

Teaching Tool description	
Title	Cultural Issues in Communication
For whom? (pregrad, postgrad, residents...)	Undergraduate
Goals/educational objectives	<p>The aim of this workshop is to raise awareness, build their confidence in meeting patients from culturally diverse groups and consider implications of culture in the medical setting.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To reflect upon the influence of culture and what the practitioner and patient brings to an encounter from a cultural perspective. 2. To recognise the importance of cultural factors as they affect equality of access, patient care and safety. 3. To increase our awareness of individuals' cultures.
Methods (small group, lecture,...)	<p>Workshop for around 20 students</p> <p>3 hours with a break</p>
Short Description	<div data-bbox="580 954 1487 1025" style="border: 1px solid black; padding: 5px;">Introduction:</div> <ul style="list-style-type: none"> • Outline the aims of the session and what they will be doing in the workshop. The aims of the session appear on slide 2 of the presentation. • The students are working here in a very culturally diverse area and if they look around the group they will see diversity. You will be considering what culture is, how our own culture influences us and what questions or concerns might arise for them if they meet a patient from another culture. • This is a large and complex topic and you will only touch upon some of the issues in the next three hours. They will be learning about this over the next 5 years and beyond. • Indicate that this type of learning may be a little different, as it is about sharing experiences, that no-one will be required to divulge personal information they do not wish to, but that confidentiality is something that we routinely establish for any group work where we are may be discussing experiences. Confidentiality means we can talk about what we said or learned outside the group but that we don't talk about what other people said. <div data-bbox="580 1644 1487 1715" style="border: 1px solid black; padding: 5px;">Names: What's in a name?</div> <p>Tell students you are going to ask each person to introduce themselves and say something about their name - anything, as little or as much (limit to 1 min). E.g. if it has a meaning, why they were given it, if they've changed it. Cultural issues in names can be highlighted. Start with yourself.</p> <div data-bbox="580 1921 1487 1993" style="border: 1px solid black; padding: 5px;">What cultural groups do people belong to? 15 mins</div> <p>Brainstorm. This is intended to get students thinking about all the different groups that may have an influence on their culture. Write up on flip chart/whiteboard</p>

You may like to add from this list (or others).

Age	Language
Gender	Family
Ethnic group	Sexuality
Social status (socio-economic group and class)	National origin
Sub groups - E.g. medical student, academic, doctor	Religion
Clubs/groups - e.g. rugby, rowing, football, drama, charity or voluntary work	

Ask students to look at this list and identify which is the most powerful for them and just to think which has the strongest influence on their social identity.

You could draw out from this the definition of culture. We each belong to a number of different groups with its pattern of shared values, beliefs, ideas and practices.

What assumptions do they think people make about them when meeting them/ what they feel about this?

BREAK

Picture Gallery (45 mins) “What do you see?”

Display pictures on the classroom wall of people from all different walks of life. The main objective of this exercise is to highlight issues relating to stereotypes, assumptions and generalisations.

Ask the students to observe the pictures and choose one that they find interesting. Get them to discuss either in pairs, small groups or as a whole group what thoughts and feelings the picture evoked and what might they might need to consider if they were seeing this person in a professional capacity,

A few points to consider:

When you don't know (e.g whether to shake hands)

- observe the person's response
- apologise if they seem offended.
- Ask permission “would it be alright to ask you about...or not”
- Ask what would help “I need to ...is there anything that will help with this?”
- Explain why “This may be difficult for you, the reason I need to ask you is...”

- Show Powerpoint slides and discuss the definitions of culture, the Iceberg Model, why doctors need to concern themselves with cultural issues and common issues in cross-cultural communication.

Valuing Diversity DVD clips

We use clips from an organisation called PROCEED or you could make/find your own. These are useful triggers to spark discussion on issues of, for example, how much the patient gains if their consultation is conducted with an interpreter, compared with the consultations of patients who speak English.

Summary of these activities – See Powerpoint Summary Slide

For effective health care:

- Recognise the iceberg of many cultural influences including your own culture
- Acknowledge and explore the beliefs and expectations of others
- See people as individuals with their own perspective and cultural context
- Avoid stereotyping people by making assumptions about their cultural perspectives
- Value cultural diversity, recognising both similar and differing outlooks

This poses two slightly conflicting communication problems – how to avoid making assumptions about a patient based on their ethnicity and how at the same time to value and be willing to explore and understand cultural differences.

Closure

- Ask the students to think about:
 - Things they would like to discover about the culture of different groups in the local community?
 - Ideas about how they will find this out?
- Ask them to say what has been the most important thing they have learnt today and how that will affect them?
- Students can access handouts on Blackboard.

Stay around for a little at the end in case anyone wants to talk to you about anything that has arisen.

Practical Implementation Advice	.
Tips for success Pitfalls	Set groundrules for open, honest but respectful discussions
Contact (name and email)	Angela Rowlands a.rowlands@qmul.ac.uk

Communication and Cultural Diversity

Aims of today's session

- To reflect upon the influence of culture and what the practitioner and patient brings to an encounter from a cultural perspective.
- To recognise the importance of cultural factors as they affect equality of access, patient care and safety.
- To increase our awareness of individuals' cultures.

Defining culture

“ Culture is a set of guidelines which individuals learn as members of a particular society which tells them how to view the world, how to experience it emotionally and how to behave in relation to other people.”

Helman 1994

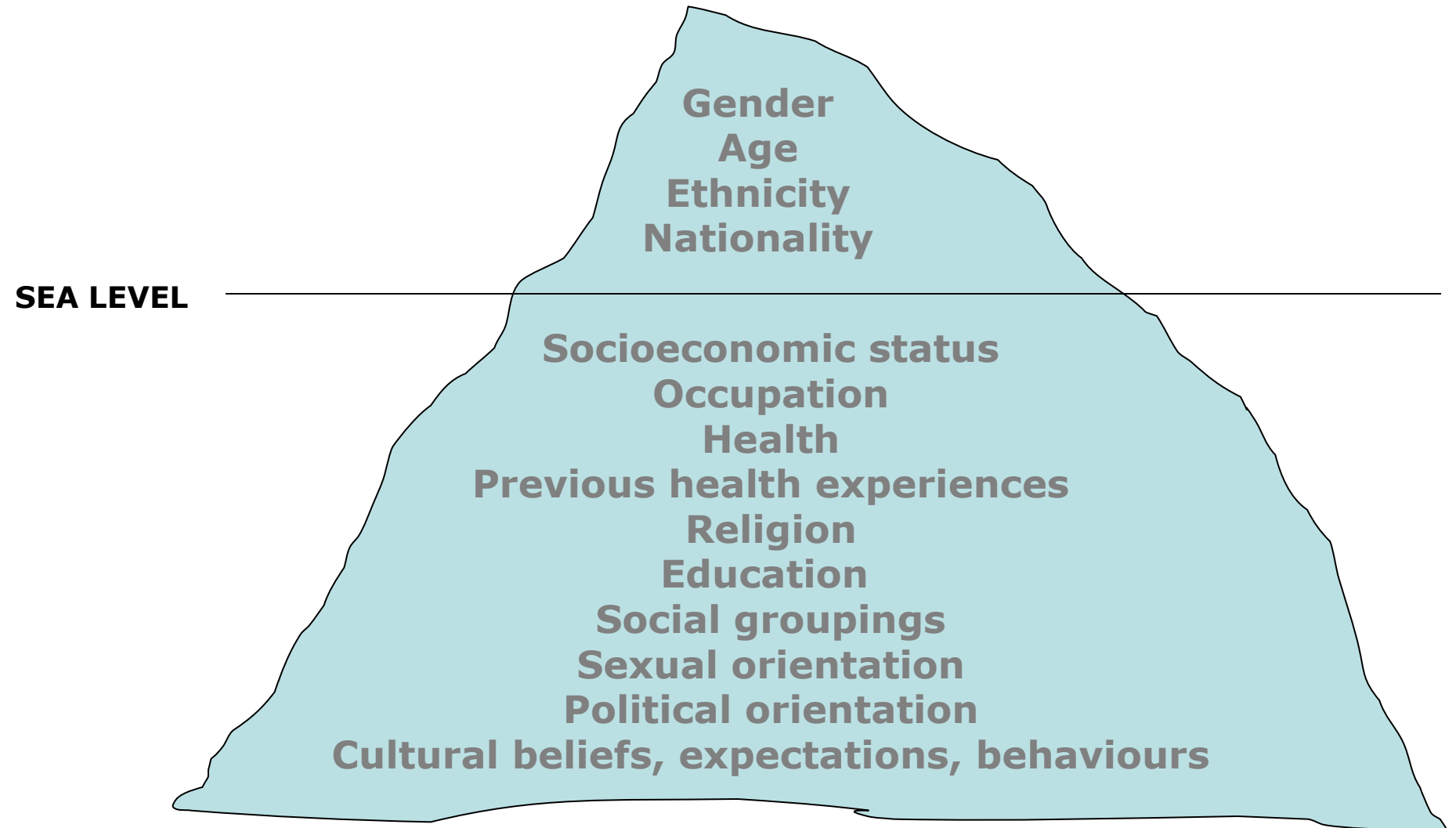
Culture

- This is just one of a number of definitions of culture.
- While definitions differ, they all emphasise that culture is learned and has to be shared with other people.
- Culture includes a number of elements, such as religion, values, family relationships, dress, food, music.
- It can be influenced by factors such as our age, our gender, our ethnicity, our occupation, our sexuality and so on.

A cultural group

- People with common origins, customs and styles of living
- Has a sense of shared identity and a shared language
- Shared history and experience shapes the groups' values, goals, expectations, beliefs, perceptions and behaviours

The Iceberg Model



The Iceberg Model

We reveal more of our cultural influences in some encounters than other. In health encounters we are generally seeing only the tip of the iceberg of what is affecting the way people behave and the way people respond.

The factors 'below the surface' may have considerable impact on how a person might make sense of and respond to a diagnosis or treatment.

Why do doctors need to concern themselves with cultural issues?

- Interpretation of symptoms
- Beliefs about causation
- Doctor-patient interactions
- Steps people take in seeking care

Common issues/barriers in cross cultural communication

- Language
- Non verbal communication
- Cultural beliefs and health care
- Sensitive issues and taboos
- Medical practice issues

Summary

- Our attitude to working across cultures is an important factor with regard to effective communication
- It is important to acknowledge our prejudices
- Working across cultures can be hard work for all involved
- When in doubt, ask the patient

Cultural Issues in Communication: Workshop facilitator guide

Angela Rowlands a.rowlands@qmul.ac.uk

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1. To reflect upon the influence of culture and what the practitioner and patient brings to an encounter from a cultural perspective.
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Workshop for around 20 students

3 hours with a break

Introduction:

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Names: What's in a name?

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What cultural groups do people belong to?

15 mins

Brainstorm.

This is intended to get students thinking about all the different groups that may have an influence on their culture.

Write up on flip chart/whiteboard

You may like to add from this list (or others).

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Gender

Ethnic group

Social status (socio-economic group and class)

Sub groups - E.g. medical student, academic, doctor

Clubs/groups - e.g. rugby, rowing, football, drama,

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