

Dear nursing student,

Dear teacher,

*It is wonderful that you are taking the time to train and to evaluate your cultural competence. By comparing this survey to a second round of the same survey after training, you will be able to reflect on your journey towards becoming a more culturally sensitive (nursing) professional.*

*In the following questions, please indicate which of the statements in each of the given sets (A-F and G-L only for teachers) of the questionnaire best describes you at this time. Remember that we will be asking you to do this again after the course, so allow some room for honest growth! Also make sure that, at the end of this survey, you keep a copy of your results (pdf) or print them, as after the course you will get the chance to compare your results before and after the training.*

Good luck and thank you!

The TRAINERs-team

## **A. Knowledge related to Personal Intercultural Competence**

- A1. I don't pay much attention to cultural differences around me, although sometimes I am concerned that people from different cultures are causing problems in my society.
- A2. I am aware of some of the different customs of cultural groups in my society, but I believe it is most important that all cultures share basic human values.
- A3. I recognize that I myself operate in a cultural context, and I believe it is valuable for different cultural values to co-exist in a multicultural society
- A4. I am willing and able to take the perspective of culturally diverse people with whom I might disagree and to consider those perspectives in my attempts to make ethical decisions

## **B. Attitudes related to Personal Intercultural Competence**

- B1. I really don't like thinking about cultural difference, and I resent being forced to do so by various enforcements of 'political correctness.'
- B2. I like the idea that 'love is the answer' and that 'we are the world,' so that cultural differences would take a back seat to our more important commonality as human beings
- B3. I appreciate how different cultures approach things differently: 'variety is the spice of life'
- B4. I enjoy living in and adapting to multicultural situations

## **C. Skills related to Personal Intercultural Competence**

- C1. I think it is hard enough to be a good person in my own group without worrying about how to get along with people in other groups

C2. I try to not be judgmental of others, as long as they don't break the rules of basic human decency

C3. I try to be aware of how I am influenced by my own culture, which allows me to appreciate how people in other groups might be influenced differently

C4. When I am in multicultural situations, I attend to how I might modify my language and behavior to be authentic and respectful in different ways

## **D. Knowledge related to Professional Intercultural Competence**

D1. I believe most diseases doesn't care what culture you are from – it is difficult enough to get basic healthcare accomplished without worrying about how it might be approached in culturally different ways.

D2. I think it is important to recognize that people may have different cultural customs that can really get in the way of good healthcare

D3. Patients from other cultures, particularly refugees, may have had experiences that I find difficult to even imagine – but it is important to understand them as much as possible

D4. Even though I may not think so, people probably see me as having power over their lives, so it is ethical for me to acknowledge that and to commit myself to equitable treatment.

## **E. Attitudes related to Professional Intercultural Competence**

E1. Bodies are bodies, and concern with “culture” just interferes with applying good medical science to healthcare

E2. I think it is important to tolerate different cultural issues related to health, as long as they do not influence my way of taking care of the patients.

E3. I like learning about cultural issues that could influence a person's health needs.

E4. Being professional means being committed to equitable (not just equal) treatment of diverse patients, even if it involves requesting changes in institutional procedures.

## **F. Skills related to Professional Intercultural Competence**

F1. By implementing established procedures, I guarantee all patients the same quality of healthcare.

F2. I am able to deliver equal services to culturally diverse patients by using translation and cultural mediation to ensure good mutual understanding.

F3. I consider the patient's point of view and the specific demands they could have in relation to the care activity I'm performing.

F4. I am able to behave in some culturally different ways in order to deliver equitable healthcare to diverse patients, and I am prepared to demand that healthcare institutions allow and perhaps encourage such behavior.

*The following rubrics are only for teachers as they are related to teaching about intercultural topics and to intercultural groups.*

## **G. Knowledge related to Pedagogic Intercultural Competence (A)**

- G1. My job is to make students into competent nurses, and for that they mostly need to master the material.
- G2. As a teacher, part of my job is knowing how students learn differently
- G3. I welcome cultural differences in my classroom, since they often are good examples of variation in the application of healthcare principles.
- G4. I am really attentive to how my role as teacher is perceived in different cultural contexts and how I might be perceived because of my student's different experiences of institutional power and privilege.

## **H. Attitudes related to Pedagogic Intercultural Competence (A)**

- H1. It is gratifying when students from diverse cultural backgrounds enact well-defined professional roles in their thinking and behavior.
- H2. I think it is alright for students to behave in culturally different ways in class if it helps them to learn how to enact the professional nurse role.
- H3. I enjoy having a multicultural class so that students can give examples of how healthcare works differently in different cultural contexts.
- H4. I like being challenged by unfamiliar cultural ideas, since it helps me grow as a transcultural nurse and as a nursing professor.

## **I. Skills related to Pedagogic Intercultural Competence (A)**

- I1. It takes so much time to teach the subject matter well that I don't have time to deal with peripheral cultural issues.
- I2. I know how to recognize alternative learning and writing styles, but I think it's important for the students to learn how we do things here.
- I3. I know how to encourage students from other cultures to share their unique perspectives without making them feel they are representing their cultural group.
- I4. I am comfortable bringing up ethical concerns about equity and prejudice that may be sensitive subjects for students.

## **J. Knowledge related to Pedagogic Intercultural Competence (B)**

- J1. Every intercultural problem is one of power inequity, so teaching critically about racism and colonialism is the only responsible approach to intercultural relations
- J2. The main intercultural challenge is our inability to deal with 'otherness,' so the best way to improve intercultural competence is to reduce 'otherness' by stressing our human similarity.
- J3. The road to humanizing 'others' is to see them as equally complex but culturally different from ourselves. This behavior is not natural to our species, so we need learn a framework for doing it.
- J4. People don't just pivot from being prejudiced and ethnocentric to being accepting of multicultural living: it is a developmental process that needs to be facilitated.

## **K. Attitudes related to Pedagogic Intercultural Competence (B)**

- K1. People either 'get it' or they don't, and those that don't need to hear more forceful stories about the effects of racism and imperialism.
- K2. People who dwell on cultural differences are feeding prejudice; therefore, we should be teaching more commonality, not more difference.
- K3. Each of us is deserving of respect for our cultural identities, and we should learn to be more attentive and knowledgeable about those identities.
- K4. The most important thing we can be teaching is how to be both respectful of differences and committed to values in a multicultural society.

## **L. Skills related to Pedagogic Intercultural Competence (B)**

- L1. I have the experience of being a (minority, oppressed, alternative identity) person, and thus I am able to increase students' intercultural competence by making them aware of the lived reality of that condition.
- L2. I am really good at getting students out of a conflict state of mind and into cooperation by letting them recognize their common interests.
- L3. I can use commonality as the base for teaching how differences in cultural worldview generate respect for people and value in institutions.
- L4. Learning to live in multicultural societies and a global village is the primary goal of intercultural learning, and my job as a teacher is to support that goal.