

Curriculum development using VR technology to enhance empathetic communication skills in future health care professionals

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Curriculum development using VR technology to enhance empathetic communication skills in future health care professionals

Project Coordinator:



www.mmclearningsolutions.com

Project partners



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Work Area 3.1: *Showing empathy in diverse environments and overcoming barriers/ challenges to empathy*

Unit 3.1: Showing empathy in diverse environments

Duration: 4 hours

Trainer:



EMPATHY AND CULTURAL COMPETENCE IN MULTICULTURAL AND SOCIOCULTURAL ENVIRONMENTS



Learning Outcomes: Knowledge

32. Define cultural competence in multicultural and sociocultural environments and its effects on the care recipient's health outcomes
33. Outline the different theoretical approaches to cultural competence
34. Outline research evidence on the importance of cultural competence in healthcare/caregiving and working with persons from various cultural and social backgrounds



Learning Outcomes: Skills (1/2)

35. Self-reflect and self-assess his/her level or lack of empathy in daily life in diverse environments

Use evidence-based techniques as listed below to develop empathy during information exchanges with care recipients and other health care professionals from various cultural and social backgrounds:

36. Show genuine interest and curiosity for the cultural beliefs of the care recipient/colleague



Learning Outcomes: Skills (2/2)

37. Demonstrate avoidance of making assumptions
38. Demonstrate avoidance of stereotyping
39. Deal sensitively with issues of sexuality, unease of some physical examinations/caregiving, use and abuse of alcohol and other substances, etc.



Learning Outcomes: Competencies

40. Evaluate the feedback from colleagues and care recipients on his/her level of empathy and ways of improving in culturally diverse environments and with culturally diverse people
41. Adapt his/her empathetic behaviour to the care recipient and other health carers' needs from culturally diverse environments



Some helpful rules

- ▶ Mobile Phones
- ▶ Smoking
- ▶ Breaks
- ▶ Other



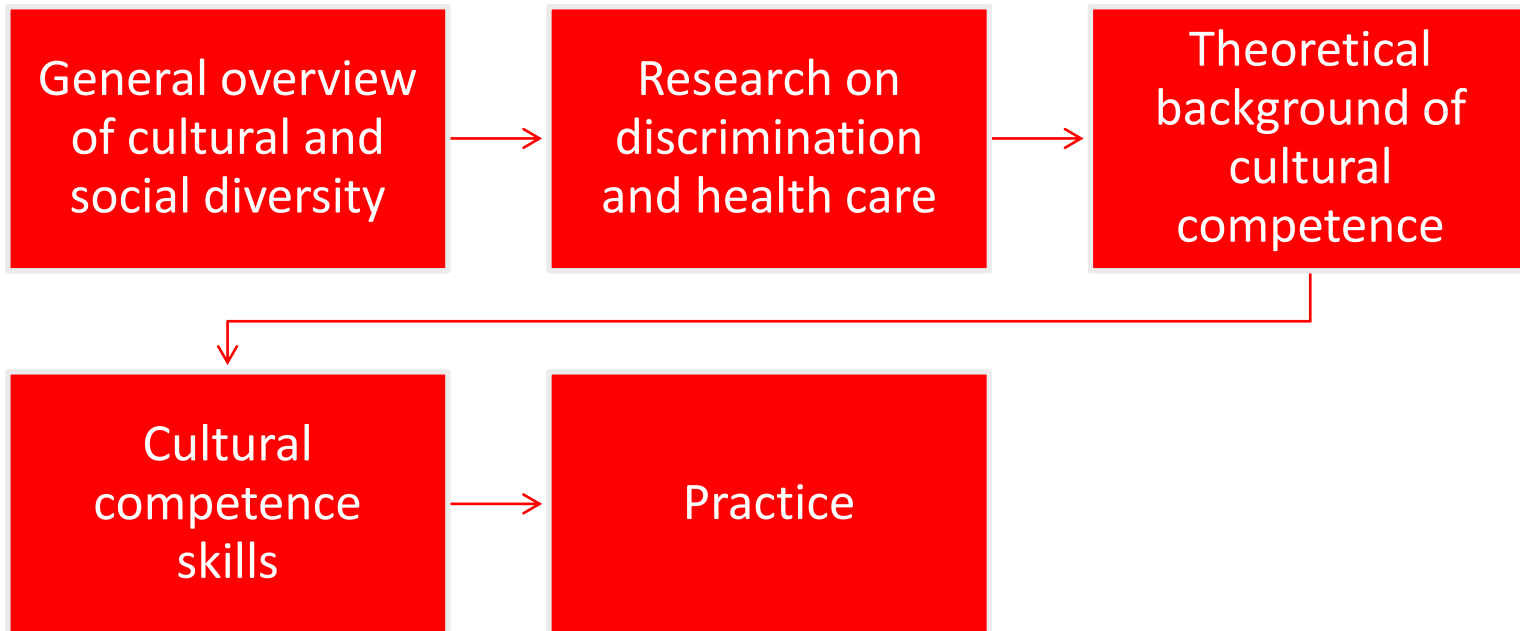
Participation

Respect

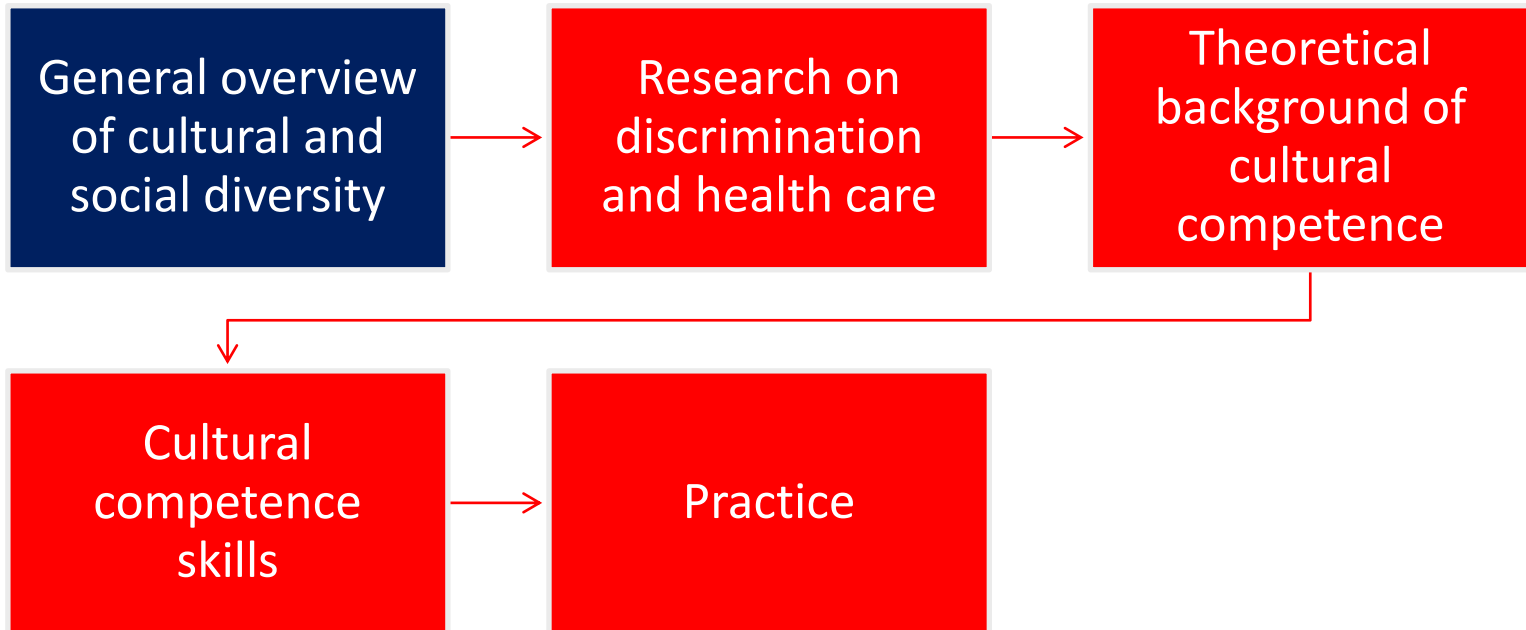
Express your opinion



Route Map



Route Map



Test your Cultural Communication IQ



Group Discussion

- ▶ When you hear the word “diversity” what comes to mind?
- ▶ Do you think that diversity affects your communication with patients/care recipients/clients?
- ▶ How do you deal with diverse people?



Defining Diversity

- ▶ **Diversity:** the state of being different. What makes us different from the others.

It refers to cultural or ethnic differences, age, race, sex, sexual orientation, gender, gender identity, disability status or special health care needs, socioeconomic status, geographic location (rural and urban), religion



Walk Apart—Walk Together Activity



Defining Culture

- ▶ *“**Culture** is a socially transmitted pattern of shared meanings by which people communicate, perpetuate and develop knowledge and attitudes about life. An individual’s cultural identity may be based on heritage as well as individual circumstances and personal choice and is a dynamic entity”*
(Diversity in Medicine and Healthcare 2014)



Immigration and Europe



Dealing with diverse health beliefs in a multicultural society

- ▶ How should healthcare professionals/care givers deal with diverse health beliefs?



Brainstorming: Let's talk about Mr Jones...



Brainstorming: Let's talk about Mr Jones...



Stereotyping

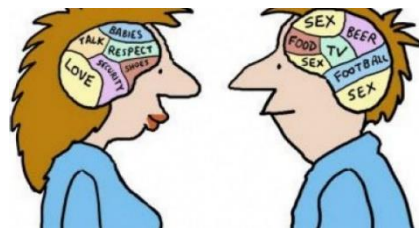


**PARIS
IN THE
THE SPRING**

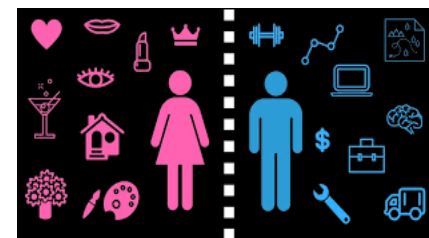


Stereotypes

Age-related



Gender-related



Stereotypes



Religious

Ethnic/national

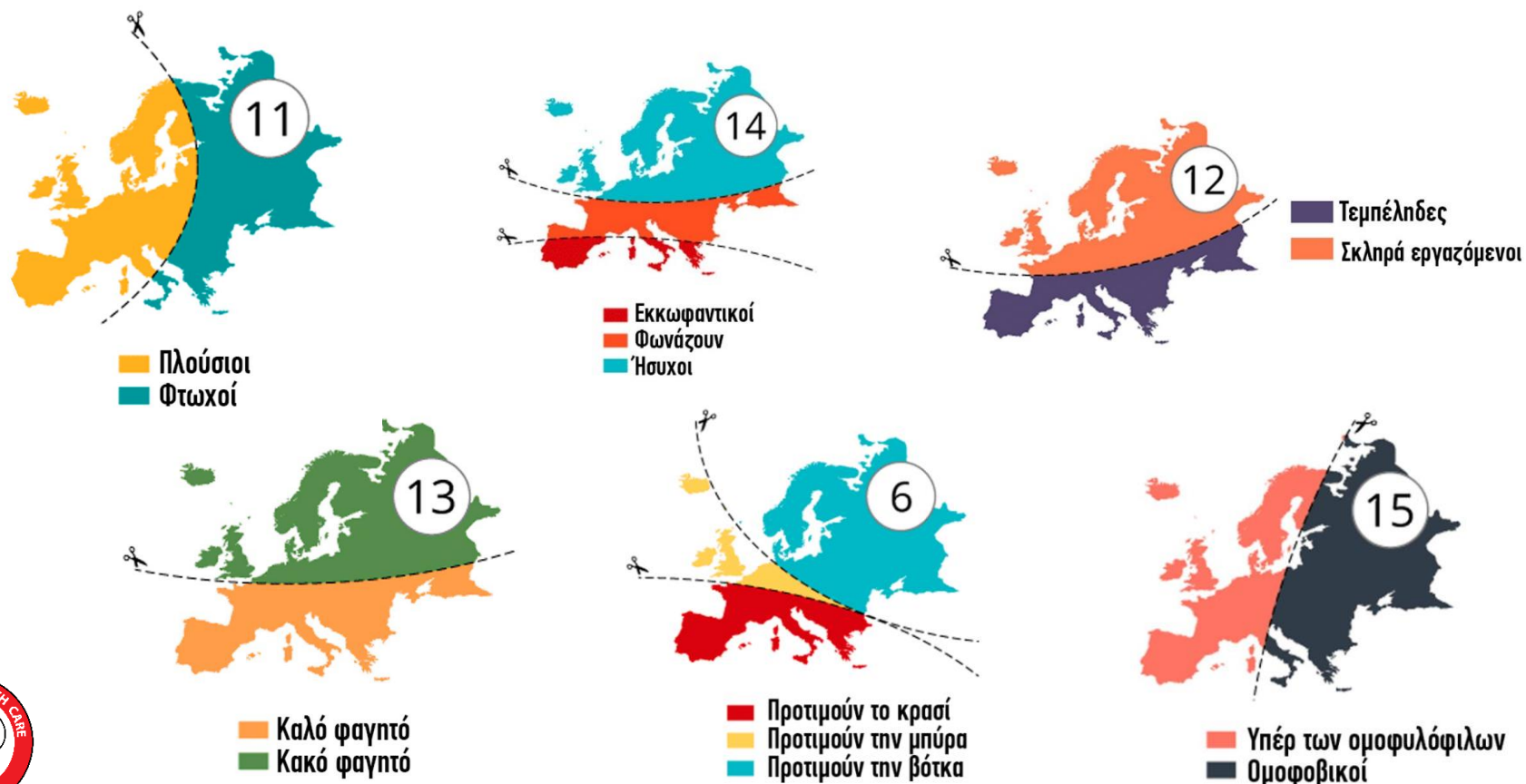


Stereotypes

- ▶ A stereotype is a **generalized belief** about a particular category of people.
- ▶ It is an **expectation** that people might have about every person of a particular group.
- ▶ It can be positive or negative
- ▶ It can refer to nationality/ethnicity, race, gender, body capability, age, religion

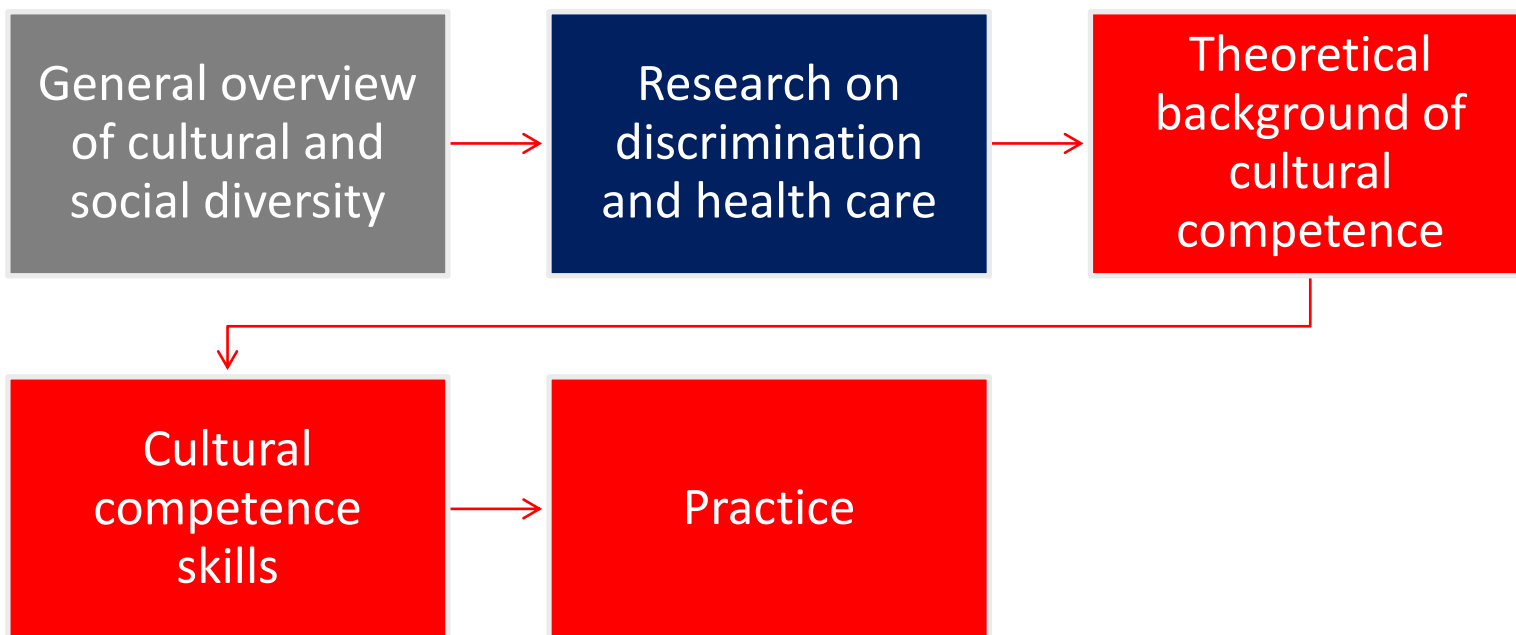


Stereotypes





Route Map



Racism and discrimination in health care/care giving

- ▶ Racial and ethnic differences in health
- ▶ Socially disadvantaged racial populations have worse health than whites
- ▶ They exist for the onset of disease, as well as the severity and course of illness
- ▶ Socioeconomic status (SES)—whether measured by income, education, occupational status, or wealth—is a strong predictor of variations in health and has often been viewed as the driver of racial inequities in health



The Toilet (2017)



<https://www.youtube.com/watch?v=LT5MJW2yVE4>

Produced by Content OD and the Around the Toilet project
Funded by AHRC Connected Communities

Discrimination and health care

- ▶ Persons reporting experiences of racial discrimination had **two to three times the odds** of being less trusting of HCP and systems, perceiving **lower quality** of and satisfaction with care
- ▶ Experiencing racism was also associated with **delays in seeking health care** and **reduced adherence** to medical recommendations



Discrimination and health problems

Discrimination is associated with:

- ▶ alcohol consumption and other drinking-related problems
- ▶ poor sleep
- ▶ adverse cardiovascular disease (CVD) outcomes and risk factors of CVD,
- ▶ Higher body mass index (BMI), waist circumference, and incidence of obesity,
- ▶ hypertension



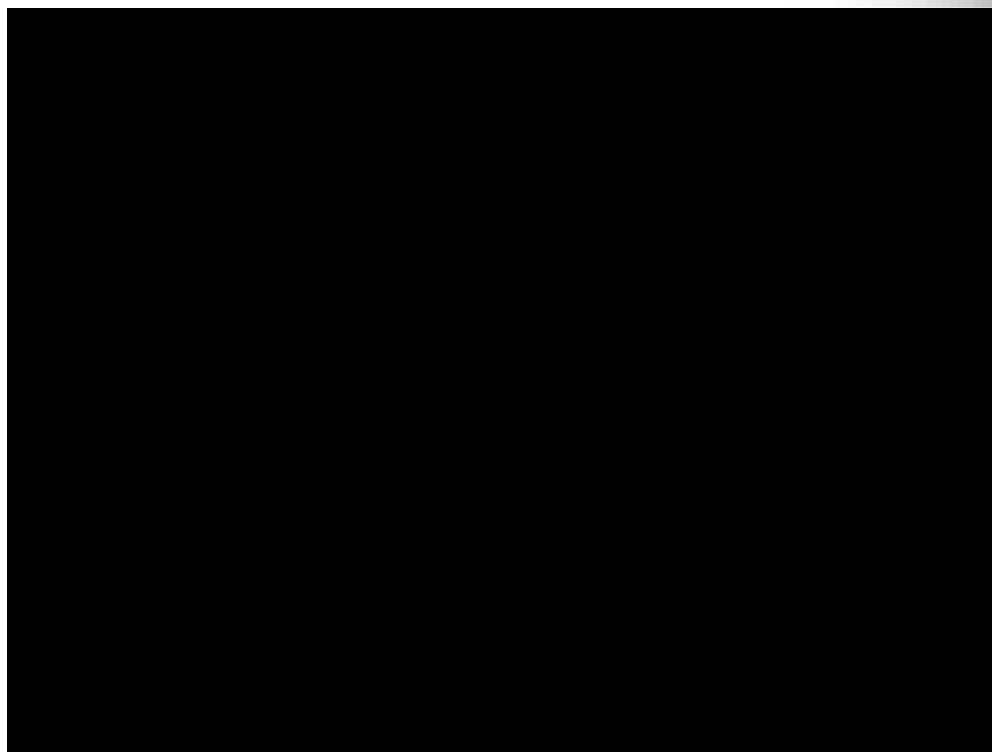
Discrimination and health problems (cont.)

Discrimination is associated with:

- ▶ emotional dysregulation (venting and denial)
- ▶ increased biological dysregulation
- ▶ poorer mental health outcomes (e.g., depression, anxiety, psychological stress), and inverse associated with positive mental health outcomes (e.g., self-esteem, life satisfaction, control, well-being).



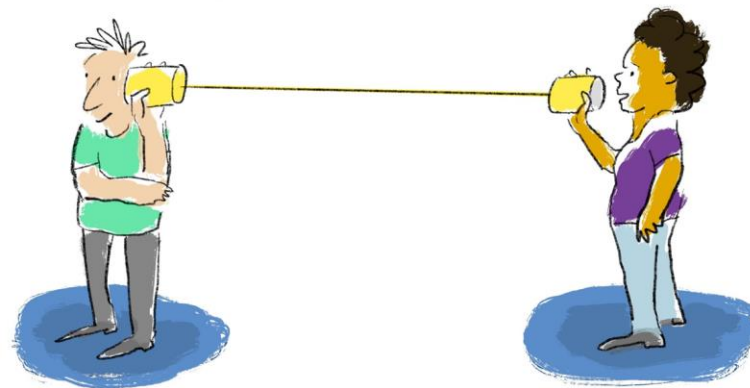
Brainstorming exercise



<https://www.youtube.com/watch?v=gUm7KxP0qDs>

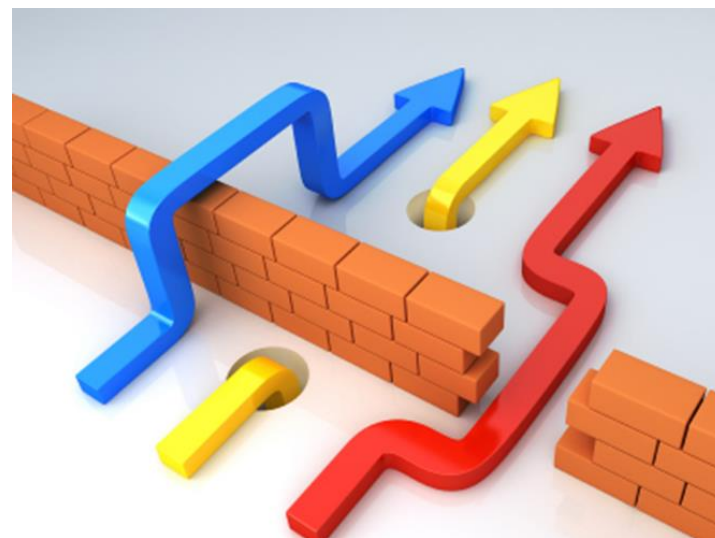
Common issues and barriers in cross-cultural communication and social diversity

- ▶ Use of language (foreign, slang, dialect, offence due to over-familiarity etc.)
- ▶ Use and interpretation of non-verbal communication (physical touch, body language, proximity, eye contact, face expressions)

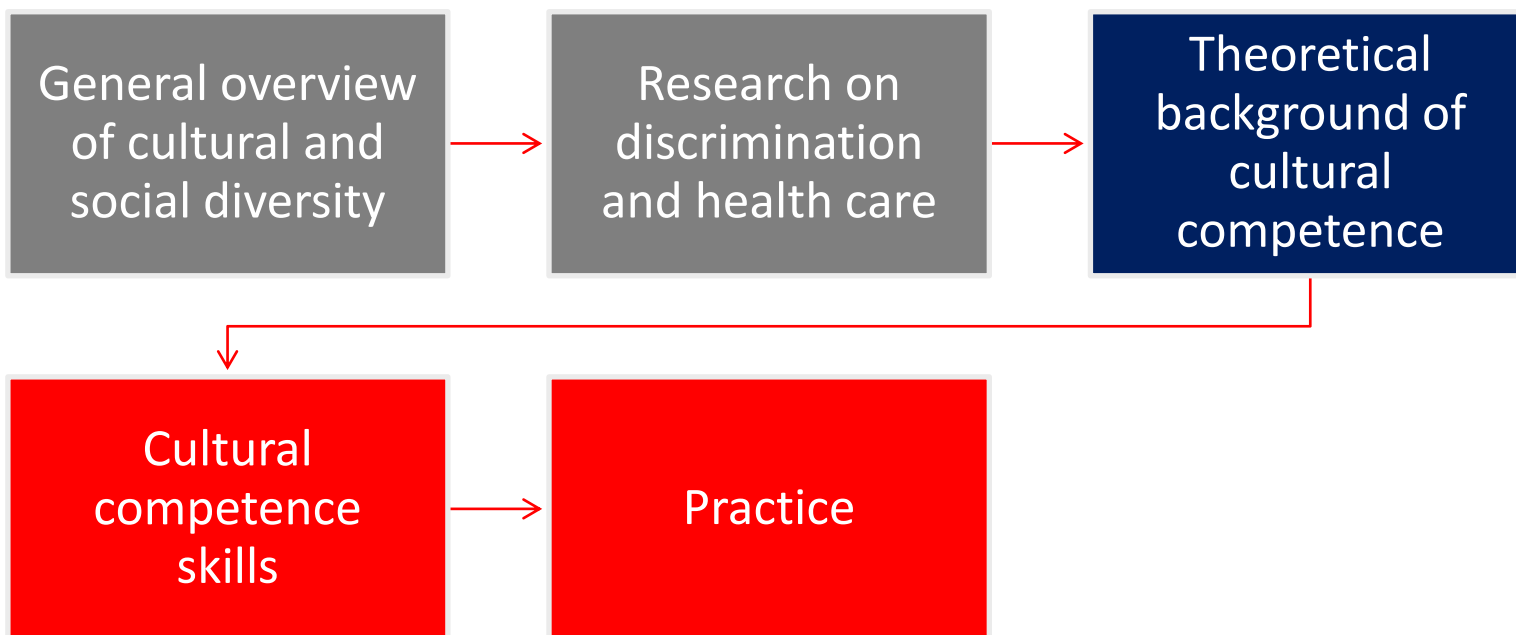


Common issues and barriers in cross-cultural communication and social diversity

- ▶ Cultural beliefs and healthcare (interpretation of symptoms, causation, treatment, attitudes, alternatives, expectations about roles, family life events, psychological issues)
- ▶ Sensitive issues (sexuality, uneasiness, use/abuse, domestic violence, bad news)
- ▶ Caregiver's assumptions about a certain culture and vice versa



Route Map



Cultural Competence Models

- **Campinha-Bacote model**
- Cross model
- Cultural humility model

Defining Cultural Competence

- ▶ **Campinha-Bacote model:** *Cultural competence is “the process in which the healthcare professional continually strives to achieve the ability and availability to effectively work within the cultural context of the client—family, individual, or community.” This model of cultural competence views cultural awareness, cultural knowledge, cultural skill, cultural encounters, and cultural desire as the five constructs of cultural competence. (Campinha-Bacote et al., 1999)*



The Campinha-Bacote Model

1. Cultural Awareness

2. Cultural Knowledge

3. Cultural Skill

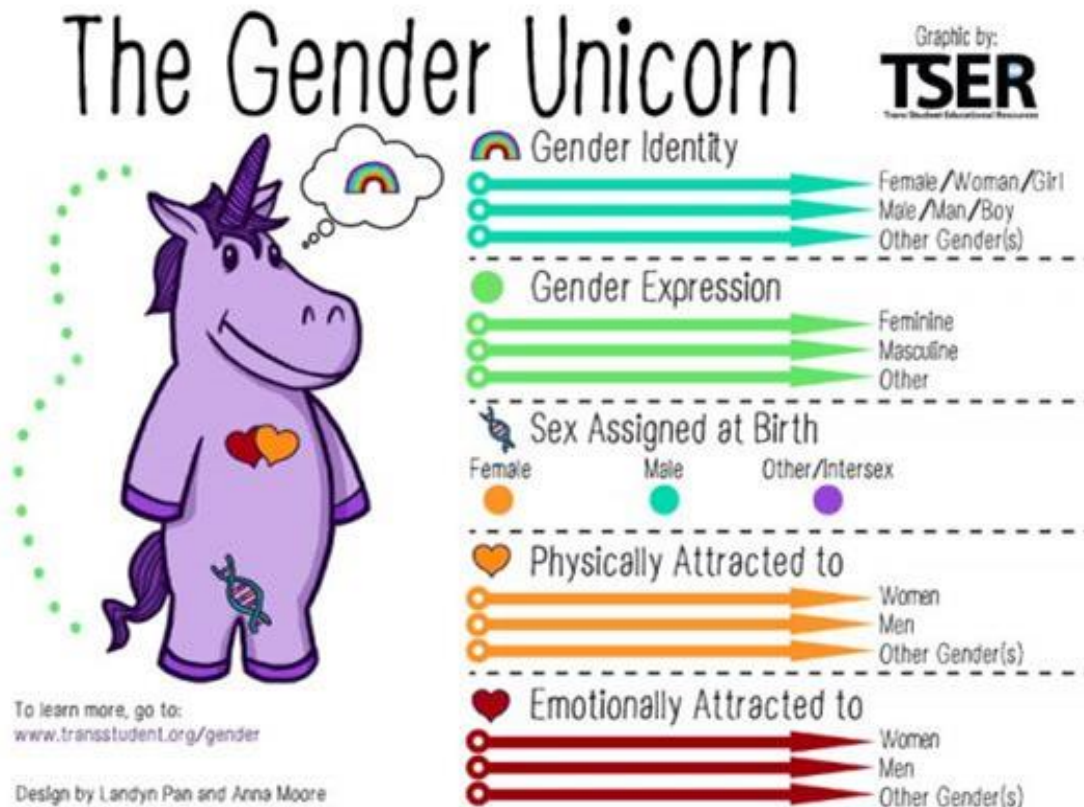
4. Cultural Encounter

5. Cultural Desire



Cultural awareness & knowledge-

The Gender Unicorn example



Cultural Competence and effectiveness (HCP outcomes)

- ▶ **Significant intervention effects for HCP** by self-reported measures in terms of improved cultural competence compared to the control group (Berlin et al., 2010; Horky et al., 2017; Je et al., 2015; Kim & Lee, 2016; Kutob et al., 2009; Park & Kweon, 2013; Schim et al., 2006; Sequist et al., 2010; Smith, 2001) **whereas two studies reported no significant intervention effects** (Kutob et al., 2013; Thom et al., 2006).
- ▶ **Virtual simulation** provides opportunities for cultural competence for HCP (Kron et al., 2017; Ward et al., 2018; Weideman et al., 2016; Lau et al., 2016; Everson et al., 2015; Perry et al., 2015)

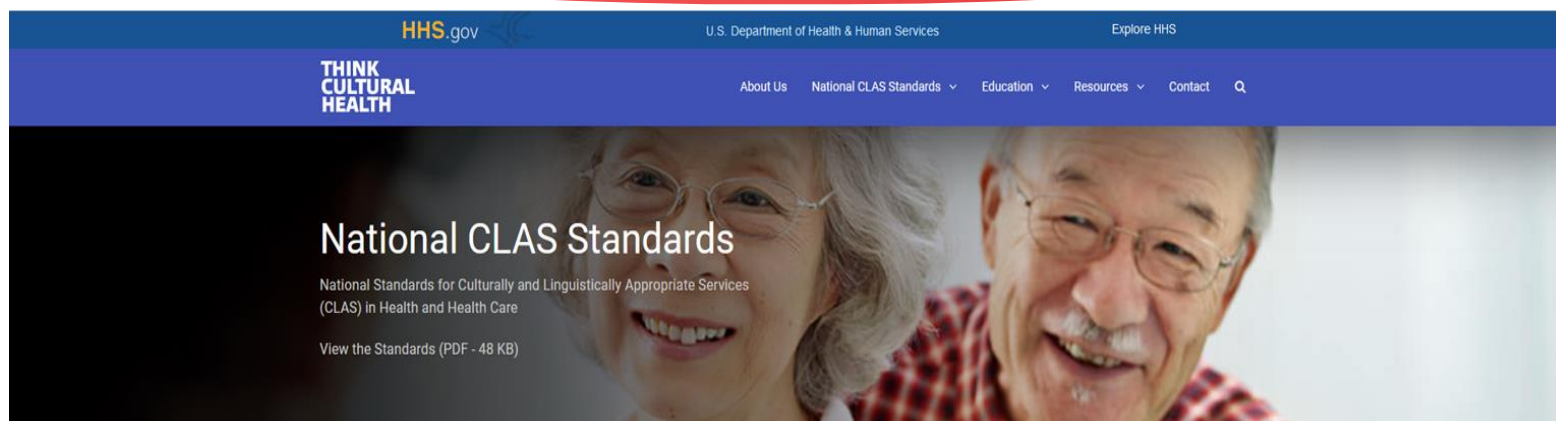


Cultural Competence and effectiveness (Patients outcomes)

- ▶ **Significant effect** on trust and patient satisfaction (Kim & Lee, 2016)
- ▶ **No significant intervention effect** on patient physiological outcomes such as (hemoglobin A1c, low-density lipoprotein cholesterol, and blood pressure) (Sequist et al., 2010; Thom et al., 2006).



Policies for Cultural Competence



HHS.gov U.S. Department of Health & Human Services Explore HHS

THINK CULTURAL HEALTH

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National CLAS Standards

National Standards for Culturally and Linguistically Appropriate Services (CLAS) in Health and Health Care

View the Standards (PDF - 48 KB)



CLAS

Culturally and Linguistically Appropriate Services

For us, CLAS is a way to improve the quality of services provided to all individuals, which will ultimately help reduce health disparities and achieve health equity. CLAS is about respect and responsiveness: **Respect** the whole individual and **Respond** to the individual's health needs and preferences.

What is CLAS?

<https://thinkculturalhealth.hhs.gov/clas>



Cultural Competence Self-Evaluation Checklist



diversityteam.org

Central Vancouver Island Multicultural Society

**Cultural Competence
Self-assessment Checklist**

Central Vancouver Island Multicultural Society



This project is made possible through funding from the Government of Canada and the Province of British Columbia.

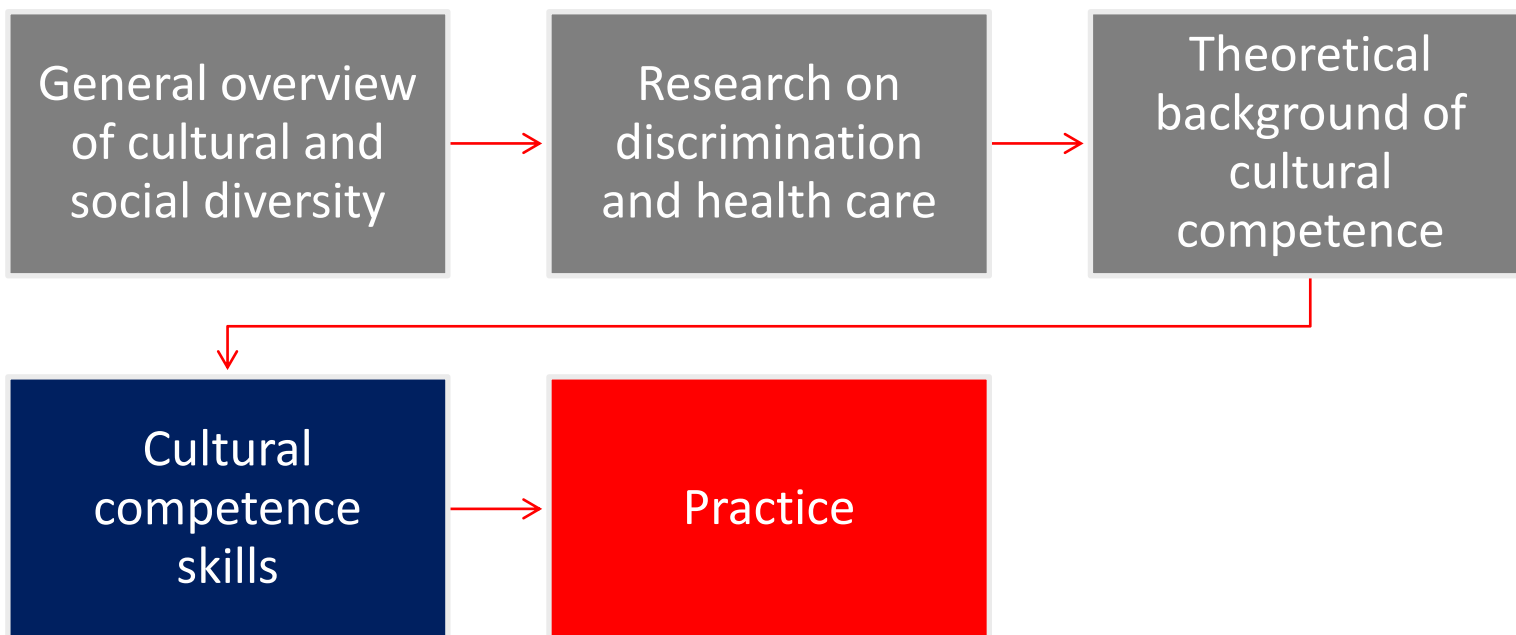
Goals for Becoming Culturally Competent



	Cultural Self-Awareness	Cultural Knowledge	Cultural Skills
Short-Term Goal What do you want to accomplish now?			
Medium-Term Goal What do you want to accomplish over the next few weeks?			
Long-Term Goal What do you want to accomplish over the next year?			



Route Map



Enhancing cross-cultural communication with patients/care recipients (skills)

- ▶ Be aware of your own values
- ▶ Learn about the cultural background of the care recipient
- ▶ Learn which cultural differences might affect decision making about treatment/care
- ▶ Show patients/care recipients that you are curious about and respectful of their culture
- ▶ Find out if there are similarities in ideas and expectations and build on them whenever possible
- ▶ Be open-minded about cultural practices unfamiliar to you
- ▶ Openly discuss any differences between expectations and what you are able to deliver
- ▶ Explain that you will try to give the best care possible, although you are not an expert on their culture



Nonverbal Communication in Cross-Cultural Contexts

- ▶ Non-verbal communication
- ▶ Body language
- ▶ Face expressions
- ▶ Gestures
- ▶ Eye contact



Smile in different cultures



Nonverbal Communication in Cross-Cultural Contexts

What does it mean?



Nonverbal Communication in Cross-Cultural Contexts



A

- **Europe and North America:** OK
- **Some Mediterranean countries, Russia, Brazil, Turkey:** sexual insult
- **Tunisia, France, Belgium:** zero, useless
- **Japan:** money, coins



Nonverbal Communication in Cross-Cultural Contexts

What does it mean?



Nonverbal Communication in Cross-Cultural Contexts



C

- **UK, Australia, New Zealand, Malta:** sexual insult
- **USA:** two
- **Germany:** victory
- **France:** peace



Nonverbal Communication in Cross-Cultural Contexts

What does it mean?



G



Nonverbal Communication in Cross-Cultural Contexts



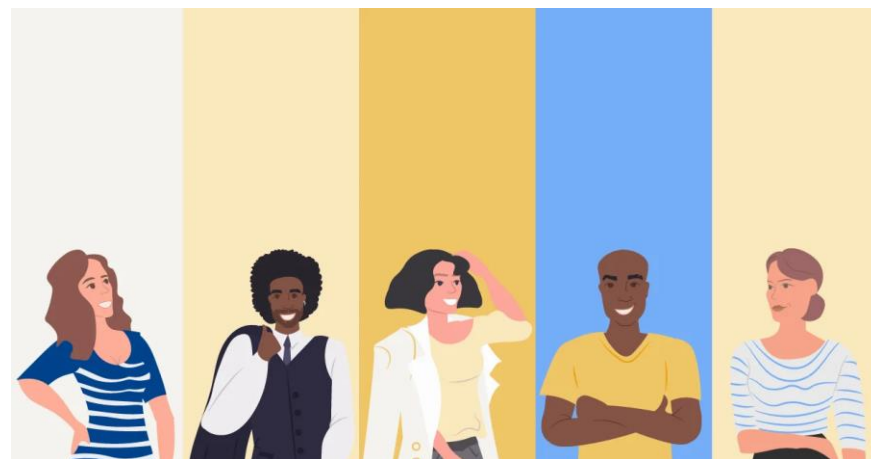
G

- **Western countries:** 5
- **Everywhere:** Stop!
- **Greece, Turkey, Cyprus:** insult



Nonverbal Communication in Cross-Cultural Contexts

- ▶ Difficulties in interpreting non-verbal signs/behaviors
- ▶ Implicit bias shown nonverbally negatively impacts communication and outcomes
- ▶ Training in identifying culturally-specific nonverbal behavior is suggested



Route Map





Educational Video

Empathy Cultural Diversity, working with interpreter: Immigrant patient with lung infection



Role play

Group Discussion

- ▶ Closure and evaluation of the day



Revision Questions

1. What is cultural competence?
2. What are the first 10 skills that come to mind when you want to establish an empathetic relationship with care recipients in different multicultural situations?
3. Based on today's learning, what are the skills you need to further work on?



Showing empathy in diverse environments and overcoming barriers/challenges to empathy

Definition and models of cultural competence

Research on cultural competence

Skills and competencies in building empathetic relationships in cultural and social diverse situations



Key Points

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THANK YOU

