



**Health Workforce Initiative**

**Hi-Touch Healthcare: The Critical Six Soft Skills**

*Grab-N-Go Independent Training Module:*

**Tolerance**

HEALTH WORKFORCE INITIATIVE STATEWIDE ADVISORY COMMITTEE, CALIFORNIA  
COMMUNITY COLLEGES CHANCELLOR'S OFFICE, AND ECONOMIC DEVELOPMENT PROGRAM



# Tolerance

## Grab-N-Go Independent Training Module

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# Tolerance

## Background Information

Tolerance is more than just putting up with an undesired interaction or personality. Tolerance is the development of respect and acceptance for the wide variety of people with we engage. Every day we come into contact with individuals who are different than we are because each of us is holds beliefs about gender, politics, and morality that have been influenced by the unique combination of experiences of culture, religion, and geography. The United Nations Educational, Scientific and Cultural Organization (2016) says “Tolerance is respect, acceptance and appreciation of the rich diversity of our world’s cultures, our forms of expression and ways of being human.”<sup>i</sup>

Tolerance can be compared to the “golden rule” in that we want others to treat us the way we want to be treated.<sup>ii</sup> The words tolerance and acceptance are often used interchangeably. Acceptance goes beyond tolerance. Acceptance is not merely enduring an interaction with someone different than we are. Acceptance is being willing to acknowledge and respect individuals as dignified human beings, regardless of differences.

Discussion of tolerance must include conversations about equality and diversity. Equality is just what it sounds like. It is treating everyone equally and without prejudice and bias. Practicing equality requires the recognition and understanding of diversity. Daily interactions, especially in the health care



workforce, simply demands that we act not only with tolerance, but also with genuine acceptance. “Prejudgments or missed cues can be the difference between prevention and disaster, between life and death. Cultural competence is not just a nice-to-have consideration; it is essential to competent delivery and utilization of health care.”<sup>iii</sup>

This module will define tolerance, acceptance, diversity, and equality.

Methods of increasing tolerance within ourselves will also be discussed.

Throughout the module there will be several activities that will illuminate potential blind spots in our own sense of tolerance and will illustrate the need for intentional practice.



## Training



**Overall Goal:** This training provides participants an understanding of the importance of personal and professional integrity in the healthcare environment as well as activities to reinforce behaviors that depict integrity.

**WIIFM: What's in it for me?** Understanding and practicing professional integrity is imperative for all team members involved in delivery of quality healthcare, regardless of job function or title. This session helps participants understand how his/her own personal and professional integrity can reflect on the organization in which they are employed.



### **Materials Provided:**

1. Integrity Module PowerPoint
2. Activity # 1 – Crayons
3. Activity # 2 – Draw It
4. Activity # 3 – Claim It
5. Activity # 4 – Squares



**Directions for the Trainer:** Activity preparation information is included in this document and/or within the PowerPoint presentation notes. Each PowerPoint slide, as appropriate, includes detailed explanations and instructions for the trainer. As with all Grab-N-Go Modules, you can use it all for a more detailed training, or simply use one or two of the many activities—a la carte style!



## ACTIVITY #1

### Crayons



**Goal:** This activity provides an opportunity for participants to visually see the value of differences and variety.



#### **Materials Needed (Quantities vary by how many in the group)**

- Two blank sheets of paper for each participant
- A box of crayons for each group of 5-6 participants
- PowerPoint Slides 5 - 7



#### **Procedures:**

1. Instruct participants to pick out one crayon.
2. Instruct participants to draw a picture on one sheet of paper, using only one crayon. The picture can be of anything . . . .
3. After 5 minutes have them draw the same picture on the second sheet of paper using as many different colored crayons as they want.
4. Have participants hold up both pictures and ask the following questions –
  - a. Which picture do you like best? Why?
  - b. Which might you actually hang on your refrigerator?
5. Usually participants choose the picture with more than one color.  
Compare this to tolerance of those that are around us that are different.
6. Wouldn't the world be boring if everyone was exactly the same? In our pictures, the sky was blue, the grass was green, the sun was yellow.  
Those are things that made the drawings beautiful. So it is with people. It is the wide variety of people that makes the world colorful. So being tolerant of those differences is essential.<sup>iv</sup>



## ACTIVITY #2

### Draw It



**Goal:** This activity will help participants face their own biased view of the different roles of people.



#### **Materials Needed (Quantities vary by how many in the group)**

- One piece of paper for each participant
- Crayons for group of 5 – 6 participants
- PowerPoint Slides 12 – 17



#### **Procedures:**

1. Instruct participants to draw a picture of one of the following –
  - a. A model
  - b. Someone who plays football
  - c. An athlete
  - d. A physician's receptionist
  - e. A construction worker
2. Show slides #13 – 17, one at a time, and ask participants to compare their drawing to the picture on the power point slide.
3. How do the participant's drawings compare with the pictures on the slides?
  - a. What did the participants' drawings depict?
  - b. What did the pictures on the slides depict?
4. Point out that whether participants realize it or not, we all fall into the trap of thinking of a norm and what is expected when these roles are mentioned.
5. Does this apply to our patients as well? Do we predetermine how a patient will react or what they will say or do without even giving them a chance?



## ACTIVITY #3

### Claim It



**Goal:** This activity will encourage us to claim parts of our own identities while observing and respecting the parts of other's identities.



#### Materials Needed

- A room with two open walls opposite each other and enough room to allow participants to line up against a wall and cross to the other wall
- PowerPoint Slide #20



#### Procedures:

1. Participants all line up on one side of the room against the wall.
2. As a statement is read, if the statement holds true for a person, those participants who can “claim it” should cross to the other side of the room. For example, if the statement is “You are a woman,” then all the women would “claim it” and cross to the wall on the other side of the room and then turn and face the center again.
3. “Claim It” Statements:
  - a. I am a student
  - b. I have a driver's license
  - c. I have one or more siblings
  - d. I speak a language other than English
  - e. I have plans for this weekend
  - f. I have a veteran in my immediate family
  - g. I have a Spanish-speaking heritage
  - h. Neither of my parents has a college degree
  - i. Someone close to me has died
  - j. Someone in my family has been addicted to alcohol or drugs
  - k. I have been to a concert in the past year
4. Have participants share how they felt –
  - a. How did you feel when you had to “claim” a group and walk to the other side of the room?
  - b. How did you feel when you were in the group that didn't move?
  - c. Were you surprised that you had things in common with others?
  - d. Were there any groups that you wished you could claim? Why?
  - e. Will you change how you interact with others based on what group they claimed?



## ACTIVITY #4

### Squares



**Goal:** This activity will allow participants to recognize self-deception and how this type of deception can play a role in acting with tolerance.



#### Materials Needed

- PowerPoint Slide #22



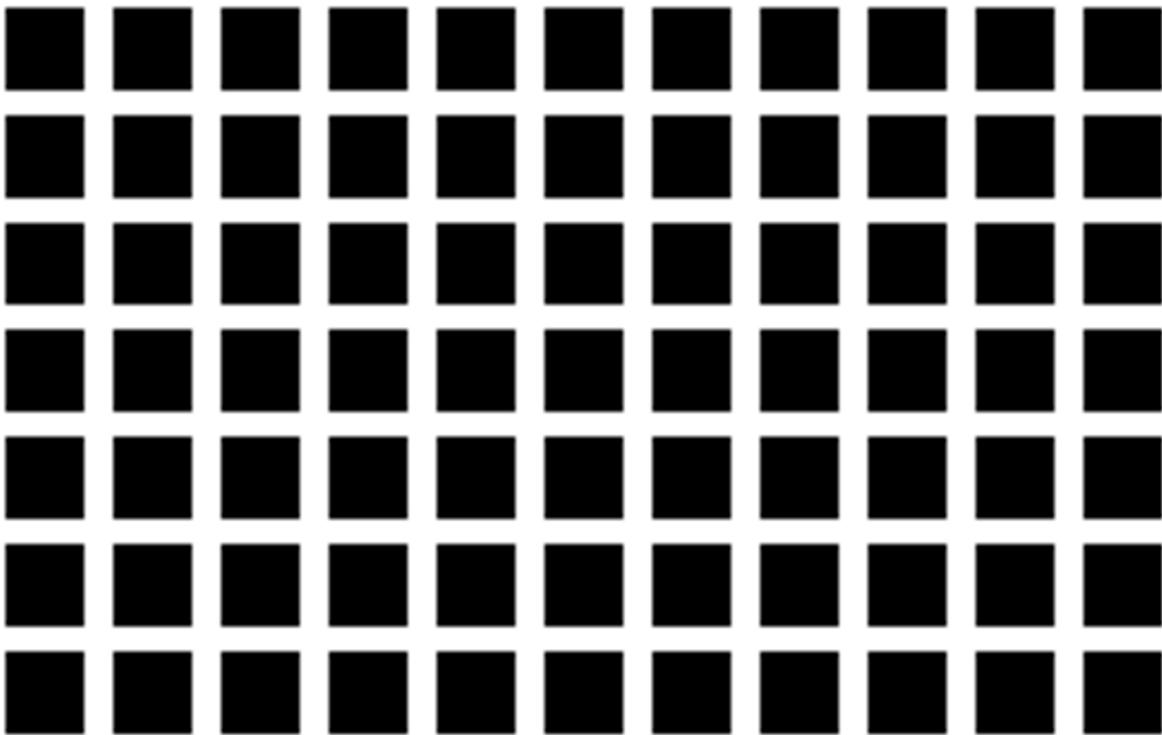
#### Procedures:

1. Have participants stare at the figure on slide #22 of the Tolerance PowerPoint module.
2. Ask participants what they see.
3. Ask participants if they see gray dots at the white intersections.
4. Ask if the gray dots are really there.
5. Explain that the gray dots are an example of how we sometimes see things that are not really there when we are trapped in our boxes.
6. Continue to explain that patients and coworkers easily fall into that category of seeing misconceptions that don't really exist.<sup>v</sup>



# ACTIVITY #4

## Squares





## References

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<sup>i</sup> United Nations Educational, Scientific and Cultural Organization. (2016). Retrieved from UNESCO website: <http://en.unesco.org>.

<sup>ii</sup> Fish, J. M. (2016). Tolerance, acceptance and understanding. *Psychology Today*. Retrieved from <https://www.psychologytoday.com/blog/looking-in-the-cultural-mirror>.

<sup>iii</sup> Georgia Foundation. (1999). Beyond translation and tolerance: Cultural tolerance in health care organizations. Retrieved from [http://www.healthcaregeorgia.org/uploads/publications/beyond\\_translation\\_and\\_tolerance.pdf](http://www.healthcaregeorgia.org/uploads/publications/beyond_translation_and_tolerance.pdf)

<sup>iv</sup> A Southern Poverty Law Center. (2016). What Can We Learn from a Box of Crayons? Teaching Tolerance. Retrieved from <http://www.tolerance.org/exchange/what-can-we-learn-box-crayons>

<sup>v</sup> (2016). Illusion – Black Squares and Gray Dots. *Instructables*. Retrieved from <http://www.instructables.com/id/Optical-Illusion-Black-Squares-and-Gray-Dots/>