



Session 5:

Cultural Competence and Communication

AGENDA

- Review of Session Agenda and Objectives
- Cultural Competence, Consonance, Awareness, Sensitivity and Humility
- Activity: From my Perspective
- Cultural Iceberg
- Considerations for Intercultural Communication
- Language and Culture
- Reflection



Session 5:

Cultural Competence and Communication

OBJECTIVES

- Define cultural terms and their impact on apprenticeship and patient care
- Development of a shared understanding of the elements of culture and their impact on verbal and non verbal communication

What is culture?

Culture:

thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, or social groups.

Source: Missouri People to People Training Manual, 2008

What is cultural competence?

Cultural Competence:

Having the capacity to work effectively and interact with people from cultures different than our own.

Source: Missouri People to People Training Manual, 2008

What is cultural awareness and cultural sensitivity?

Cultural Awareness: A general understanding of what another group is like and how it functions.

Cultural Sensitivity: Accepting and appreciating the differences that exist between cultures without assigning judgments (good/bad, right/wrong) to those differences. This usually involves internal changes in one's attitudes and values.

Source: Missouri People to People Training Manual, 2008

What is cultural humility?

Cultural Humility:

Ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]..

Source: Hook, Davis, Owen, Worthington and Utsey (2013)

Applying the Concept of Cultural Humility

Cultural Humility:

- A strong self-reflection tool
- Focuses on the Mentor's worldview
- Cultural Humility allows Mentors to give careful consideration to their assumptions
- Supports the exploration of beliefs and assumptions which are often embedded in our understanding of encounters and practice with co-workers and patients

What is cultural consonance?

Cultural Consonance: refers to the degree to which individuals, in their own beliefs and behaviors, approximate the prototypes (framework) for belief and behavior encoded in shared cultural models*

the extent to which people are able to **act** on the cultural knowledge / cultural models they have **learned** as a member of society and that they **share** with others

When we talk about "lived experience" or when we recognize that care givers from a culture similar to a patient's are sometimes more effective than those from other cultures, we are talking about cultural consonance

Source: [Social Science & Medicine](#)
[Volume 65, Issue 10](#), November 2007, Pages 2058-2069

A prospective study of cultural consonance and depressive symptoms in urban Brazil

Cultural Competence, Consonance, Awareness, Sensitivity and Humility

- How do these affect our work with patients?
- How do they affect our relationships with our co-workers and teams?
- How do these affect our work with Apprentices?

Activity

From My Perspective

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Activity Guidelines

- Each participant will work individually to identify their cultural influences
- Following the individual activity, participants will break into groups of 3-5 people
- In small groups, participants will discuss and record on flip chart paper some of their cultural influences
- Each group should be prepared to present and discuss the cultural influences they are comfortable sharing with the entire class

Cultural Identity



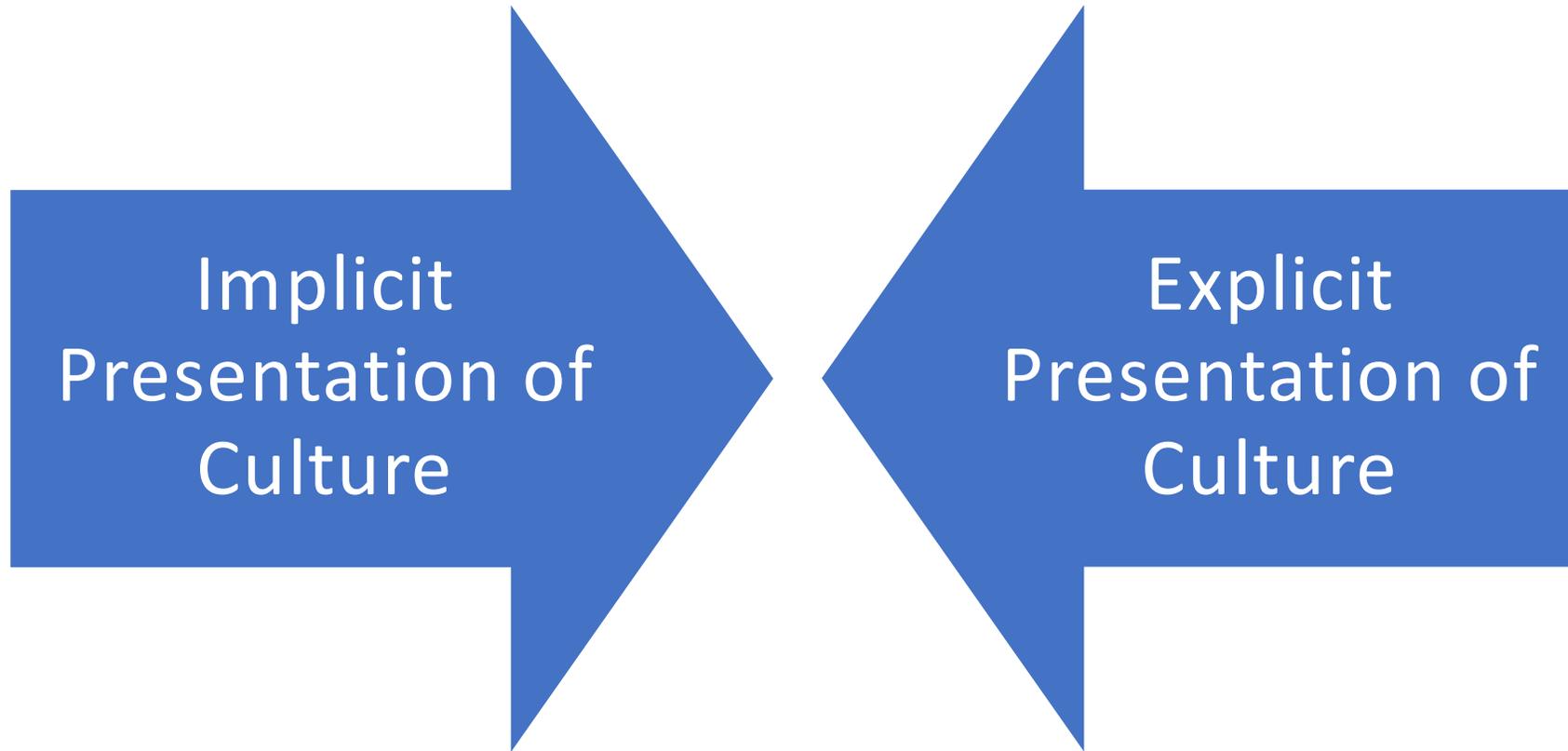
What are some factors that address a person's cultural identity?

- Language
- Ethnicity or race
- Geography
- Socioeconomic status
- Age
- Gender
- Sexual Orientation
- Disability
- Religion

Cultural Iceberg Video

<https://www.youtube.com/watch?v=woP0v-2nJCU>

What is the difference?



Presentation of Culture

Explicit

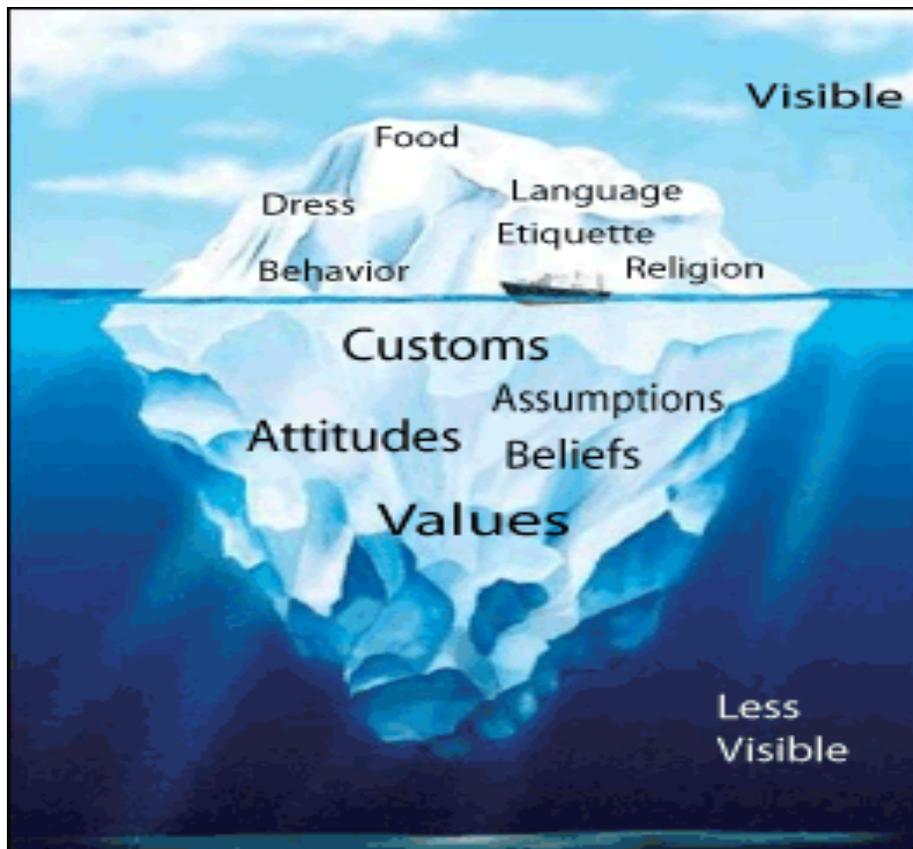
- Easy to see, taste or hear
- It is only the tip of the iceberg

Implicit

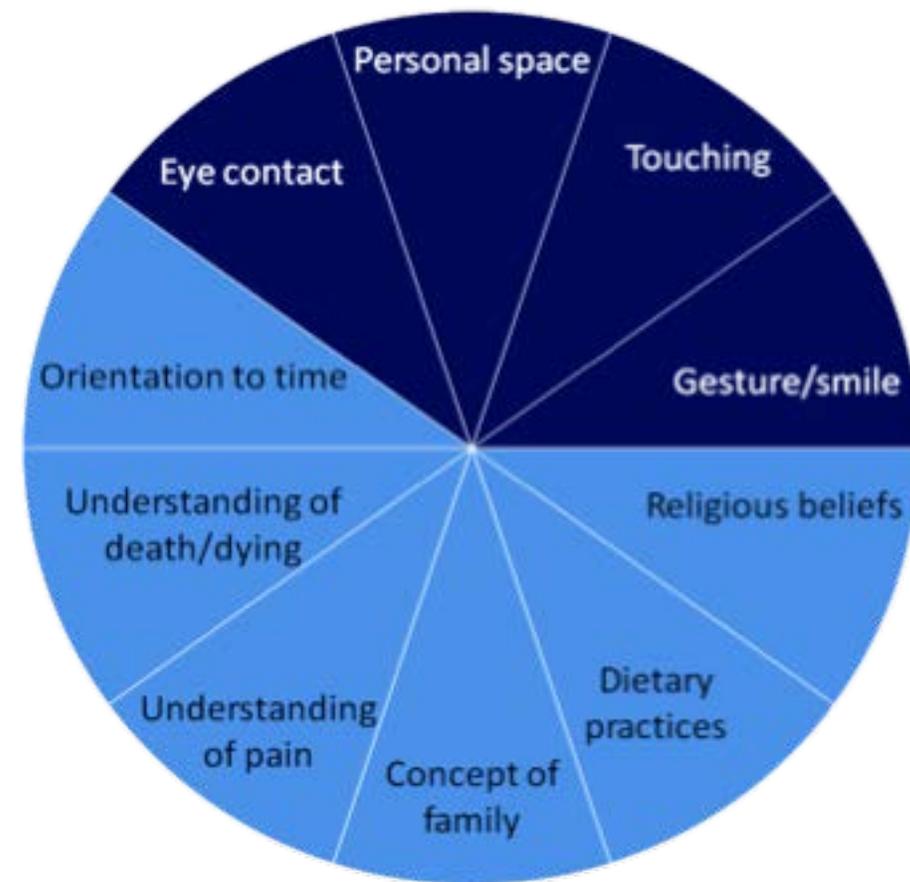
- Where the majority of culture lies
- It is not immediately visible
- It can influence behavior, values, feelings and thoughts

Cultural Iceberg & Wheel

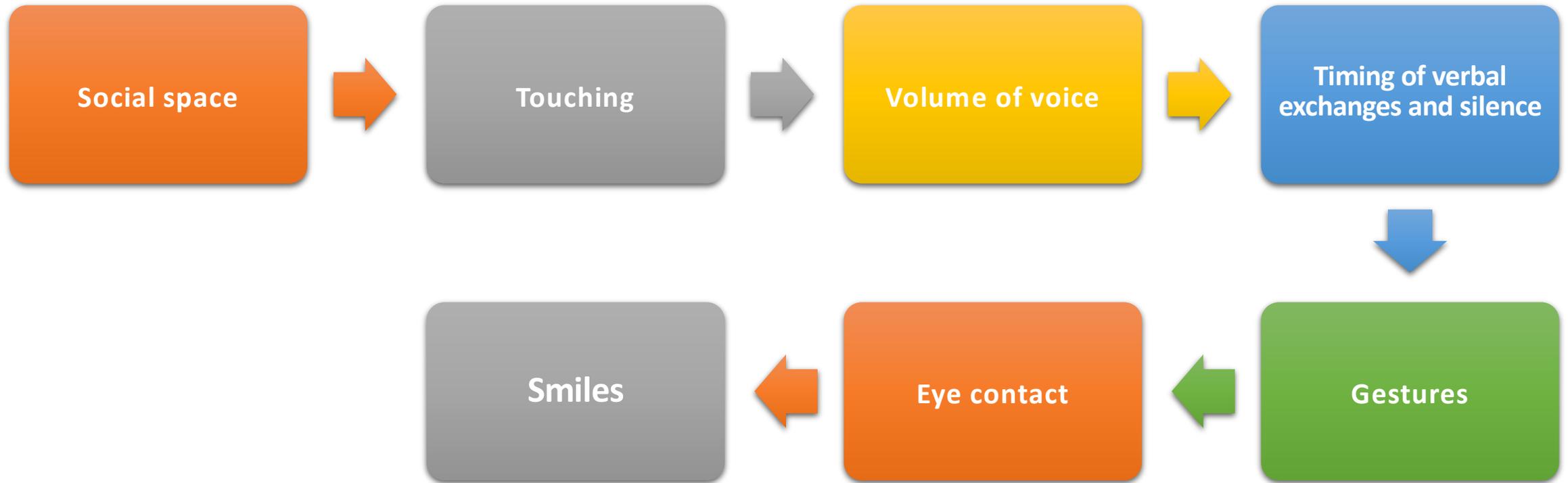
Observable Behavior



Non-Observable Behavior

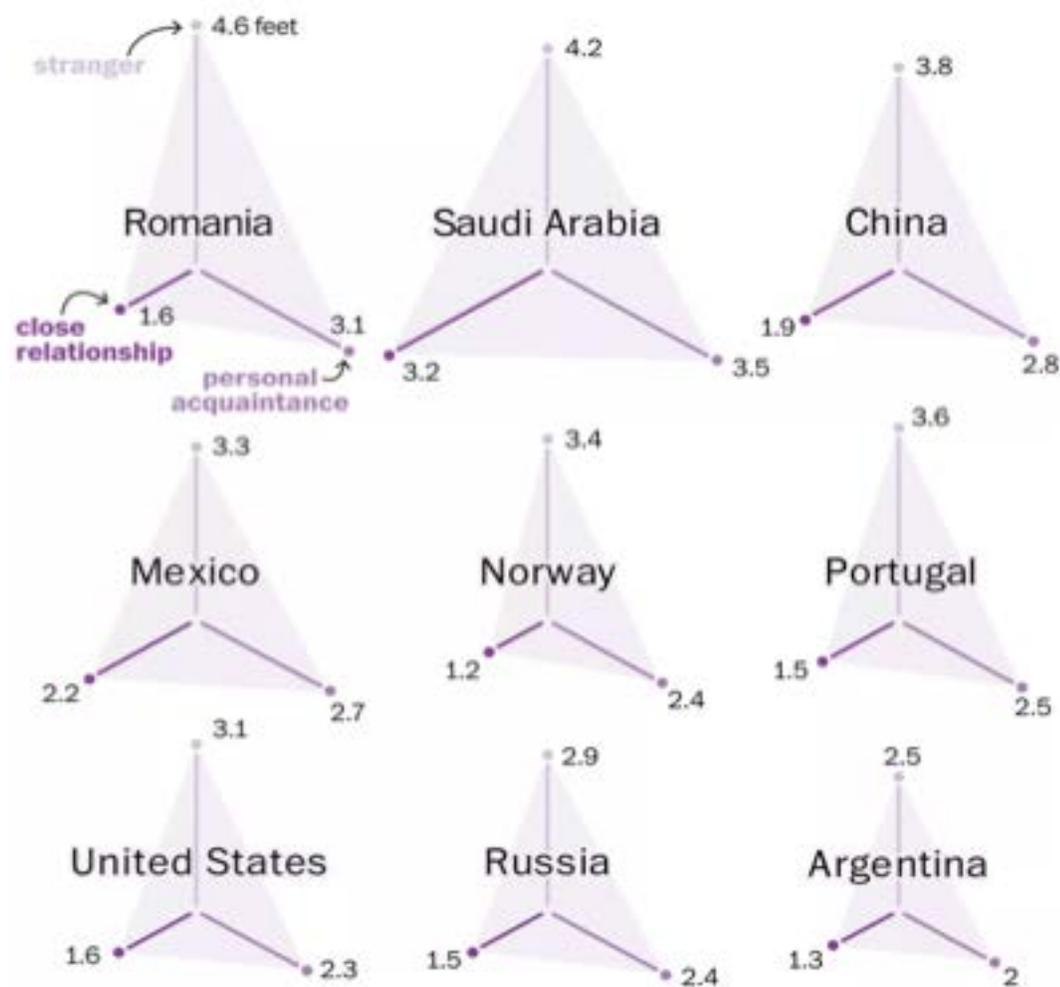


Considerations for Inter-Cultural Communication



How close is too close? Depends on where you live.

Appropriate distance, in feet, for a ...



Source: Journal of Cross-Cultural Psychology

TIM MEKO/THE WASHINGTON POST

Language and Culture

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

– Nelson Mandela

“To have another language is to possess a second soul.”

- Charlemagne

Considerations on Communicating with Apprentices who are not Fluent in English

- Use shorter, common words and be concise. Repeat yourself as needed, or use pictures and gestures to get your point across.
- Speak slowly – but not *too* slowly. Remember, the person is an adult and should not be spoken to as a child.
- Accommodate language differences by bringing an interpreter or suggesting a that a mentor be assigned who speaks the Apprentices' language.
- Pair fluent and non-fluent Apprentices for training, if possible and if a translator is not available

Reflection

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Session 6:

Elements of Communication

AGENDA

- Review of Session Agenda and Objectives
- Communication: What Works and What Doesn't?
- Influences on Communication
- Verbal Communication
- Non-verbal Communication / Body Language
- Reflection



Session 6:

Elements of Communication

OBJECTIVES

- Develop an understanding of effective communication for Mentors
- Develop guidelines for speaking and listening in a mentorship environment
- Distinguish the components and the impact of verbal and non-verbal communication

Video & Activity: Poor Communication



https://www.youtube.com/watch?v=W1RY_72O_IQ

Working in small groups of 2-3 people,
brainstorm guidelines to follow when
speaking and listening

What influences your communication the most?

- Is it what you say?
- Is it your tone of voice?
- Is it your body language and facial expression?

Verbal and Non-verbal Communication

- Words
- Tone of voice
- Body language

Verbal Communication

- Use language that the apprentice understands
- Summarize your instructions or key points
- Explain things in a kind, understandable way

Adapted from Colorado Patient Navigator Training program
<http://www.patientnavigatortraining.org/>

DOs & DON'Ts of Verbal Communication

- ❖ DO use the person's name
- ❖ DO validate what the person says
- ❖ DON'T interrupt the person
- ❖ DON'T give the person unsought or unrelated advice
- ❖ DON'T talk about yourself
- ❖ DON'T use terms of endearment
- ❖ DON'T tell the person you “know how they feel”

Tone of Voice

How does the tone of your voice impact communication?

Can you give an example?

Tone of voice is a combination of:
Volume, Pitch, Inflection and Rate

Activity: Tone of Voice

Be aware of what your tone conveys

- Maintain a demeanor that is warm and friendly
- Maintain an attitude of confidence and professionalism
- Don't shout at a person whose primary language is not English in an effort to be understood
- Maintain a calm and reassuring tone
- Speak clearly and adjust your volume or tone as necessary based on people's reactions

Non-verbal Communication /Body Language

Body language is the process of communicating nonverbally through gestures and movements

Set up the ideal environment for communication

- If possible, ensure an environment with minimal distractions when speaking with someone
- Present yourself in a professional manner (i.e. attire)
- Offer the person a warm greeting
- Sit down when speaking to someone
- Match the persons eye level when speaking

Set up the ideal environment for communication

- Maintain a posture that is relaxed, but attentive
- When seated, lean slightly forward and be still, but not motionless
- Encourage the person, when necessary, with affirmative head nods as opposed to listening without expression
 - This can help make the person feel understood and empathized with

Be aware of the other person's body language, tone and non-verbal communications

- Recognize the different forms of nonverbal communication a person may display
- Try to avoid making assumptions and try to confirm the proper interpretation of a person's nonverbal behaviors
- Observe the person's reactions toward you. This will provide feedback about your own nonverbal behaviors.

Adapted from: Kelly McCorry Ph. D., L., Mason, J. Communication Skills for the Healthcare Professional, Lippincott Williams & Wilkins, 2011.

Activity

- Break into small groups of 2-3 people
- Think about what your body language is really “saying” to other people.
- Discuss with your group each of the examples of body language listed in the table.
- Next to each example, write the possible meanings or interpretations others might have for that particular type of body language.

Body Language Exercise (HANDOUT)

Body Language	Possible Meanings
Frowning	
Having a slumped posture	
Avoiding eye contact	
Speaking rapidly or abruptly	
Folding arms across chest	
Interrupting	
Making direct eye contact	
Leaning in	
Clearing throat and wetting lips often	

Reflection



Session 7:

Communication Tools

AGENDA

- Review of Session Agenda and Objectives
- Being Understood and the Teach-back Method
- Reflective Listening
- Feedback
- Reflection



Session 7:

Communication Tools

OBJECTIVES

- Learn and practice techniques to support communication between Mentors and Apprentices, including chunk and check, Teach-back, and reflective listening
- Become familiar with principles of positive feedback
- Solve problems with Apprentices' behavior and understanding, using feedback as a tool for improvement

How do you ensure the person has understood what you said?

- Ask people to repeat **in their own words** what they need to know or do, in a non-shaming way
 - This is a chance to check for understanding and, if necessary, re-explain the information
 - You are **not** assessing a person's knowledge. You are assessing how well **you** explained a concept.
- When you are communicating more than one concept:
 - “Chunk and Check”
 - Teach the 2-3 main points for the first concept and check for understanding,
 - Then go to the next concept
 - Are there times when you have to present a lot of information?
- Use open-ended questions, rather than close-ended questions. Examples of close-ended include:
 - “Do you understand?”
 - “Do you have any questions?”
 - Any questions that can be answered with a yes or no

A method to ensure a person's understanding: Teach-back Method

How many of you are familiar with the Teach-back Method?

Teach-back Method

- Teach-back is a way to confirm that you have explained to the Apprentice what they need to know
- Apprentices' understanding is confirmed when they explain it back to you
- This is not a test of the Apprentice's knowledge. This is a test of how well you explained the concept.
- Use teach-back frequently, both when you think the person understands and when you think the person is struggling with your directions

Source: <http://nhealthliteracy.org/toolkit/tool5.pdf>

The Teach-back method can be used as an assessment tool to make sure you have been understood.

Can you think of ways this would be a beneficial tool for Mentors?

How do you use the Teach-back method with apprentices?

- Plan your approach

Think about how you will ask the person to teach-back information based on the topic you are reviewing. Keep in mind that some situations will not be appropriate for using the teach-back method.

- Clarify

If the person cannot remember or accurately repeat what you asked them, clarify your information or directions and allow them to teach it back again. Do this until the person is able to correctly describe in their own words what they are going to do, without parroting back what you said.

- Practice

It may take some getting used to, but studies show that once established as part of a routine, it does not take longer to perform.

Ways to practice the Teach-back Method

Suggested Approaches When Using Teach-back:

- “I want to be sure that I explained myself correctly. Can you tell me how you are going to complete this task?”
- “We covered a lot today about the expectations of your position, and I want to make sure that I explained things clearly. So let’s review what we discussed. What are three expectations of your role in your department?”

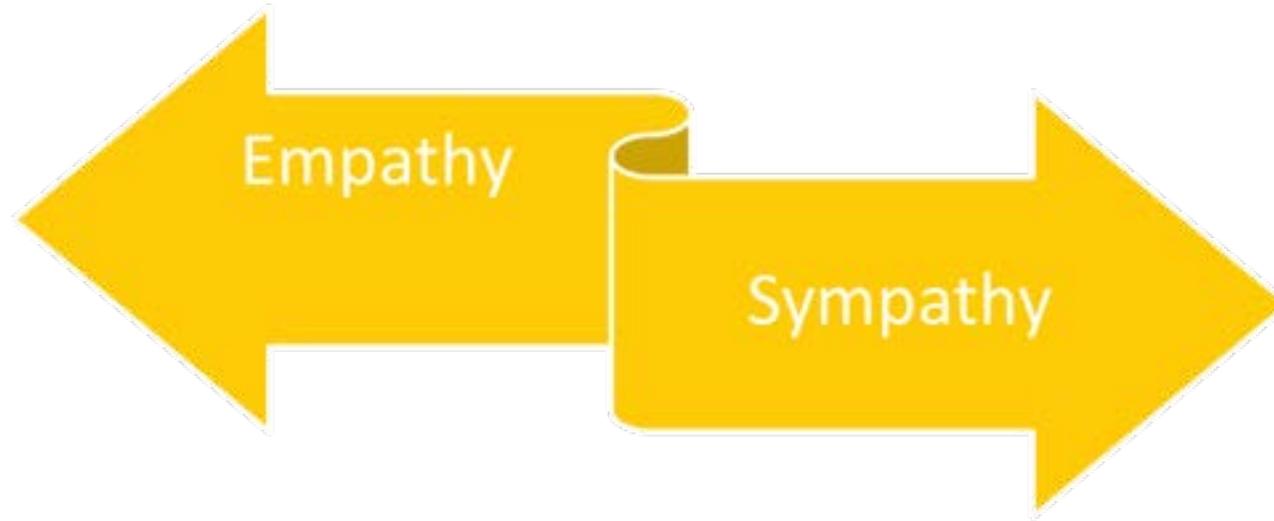
Teach-back method: Role-play

- Break into pairs
- See Handout
- Decide who will play the Mentor and who will play the Apprentice
- The Mentor will tell the Apprentice about a process or task that must be demonstrated
- Upon completion of describing the task or process, you must ensure the Apprentice understands
- Continue the process until understanding is ensured

Video: Empathy and Sympathy

<https://www.youtube.com/watch?v=1Evwgu369Jw>

What is the difference between empathy and sympathy?



Empathy

- Fuels connection
- Stays out of judgement
- Recognizes emotions in others
- Communicates that emotion
- Feels with people / connects with something inside yourself that knows that feeling

Sympathy

- May drive disconnection
- Feeling pity or sorrow for the hardships of another person

Reflective Listening

Reflective listening is a communication strategy involving two key steps:

1. Seeking to understand a speaker's idea, then
2. Offering the idea back to the speaker, to confirm the idea has been understood correctly by you.

When you are listening reflectively, you are able to let the other person know you have absorbed their main points by...

- **Repeating:** Repeat back, word for word, what you just heard
- **Rephrasing:** Repeat back what you just heard in your own words
- **Reflecting feelings and meanings:** Listen closely to the other person and reflect the content of their message as well as their emotional state in your own words

Demonstration of Reflective Listening

Points to Remember when Listening Reflectively:

- Requires fully listening to the person with your presence, your ears, mind, eyes, and heart
- Allows the speaker to express him or herself without interruption
- Keeps your focus on the what the listener is saying, rather than what your response will be to the listener. Listening to understand, not listening to respond
- Minimizes distractions

Benefits of Reflective Listening

- Helps the speaker feel listened to and valued
- Encourages the speaker to offer more helpful information and details
- Helps the listener to fully hear what the speaker is saying without imposing his/her own agenda
- Allows the listener to confirm the accuracy of what the speaker has said

Reflective Listening Activity

- Pair up with another participant. One is the speaker; the other is the listener.
- The speaker will talk about something in their life that is important to them
- The speaker will have 90 seconds to speak, uninterrupted. The listener will show they are listening through nonverbal cues, but cannot speak during the 90 seconds.
- After the speaker's 90 seconds, the listener will be given 60 seconds to reflect back to the speaker. The listener can choose to repeat, rephrase or reflect. The speaker cannot ask questions or offer advice/opinions during this 60 seconds.

Reflective Listening Activity Debrief

- As the speaker, what was it like to simply tell your story?
- As the speaker, what did you notice about the body language of the listener that either encouraged or hindered you from telling your story?
- As the listener, what was it like for you to reflect back without asking questions or offering advice or a solution?

What is the difference between the Teach-back Method and Reflective Listening?

Feedback Tool

- A tool for indicating when things are going in the right direction or, for redirecting problem performance
- Provides guidance by supplying information in a useful manner



Feedback – Things to Remember

- Focus on behaviors rather than inferences
- Be descriptive, not judgmental
- Share specifics rather than generalizations
- Share ideas
- Explore alternatives
- Limit amount of feedback at one time
- Be respectful, confidential
- Be aware of your own biases

Formal Feedback

- Positive feedback:
Benefits
 - feelings of success
 - motivation to learn
 - reinforce desired performance
- Constructive feedback:
Benefits
 - feelings of at least partial success
 - maintains motivation to learn
 - desired performance through supportive language, correcting unsatisfactory performance
- Negative feedback:
Detriments
 - discouraging
 - reduces motivation
 - focuses on what not to do

Giving feedback – Scenario

- See Handout
- Joseph
- Maria

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Session 8:

Problem Solving and Next Steps

AGENDA

- Review of Session Agenda and Objectives
- Problem Solving
- Conflict Resolution
- Plan Ahead and Final Thoughts
- Evaluation



Session 8:

Problem Solving and Next Steps

OBJECTIVES

- Become familiar with and apply first two stages of Creative Problem Solving
- Become familiar with ways to address conflicts that arise in work situations and that impact the Mentor/Apprentice relationship
- Plan for ongoing reflective practice and future meetings to build Mentor support and share ongoing work
- Complete an evaluation of the training

Problem-solving as a Mentor

Video: what is creative problem-solving?

<https://www.youtube.com/watch?v=ObxviUG5RRI>

- The video notes that we can use creative problem solving for any issues over which we have ownership, motivation, and that require imaginative thinking. Why do you think we have must have these three components?
- What are the four stages of creative problem solving?
 - Clarify – explore the vision (I wish) and formulate the challenge (how to?). *Find the problem.*
 - Ideate – this is where the ideas happen. *Brainstorm and pick one.*
 - Develop – analyze and improve the idea. *Try it out and improve where needed. Make a workable solutions.*
 - Implement – you have a solution and must explore acceptance and formulate a plan . Work through the details (by when?, by whom?). *Do it!*

Creative problem-solving - scenario

- See Handout #8.1
- Community Health Nurse: Norma and Vatsala
- Coders (rotation and scheduling)
- Practice implementing the stages of creative problem solving

Conflict Resolution

- Potential causes of conflict:
 - Miscommunication
 - Different perceptions
 - Different values
 - Different preferred outcomes
 - Difficulty with change
- What are some examples of conflict that can arise in your department?

Conflict Resolution

- Recognize a conflict exists
 - Describe the conflict situation and why it concerns you
 - Include a facilitator if necessary
 - Determine the reason for the conflict
 - Discuss possible solutions and examine each
 - Agree on a specific action and follow-up
- Be sure to:
 - Use open-ended questions
 - Clarify objectives
 - Listen attentively
 - Strive for understanding of the other point of view
 - Respond with empathy and state your position
 - Identify resources for help
 - Express appreciation for each person's willingness to handle the situation positively

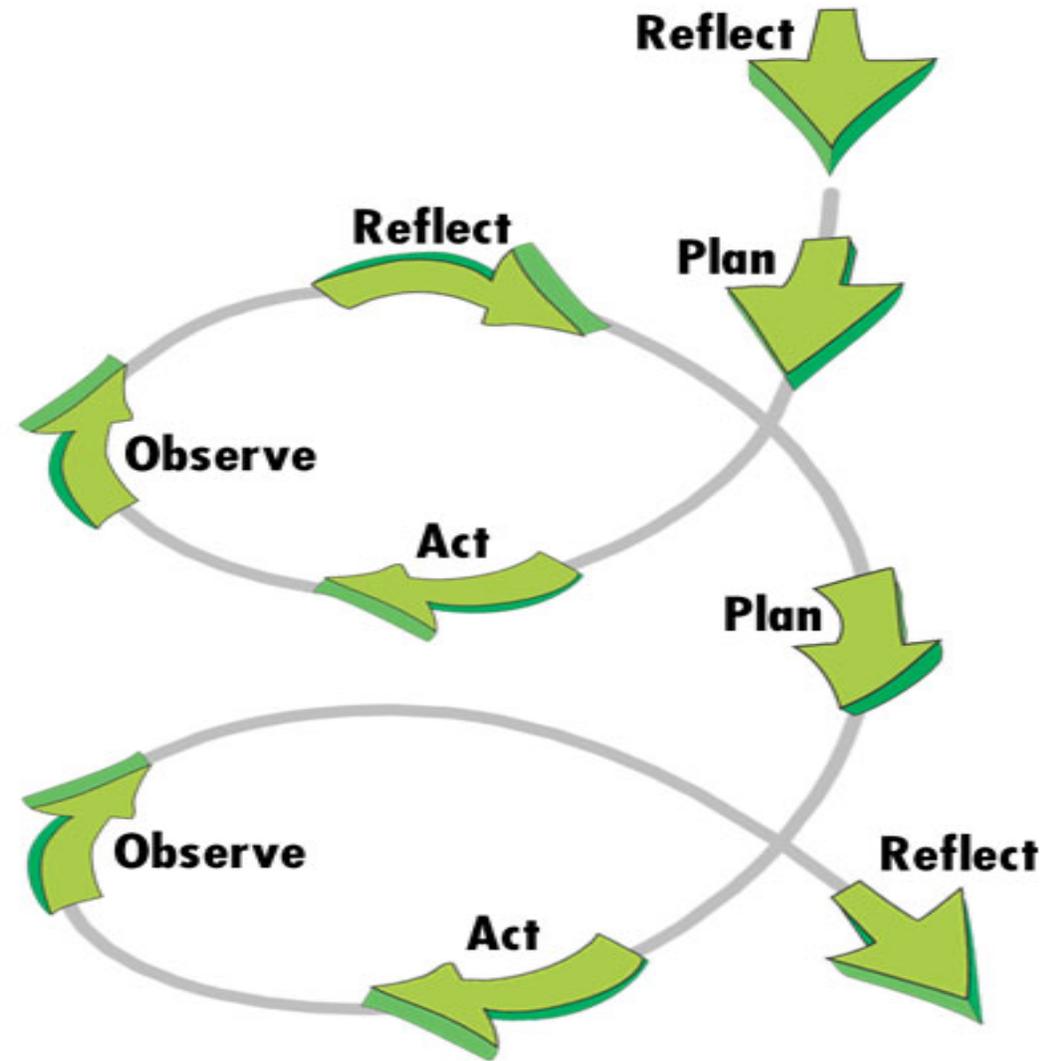
Conflict Resolution – Scenarios

➤ See Handout 8.2

Things to think about:

- Focus on the problem, not the person
- Actively listen
- Be positive and patient
- Keep an open mind. Be flexible
- Explore all options for resolving the conflict
- Try to see the other person's perceptions and point of view
- Find a time and place for exchange of ideas, never when angry
- Be proactive, not reactive
- Support self-esteem for all involved
- Value others' opinions
- Blend cooperation and good communication
- Listen carefully
- Make sure you have all the facts
- Focus on meeting personal and practical needs
- Seek a positive resolution for everyone
- Use the strength of your team as needed

Our path ahead...



Final Thoughts

- Introduce the session that will be held regarding reflection
 - During this session, you will have an opportunity to share some of your meaningful experiences as a Mentor
 - You are free to discuss some of the challenges you have faced
- Tools to help you reflect and remember
 - Structured Self-Reflection Tool - handout
 - We suggest you complete the tool weekly
 - Journaling suggestions
 - Once a week, write down what worked and what didn't work
 - What are things you feel you have learned and what could you use additional help with?
- Plan a timeframe for final reflection planning session and final reflection sharing
- Evaluation Forms to be completed

Reflection