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Cultural Competence Module 1

Cultural Awareness: Culture vs. Personality

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Module 1: Cultural Awareness (Culture versus Personality)

Module Estimated Time: 30 minutes

Statement of Purpose:

The purpose of this module is to introduce the word "culture" through a process of comparing and contrasting nuances of culture with nuances of personality. The discussion around culture and personality will address what cultural qualities are *learned* values versus *innate* qualities, and it will also serve as an initial platform of discussion around the different behaviors that occur as a result of these qualities. Finally, the module provides a quick overview of possible implications of different traits of behaviors on building patient/provider trust in healthcare.

Objectives:

Upon the completion of the 30-minute module, the learner will be able to:

1. Define and distinguish nuances of culture and traits of personality
2. Identify importance of awareness of one's own behavior and others' behavior as part of a cultural awareness process
3. Provide one or two examples of behaviors that may relate either to socially learned behaviors (cultural values) or to innate personal traits (personality)

Terminology

Culture
Personality
Cultural Humility
Character
Individual Culture/Own culture
Group Culture/Others' culture
Self-Awareness
Awareness
Bias
Generalizations
Stereotypes
Thoughts
Feelings
Ideas
Music
Arts
Sexual Orientation
Leadership
Spirituality
Ideas of cleanliness
Preference for Competition or Cooperation
Celebrations
Modesty
Respect
Conception of Beauty
Attitude towards Elders
Cultural difference
Patient/Provider Trust
Quality of care
Patient Satisfaction
Language
Food
Gender

1. **Introduction: CA Census (Lecture)**
   Discuss how the fact that we live in a state with a great mix of ethnicity means that we are constantly challenged by the diversity that surrounds us

Time: 5 minutes

Materials: Census Chart

Projector/Laptop or Transparency Projector
Big screen

Preparation: Project Census Chart onto screen. Start class with lecture addressing the ethnic diversity breakdown present in the state of California based on the 2000 US Census.

Lecture - Tell participants that:

- The fact that we live in a state with a great mix of ethnicity means that we are constantly challenged by the diversity that surrounds us.
- The presence of such high ethnic and racial density in our state means that populations with no real knowledge of the US Healthcare system receive services that may not meet their cultural expectations. Likewise, many healthcare providers fail to understand the diverse cultural expectations that many patients have when seeking healthcare services.
- Because the process of building patient/provider trust is very important for the diagnostic process, patient compliance and follow-up, best practice shows that integrating Cultural Competence in the provision of healthcare services will increase patient satisfaction and health outcome by reducing the chance of unmet expectations from the perspective of both the patient and the provider.
- The first step in the process of achieving Cultural Competence is "Cultural Awareness"—being aware of our own cultural values in order to identify the values of others.
- Before further discussing Cultural Awareness, it is important to have a clear understanding of what "culture" is and how it differs from "personality," as both shape our behavior.

2. **Define "Culture" (Brainstorming Activity)**
   Students brainstorm and write down possible definitions and traits of the word "culture" and then report back to class

Time: 5 minutes

Materials: Flip Chart Paper with adhesive back or Tape

4 or 5 Sharpie Markers of different colors, excluding red.

Preparation: Before class, stick 4 or 5 blank flip chart sheets onto walls of classroom. Write on them "Culture" as a header.

Explain to students that in this activity they will brainstorm and write down possible definitions and traits of the word "culture" and then report back to class.

Before activity- Divide class into groups of 4 or 5 students and ask each group to stand up and stand next to one of the papers on the wall. Hand a marker with a different color to each group. Tell groups that they will do a brainstorming and to select ahead of time a person from their group that will report back to class. Allow 3 minutes for students to brainstorm and write on their flipcharts.
During Activity- Words, that students may come up with are: *Religion, Age, Food, Language, Sexual Orientation, Music, Governmental Structure, Politics, Social Norms, Education, Arts, Nationality, beliefs, Values, Traditions, practices, assumption, "Culture impacts the way we act," "Culture impacts the way we think," "Culture impacts how we interpret the world."*
At the end of Activity- Allow selected student from each group to report back to whole class the group's definition of the word "Culture".

3. Sharing Cultural Values (Class Discussion)
Instructor will circle traits that cross over among groups and will ask students to provide their personal knowledge to illustrate how some of these traits may be the same or different among cultures.

Time: 5 minutes

Materials: Wall Flip Chart Paper used in Brainstorming Activity 2

1 red Sharpie Marker

Before Class Discussion- Start circling all those words that were repeated by more than one group. Ask any volunteer in class to share their personal knowledge to explain how some of the described traits will vary or be similar from one culture to another

During Class Discussion- Discussion may lead to examples that distinguish preferences between Anglo/African American/Hispanic/ Pacific Asian and more to certain foods, political ideologies, dressing etiquette, respect for the elderly, and much more.

4. Define "Personality" (Brainstorming Activity)
Students brainstorm and write down possible definitions and traits of the word "personality" and then report back

Time: 5 minutes

Materials: Flip Chart Paper with adhesive back or Tape

4 or 5 Sharpie Markers of different colors, excluding red.

Preparation: Before class, stick 4 or 5 blank flip chart sheets onto walls of classroom. Write on them "Personality" as a header.

Explain to students that in this activity they will brainstorm and write down possible definitions and traits of "Personality" and then report back to class.
Before activity- Divide class into groups of 4 or 5 students and ask each group to stand up and stand next to one of the papers on the wall. Hand a marker with a different color to each group. Tell groups that they will do a brainstorming and to select ahead of time a person from their group that will report back to class. Allow 3 minutes for students to brainstorm and write on their flipcharts.
During Activity- Some words may be repeats of what they perhaps already used as nuances of "culture." New words that students may come up with are: *Reserved, shy, assertive, loud, rude, gentle, kind, quiet, aggressive, energetic, loner, social butterfly, impulsive, rational, judgmental, flexible, planners, improvisers, etc…*

At the end of Activity- Allow selected student from each group to report back to whole class the group's definition of the word "Personality."

5. Discussion Guided by Critical Thinking Questions (Class Discussion)

Time: 5 minutes

Materials: None

Start circling all those words that were repeated by more than one group. Facilitate a class discussion by asking the whole group the following Critical Thinking Questions:

a. *Which of these traits do you think are innate?*
b. *Which of these traits do you think are socially learned?*
c. *Do you think that society can have a strong influence on innate traits where learned behaviors can substitute natural behavior?*

Make sure that students take turns and that at least 3 students answers one of the questions by providing their own personal perspective.

6. Final Thoughts (Conclusive Lecture)

Time: 5 minutes

Materials: None

Conclude the session by recapping some of the traits already discussed with students and using any information below as you deem necessary:

- “Culture” is a set of values that are given to us from the outside world from the moment we are born. It starts with our parents and continues with our family, school, peers, and total environment. Our values are also impacted by our experiences, which make each of us a unique person by creating an “individual culture”. The cultural values become the “lens of expectations or bias” through which we filter the world and we perceive others.
- "Personality" is who you are inside yourself: thoughts, feelings, ideas, plans, fears, and all the rest. Some nuances of personality are shaped by our cultural values; others are innate.
- "Character" is who you are (and how you display your personality) to other people. It is the social side of personality.
- The nature-versus-nurture discussions concern the relative importance of an individual’s innate qualities ("nature”) versus personal experiences ("nurture") in determining or causing individual differences in physical and behavioral traits. This has led many behaviorists to conclude that the combination of culture and biology work together to influence personality.
- In order to try to identify behaviors and values in others, we must first recognize our own personality traits and cultural values that give shape to our personal expectations.
- The whole platform of healthcare is based on human interactions and expectations built on our own individual, group and organizational values. Because patient expectations and provider expectations are not always aligned due to cultural and personality differences, we need to pay extremely close attention to how we handle interactions and negotiate expectations in order not to compromise patient trust and what is perceived by the patient as “quality of care.”

California Census 2010

Persons of Hispanic or Latino origin	37.6%
White*	57.6%
Black*	6.2%
American Indian and Eskimo*	1%
Asian*	13%
Hawaiian and Pacific Islander*	0.4%
Two or More Races*	4.9%

www.census.gov