

PREVIEW GUIDE



Patient Diversity

Materials Included With *Patient Diversity*

The workshop designed to accompany the video-based program is a flexible, yet comprehensive ½-day training design. The workshop kit includes all the materials you'll need to run the program:

- ◆ The **DVD** of *Patient Diversity* provides the theory and examples to illustrate the workshop topics. Spend the afternoon in almost any hospital and you'll discover the challenges of providing - and receiving - medical care in this increasingly diverse era.
- ◆ The **Leader's Guide** provides step-by-step instructions for introducing activities, leading discussions, and making transitions between the video, group discussions, and exercises.

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SAMPLE PAGES FROM LEADER'S GUIDE

TRAINING SESSION OVERVIEW

Instructions: To open the training session, you may wish to summarize why the participants are in this session and what they'll be doing for the next few hours.

You could say: “We’re here today to learn how to deal more effectively with the cultural diversity found in most hospitals. This workshop will introduce you to some of the different cultural traditions regarding healthcare. Once sensitized to cultural differences, you will hopefully begin to see “difficult” and “non-compliant” patients as individuals expressing cultural patterns. They will become *interesting*, rather than *annoying*. Through some of the exercises, you will experience what it is like to communicate with others who operate with a completely different set of rules. You will examine your own culture, becoming more aware of how your beliefs, values, and customs are affected by your country of origin. This will help you recognize the influence of culture on other people’s behavior. You will have the opportunity to discuss with others ways to deal with issues of diversity. And hopefully, you will have fun while striving to achieve cultural competency.”

If there is ethnic diversity among the workshop participants, encourage people to share information about their own culture with the rest of the group.

LEARNING OBJECTIVES

Participants will learn to:

- Identify several beliefs and practices of the patient populations they serve.
- Recognize the influence of their own culture on their values and healthcare practices.
- Utilize their knowledge of cultural diversity to provide culturally competent healthcare.
- Effectively solve problems created by diversity.
- Develop a more tolerant attitude of differing beliefs and customs.

Suggested Training Design: This training program should take approximately **2 hours**. You may choose to lengthen the program by adding the *optional exercises*.

Training Session Activity	Approximate Time (in minutes)
Training Session Overview	5
Ice Breaker: Scavenger Hunt	20
Exercise: <i>(Optional)</i> Identifying Your Stereotypes	<i>(20)</i>
Video Presentation: <i>Patient Diversity</i>	20
Exercise 1: Group Discussion	20-30
Exercise 2: Carousel Brainstorming	25
Exercise 3: Cultural Communication: Role-Playing	15-20
Exercise 4: Examining Your Own Culture 1 <i>(Optional)</i> Examining Your Own Culture 2	10-20 <i>(20-30)</i>
Exercise 5: Case Studies in Diversity	30-35
Wrap Up: Do's and Don'ts	10

EXERCISE 2: CAROUSEL BRAINSTORMING

Instructions: Team up the participants in groups of 4-5 persons. Give each team a handout of the exercise.

- **Say:** "The object of this exercise is to generate solutions to problems resulting from cultural diversity in your workplace. Make a list of the most common problems you've encountered. Choose one or two of the most interesting or difficult problems. The problem may involve either a patient or the patient's family members, and an ethnic or religious group. Make sure you choose behaviors that result from cultural/religious differences, not just individual ones. Also avoid problems that result solely from the fact that the patient doesn't speak English. On the sheet of paper given, write down the problem as clearly and specifically as you can."
- Give each team a few minutes (5-6) to identify and write out the problem. Ask team members to begin by passing their team problem clockwise to the group next to them. The teams will read the problem they've just been given, discuss possible reasons for the conflict (what cultural value, belief, or tradition it is based upon) and come up with possible solutions. When they agree upon the best explanation and best solution, someone will write it out on the handout. Allow approximately 5 minutes per problem. Ring a bell or turn the lights off and on to indicate they should rotate the problem they've been working on clockwise to the next group. Continue for another 5 minutes. Do this for a total of 4 rotations for an approximate time of 20 minutes. Return "solutions" to original team members and allow them to read over the solutions and discuss for an additional 5 minutes.
- As time permits, ask 1 or 2 teams to discuss their problem and possible explanations and solutions (or one best one).
- **Say:** "This activity could easily be done in a staff meeting, utilizing the 'expertise' of the members of the cultures involved."

Note: Stay flexible with your time. Participants should brainstorm rapidly and this is not the time to have a lot of details in your solution. Keep the activity moving at a lively pace. Do rely upon the expertise of members of the cultures involved.

EXERCISE 2 HANDOUT: CAROUSEL BRAINSTORMING

Instructions: Jot down a cultural conflict or issue that you and your teammates encounter in your workplace and that you would like assistance with. This may relate to something you saw on the video or with follow-up discussions. List one problem specifically and briefly, and in teams others will respond to it. The problem may involve either a patient or the patient's family members, and an ethnic or religious group.

Problem: _____

Teams: After 3-4 minutes of discussion, write out the best explanation your team can think of for the conflict. Does it relate to a cultural value? Belief? Tradition? If anyone on the team is from that culture or has knowledge of that culture, get their interpretation. Then, after another 3-4 minutes of discussion, write out the best solution your team can come up with for dealing with the "problem." After a few minutes, time will be called, you will send this paper on to the next team and you'll receive a new problem to discuss.

Explanations:

1. _____

2. _____

3. _____

4. _____

EXERCISE 4: EXAMINING YOUR OWN CULTURE

PART 1

Instructions: Pass out the handout to Exercise 4, Part 1. Allow 5-10 minutes for participants to individually complete Part 1 and discuss their answers in a small group (approximately 4 people per group). You may, if you so choose, reconvene the large group to discuss how the different values coincide with or conflict with hospital policy and practice. (Add an additional 5-10 minutes for large group discussion.)

The entire exercise should take 10-20 minutes

Suggested responses are given in *italics* to the questions: How would each value “fit” with hospital policy and practice? Would any lead to potential conflict? Which ones? How so?

Family – *Conflicts with most hospital policy. Patients might want large numbers of family visitors around the clock. Decisions would be made by the family, rather than the individual.*

Money – *Coincides with hospital policy. Insurance coverage regulates what procedures and tests are done, how long someone is hospitalized, etc.*

Independence – *Coincides with hospital practice. Leads to an emphasis on self-care, which conflicts with the practices of many cultures. (Family members will feed, bathe, etc. the patient, rather than allowing him to do it on his own.)*

Privacy – *Conflicts with hospital practice in that hospitals afford little physical privacy to patients. However, it coincides with hospital policy in that records are kept private. Information is generally given directly to patients first, rather than to family members. This can create a problem because in some cultures, family members will want (negative) information withheld from the patient.*

Modesty – *Conflicts with hospital practice. Most nurses, for example, do little to safeguard a patient’s modesty due to demands of efficiency. This can make things very uncomfortable for women from many ethnic groups.*

Emotional Control – *This is consistent with the expectations of most healthcare practitioners; they expect patients to control their emotions. Patients who are loud and expressive are generally considered “difficult” patients.*

EXERCISE 4 HANDOUT: EXAMINING YOUR OWN CULTURE: PART 1

Instructions: Rank the following values in terms of their importance to you. Your most important value should be ranked #1, the least important, #6. Try to think of a behavior from your own life that reflects each value.

- Family_____
- Money_____
- Independence_____
- Privacy_____
- Modesty_____
- Emotional control_____

Share your responses with other members of your group. Then discuss with them the following:

1. If you were a patient, how would each value “fit” with hospital policy and practice? _____

2. Would any lead to potential conflict? Which ones? How so? _____

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