitudes toward their own personality and sexuality.	It is comprised of endorsement of these stereotypes of the self (e.g. "I am weak"), prejudice (e.g. "I am afraid of myself"), and resulting self-discrimination (e.g. self-imposed isolation).
Discrimination	Discrimination is the act of making distinctions between human beings based on the groups, classes, or other categories to which they are perceived to belong.	Because of his transsexuality (transman), the person in need is not treated adequately by a gynaecologist.
Homophobia	Homophobia (from ancient Greek homo's "equal", and, via "phobia", of phébos "fear, terror, flight") refers to a social aversion (dislike) or aggressiveness (hostility) directed against lesbian and gay persons.	I am afraid of LGBT+ people and don't want to take care for them on the ward.

Activity: Reflect about the following model:



Adapted to the Corrigan & Rao. Stage Model of Self Stigma (2012).

In the general model, a person with an undesired condition is aware of public stigma about their condition (Awareness). This person may then agree that these negative public stereotypes are true about the group (Agreement). Subsequently, the person concurs that these stereotypes apply to him/herself (Application). This may lead to harm, to significant decreases in self-esteem and self-efficacy. Unlike other research on self-stigma the stage model shows pernicious effects of stigma on the self-do not occur until later stages. Not until the person applies the stigma, does harm to self-esteem or self-efficacy occur.

Activity: Going back to your professional practice can you find any examples of self-stigma. Exchange your ideas with peers in the chat.

WEEK 2/DAY 4

TOOL 2.2. Human rights

Please do read: Tool 2.2. Human rights

Activity: Answer the small survey for LGBT rights in the following link:

https://docs.google.com/forms/d/e/1FAIpQLScQnRI_iYDqDU1iF9mje_tXbHKI0aC8-JSPF4RHeWDBGKZguw/viewform?vc=0&c=0&w=1&flr=0

1. Discuss the results of the survey with the module leader and/or the participants of your group.

Activity: You are a service provider in a health centre. Read the following document:

https://www.lgbtagingcenter.org/resources/pdfs/Sage_CollDataGuidebook2016.pdf

and write down the three most important questions for data collection on sexual orientation and gender identity for your adult clients. Add an entry on the Slack group.

WEEK 2/DAY 5

TOOL 2.2. Human rights

Activity: Watch the Video: “THE HISTORY OF LGBT RIGHTS AT THE UN”

<https://www.unfe.org/un-leaders-sport-stars-activists-join-forces-equality/>

1. Write the key points of this short infographic video regarding LGBT rights

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

No.	Title and description of the resource	Type	Language	Learning/training/evaluation activities suggested	Access URL / download
Day 1	Read the information presented in the tool “Sexual orientation” and do a list with the main issues of Sexual orientation.	paper	EN	Individual learning	pdf
	Providing Inclusive Services and Care for LGBT+ People: A Guide for Health Care Staff	Document	EN	Individual learning	https://www.lgbtqihealtheducation.org/wp-content/uploads/Providing-Inclusive-Services-and-Care-for-LGBT-People.pdf page 7
Day 2	Watch the video “sexual orientation and gender identity”	Video (7.02 min.)	EN	Individual learning	https://www.youtube.com/watch?v=xCMmZUu07IQ

Day 3	Watch the following video until second 30.	Video (1.01 min.)	EN	Individual learning /	https://www.youtube.com/watch?v=871u_HRxdLo&list=LL7f8gC20kY4yRZ9LdXJy0EA&index=7&t=0s
Day 4	Answer the small survey for LGBT rights in the following link and discuss the results with your peers and mentor of the course.	discussion	EN	Group learning	https://docs.google.com/forms/d/e/1FAIpQLScQnRI_iYDqDU1iF9mje_tXbHKl0aC8-JSPF4RHeWDBGKZguw/viewform?vc=0&c=0&w=1&flr=0
	You are a service provider in a health center. Read the following document and write down the three most important questions for data collection on sexual orientation and gender identity for your adult clients.	discussion	EN	Individual learning / Group learning	https://www.lgbtagingcenter.org/resources/pdfs/Sage_CollDataGuidebook2016.pdf
Day 5	1. Write the key points of this short infographic video regarding LGBT rights	Video (2.51 min.)	EN	Individual learning	https://www.unfe.org/un-leaders-sport-stars-activists-join-forces-equality/



Week 3

MODULE 2

Intercultural Education of Nurses in Europe

Culturally Competent and Compassionate LGBT+ Inclusive Education (IENE 9)

MODULE 2 - CULTURAL KNOWLEDGE AND COMPASSION-

Teaching and Learning Tools:

- 2.1. Knowledge and understanding of key LGBT+ terminology
- 2.4. Sociocultural disparities / inequality
- 2.5. Identification of and addressing barriers and facilitators to meet LGBT+ service users'/learners' health and social care needs and learning needs

Aim

The aim of this module is to

1. Develop your understanding of key LGBT+ terminology.
2. Develop your understanding of the sociocultural disparities and inequality toward LGBT+ people.
3. Identify barriers and facilitators to meet LGBT+ patients' health and social care needs and learning needs. Participants will be engaged in learning through reflection, knowledge acquisition and practical activities about key LGBT+ terminology and other LGBT+ issues.

You will be engaged in learning through reflection, knowledge acquisition and practical activities about key LGBT+ terminology, sociocultural disparities and inequalities, as well as identify barriers and facilitators to meet LGBT+ patients' health and social care needs and learning needs.

Learning outcomes

When you have worked through this tool, you will be able to:

- Understand the "LGBT+" terms for talking about non-heterosexual and gender-variant people.
- Discuss the importance of using a **culturally competent and compassionate language**.
- Understand the factors that affect LGBT+ people's health outcomes;
- Discuss the specific health needs of LGBT+ people;
- Identify the access and barriers to proper care faced by LGBT+ people;



Introduction to the module Video

<https://www.youtube.com/watch?v=Buyb-LKxV1c>

Week 3 /Day 1. Knowledge and understanding of key LGBT+ terminology

TOOL 2.1. Non-binary

Please do read tool 2.1 before you begin the activity

Activity: See the following video regarding non-binary people and consider the following points: https://www.youtube.com/watch?v=kVe8wpmH_IU (7 minutes)

- People who are non-binary may use gender-neutral pronouns. Although there are a variety of gender-neutral pronouns, the most used one is the singular they. It can be difficult for some people to get used to using the singular they, but it gets easier with practice. Will you have problems using gender-neutral pronouns in your work?
- According to you, why is it important to respect people's pronouns? Why does using appropriate pronouns matter for inclusion?
- Non-binary identity and freedom. What do you think about it?

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 3 /Day 2. Knowledge and understanding of key LGBT+ terminology

TOOL 2.1. Heteronormative beliefs and assumptions

Heteronormative societal assumptions and influences can be seen everywhere from traditional views on marriages, religion, cinema, and media, including the news, commercials, and advertisements.

Activity See the following video about heteronormative beliefs and assumptions:

<https://www.youtube.com/watch?v=tp7v3JQna6U> (3 minutes)

- Make a list of typical heteronormative questions or assumptions that you have been experienced (or have been done) in your work context.
- A very easy activity: search for images with the key phrase "couple" or "love". Analyse the results and try to "read" what you find on internet with a critical thought [i.e., The images you will find seems to suggest that heterosexuality is the norm, and that anything else is unusual at best and abnormal at worst].



Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.



Week 3 /Day 3. Sociocultural disparities / inequality

TOOL 2.4. Why is it important to focus on hate crime and hate speech against LGBTI people?

Please do read tool 2.4 before you begin the activity

LGBT+ people fear violence and hate everywhere in Europe. More than one of four LGBT+ individuals has either experienced physical/sexual violence or threats within the last 5 years, according to the 2012 survey conducted by the Fundamental Rights Agency (FRA).

In general, hate crime and hate speech aim to undermine the dignity and value of a human being belonging to a particular social group – based on their skin colour, ethnicity, religion/belief, gender, sexual orientation, gender identity and sex characteristics. On a wider scale, it sends a negative message to LGBTI communities, their supporters and rest of the society. It implies that a particular social group does not deserve recognition, respect, equality and tries to legitimise attacks on members of that group.

Activity: Consider and discuss the following questions in groups of three to four:

- Discuss why the hate crime and hate speech occurs?
- Have you experienced any form of discrimination acts towards LGBT+ individuals in your institution?
- How can we address socio-cultural disparities and inequality in our everyday life?
- Who is responsible?

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 3 /Day 4. Sociocultural disparities / inequality

TOOL 2.4. impact of inequality and discrimination towards LGBT+ people?

Activity: See the movie: <https://www.youtube.com/watch?v=B6GOYVsOQy4>

Consider the following questions in groups of three to four:

- Discuss the influence and impact of inequality and discrimination on social and cultural variables of the life and experiences of LGBT+ individuals
- Write down five recommendations that can prevent inequality and discrimination of LGBT+ individuals

Add your entry to the Slack discussions, comment on other learners' posts. Once

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you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.



Activity: Awareness and self-reflection.

- Write down experiences where you have felt discriminated and where you have experienced disparity, inequality or discrimination
- Then write down experiences where you have been discriminating others and may have caused inequality or socio-cultural disparity

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 3 /Day 5. Identification of and addressing barriers and facilitators to meet LGBT+ service users'/learners' health and social care needs and learning needs

TOOL 2.5. Rainbow Europe module made by ILGA-Europe

Please do read tool 2.5 before you begin the activity. Choose 2 of the following activities to do.

Activity:

- Check our Rainbow Europe module made by ILGA-Europe (<https://www.rainbow-europe.org/>) and see the latest updates on the legal situation for LGBT+ people in Europe and how the 49 European countries are rated.
- Then, check your country score and see which the criteria your country met.
- Search for more information in the situation in your country and do a list of the things must be improved in the situation of LGBT+ people in your country.
- Post your list on the forum, read the other lists and give feedback to them.
- Discuss with your peers about the laws and policies on the LGBT+ people's human rights that must be improved in health and social care fields.

Activity: Watch the video

<https://libguides.massgeneral.org/c.php?g=912395&p=6616450> and reflect on how LGBT+ people from the video want the health care providers treat LGBT+ patients.

Activity: Read the recommendations to individual and institutional healthcare providers from the Documentation of discrimination in the field of LGBT+ health in Romania, page 35-36:

Create a welcoming environment that is inclusive of LGBT+ patients.

- Prominently post the hospital's non-discrimination policy or patients' rights information sheet.
- Waiting rooms and other common areas should reflect and be inclusive of LGBT+ patients and families.
- Create or designate unisex or single-stall restrooms.
- Ensure that visitation policies are implemented in a fair and non-discriminatory manner.

Avoid assumptions about sexual orientation and gender identity.

- Refrain from making assumptions about a person's sexual orientation or gender identity based on appearance.
- Be aware of misconceptions, bias, stereotypes, and other communication barriers.
- Recognize that self-identification and behaviors do not always align.

Facilitate disclosure of sexual orientation and gender identity, but be aware that it is an individual process.

- Honour and respect the individual's decision and pacing in providing information.
- All forms should contain inclusive, gender-neutral language that allows for self-identification.
- Use neutral and inclusive language in interviews and when talking with patients
- Listen to and reflect patients' choice of language when they describe their own sexual orientation and how they refer to their relationship or partner.

Provide information and guidance for the specific health concerns facing lesbian and bisexual women, gay and bisexual men, and transgender people.

- Become familiar with online and local resources available for LGBT+ people.
- Seek information and stay up to date on LGBT+ health topics. Be prepared with appropriate information and referrals.

- a) Propose additional recommendations to this list.
- b) Post your proposals on the forum, read other suggestions of your peers and give reply or comment them.

Self-administered evaluation questionnaire

How much it is important to use in a correct way the following terms in you work context?

Not important	Slightly important	Moderately important	Important	Very important
1	2	3	4	5

LGBT+	1	2	3	4	5
Queer	1	2	3	4	5
Non-binary	1	2	3	4	5
Cisgender	1	2	3	4	5
Heteronormativity	1	2	3	4	5

Sum your response, if your sum is less than 15, please discuss your answers with your peer learning group: debate with them regarding the relevance of using appropriate language with LGBT+ people.

Resources for Module 2

No.	Title of the resource	Type	Language	Learning/training/evaluation activities suggested	Access URL / download
1.	Non-Binary People Explain What “Non-Binary” Means To Them	Videos (7 minutes)	EN	Individual learning, reflection	https://www.youtube.com/watch?v=kVe8wpmH_IU
2.	Heteronormative beliefs and assumptions	Videos (3 minutes)	EN	Individual learning, reflection and production	https://www.youtube.com/watch?v=tp7v3JQna6U
3.	Focus on hate crime and hate speech against LGBT+ people?	Other (Text + explanations)	EN	Group reflection	
4.	FRA: EU LGBT survey	Videos (3,29 minutes)	EN	Group reflection	https://www.youtube.com/watch?v=B6GOYVsOQy4
5.	Focus on awareness and self-reflection	Other (Text + explanations)	EN	Group reflection	
6.	Rainbow Europe module made by ILGA-Europe	Files	EN	Individual learning, reflection and production Group reflection	https://www.rainbow-europe.org/
7.	LGBTQIA+ and Healthcare	Videos	EN	Individual learning, reflection and production Group reflection	https://libguides.massgeneral.org/c.php?g=912395&p=6616450



Week 4

MODULE 3



Intercultural Education of Nurses in Europe

Culturally Competent and Compassionate LGBT+ Inclusive Education

(IENE 9)

MODULE 3. CULTURAL SENSITIVITY AND COMPASSION

Teaching and Learning Tools:

- 2.3. Physical and Mental Well-being
- 3.4. Tolerance - Strategies for Creating Inclusive Environments
- 3.5. Compassionate and Safe Relationships in the Health Care System

Aims

The aim of this module is to:

1. Develop an understanding of the risk and protective factors involved in the physical and mental well-being of LGBT+ people.
2. Learn strategies for creating a welcoming, inclusive clinical/teaching-learning environment for LGBT+ service users/learners, that encourages mutual tolerance and respect and values diversity.
3. Enable you to act more sensitively, compassionately and more confidently when dealing with LGBT + people, so that you can create an environment in which positive learning and healing experiences are possible.

You will be engaged in learning through reflection, knowledge acquisition and practical activities.

Learning outcomes

When you have worked through this tool, you will be able to:

- Articulate the importance of being aware of health disparities between LGBT+ and general populations; Benefit from a scientific wealth of knowledge of the factors involved in sexual minorities physical and mental well-being; Obtain more professional instruments and competencies to improve the service provided to LGBT+ patients.
- Promote flexibility and openness, influencing attitude and behaviour towards acceptance, recognition as equals. Identify barriers and challenges to Tolerance. Demonstrate behaviours that show Tolerance in health and social care.
- Know the relevant factors for a compassionate and security-conveying relationship design; reflect on your own attitudes, values and (pre-) judgments regarding LGBT + people and not let them determine your interpersonal behaviour; experience more



security in dealing with people from the LGBT + spectrum; create environments in which both employees and patients / clients can have positive, healing experiences.

Introduction to the module Video

<https://www.youtube.com/watch?v=Pxx-Nkapmt8>

WEEK 4/DAY 1

TOOL 2.3. Physical and Mental Well-Being

Please read Tool 2.3 before you begin the activity

Activity: Watch the following video: (6 minutes)

<https://www.youtube.com/watch?v=UtQx-5su0Ps>

The majority of persons may have “internalized homophobia” whether they admit it or not . . . but how do you get rid of it?

1. Reflect on the concept of “internalized homophobia”.
2. Share your views with other students on the platform.

For further information on “Internalized Homophobia” and “Physical and Mental Well-Being of LGBT+ persons”: <https://www.revelandriot.com/resources/internalized-homophobia/>

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

WEBINAR by Roberto Baiocco et al, on physical and mental health of LGBT+ individuals.

WEEK 4/DAY 2

TOOL 3.4. Tolerance

Please read Tool 3.4 before you begin the activity

Activity: Watch the following video: (4 minutes)

“EASY” https://www.youtube.com/watch?v=OTN2_aicXq0

1. Reflect on how the concept of “Tolerance” is shown in this story.
2. Share your views with other students on the platform.

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.



WEEK 4/DAY 3

TOOL 3.4. Tolerance

Please read Tool 3.4 before you begin the activity

Activity: Watch the following video: (20 minutes)

THE GRAPEVINE | Homosexuality Tolerance vs. Acceptance | Ep. 32 We discuss homosexuality and tolerance: <https://www.youtube.com/watch?v=2EIWzL-dCuQ>

1. Reflect on the contents of the video, considering other people's experiences of tolerance, and your own ones, too.
2. Is it possible to disagree with homosexuality and still respect people in LGBT+ community?
3. Share your views with other students on the platform.

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

WEEK 4/DAY 4

TOOL 3.5. Compassionate and Safe Relationships in the Health Care System

Please read Tool 3.5 before you begin the activity

Activity: Watch the following video: (19 minutes)

“¿Cuál es la diferencia?” (“What is the difference?”).

<https://www.youtube.com/watch?v=2asPSMg0HDk>

1. What does each “double-story” show us?
2. Which one is your favourite, and why?
3. Share your views with other students on the platform.

Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

WEEK 4/DAY 5

TOOL 3.5. Compassionate and Safe Relationships in the Health Care System

Please read Tool 3.5 before you begin the activity



Synthesis Activity: Case Study.

Read the following case study and reflect on the questions below:

Dr Laura Johnson is a young lesbian who works at the Central Hospital. The clinic where he works is located on the edge of one of the most populated neighbourhoods, where highly stigmatized communities coexist. One day a week Dr Laura runs a mental health office. She has been working for years to modify the patriarchal structures that sustain the health system. In addition to its visibility, it brings into play one of the main access obstacles for lesbians: the “presumption of heterosexuality”. Among the first questions doctors ask, women are assumed to be heterosexual and are given information focused on pregnancy and sexually transmitted diseases with men. For this reason, at the doctors’ offices, many lesbians are silent or hide in front of the “certainty” of the medical word. Indeed, the girls who come to this clinic declare that "when they answer that they are not heterosexual, the information that is provided is very general and based on prejudices and fantasies." When a person from the LGBT + collective goes to the hospital because they have a Sexually Transmitted Disease (STD) or even HIV, sometimes they have received a comment such as “you are very promiscuous” or “you have asked for it”.

1. Is there any differential treatment in public hospitals for LGBT+ persons?
2. How do these persons feel when they are cared for?
3. How would they like to be cared for?
4. Share your views with other students on the platform.

EVALUATION QUIZ

True or False?

1. Since internalized homophobia is part of ourselves, there is no point in trying to overcome it. _____
2. Creating a welcoming, inclusive environment for LGBT+ users/learners encourages mutual tolerance and respect, and values diversity. _____
3. When dealing with LGBT+ people, sensitivity, compassion and confidence are some important keys to create an environment in which positive learning and healing experiences are possible. _____

1. FALSE
2. TRUE
3. TRUE

<http://www.quiz-maker.com/QSQTDH8T8>



Resources for Module 3

No.	Title and description of the resource	Type	Language	Learning/training/evaluation activities suggested	Access URL / download
1.	<u>Topic 2.3: Physical and mental well-being</u> Resource: Erase your internalized sexual stigma	Video The majority of persons may have internalized homophobia whether they admit it or not... but how do you get rid of it?	English	Individual learning, reflection and production	https://www.youtube.com/watch?v=UtQx-5su0Ps
2.	<u>Topic 2.3: Physical and mental well-being</u> Resource: Revel & riot website. Internalized sexual stigma.	Web	All languages	Individual learning, reflection and production	https://www.revelandriot.com/resources/internalized-homophobia/
3.	<u>Topic 3.4: Tolerance</u> Resource: "EASY"	Short Video (4 min.)	English	Individual learning, reflection and production	https://www.youtube.com/watch?v=OTN2_aicXq0
4.	<u>Topic 3.4: Tolerance</u> Resource: THE GRAPEVINE Homosexuality Tolerance vs. Acceptance Ep. 32	Video: (20 min). We discuss homosexuality and tolerance. Is it possible to disagree with homosexuality and still respect people in LGBT+ community?	English	Individual learning, reflection and production	https://www.youtube.com/watch?v=2EiWzL-dCuQ
5.	<u>Topic 3.5: Compassionate and Safe Relationships in the Health Care System</u> "¿Cuál es la diferencia?" ("What is the difference?") Centros libres de homofobia en Uruguay. Homophobia-free Healthcare Centers (Uruguay).	Video (19 min) Help raise awareness among healthcare teams, and for their permanent training. It consists of partial representations of medical encounters seeking to encourage thought and a critical analysis of professional practices.	Spanish and subtitled in English	Individual learning, reflection and production	https://www.youtube.com/watch?v=2asPSMg0HDk



Week 5

MODULE 4



Intercultural Education of Nurses in Europe

Culturally Competent and Compassionate LGBT+ Inclusive Education

(IENE 9)

MODULE 4- CULTURAL COMPETENCE AND COMPASSION- Teaching and Learning Tools:

- 4.1. Homophobic and Transphobic Discrimination
- 4.2. Assessment of Social/Health/Learning needs
- 4.5 Advocacy of LGBT+ people

Aim

The aim of this module is to:

1. Develop your understanding of homophobic and transphobic discrimination,
2. Enable you to develop a culturally competent and compassionate knowledge and skills for the assessment of the social/health/learning needs of LGBT+ service users
3. Develop the basic principles and skills to enable you to advocate for LGBT+ people rights, health, social and learning needs.

You will be engaged in learning through reflection, knowledge acquisition and practical activities.

Learning outcomes

When you have worked through this tool, you will be able to:

1. Highlight the importance of being aware of the episodes of homophobic and transphobic discrimination when they occur in the workplace
2. Identify ways to include practices to improve the response to health, social and learning needs related of LGBT+ service users from different cultures.
3. Know some examples of advocacy

Introduction to the module video: <https://www.youtube.com/watch?v=xKbr-ffuEK0>.

Week 5/DAY 1

TOOL 4.1. Homophobic and transphobic discrimination

Please do read tools 4.1., 4.2, 4.5 before you begin the activities

Activity: Examples of homophobic, transphobic discrimination and language.

You are asked to indicate if the following sentences are referring to homophobic and/or transphobic discrimination.

Complete the following quiz. Once completed take a screenshot and upload your evidence. Follow: <http://www.quiz-maker.com/QE88XLKBV>.

Episodes of discrimination	Type of discrimination	
In Italy, Robert a 17-year-old student at a secondary school in Rome committed suicide. The victim had endured torment from his school mates over several years for being "transgender".	Homophobic discrimination	Transphobic discrimination
I was an outpatient at hospital, and they did not have a section to record that I was in a civil partnership on their computer system. I was told that I was recorded on the computer as single.	Homophobic discrimination	Transphobic discrimination
Well, I was looking for a psychotherapist and I found one. After our first meeting, where I came out as lesbian, she told me she could not treat me without explaining clearly why. The psychotherapist only told me she believed that a male therapist would be better for me. She also told me she was too busy because she had too many patients. Ironically, an acquaintance of mine went to the same therapist one or two weeks later and the psychotherapist immediately accepted her as a client. So, I got confirmation of the rejection.	Homophobic discrimination	Transphobic discrimination
I remember one time before I transitioned when I first moved to Rome. I was on the train with my roommate, who was a cisgender woman. A young Italian guy was like, "Yo, yo ... is that a dude or is that a woman?"	Homophobic discrimination	Transphobic discrimination

Reflect on the following:

- If you encountered these scenarios, how would you have intervened with the victim/s?



Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 5/ DAY 2

TOOL 4.2: Assessment of social/health/learning needs

Activity: Watch the video: Asking a patient about sexual orientation and gender identity (SOGI) <https://www.lgbtqiahealtheducation.org/courses/so-gi-data-collection-training/lessons/asking-a-patient-about-sexual-orientation-and-gender-identity/>

1. Reflect on the way you ask your patients in your workplace about SOGI.

Choose how to wish to do this activity. You can either

- write a reflective piece on a word document and upload this as your evidence.
- Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 5/DAY 3

TOOL 4.5: Advocacy of LGBT+ people

Activity: Watch the video: LGBT Voices: Perspective in health care

Link:<https://www.lgbtqiahealtheducation.org/video/lgbt-voices-perspectives-on-healthcare/>

Write which story was more interesting/impressed you.

Choose how to wish to do this activity. You can either

- write a reflective piece on a word document and upload this as your evidence.
- Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 5/DAY 4

TOOL 4.5: Advocacy of LGBT+ people

Activity: Read the article of the following link: "Overcoming Barriers to Care for LGBT Elders with Alzheimer"



<https://www.lgbtagingcenter.org/resources/pdfs/Generations%20Overcoming%20Barriers%20for%20LGBT%20Elders%20with%20Alzheimer's.pdf>

Reflect on the following:

1. Have you faced a similar issue (take care a gay couple) in your career?
2. Have you met any barriers for the care you have given?

Choose how to wish to do this activity. You can either

- Write a reflective piece on a word document and upload this as your evidence.
- Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Week 5/DAY 5

Activity: Read 1 of the stories on the 10 stories website

(<https://lgbt.foundation/10stories>) and explain some of the steps taken by the clinics/GP surgeries and staff to be more inclusive, and describe what type of impact they had on the patients in the stories. Try to find examples of inclusive language, visual indicators of an inclusive service (e.g. posters, leaflets, written materials), actions taken by healthcare professionals.

Choose how to wish to do this activity. You can either

- Write a reflective piece on a word document and upload this as your evidence.
- Add your entry to the Slack discussions, comment on other learners' posts. Once you complete this task, take a screenshot of your post(s) and file them as evidence on this platform. Use the "upload evidence" function.

Evaluation quiz

Fill in the gaps in the following sentences:

- a) Transphobic discrimination is a specific type _____.(of violence against transgender people because of their gender identity.)
- b) The European Union Agency for Fundamental Rights (2014) reported that _____. (nearly one in five of 93,079 LGBT+ adults from 28 countries felt discriminated against at the workplace in the past year because of being LGBT+.)
- c) European Member States have a legal obligation _____. (to set up structures to combat discrimination and to promote equal treatment in employment, by transposing this legislation.)



Fill in the line with True or False:

- a. Sexually Transmitted Diseases and HIV are major concerns in some LGBT groups _____ (T)
- b. Heterosexual partners experience more depression and anxiety than LGBT individuals _____ (F)
- c. LGBT individuals are more likely to attempt suicide _____ (T)

Write down 3 practical actions that you can take (now and in the future) to become an ally for LGBT+ people:

- 1.
- 2.
- 3.

Answers

1. Educate myself on what LGBT+ experience in the community
2. Find out what I can do to support the LGBT+ community
3. Challenge stereotypes and microaggression whenever I see/hear this around me

Resources for Module 4

No.	Title and description of the resource	Type	Language	Learning/training/evaluation activities suggested	Access URL/ download
1.	Asking a patient about sexual orientation and gender identity (SOGI)	Video 3'51''	EN	Individual learning, reflection	https://www.lgbtqihealtheducation.org/courses/so-gi-data-collection-training/lessons/asking-a-patient-about-sexual-orientation-and-gender-identity/
2.	LGBT Voices: Perspective in health care	Video 3'	EN	Individual learning, reflection	https://www.lgbtqihealtheducation.org/video/lgbt-voices-perspectives-on-healthcare/
3.	Overcoming Barriers to Care for LGBT Elders with Alzheimer	Article	EN	Individual learning, reflection	https://www.lgbtagingcenter.org/resources/pdfs/Generations%20Overcoming%20Barriers%20for%20LGBT%20Elders%20with%20Alzheimer's.pdf
4.	Ten Stories from Ten Boroughs	Web	EN	Individual learning, reflection	https://lgbt.foundation/10stories



Week 6

Module 5-Synthesis

Welcome to the Synthesis week video

<https://www.youtube.com/watch?v=-maFT5ZIRUg>

Congratulations for reaching the final week on the MOOC.

Please read the following case study which will help you to consolidate your learning thus far on the MOOC.

Case study: Ettore

Ettore is a 20 year old cisgender gay man. Ettore migrated about a year ago from Italy and is currently working in the UK. Ettore has been suffering from anxiety and related symptoms (sleep problems, fatigue, and loss of appetite). He has had these issues for some time but has avoided seeking help as he was worried about being discriminated against by healthcare staff, as this has happened in the past when seeking medical treatment for physical health problems. After attending some workshops on mental health awareness and anxiety management, Ettore has been referred for some sessions of talking therapy, and he feels that it would be helpful to get some personalised support from a therapist. As part of the assessment, Ettore is asked some monitoring questions relating to sexual orientation identity and gender identity. He is a bit hesitant to answer these monitoring questions and before completing the forms, he asks why the information is being collected and who will see it – he gets told that they are for statistical purposes.

Project number: 2019-1-UK01-KA202-061955⁴¹



At the first session of therapy, Ettore describes his anxiety and other symptoms and how they are affecting him. Ettore mentions that before he came to the UK, he was the victim of a homophobic hate crime and wanted a fresh start in his life.

Ettore has noted that unfortunately there have been increased rates of hate crimes based on sexual orientation and gender identity, both in Italy and in the UK.

Ettore worries that he could be targeted again, especially if he moves back to his hometown.

The therapist doesn't seem to understand his concerns and dismisses them, explains that everyone goes through some hard times in life. In addition, the therapist asks Ettore to whether he believes that his anxiety is caused by him being gay, and focuses on this rather than trying to help him find strategies to help him. The therapist continues by saying that by eliminating homosexual urges from Ettore's life, anxiety will slowly disappear. She recommends conversation therapy.

Ettore doesn't think the therapist understands him or what he is going through, and she does not seem to know how to support him, so he decides not to come back to therapy.

Write a 350 words reflection considering the following questions:

- What does the word cisgender mean?
- Give some examples of prejudice and discrimination that Ettore has faced. · List the main barriers Ettore has faced when seeking support from health care services.
- Given what you have studied in this course, can you identify any problems in the way that the therapist behaved when interacting with Ettore? Give details and explain your reasoning.
- At the end of the case study Ettore has decided to stop attending therapy. Could this outcome have been prevented if the therapist had used a different approach? If so what could have been done differently? If you need some pointers, read the APA guidelines for LGB clients.
- What would you say to a patient or service user if they asked you to explain the purpose of monitoring questions about sexual orientation and gender identity? Read the NHS England Sexual orientation monitoring resource for some tips.
- What are some ways that talking therapies services (or other healthcare services) can help LGBTQ+ service users to feel welcome and comfortable? To get some pointers, read the recommendations within the Stonewall LGBT in Britain report.

Post your reflection in the Slack Group "Week 5: Synthesis" and comment on other people's posts. Take a screenshot and upload to Aptem to file your evidence.



Supporting reading materials: American Psychological Association Practice Guidelines for LGB Clients <https://www.apa.org/pi/lgbt/resources/guidelines>

Sexual Orientation Monitoring:
NHS England <https://www.england.nhs.uk/publication/sexual-orientation-monitoring-full-specification/>

Stonewall report LGBT in Britain: https://www.stonewall.org.uk/system/files/lgbt_in_britain_health.pdf

My MOOC Journey

Congratulations for completing the course this far.

This is now your chance to show how everything you have learnt, skills, knowledge, personal experiences, and put them into practice.

Be creative as you wish.

You are required to submit a final project of your journey and what you have learnt about gender, sexuality and sexual identity.

The final project will need to be an art-based project that can be presented electronically. By 'art-based' we mean that you do not have to provide a written assignment to demonstrate the newly acquired knowledge or skills, but you are required to provide an illustrative account of the knowledge you have learnt through the use of pictures, photos or videos.

We do not wish to limit your choice and there are many tools which you can use to create an illustration that reflects issues of gender, sexuality and sexual identity.

We suggest tools such as Digital Storytelling or podcasts, or you may wish to record your own video or taking your own photos using a digital camera.

You may choose the topic of your final project based on your interests or your practice area; however, the project needs to be relevant to the module and inherent to MOOC.

One of the software you could use is:

<https://www.powtoon.com/> please do not pay for the advanced version, the free version is enough.

You can also use PowerPoint, Prezi, Articulate and so on, or simply record yourself talking about your learning journey.