

Culturally Appropriate Care

Part 2: Supporting individuals from ethnic minority groups and backgrounds

Session plan and trainer notes

Preparation

To deliver this session, you will need:

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

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

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

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

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

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

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

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

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

Timings	Activity	Content	Resources
<p>Timings are approximate</p> <p>30 minutes</p>	<p>Slide 2 Facilitator to read through</p> <p>Facilitator</p>	<p>Welcome and introductions</p> <p>The welcome sets the tone for the rest of the day. Introduce yourself and discuss the workshop aim and learning outcomes.</p> <p>Workshop aims and learning outcomes</p> <p>Aim: To know about culturally acceptable care, focusing on supporting individuals from ethnic minority groups and backgrounds.</p> <p>Learning outcomes:</p> <p>By the end of this session you will;</p> <ul style="list-style-type: none"> ▪ have an overview of the Equality Act and protected characteristics. ▪ know the difference between direct and indirect discrimination. ▪ understand how the Covid-19 pandemic may impact culturally acceptable care ▪ have an awareness of the possible impact of having dementia and/or a learning disability if you are from an ethnic minority group. ▪ considered ways you can learn more about the person you are supporting. ▪ Have a broader understanding of how to relate and to work more effectively with people from diverse cultures. <p>Overview and style of workshop</p>	

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

		Let us know who you are, where you work and briefly tell us one positive thing you have done during the Covid pandemic, either at work or in personal life.	
--	--	---	--

Timings	Activity	Content	Resources
2 minutes	Slide 4 Facilitator to read through	Note for trainer: The PowerPoint will guide you through the session, but this may help with timings. A note on terminology	
5 minutes	Slide 5 Facilitator to read through	Brief overview of the Equality Act and a 3-minute film on protected characteristics.	
2 minutes	Slide 6 Facilitator to read through	What is direct and indirect discrimination?	
10 minutes	Slide 7 Activity 1	Can you think of any other examples of direct or indirect discrimination? Examples can be about any protected characteristic. This activity can either be done in small groups or as whole group discussion	Activity 1 Printable activity notes page for groups to use if required.
10 minutes	Group feedback	See trainer guide for examples. These can be helpful if groups are struggling to think of examples during the activity above.	Printable trainers guide also available if required.
8 minutes	Slides 8-11	Overview of report: Personalisation in Black, Asian and Minority Ethnic Communities	

10 minutes	Facilitator to read through		
10 minutes	Slides 12-14 Facilitator to read through	Overview of report: In October 2020 Black, Asian and Minority Ethnic Communities Advisory Group, were established to make recommendations to feed into the work of the Social Care Sector COVID-19 Support Taskforce.	
10 minutes	Slides 15-20 Facilitator to read through	Learning disability and dementia: These slides provide information on supporting individuals from ethnic minority groups and backgrounds	
2 minutes	Slides 21-22 Facilitator to read through	Care planning and matching staff with clients	
10 minutes	Slide 23-26 Facilitator to read through	Life stories and 'Tools for talking' Note: Links to further information on life stories and 'Tools for talking' can be found in the resource list.	
15 minutes	Slide 27 Activity 2	Case study: Casho. In groups, read through the case study and consider the question 'What can you do to help Casho settle in-to her new home?'.	Activity 2 Printable case study and questions for groups to use if required.
15 minutes	Slide 28	Ask group to feedback Things to consider with Casho. These can be helpful if groups are struggling to think of examples during the activity above.	Printable trainers guide also available if required.
		End of session Links to the framework and resource list can be emailed out to participants. The framework can also be printed as a handout if required.	

Appendix 1: Activity trainer guide

Supporting relationships and minority groups

Activity 1: Can you think of any other examples of direct or indirect discrimination?

Direct Discrimination is when someone is treated differently and worse than others because of a protected characteristic, such as race.

Example: Not catering for particular religious dietary requirements.

Indirect discrimination is when there's a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others.

Example: A care home providing generic toiletries that may not be suitable for particular racial skin and hair types.

- A person is refused a place in a care home and it's because they are transgender.
- Not hiring a person because of their disability.
- A team of people at a company consisting of four men and one woman, all doing the same work, but the woman gets a lower salary.
- A team leader regularly puts down a disabled employee as they can't perform certain tasks quickly because of their disability.

- Having a policy where all female and male patients must be given care by someone of the same gender – some people may prefer certain carers of the opposite gender or transgender people may want to be seen by the gender they identify with.
- Serving lunch to service users at a certain time each day without flexibility – this may not be accommodating of people who are fasting as part of their religious beliefs.
- Having a policy where all staff are required to work on Sundays – this may disadvantage Christians that attend Church.
- An employer has decided that all staff must start working for a few hours on Saturdays. However, one member of staff is Jewish and cannot work on Saturdays as he observes Sabbath.

Culturally Appropriate Care: Activity

Supporting relationships and minority groups

Activity 1: Can you think of any other examples of direct or indirect discrimination?

Direct Discrimination is when someone is treated differently and worse than others because of a protected characteristic, such as race.

Example: Not catering for particular religious dietary requirements.

Indirect discrimination is when there's a practice, policy or rule which applies to everyone in the same way, but it has a worse effect on some people than others.

Example: A care home providing generic toiletries that may not be suitable for particular racial skin and hair types.

Culturally Appropriate Care: Activity trainer guide

Supporting relationships and minority groups

Activity 2: Case study - Casho

Casho is a 22-year-old woman who moved to the UK with her parents two years ago, after being granted asylum from Somalia.

Casho has a moderate learning disability. As Casho grew up in Somalia, her family experienced a lot of discrimination due to her disability and she received no formal education. Casho has limited language skills, speaks just a few words in Somali, but uses her body language and facial expressions well to express her needs. Her mother recognises her communication well and they have a very close relationship.

Since moving to the UK, Casho's father has found employment in farming and has learnt to speak some English. Casho's mother is learning to speak English through a local Somali resource centre. The centre has been of great support since the family moved to the UK, providing free advice and guidance on a range of issues, including housing and employment. The family are practicing Muslims.

Casho has struggled with the move to the UK and has developed some challenging behaviours that her mother was finding increasingly difficult to cope with, including head banging and throwing things. Casho's mother is scared about discrimination they have faced in the past and has been reluctant to receive help, however after a long process and support from Adult Social Care she agreed for Casho to move into a local residential home. You are a support worker in the home and have been allocated as Casho's keyworker.

What can you do to support Casho to settle in-to her new home? Consider how you can involve Casho's mother.

Did you consider:

- Casho's mothers language barrier and how that can be supported, such as from Adult Social Care or the Somali resource centre.
- Obtaining as much information as possible from Casho's mother
- Having familiar items around the home and in Casho's bedroom, pictures, photos, personal belongings.
- Creating a life story book with Casho and her mother
- Communication: learning the words that Casho uses and their meaning, finding out what her facial expressions and body language and what they generally mean.
- What is Casho's daily routine?
- What are her likes and dislikes?
- What food does she enjoy, are there any dietary requirements?
- Does she have any hobbies, cooking, favourite music, television?
- Does Casho observe any religious holidays such as Ramadan (the month of fasting)?
- Supporting Casho with her behaviours, observing, recording, consider what helps when she is distressed, distraction techniques, different activities.

Record all information in a person-centred support plan and ensure all staff are familiar with it.

Culturally Appropriate Care: Activity

Supporting relationships and minority groups

Activity 2: Case study - Cash

Casho is a 22-year-old woman who moved to the UK with her parents two years ago, after being granted asylum from Somalia.

Casho has a moderate learning disability. As Casho grew up in Somalia, her family experienced a lot of discrimination due to her disability and she received no formal education. Casho has limited language skills, speaks just a few words in Somali, but uses her body language and facial expressions well to express her needs. Her mother recognises her communication well and they have a very close relationship.

Since moving to the UK, Casho's father has found employment in farming and has learnt to speak some English. Casho's mother is learning to speak English through a local Somali resource centre. The centre has been of great support since the family moved to the UK, providing free advice and guidance on a range of issues, including housing and employment. The family are practicing Muslims.

Casho has struggled with the move to the UK and has developed some challenging behaviours that her mother was finding increasingly difficult to cope with, including head banging and throwing things. Casho's mother is scared about discrimination they have faced in the past and has been reluctant to receive help, however after a long process and support from Adult Social Care she agreed for Casho to move into a local residential home. You are a support worker in the home and have been allocated as Casho's keyworker.

What can you do to support Casho to settle in-to her new home? Consider how you can involve Casho's mother.