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Cultural Competence Module 4

Cultural Humility and Responsiveness

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Module Estimated Time: 30-45 minutes

Statement of Purpose:

The purpose of this module is to introduce Cultural Humility. Walking through the definitions of Cultural Humility will provide a launch pad to discuss approaches and tips when working with people of different cultural background. Finally, the module presents two Case Studies of patients from a culturally diverse background; each case study will ask questions that will require students to create culturally responsive solutions to meet the needs of patient & provider. The definition of Cultural Humility in Healthcare and the discussed tips for working with diverse patients in healthcare will guide students during this activity.

Objectives:

Upon the completion of this module, the learner will be able to:

1. Learn the definition of Cultural Humility
2. Apply specific strategies that will help him/her become more culturally responsive
3. Analyze cultural dilemmas and produce examples of culturally responsive solutions through Case Studies

Terminology

Culture
Cultural Humility
Character
Individual Culture/Own culture
Group Culture/Others' culture
Self-Awareness
Awareness
Bias
Generalizations
Stereotypes
Thoughts
Feelings
Ideas
Patient Satisfaction
Misinterpretations
Misunderstandings
Universal concepts
Cultural Responsiveness
Death
Life
Pain
Hunger
Attitudes

To elicit
Perspectives
Bi-cultural
God
Meaning of life
Ontology
Soul
Philosophy
Cultural Interpretations
Dietary preferences
Rewards and privileges
Music
Art
Food
Language
Gender
Dance
Literature
Drama
Dress
Holidays
Leadership
Spirituality
Ideas of cleanliness
Social Interaction

Celebrations
Modesty
Respect
Conception of Beauty
Attitude towards Elders
Patient/Provider Trust
Quality of care
Sexual Orientation
Definition of Obscenity
Individualism/Collectivism
Non-verbal
Communication
Kinship
Emotion
Time
Space and Proximity

1. **The importance of open-mindedness (Introductory Lecture)**
   Open this session by introducing the importance of open-mindedness as a first step to Cultural Responsiveness

Time: 2 minutes

Materials: None

As we may have discussed before, it is not possible to become a culturally responsive person until we have acknowledged our own bias and have accepted that our way is not the only way that exists as an acceptable way. Once we have opened our mind to becoming curious about other ways and what these may look like and add value to other ways, we can finally achieve a state of responsiveness to others. By acknowledging other views, we are not necessarily changing or giving up our own, but simply opening up to other possible ways that values, beliefs and traditions may be interpreted. At a Cultural Responsiveness level, culture is no longer seen as a barrier, rather an opportunity to grow our options by expanding our horizons of knowledge.

2. **Cultural Humility (Lecture)**
   Introduce the concept of Cultural Humility and discuss its definition

Time: 20-30 minutes

Materials:

Laptop/Computer
LCD Projector/Screen
Remote Control
PowerPoint of Module 4

Preparation: Before class, prepare laptop, screen and LCD projector. Have remote control at hand to advance PowerPoint Slides.

Lecture Content - Use the points below to frame your lecture

Slide 1.

- Cultural Competency has been a buzz-word for many years. The word competency, however, assumes that a final level of knowledge is reached. Because culture is dynamic and "cultural competency" is more a continuum of knowledge without a necessarily a final point of arrival, a new way to relay this continuum of becoming cultural knowledgeable and responsive is "Cultural Humility". Cultural Humility does not assume a final point of knowledge, rather it leaves the door open to inquire and glean additional knowledge.

- Cultural Humility is particularly appropriate in healthcare where the whole patent/provider relationship is based primarily on Communication. With the extra push toward patient-centered care and communication, Cultural Humility becomes pivotal in communicating in a culturally responsive way.

- We are going to discuss three definitions of Cultural Humility:

  1. The first definition of Cultural Humility is <u>the ability to relate one's own culture to a foreign culture</u>

  2. The second definition is <u>the ability to question rather than judge</u>

  3. The third one is <u>ability to respect & negotiate rather than disagree with</u>

Slide 2.

1. <u>Ability to relate one's culture to foreign culture simply means</u>: When we find it difficult to relate with someone, we have a tendency to not like the other person and to avoid him or her altogether. The result is an even greater division between the cultures. So what are the steps to increase our cultural intelligence and improve our ability to relate to others?

a. Become aware of your own cultural style

   One way to increase cultural self-awareness at an international school exchange program was to ask student to write some good things and bad things about the culture of the other country based on their observations. You'd be surprised of the different perceptions on communication styles, diets, education and many other cultural values you can learn about your own culture by having this type of exchange of information.

b. Know the facts about the cultures you most commonly relate to

   There is a difference between studying another culture and the generalizations that have been identified through research and listening to negative stereotypes that others suggest about a culture. "Knowing the facts" means doing your homework on the cultural characteristics. It helps to learn a bit of the language and study nonverbal behaviors.

c. Identify ways to modify your behavior appropriate to the other culture

   If you are typically task-oriented, begin an email with a bit of chitchat to build the relationship first. If you like a timed agenda, add in more flexibility in order to accommodate the different culture. Another example is to speak slowly and avoid using slang.

d. Respond to the other culture using your modified behavior. This usually requires some proactive thinking about the situations you will encounter before you get there. For example, if your cross-cultural team is going to try to reach a decision about something, it will be important to make sure that all cultural approaches are represented. This is a process and, as a result, it will often feel like "two steps forward and one step back." However, with the right attitude, it can be fascinating to work to understand the different cultures you encounter and practice new ways to get along. This may be as simple as practicing how and what to write in an email or the more complex requirements of a difficult negotiation. This work will require personal characteristics of empathy, tolerance for ambiguity, flexibility, open-mindedness, and an outgoing personality.

Slide 3.

2. Ability to question rather than judge means: Remember that each person is a unique individual who cannot be understood solely on the basis of the group to which the person belongs to (or the group you assume the person belongs to.) Avoid making assumptions about a person's background, values and behaviors on the basis of *visible* racial, ethnic or religious characteristics, a person's name, or accent. It is much easier to stereotype and make all sorts of assumptions when we cannot relate with a particular group or a person. This leaves us with making all sorts of wrong judgment and decisions that may lead to negative outcomes; in healthcare these outcomes may be fatal. When you observe a behavior that you do not understand, there may or may not be a cultural explanation. One way to gain ability to question rather than judge is to seek out more information about that behavior rather than making all kinds of assumptions. You may use generalizations sometimes, but be careful and verify them with the individual person or group, otherwise you risk stereotyping. For example, there may be generalizations that women in Islam are subdued. In some countries, women do lack rights, but those are the exceptions. Most Muslim women have rights to a court if their husband is abusive or any man is abusive toward her. Tunisian women, for instance, had the right to an abortion 17 years before the U.S. Supreme Court legalized the surgery nationwide. As an additional example contrary to this generalization, Turkey, Pakistan, Bangladesh & other Muslim countries have all elected female prime ministers.

Slide 4.

3. Finally, ability to respect & negotiate rather than disagree with means: being culturally responsive—negotiating is not necessarily about adopting or agreeing with other values. A person is free to retain his or her own values and still accept diverse opinions as part of a common solution. This once again refers back to the ability to respond with a modified behavior using some proactive thinking. The idea is to negotiate in a way where a solution may incorporate diverse values and be a win-win for all. The example of

Hoag Hospital Irvine, which excluded a fourth floor to avoid the negative feeling of death in Asian patients while navigating hospital floors, is a classic example of modified organizational behaviors.

3. Examples of Cultural Humility (Whole Class Discussion)

Elicit examples among participants that will support the three definitions of Cultural Humility. Students should use their personal experience to share anecdotes.

Time: 3-5 minutes

Materials: None

- Help your students internalize the information presented in the previous activity by relating it to their own experiences.
- You can use the questions below or similar questions to trigger a conversation:

"Who would like to share a personal experience about lack of ability to relate with a cultural group or an individual person? Why did you feel you could not relate with that person or group? What sort of behavior did the other group express that you did not feel comfortable with?"

"Would anyone like to share another scenario that shows a great level of compassion or a lack of judgment?"

"Is anyone aware of an organization which, like Hoag Hospital Irvine, displayed an example of cultural responsiveness by modifying behaviors or policies?"

4. Case Study #1 & Case Study #2

Students will work with a partner to provide additional examples of areas with Universal vs. Cultural correlations and will report back to class.

Time: 5-minutes

Materials: Laptop/Computer
LCD Projector/Screen
Remote Control
Module 4PowerPoint
Handouts for Case Study #1 & #2
Giant Post-its
4 different color markers

Preparation:

1. Attach Post-it sheets to the wall with plenty of distance between each. Each Post-it should be numbered 1 through 4.
2. Divide class in 4 groups (3-5 people each) and number each group 1 through 4.
3. Assign Case Study #1 to Groups 1 & 3.
4. Assign Case Study #2 to Groups 2 & 4.
5. Invite groups to go to the Post-it sheet that matches the group's number to analyze their case study and answer questions.

Slide 5.

Introduce Case Study #1 and ask Groups 1 & 3 to go their respective Post-it sheets and discuss the Case Study to provide the best answers to Case Study questions. Give Case Study #1 handout to Groups 1 & 3

Slide 6.

Introduce Case Study #2 and ask Groups 2 & 4 to go their respective Post-it sheets and discuss the Case Study to provide the best answers to Case Study questions. Give Case Study #2 handout to Groups 2 & 4

Allow 5 minutes to discuss and write answers

5. Group Reporting on Case Studies (Whole Classroom Discussion)

Following Activity 4, groups report back to class for feedback/comments

Time: 5-7 minutes

Materials: Post-it sheets on Walls used in Activity 4

Starting with Group 1, ask to report back comments and answers to Case Study #1. Then move on to Group 3.

Ask participants to offer additional thoughts on what has been presented by Groups 1 & 3.

Move on to Group #2 to report back comments and answers to Case Study #2. Then move on to Group 4.

Ask participants to offer additional thoughts on what has been presented by Groups 2 & 4.

6. Final Thoughts (Lecture)

Instructor recaps introduced points during the lecture and gives final thoughts by using the examples provided by the student groups

Time: 2 minutes

Materials: Laptop/Computer
LCD Projector/Screen
Remote Control
Module 4 PowerPoint

Conclude lesson by providing these final thoughts and tips (you may want to use the optional PowerPoint for this module or write the tips on a White Board):

- Culturally responsive behaviors require a certain level of pro-activity and effort. There is no single perfect approach, and when in doubt, the journey of questioning in trying to find more understanding is the safest approach. This approach is not unique in healthcare as the whole diagnostic approach is based on questioning until we have a better understanding of how to decipher the information we are given.

Slide 7.

These specific points will help us remember how to stay on track of culturally humble service when working work with people from different cultures:

a. Assess, don't assume
b. See the individual, not a type of person
c. Confirm
d. Listen to the person's perspective and elicit information
e. Consider that all interactions are bi-cultural (at least)
f. Identify your own attitudes
g. Recognize that a cultural background will influence behaviors

Case Study #1

Juan González is a 72-year-old male patient from El Salvador in the Intensive Care Unit. He has had a severe cerebral hemorrhage and has been kept in a medically induced coma for the past few days. Dr. Kramer, Juan's neurologist, has now decided that a procedure is needed where two holes are drilled in the base of Juan's skull, and tubes will be inserted that run down his neck to relieve some of the pressure on his brain.

Adelina González, Juan's wife, is the only family member in the room when Dr. Kramer and a nurse enter to get the informed consent signed. They use a telephonic interpreter, as Adelina's English is very limited. Upon being asked to sign the consent, Adelina vividly refuses and walks away from the doctor and nurse and starts crying inconsolably. The doctor explains that this procedure must be performed as soon as possible, but Adelina's crying increases even though the doctor encourages her to sign the form in a gentle and compassionate manner.

1. *What is your first guess as to why Adelina may be crying after being asked to sign the consent?*

2. *What family values might there be that are not in sync with what Adelina is being asked to do?*

3. *What steps would you follow to demonstrate Cultural Humility that would meet both Adelina's expectations and Dr. Kramer's goal for achieving the best patient outcome?*

Case Study #2

Mr. Abraham Mayers, an 82-year-old African American man, has just arrived at the local community hospital Emergency Department complaining of strong abdominal pains. During the initial assessment in Triage, the nurse asks: "When did this pain begin first, Abraham?" He immediately tenses up and from then on the nurse senses a certain level of mistrust.

1. *What do you think may have caused the patient's tension?*

2. *If you were the nurse, what would you have done to remedy and regain the patient's trust?*

3. *How could you have avoided the problem to begin with? Give some specific examples.*