

IO3 Syllabus

(CS: Case Studies; CL: Checklist; Q: Quiz; R: Reading; RA: Reflective Activity; TLS: Teaching and Learning Strategy; VL: Video Lesson; IVL: Interactive Video Lesson)

Unit 1. Personal and professional intercultural foundation		
Topic and objectives	Content	Materials format
<p>1.1 Intercultural competence in nursing</p> <ul style="list-style-type: none"> - Recognize and understand the importance of intercultural interaction, in nursing - show respect and value of the cultural other - show openness to new experiences and to people who are different - demonstrate curiosity - interest in seeking out cultural interactions and the cultural other - show patience and respond with sense of humility - Believe that none culture is superior to others - Accept and respect different ways of doing and seeing the world - work in a multidisciplinary team 	<p>The importance of intercultural competence in nursing</p> <ul style="list-style-type: none"> • culture and conflict • PISA concept of cultural competence • UNESCO on intercultural competence • SDGs and intercultural competence • Financial implications • Intercultural competence as part of nursing standards • Safe and effective healthcare • Core intercultural competences that you need 	VL
<p>1.2 Culture and diversity</p> <ul style="list-style-type: none"> - Explain the influence perception plays on the attribution of meaning - Explain the diversity of health beliefs, of patient, family and nurse roles and their mutual expectations - Describe management of racism, prejudice and stereotypes as unconscious bias - recognize cultural self-awareness - value human dignity and diversity - Demonstrate awareness of own culture and individual worldview towards cultural difference and its effect on care - Demonstrate awareness of stereotypes, prejudices and cultural biases - Differentiate between cultural stereotyping and cultural generalizations and demonstrate the ability to formulate generalizations as a working hypothesis - Maintain perception of both commonalities and differences across cultures - Accept and respect cultural values of others - Utilize cultural frameworks to become more self-aware and observe cultural patterns different from their own 	<ul style="list-style-type: none"> • Definition of culture <ul style="list-style-type: none"> ○ Objective and subjective culture ○ Diversity: how groups can be considered ‘cultures’ ○ How we can generalise without stereotyping • Perception, bias and neuroscience <ul style="list-style-type: none"> ○ Why do we talk about perception in intercultural competence and how does it work ○ Unconscious bias: what it is and how to avoid it ○ Neuroscience: how we perceive and react to differences ○ Analysis tool: DIIEB • Critical thinking and mass media 	Q, R, RA, VL

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<p>1.3. Intercultural communication</p> <ul style="list-style-type: none"> - explain sociolinguistic awareness, specifically intercultural communication styles and local language - Explain the diversity of health beliefs, of patient, family and nurse roles and their mutual expectations - Understand culture and care practices of other society and cultural groups and health belief models - Describe the principles of intercultural communication - Explain the tools to perform nursing assessments sensitive to culture - Describe strategies to adapt educational and care intervention to culture - Demonstrate cultural empathy and approach differences sensitively - Demonstrate commitment to teach and provide care sensitive to culture - communicate effectively and appropriately with cultural others (M. J. Bennett, 1998; Deardorff, 2009) - understand the perspectives of others' ideas before responding; watch and wait; clarify and paraphrase to achieve shared meaning - suspend judgement long enough to examine multiple perspectives and interpret behaviour - practice cultural bridging - Use tools to performs nursing assessments adapted to culture - Manage intercultural communication skills 	<ul style="list-style-type: none"> • Diversity of verbal, non-verbal, • Diversity of meaning in intercultural communication • Communication styles <ul style="list-style-type: none"> ○ direct/indirect ○ high-context and low-context ○ nonverbal communication: <ul style="list-style-type: none"> ▪ proxemics ▪ haptics ▪ chronemics ▪ kinesics ▪ olfactics ▪ chromatics ▪ paralinguistics ▪ use of silence ▪ oculesics 	<p>VL, RA, IVL, CS</p>
<p>1.3 Theories to aid cultural analysis and problem solving</p> <ul style="list-style-type: none"> - Understand what models of cultural analysis are for - Understand why we need to use models of cultural analysis - Understand how to use models of cultural analysis - Understand the cultural dimensions of Hofstede's model - Identify the threats of using the models of cultural analysis - Apply the Hofstede model to health care situations 	<ul style="list-style-type: none"> • Introduction to models of cultural analysis <ul style="list-style-type: none"> ○ What are models of cultural analysis ○ Why we use them ○ How to use them ○ Threats in using models of cultural analysis • Brief overview of different models for those interested in looking into different models <ul style="list-style-type: none"> ○ Trompenaars' and Hampden-Turner's cultural factors ○ Lewis's LMR Model ○ Rosinski,s COF Model (Cultural Orientation Framework Model) ○ Hall's cultural factors • Understanding Hostede's cultural dimensions as a model of cultural analysis <ul style="list-style-type: none"> ○ Individualism vs collectivism ○ High vs low power distance ○ Masculinity vs femininity ○ Long- vs short-term orientation ○ High- vs low-uncertainty avoidance ○ Indulgence vs restraint 	<p>CS, VL, Q, RA</p>

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	<ul style="list-style-type: none"> • How to apply the cultural dimensions to healthcare to solve problems <ul style="list-style-type: none"> ○ Gaining insight into why others behave and communicate the way they do ○ Making decisions about how to react to and manage problems 	
<p>1.4 Culture shock and the acculturation process applied to healthcare</p> <ul style="list-style-type: none"> - Demonstrate knowledge about cultural shock - Understand migratory and acculturation processes - Expressing cultural humility - Show the desire to correct power imbalances - show cognitive and behavioural flexibility - reflect on the meaning of their intercultural encounters - Help in the acculturation process of people newly immersed in another culture - Apply social equity in care - Analyse and manage ethical dilemmas that emerge from cultural diversity 	<ul style="list-style-type: none"> • Culture shock and the acculturation process <ul style="list-style-type: none"> ○ Definition and theoretical background ○ Acculturation vs enculturation ○ Levels of acculturation ○ Acculturation strategies ○ Acculturative stress ○ Recognising which phase of acculturation migrant patients are in • Culture shock <ul style="list-style-type: none"> ○ Culture shock as a natural part of acculturation ○ Signs and symptoms of culture shock ○ Situations that trigger culture shock ○ Adjusting to a new culture ○ Coping strategies ○ The cultural iceberg in relation to acculturation and culture shock ○ 	<p>CS, VL</p>
<p>1.6 Provision of care adapted to culture</p> <ul style="list-style-type: none"> - Explain the diversity of health beliefs of patient, family and nurse roles and their mutual expectations - Identify culture and cultural features which affect intercultural interaction in healthcare - Accept and respect the role of diverse cultures in care, especially of health- and healing beliefs - Show interest in the diverse life-worlds of the patients - Demonstrate commitment to provide culture-sensitive care - Challenge own cultural assumptions, seek other and shift perspectives - Provide culturally congruent and sensitive care based on individual, family and community needs - Communicate in an interculturally competent manner according to diverse values and individual, family and community expectations - Apply social equity in the care 	<ul style="list-style-type: none"> • Introduction <ul style="list-style-type: none"> ○ Health as a fundamental right ○ Equity vs equality in health • Culture and health beliefs <ul style="list-style-type: none"> ○ Modern vs Traditional views on disease, illness, medical treatment and alternative interventions ○ Health beliefs from the modern and traditional health beliefs ○ Network and culture (e.g. role of family) ○ Signs of differing health beliefs ○ Holistic approach to dealing with differing health beliefs ○ The Papadopoulos Model for culturally competent and compassionate healthcare • Recognising different health beliefs and learning to adapt your approach to healthcare to be culturally sensitive 	<p>VL, CS, RA</p>

<p>Additional materials</p> <ul style="list-style-type: none"> - Describe ethical dilemmas about cultural diversity and the determinants in health inequalities - Describe models of (inter)cultural competence in nursing - Understand relevant laws and human rights related to migrants - Be open to and respect the cultural other - Value human dignity and diversity - Manage ethical dilemmas and conflicts with appropriate strategies that satisfy all people involved - Apply social equity in the care 	<ul style="list-style-type: none"> • Migration <ul style="list-style-type: none"> ○ Statistics about migration globally ○ Why people migrate ○ How migration impacts on people's health and wellness 	<p>VL</p>
<p>Unit 2. Teaching and diversity</p>		
<p>Topics</p>	<p>Content</p>	<p>Training materials</p>
<p>2.1 Role expectations</p> <ul style="list-style-type: none"> - be aware of the differences in my and my students' expectations about the student and teacher roles in a diverse classroom. - be able to identify differences in role expectations in terms of <ul style="list-style-type: none"> ○ who is responsible for teaching/teaching; ○ student-teacher relationship; ○ making, communicating about and following class rules; ○ participating, communicating, and interacting in the classroom; and ○ who is responsible for motivating students. - understand how value orientations and communication styles influence students' and teachers' expectations and behaviour in a diverse class. - be able to adapt teaching based on the diversity - differences in role expectations - in the classroom. - be able to select and use appropriate strategies for teaching a diverse group with differences in role expectations. 	<p>How dimensions of culture pact on role expectations and how you can manage diverse expectations:</p> <ul style="list-style-type: none"> • Approaches to teaching and learning • Student-teacher relationship • Rules and procedures in the classroom • Participation in the classroom • Motivation 	<p>VL, RA, CS, Q</p>
<p>2.2 Learning and teaching methods</p> <ul style="list-style-type: none"> • understand how culture influences the style of learning, thinking, and communication • describe educational strategies to lead a culturally diverse group • implement educational interventions adapted to cultural diversity • demonstrate empathy in situations with culturally diverse students • show inclusiveness where all feel connected • model and encourage perspective shifting and multi-perspectives in the teaching and learning process 	<ul style="list-style-type: none"> • An introduction: Kolb's learning and teaching styles • The inclusive classroom: <ul style="list-style-type: none"> ○ What it the inclusive classroom ○ Good practices • Learning styles <ul style="list-style-type: none"> ○ Your learning style ○ Kolb's learning styles 	<p>CS, VL, RA</p>

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<ul style="list-style-type: none"> • create opportunities for peer learning and interaction among diverse learners 	<ul style="list-style-type: none"> ○ What shapes learning styles ○ Culture and learning styles ○ Thinking styles • Teaching styles <ul style="list-style-type: none"> ○ Different teaching styles ○ Educational strategies to lead a culturally diverse group ○ Educational interventions adapted to cultural diversity 	
<p>2.3 Content and diversity</p> <ul style="list-style-type: none"> - Be aware that any literature/materials/content has underlying assumptions, norms, values, biases; - be aware that there are alternative perspectives/paradigms when dealing with nursing topics; - think about how you deal with these different perspectives as a teacher (this includes: allowing yourself to step out of your own comfort zone); - be able to adapt the content of a lesson so that students are aware of and become familiar with multiple, or the most relevant, perspectives. 	<ul style="list-style-type: none"> • What is diversity in the content in the intercultural classroom • Unconscious bias of teachers and in the content • How to create more diversity in the lesson plan • Checklist for creating inclusivity • The wheel of diversity and diverse content • Tips and tricks for selecting and using content • Application of theory – adapting content • (Optional) Traditional medicine 	VL, RA, CA
<p>Unit 3. Training intercultural competence</p>		
<p>Topics</p>	<p>Content</p>	<p>Training materials</p>
<p>3.1 Conceptual frameworks related to intercultural competence</p> <ul style="list-style-type: none"> - be familiar different components or attributes of intercultural competence that need to be developed to become interculturally competent; and - become aware of some of the competencies that you may need to develop to help your students to become interculturally competent. 	<ul style="list-style-type: none"> • Interview with Darla Deardoff on intercultural competence in nursing • The attributes of intercultural competence: Campinha-Bacote’s model for Intercultural Competmility in healthcare <ul style="list-style-type: none"> ○ Cultural knowledge ○ Cultural awareness ○ Cultural skills ○ Cultural desire ○ Cultural encounters ○ Cultural humility ○ Cultural empathy • The INE profile <ul style="list-style-type: none"> ○ The personal dimension ○ The professional dimension ○ The pedagogic dimensions 	VL, RA, R

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<p>3.2 The developmental approach to intercultural competence</p> <ul style="list-style-type: none"> - be familiar with the developmental model of intercultural sensitivity (DMIS); and - understand the developmental stages that we move through as we develop intercultural competence. 	<p>Milton Bennett's DMIS framework https://trainersproject.eu/mod/resource/view.php?id=1411 for developing intercultural sensitivity</p> <ul style="list-style-type: none"> • Developmental model for intercultural competence • From social Darwinism to cultural relativism • Perceptual experience of difference • From Ethnocentrism to Ethnorelativism: <ul style="list-style-type: none"> ○ denial ○ defense ○ minimilisation ○ acceptance ○ adaptation ○ integration 	<p>VL, R, Q, RA</p>
<p>3.3 Pedagogical approaches and theories for training intercultural competence</p> <ul style="list-style-type: none"> - identify and understand the relevant pedagogical perspectives and theories to train intercultural competence; - guide, challenge and support students effectively; - explain the affective-emotional reactions and the coping strategies of the students that are in the process to develop intercultural competence; - show commitment towards the continuous adaptation of the teaching and learning strategies to individualize the learning process to develop intercultural competence; - show a positive attitude to apply active and innovative methods aimed at reflective and critical thinking to develop intercultural competence; - demonstrate caring, integrity, mutual trust, respect, enthusiasm, patience, tolerance with ambiguity, and flexibility to facilitate learning; - use motivational strategies throughout the learning sequences to enhance effective learning; - employ counselling strategies that help students to deal with cultural challenges, to recognize their sources of stress, to help them make sense of the experiences; and - explain the purpose, advantages and disadvantages of the different experiential and didactic training strategies, according to the student stage of development of cultural sensitivity. 	<ul style="list-style-type: none"> • Introduction to pedagogical concepts for training intercultural competence and dealing with common misconceptions around training intercultural competence • Pedagogical approaches and theories for training intercultural competence <ul style="list-style-type: none"> ○ Reflection: why and what ○ Kolb's Experiential learning cycle ○ How to use reflection for intercultural competence training • Transformative learning <ul style="list-style-type: none"> ○ What is transformational learning and why do we need to use it ○ Intervention strategy in 10 phases ○ Grouping of 10 phases into 4 stages ○ How to use this intervention to facilitate intercultural competence development • Wlodowski's motivational framework for cultural responsive teaching • Wlodowski's motivational strategies for instructional design • Developing art of intercultural facilitation: <ul style="list-style-type: none"> ○ Competences ○ Facilitation ○ Motivation ○ Balancing challenge and support 	<p>VL, CS, RA</p>

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	<ul style="list-style-type: none"> ○ Thinking and learning styles ○ Adapting to cultural expectations ○ Selecting and setting up activities ○ Responding to resistance ● Analysing, selecting and sequencing methods for intercultural training based on risk factors: <ul style="list-style-type: none"> ○ The risk factors ○ Traditional and modern methods ○ The impact of cultural on the choice of method ○ Training across cultures vs training about cultures ○ Experiential learning cycle ○ Personal and cultural preferences ○ Updating methods to modern needs ○ Outcomes ○ Analysis of methods used in intercultural competence <ul style="list-style-type: none"> ▪ Cognitive methods ▪ Active methods ▪ Intercultural methods ▪ Other methods 	
<p>3.4 Diagnosis of developmental stage of intercultural competence & training strategies and methods for each developmental stage</p> <ul style="list-style-type: none"> - Be able to recognise which developmental stage students are in - Be familiar with which training strategies and methods to use in each developmental stage 	<p>How to recognise the stages of intercultural development – what people tend to say at each stage and what can and should not do when training people at each of the stages:</p> <ul style="list-style-type: none"> ● Denial ● Defense ● Minimisation ● Acceptance ● Adaptation 	<p>VL, R, RA, Q</p>
<p>3.5 Specific training concerning student exchange</p> <ul style="list-style-type: none"> - describe and give inspiration on how to support the students' intercultural learning process pre, during and after an exchange. - describe the attitude and skills of a facilitator for students' exchanges - facilitate intercultural learning during pre-orientation, ongoing and at re-entry - help students' reflection while taking note of the students' cultural stress and level of intercultural competence 	<ul style="list-style-type: none"> ● Acculturative stress for students and how to regulate this ● Strategies for facilitating intercultural learning in the three parts of an exchange: <ul style="list-style-type: none"> ○ the pre-orientation, ○ the on going and ○ the re-entry ● Applying the theory to cases <ul style="list-style-type: none"> ○ Helping students reflect ○ Identifying students' acculturative stress ○ Debriefing after the exchange 	<p>VL, RA, CS</p>

<p>3.6 Planning intercultural competence training</p> <ul style="list-style-type: none"> - develop goals, objectives and content of an educational program for the development of cultural competence in nursing. - design integrated training programs with the appropriate mix of experiential and didactic methods, culture-specific and culture-general content, and cognitive-affective-behavioural-learning activities. 	<p>Applying all you have learned up until this point (Unit 1, 2 and 3) by using the checklist to design intercultural competence training course by adapting the content in Unit 1 according to the needs of your own students.</p>	<p>CL, CS</p>
<p>3.7 Evaluating intercultural competence</p> <ul style="list-style-type: none"> - To learn more about the RAINED-assessment tool, developed by the TraINERs-project team. - To reflect on your own pedagogic intercultural competence. - To reflect on your own personal and professional intercultural competence. - To gain insight in a developmental approach to assessing intercultural communication competence. 	<ul style="list-style-type: none"> • How to assess the development of intercultural competence • RAINED: What, why and how • The constructivist approach to assessing intercultural competence 	<p>VL, Q, RA, DB</p>