**i**CARE

# INTERCULTURAL CARE
# IN THE SOCIAL AND HEALTHCARE SECTOR
# (I-CARE)

## MODULE 1: CULTURE DIVERSITY & RAISING
## AWARENESS

**www.i-care-project.net**

BUPNET apricot blinc ENAIP die Berater SOSU Østjylland KMOP

**Project Information**

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| Project title: | **INTERCULTURAL CARE IN THE SOCIAL AND HEALTHCARE SECTOR (I-CARE)** |
| Project number: | 2019-1-UK01-KA202-061433 |
| Sub-programme or KA: | Key Action 2: Cooperation for innovation and the exchange of good practices |
| Authoring partner: | Apricot & ENAIP |
| Date of preparation: | June 2021 |

The European Commission support for the production of this publication does not constitute endorsement of the contents which 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 therein.

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## Introduction (The Rationale)

This module raises awareness of cultural diversity and unconscious bias.

## Module Aims and Objectives

The purpose of this module is to be an introduction to developing cultural competence.

## Learning Outcomes

By the end of this module you will:

◆ Have thought about your own cultural background and how this might influence you.

◆ Have explored definitions of culture.

◆ Have discussed and recognised cultural similarities and differences.

◆ Understand the difference between generalisations and stereotypes.

◆ Understand how to work effectively with people across different cultures.

## Understanding, skills and competences developed:

◆ Increased intercultural awareness.

◆ Enhancement of life skills

◆ Better developed social skills when delivering services to those from a different culture to self.

◆ Personal skills in working across cultures.

◆ Increased level of competence in working in multi-cultural environments.

## Training method applied/ What you have to do

This module is available as e-learning and can be delivered face-to-face in a classroom, or with a class via a virtual platform, or as blended learning.
It involves

◆ Reading background information on the subject of the module.

◆ Completion of exercises and activities either by e-learning or attending a face-face course, or via a virtual platform.

**Duration: 2 hours**

**Further Reading**

You will also find a range of supporting resource materials available in the **I-CARE Toolbox** and on the **I-CARE App.**

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## Section 1: Culture, Diversity and Raising Awareness

Trainer input (slide3)

Yesterday I was talking to my colleague about her mother-in-law coming to live with her and her husband. She told me that it will be a bit crowded, and the children will have to share a bedroom. I asked her if this was going to be temporary or permanent arrangement. She looked surprised by my questions and said, of course, it will be a permanent arrangement. I began to wonder about why she said 'of course'. Why do you think she said that?

Trainer's notes (slide 3)

Activity - Thinking About You – Who are you Culturally Speaking? (slide 4)

a.    Where were you born?

b.    Where were your mother and father born?

c.    Where were your grandparents born?

d.    What culture were you born into?

e.    What is the culture you most align yourself to?

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**Trainer input (slide 5)**

There are many different definitions of cultures. These are just 4 of them.

A.  Culture is a shared way of living (Berry)

B.  Culture is the learned and shared values, beliefs, and behaviours of a group of interacting people.  (Bennett M.)

C.  Culture is a collective programming of the mind. (Hofstede)

D.  Culture is the whole range of human activities which are learnt and not instinctive and which are transmitted from generation to generation through various learning process. ( J. Beattie)

**Trainer's notes (slide 6)**

**Activity - Describing Culture (slide 6)**

Having read the definitions which one do you think is the best way to describe culture? Discuss and give your reasons.
Is it:  A, B, C, D?
Why do you think this one is the best description?

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**Trainer input – Cultural contact lenses (slides 7, 8)**

A very simple way to think about different cultures is to think of each culture as having a different set of coloured contact lenses, some colours are more similar and others a greater contrast. At birth a baby is given the contact lenses of his or her culture through which they start and continue to view the world. Explain the Iceberg Theory and then ask learners to contribute items that are above the 'water line'; DRESS – what do people generally wear to go to a wedding? ARCHITECTURE – what is the most common style of buildings? FOOD – what food do people eat on a daily basis?

**Activity – Looking at Culture (slide 9)**

Think about your own cultural background.
Choose an example for the following, all of which are above the waterline.
DRESS – what do people generally wear to go to a wedding?
ARCHITECTURE – what is the most common style of buildings?
FOOD – what food do people eat on a daily basis?

**Trainer input - Culture below the waterline (slides 10, 11, 12)**

The things in a culture that are below the waterline are the things that we do not easily see or can identify and, in some cases, understand. These are the values and beliefs that are part of a culture that could be termed 'the way we do things'. One example is our attitude to family. What our attitudes to our family are will often depend on whether we belong to a culture that sees people not as individuals but as part of a family group, needing the support of the family, as well as providing support to the family. The needs, wants and wishes of the family are bigger than those of the individual. In some cultures

individuals within the family are taught to be independent from the family and make their own way in the world. The needs, wants and wishes of the individual are bigger than those of the family group. Then explain the 3 levels of uniqueness in human mental programming and follow this with culture in everyday life. Each person carries around several layers of cultural 'programming'. It starts when a child learns the basic values of what is right and wrong, good and bad, logical or illogical, and what is thought to be beautiful or ugly. This learning turns into subconscious judgments that are used daily and also influenced by the individual's personality. Cultural values are difficult to discuss because they are taken for granted. It is only when a person's assumptions are challenged, or they actively think about them and challenge them themselves that they realise that they exist.

Show slide 13 and ask learners to decide which statements they agree with and follow this up with the next input, there is no discussion required as there are no right or wrong answers.

Activity – Exploring culture and you (slide 13)

Mark the statements you agree with.

a.  I expect to make my own choices about what and where I study / work.

b.   Free will and self-determination are very important to me.

c.  I know I should always consult my family on important decisions.

d.  The good of the family unit is more important than me doing exactly what I want to do.

e.  I have always been encouraged to be independent and make my own decisions.

f.  I think always speaking my mind and saying exactly what I mean, is the best thing to do.

g.  I was brought up to not speak my mind but to listen to those older than me.

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Trainer input – Cultural rights and wrongs (slide 14)

There are no right or wrong responses to the statements. Your responses will depend on your own culture and your personality. It is important that we don't assume other people are wrong if they have a different set of responses. Providing a service in any healthcare setting staff need to understand their own cultural values and recognise that those from a cultural background different to theirs may be different.

There are 2 different layers to culture. The observable things like food, dress, and architecture. Then there are the values and the basic assumptions that drive people to think and behave in certain ways. It can be difficult to discover the values that govern people's responses and behaviour in cultures different to our own. However we must strive to find out what these might be. It can also be difficult for us to identify what our own values and assumptions are that are driving our behaviour. We should try and be aware of them. To work effectively across cultures we need to ask questions, listen effectively, and suspend our own cultural judgements. We should also try to identify our unconscious thoughts that drive our responses in situations. Often referred to as unconscious bias.

## Section 2: Diversity and Unconscious Bias

Trainer input - Thinking about different cultural backgrounds (slides 17, 18)

We live in diverse societies, but we can hold subconscious attitudes about those who are from different cultural backgrounds to ourselves. We can be influenced by stereotypes that can be both negative and positive. These can influence the way we interact and understand others. Stereotypes and generalisation. Stereotypes …are an ending point. No effort is made to ascertain whether it is appropriate to apply it to the person or group in question. Generalisations: serve as a starting point. They can help us make sense of our world by using information we already know.

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**Activity – Alice and Priti (slides 19,20)**

Alice has a new client called Priti, who is a woman of Asian background. When Alice is discussing with Priti about her care Priti tells her she comes from a large family. On hearing this Alice assumes that Priti belongs to a large extended family and 3 generations of the family live together in the same house and she will have plenty of support at home.

What assumptions did Alice make about Priti?

b. Do you think Alice was right in her assumptions about Priti?

c. Do you think Alice was using a stereotype to make her assumptions

d. Do you think the assumptions that Alice made could influence the care package she is discussing with her?

**Activity – About you (slide 22)**

■ Has anyone ever made an assumption about you?

■ What do you think the assumption was based on? Was it a stereotype?

■ Was it accurate?

■ Why do you think people make assumptions about others?

**Trainer input – Unconscious bias (slides 23, 24. 25)**

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We make assumptions about people that can be both positive or negative because of our unconscious bias. Unconscious bias is the brain's automatic tendency to take mental shortcuts based on stereotypes and preconceptions about what is right and wrong. It is an adaptive skill that we use subconsciously to quickly process millions of bits of information, but it can cause problems when needing to provide a good service across all cultures. If we had to think long and hard about every decision we had to make during the day we would become exhausted. So to lighten the load our brain's decision making is broken down into two systems, one fast thinking (system 1 thinking), and one slow and deliberate, (system 2 thinking). We need to choose the right type of thinking for different situations. System 1 for everyday situations. System 2 for more important decisions. Simply put, our brains have 2 systems which we use when making the 1000's of decisions that we have to make every day. **System 1 Thinking, FAST,** Unconscious, automatic, effortless, without self-awareness or control. It assesses the situation and makes quick decisions. This makes up 98% of all our thinking. **System 2 Thinking: SLOW** Deliberate and conscious, controlled mental process and rational thinking, with self-awareness or control. It seeks new/missing information to make decisions. This makes up 2% of all our thinking.

Ask the learners to shout out which system they would use for the statements on slide 26, this is just to check understanding of the different ways we use our brains. Then go through the answers on the next slide or tell them as you go along.

Activity – Systems Thinking (slides 26. 27)

Which type of thinking, either System 1 or 2, you should you use for each of the situations.

a.   How much milk to put in your tea or coffee.

b.   What top or shirt to wear when you are getting dressed.

c.   How to answer questions in an interview for a job.

d. How to plan a trip away.

e. What to ask a client about what they need.

f. What to eat for lunch.

g. How to identify the factors needed to decide on the best way to care for someone.



We use System 1 Thinking for the everyday decisions. If we had to think long and hard about everything we would find life very difficult. Our brain uses shortcuts and patterns to draw conclusions by using the information subconsciously stored in our mental lockers. This allows us to make swift assessments of situations.

However, we often use System 1 Thinking when we should be using System 2 Thinking. This is when we can allow our unconscious bias to influence our decisions and not always make the best ones. This can lead to us making decisions about the care we are giving based on what we think we know and not finding out what we don't know.

Developing our competency in becoming culturally aware will help us move into System 2 Thinking in situations where we need to know more to better understand the needs and wants of people from cultures different to our own.

Trainer input - Importance of recognising ours and others cultures (slide 30)

No culture is superior to another. When we attempt to judge the relative values of a different culture we will be using our own culture as a yard stick in making that judgement. To provide a culturally appropriate service we need to be aware of our own cultural values and expectations and make time to explore the possible differences in attitudes, values, beliefs, and ways of doing things in other cultures.

Trainer's notes -Case Study (slide 31)

Read the case study to the learners / show it on the slide, and either ask them to discuss it and answer the questions in pairs or discuss it as a class. Take feedback on what conclusions they came to.

Activity – Case Study (slides 31, 32)

The working day had ended, and one staff member was feeling particularly tired that day. She had spent the afternoon dealing with an elderly woman who seemed to be unable to make any decisions on her preference for treatment and care. This was such a contrast to the elderly woman with whom she had been dealing in the morning. She had been vocal and assertive in what she wanted and how she wanted it. They had discussed together what was possible, negotiated a bit and now the woman was satisfied and knew what to expect. Her client in the afternoon didn't make eye contact with her, replied 'yes' to most questions and said she was 'happy' with the plans, but needed to speak to her family about it. Actually she hadn't looked happy whilst she had been speaking to her, she looked anxious and unhappy. The more she was pressed for a decision, that she was quite capable of making, she repeated, 'you must ask my family, I am only an old woman'.
Questions

- ■ What do you think the issues are in this story?

- ■ Do you think that there were any cross-cultural misunderstandings taking place?

- ■ What do you think the morning client's values were?

- ■ What do you think the afternoon client's values were?

- ■ What do you think the staff member could have done to improve the way they handled the situation in the afternoon to make the client feel happier and comfortable with the discussion?

Trainer's notes – Cultural values (slides 33)

Ask the learners to write down which of the statements they agree with, then take a discussion on who agrees with which statement and why. The essence of this exercise is to get a range of answers and reasons, none of which are right or wrong, all come from different cultural perspectives.

Activity – Cultural values (slide 33)

Choose which statement you most agree with.

I have an unquestioning respect for my elders. OR
Respect has to be earned and is not freely given.

Learning from authority is expected. OR
Learning from experience is encouraged.

Ambitions are family centred and seen as ways of improving the family. OR
Individuals are free to pursue their own ambitions.

Dependence on family is valued. OR
Independence is valued.

Family based activities are seen as the norm. OR
Spending time with one's peer group is seen as the norm.



To improve your inter-cultural competencies you must know yourself, your opinions, biases, values and understand the influence your own cultural background has on you. In intercultural encounters, take your time to explore what the other persons way of seeing the world is, don't assume it is the same as yours. Don't assume there is only one way of doing things or one solution to a problem or issue. There may be others you have not thought of from another cultural perspective. Be mindful that people who are speaking your language as their second language may not use it in the same way as you. They may be translating directly from their own first language. Make sure you use clear, unambiguous language when you are asking questions and listen to and check out the answers to ensure a joint understanding, in order to provide a quality service.

## Section 4 Working in Culturally Diverse Teams

Trainer input - Benefits of working in culturally diverse teams (slide 36)

Managing and working in a culturally diverse team can be challenging. Understanding cultural diversity and having a positive outlook of the benefits of cultural diversity results in diverse teams being able to provide a better service to clients and patients. Understanding cultural differences and recognising one's own cultural values and how these can impact in building an effective team is part of developing emotional intelligence (understanding ourselves and others).

Ask learners to list 3 benefits to the team and then list 3 benefits to the clients / patients, collect them together and list them on a flipchart / whiteboard and discuss each of them. Then go through slide 38 to add to this discussion.

Activity – Benefits of working in culturally diverse teams (slide 37)

Benefits of working in a culturally diverse team (to the team)
Benefits of working in a culturally diverse team (for the clients / patients)

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Trainer input  (Slide 38)

These are the areas you are looking for. Acknowledging and respect cultural differences. Ensuring everyone can contribute to the teams 'norms' (the ways of doing things). Encouraging sharing when problem solving to use everybody's cultural experience and beliefs. 'Over' communicating – that is taking longer to ensure everyone understands exactly what the 'problem' is and what the 'outcome' will be in all situations. Taking time to build rapport and trust in the team. Leveraging cultural diversity and using it as a key resource to enable the team to provide an excellent service.

Finish the session by asking learners to complete an action plan, this can be done individually, at the end of the session or at a later time outside the session, or you can go around the group and ask each person to contribute, one thing they have learnt and one action they will take / behaviour they will change as a result of the learning.

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Reflection and Action Plan

Identify 3 things you have learnt from this module.

Write down 3 actions you will take/ behaviours you will change, as a result of your learning.