Providing Cultural care in a Multicultural Society

- Eileen Richardson
- International Project Officer, Bournemouth University
- (Retired)
Rationale

- Increasing global migration
- Commonwealth dimension
- Multicultural client group
- Multicultural workforce
Culture

- Represents a way of perceiving, behaving and evaluating the world
- It guides people’s values, beliefs and practices
- It is identified by patterns of thinking, feeling and acting
- ‘Software of the Mind’ (Hofstede 1991)
Cultural Competence

- The complex integration of knowledge, skills and attitudes that enhance cross-cultural communication and appropriate/effective interactions with others (AAN1993)
- A process of continuously striving to work effectively within the cultural context of individuals and families
- (Campinha-Bacote 1995)
Elements of Cultural Competence

- Cultural Awareness
- Cultural Knowledge
- Cultural Skills
Developing Cultural awareness

- Sensitivity to the patient’s values, beliefs and lifestyle

- Powerful impact of ‘playing games’

- Active participation in exploring and examining experiences through reflection
Cultural safety

- The effective nursing of a person/family from another culture by a nurse who has undertaken a process of reflection on her own cultural identity and recognises the impact of that identity on her own nursing practice.
- Nursing Council of New Zealand (1992)
Learning to care in a Multicultural world

- Providing ways of raising cultural awareness
- Providing Cultural knowledge appropriate to client group
- Developing skills which will lead towards cultural competence
Aim of project

- To produce a framework for the development of national curricula to ensure that healthcare practitioners provide culturally safe care to their clients
Project team

- European group
- Higher Education
- 8 Institutes
- 5 Countries
Steps taken

- Outline of present curricula
- Agreement of terminology
- Agreement of programme outcomes
- Analysis of current literature
- Framework for providing a curriculum
# Cultural Competence in Health Care Curricula

<table>
<thead>
<tr>
<th>Curricular Themes and questions</th>
<th>Curricular Content</th>
<th>Some examples of learning and teaching methods</th>
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</thead>
</table>
| Cultural awareness             | How do students develop cultural awareness through health care education? | • Terminology  
• Political, social and cultural factors  
• Self-awareness  
• Communication techniques  
• Layers of Culture  
• Cultural conflicts  
• Human rights  
• Ethical foundation  
• Cultural shock | • Simulation games, role-gaming e.g. experiential methods (in classroom)  
• Critical incident writing method (from cultural encounters in practice)  
• Cultural safety issues in practice/in class |
| Cultural knowledge             | What cultural, general and specific knowledge do students require in order to increase their cultural awareness? | • Health literacy  
• Health/illness beliefs in caring and curing  
• Assessment methods  
• Cultural theories/models  
• Migration – Current, historical, the World, Europe, own country, locality  
• Migration as it affects clients, health care staff and health care systems  
• Lifespan events | • Blended learning  
• E-learning  
• Face-to-face learning  
• Case studies  
• Narratives  
• Cultural research referencing  
• Use of literature and films |
| Cultural skills                | What skills should students attain and practise to increase their cultural awareness and deliver culturally competent care | • Skills to deliver culturally congruent (sensitive) care  
• Identification of cultural encounters  
• Culturally safe interaction  
• Evaluation of health care interventions | • Intercultural context  
• Mentor preparation  
• Reflective journal writing  
• Portfolio composing  
• Cultural supervision |
Faculty workshop

- Raise teachers’ awareness of the place of culture in the delivery of health care

- Provide opportunity for professional development and scholarly debate around cultural issues in an international and interprofessional forum

- Create supportive networks to continue the promotion of culturally based health care education
Delivering the workshop

PUTTING CULTURE IN THE CURRICULUM

A Pre-conference activity over a day and a half
At the start of the 2009 CoHeHre Conference

The team conducting the workshop
Come from member institutes. They are Helene Kelly, Lívia Koskinen, Niamh Muir, Helen Ogr, Raija Saaranen, Eileen Richardson, Lily de Vlieger

Purpose of the Workshop
Disseminate a newly developed framework for putting culture into the curriculum based on published research and authors' experience

Aims of the Workshop
- Raise teachers' awareness of the role of culture in the delivery of health care
- Provide an opportunity for professional development and scholarly debate around cultural issues in an international and interdisciplinary forum
- Create supportive networks to continue the promotion of culturally based health care education

This will be an interactive workshop using activities such as Games and 'Learning cafe' and providing access to supportive materials and an internet-based support network

Who will benefit?
Teachers of healthcare practitioners
Clinical mentors

Make a note now so you plan to attend next year. This is an innovative programme and one which is of importance to all of us as our world becomes increasingly multicultural.
The Way Ahead

- Evaluation of workshops
- Implementation of Framework
- Curricular changes
- Are nurses becoming more culturally competent?