

LGBTIQA+ INCLUSIVE HEALTHCARE

Discussion Guide



Introduction

This guide complements the *LGBTIQA+ Inclusive Healthcare* online learning module. The Guide provides a structure for discussion with a team or group. This could be led by a manager, team leader, educator, or anyone responsible for workforce development or training. The Guide is designed as a follow-on to the online learning module.

Why have a discussion?

You may ask, or be asked... why have a group discussion? Holding a facilitated discussion supports healthcare workers apply the content to their specific work areas. Evidence¹ shows the value of discussion in embedding and deepening learning. We know people have a range of knowledge and experience and can collectively learn from each other. In sharing, people often feel more connected to others and ideas, and more confident in trying different things. Discussion can also help your specific work area decide on actions to take.

The online learning module and Discussion Guide provide a unique perspective of consumer experiences of our health services having been informed by local people with lived experience. They support the National Safety and Quality Health Standards (NSQHS), in particular:

- **Clinical Governance Standard 1.15** [The diversity of consumers and high-risk groups are considered in the planning and delivery of care and services.]
- **Partnering with Consumers Standard 2.**
- **2.8** [The health service organisation uses communication mechanisms that are tailored to the diversity of the consumers who use its services and, where relevant, the diversity of the local community.]
- **2.11** [Consumers help shape the way the health service organisation operates to achieve mutually beneficial outcomes, and these consumers are reflective of the diversity of the people who use its services or, if relevant, the local community.]
- **2.14** [The health service organisation works in partnership with consumers to incorporate their views and experiences into training and education for the workforce.]

¹ <https://www.ideaedu.org>

About the discussion guide

This Guide is part of the Department of Health workforce development resources. It provides an opportunity to talk about how we deliver health services for members of the LGBTIQA+ community. This requires understanding diverse lived experiences of people around us. The module therefore explores sexuality, gender identity, and sex variations respecting that some concepts might be new for people to consider, grasp or accept.

The Discussion Guide is designed for use after people have completed the online *LGBTIQA+ Inclusive Healthcare* module. It is a way for teams or small groups to explore ideas and consider actions. The questions will make more sense to people if they have done the module.

To lead the discussion, you do not need to be an 'expert', nor do you need to be a member of the LGBTIQA+ community. It's about facilitating a process, not teaching or 'knowing' the answers.

How to use the discussion guide

- The *LGBTIQA+ Inclusive Healthcare* module includes the voices of LGBTIQA+ community members. Their stories can be used to start a conversation and inform actions.
- You can focus on a specific section or video within the module, for example Experiences of, or Suggestions for Health Services, or the Puzzle focusing on Inclusive Practice.
- You could use sections of the module including the videos as part of a professional learning session, or over a series of team meetings, or within a smaller 'study group'.
- After deciding what you will do as a group, check everyone has completed the module. Choose a section or video you want to focus on, then hold the discussion.

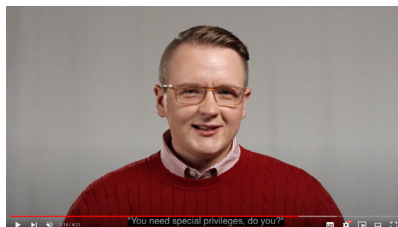
Things to consider

- The videos along with examples and quotes in the module are from real people who are members of the LGBTIQ+ community in Tasmania. Sometimes stories or ideas may bring up emotions or a response.
- Remember that LGBTIQ+ people work in health services, as well as use health services.
- Don't expect people from the LGBTIQ+ community to be the 'teachers' or have the answers.
- Remember that the LGBTIQ+ community is diverse, with different experiences and views.
- Think about where you will hold the discussion. If possible, choose a quieter space where there won't be interruptions.
- Consider how much time you have, allow enough to have a discussion.
- Set up the chairs so people aren't sitting in rows or behind others. This helps with hearing and to include everyone.
- Consider confidentiality so do not hold the discussion where others walk past.
- Remind people that confidentiality includes not 'outing' anyone or talking about other people's stories.
- When you start remind everyone of some 'ground rules' for viewing and discussion. For example, we understand we may have different experiences, do not talk about someone else or what they said outside of the group.
- Check people know what information and supports are available for staff: for example Employment Assistance Programs, Equal Opportunity Tasmania, or other services.

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'As community members, as LGBTIQ+ people, we have a responsibility to provide information to the services that we're accessing so that they can treat us as the whole unique individual that we are. But we can only do that when we know that the service that we're accessing is safe and inclusive, and is not going to discriminate against us.' — Rikki

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Facilitating

As facilitator you will lead the discussion. It would be useful for you to:

BEFORE

- Remind others to do the online *LGBTIQA+ Inclusive Healthcare* module.
- Familiarise yourself with the content.
- Check what your service is doing. See how this aligns with Standards or other strategic priorities.
- Consider if there has been instances or questions that have come up in your work area related to LGBTIQA+ healthcare.

DURING

- Maintain respect and set up group expectations. Set up the expectations for the group.
- Listen actively and follow what people are saying.
- Ask clarifying questions if needed.
- Encourage participation.
- Recognise people participate in different ways.
- Acknowledge LGBTIQA+ people work in and access health services.
- Do not expect LGBTIQA+ people to 'educate' or share unless they choose to. Refer to the module and videos for material.

AFTER

- Send an email of thanks to participants, noting any actions that were decided on.
- Remind people of future sessions (if planned).
- Provide copies or links to resources.

HELPFUL RESOURCES

- Inclusive Language Guide – National LGBTI Health Alliance: https://www.lgbtihealth.org.au/inclusive_language_guide
- Glossary of common terms – The Australian Institute of Family Services. <https://aifs.gov.au/cfca/publications/lgbtiq-communities>

As people may have done the module over time, they may not recall specific details. Below is an introduction you can use. There is also information with the questions to help remind people of the content.

Suggested introduction to discussion

The Discussion is going to explore ideas and actions related to ensuring healthcare services are respectful and inclusive for LGBTIQA+ community members.

Members of the LGBTIQA+ community work in, as well as use health services.

Our discussion follows on from the LGBTIQA+ Inclusive Healthcare online learning module which has two parts plus a resources section. The module covered:

Part A: What is LGBTIQA+?, the importance of language, history and the Anti-Discrimination Act.

Part B: Inclusive practice with a quiz, two videos where people talk about their experiences of and suggestions for healthcare, and the Puzzle with nine areas for action.

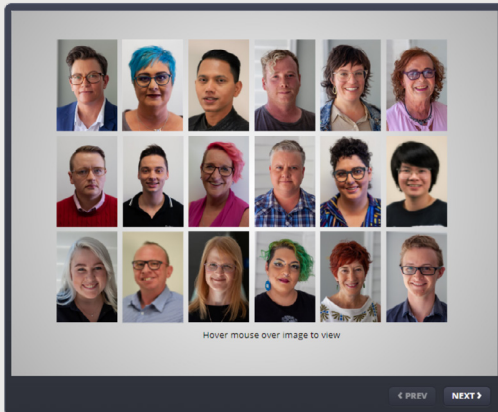
You can watch one or more videos as part of the discussion. Find the videos and other resources on the Department of Health LGBTIQA+ Inclusive Healthcare webpage: <https://www.health.tas.gov.au/professionals/education-and-training-health-professionals/lgbtiq-inclusive-healthcare>

Questions for discussion

The wording in these questions can be adapted to reflect your work setting. For example, where the word 'service' is used, you might change to 'ward, unit, team, program, etc'.

You can pick and choose which topics to discuss in any order. This can happen during one meeting, or over time.

■ Topic 1: The importance of language



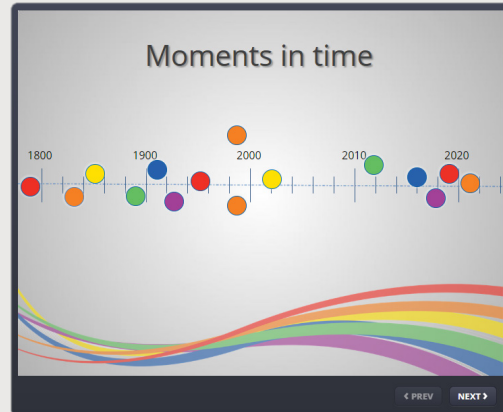
Community members talked about the importance of language such as gender neutral words and using the right pronouns. This also includes not being misgendered. Misgendering is where someone refers to a specific gender when they are non-binary, or by the wrong gender to the one a person identifies with. (For example, as 'he' instead of 'she' or 'they,' or calls someone by an old name).

- What type of language is used in our service both formally (eg, forms) and informally (eg, conversation)?
- Where can we make changes to use more inclusive language?

Prompters:

- What language do we use without even being aware we use it? (For example, 'Hello ladies and gentlemen').
- How and when will we practice using inclusive language? (For example, asking people what their pronouns are).

■ Topic 2: History



The historical timeline in the module shows a selection of significant events in Tasmania's history including key legal changes such as the Anti-Discrimination Act 1998, the Relationships Act 2003, Marriage Equality in 2017, and the Sex and Gender Reform changes of 2019.

How do these influence our work and interactions with people in our service?

Prompters:

- Did anything surprise you to learn from the history timeline?
- What do we know about the Anti-Discrimination Act and how it applies to the diverse range of people accessing our service?
- The timeline shows how much has changed over time. Why is it important to know this?

■ Topic 3: Ways to be inclusive



The puzzle includes nine action areas.

- Which actions do we do well?
- Which could we do better?
- What actions can we do individually and as a team?

Prompters:

- Show the Puzzle Poster with the nine areas. Choose an area to focus on, for example 'Respect' or 'Welcome'. Or go through the areas one by one.
- What does, or will your service do to create a welcoming and supportive environment?

■ Topic 4: Impact of stigma and discrimination



Due to past experiences, the default position for many members of the LGBTIQ+ community is to assume places and people may be hostile or unsafe until proven otherwise.

How does this impact on a person accessing health care services, and health literacy?

What kind of behaviours would we notice that might tell us someone doesn't feel safe in our service?

Prompter:

- The videos – and other resources on the webpage – share stories and experiences from members of the LGBTIQ+ community. Some of these are positive, some less so. What stories stood out to you?

To find resources including videos go to: <https://www.health.tas.gov.au/professionals/education-and-training-health-professionals/lgbtiq-inclusive-healthcare>

If you or someone you know has been affected by issues covered in this Guide please contact your organisation's Employment Assistance Program for information, advice and support.

LGBTIQ+ Inclusive Healthcare

Action areas





Department of Health
Public Health Services
GPO Box 125, Hobart Tas 7001
healthycommunities@health.tas.gov.au