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**HEALTHCARE CORE CURRICULUM**

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**Instructor Resources**

**Module Title: Respecting Client and Staff Diversity**

**Credit/Hours: .5 credits / 8 hours**

# Module Description:

This module offers a framework for engaging with diverse clients and staff. It covers belief systems, cultural practices, and issues related to gender and sexuality. Emphasis is placed on developing awareness and employing effective strategies to handle diversity with respect and sensitivity.

# Evaluation Method:

This module will be graded on a Pass/Fail basis. Assignments/ Exams must be passed at 75% or greater. Retests on exams are determined by college and program policy.

# Competencies:

1. Describe one’s personal belief system.

2. Explain the belief systems and practices of diverse cultures.

3. Explore personal responsibilities as a healthcare employee to treat each person as an individual.

4. Discuss the appropriate workplace expectations for team members when interacting with diverse cultures representing varying ages and genders.

5. Using a problem-solving process, applied to healthcare situations, describe how healthcare employees can respect client and staff diversity.

# RESPECTING CLIENT & STAFF DIVERSITY

# VOCABULARY LIST

**Acculturation:** The merging of cultures due to prolonged contact or cultural modification by borrowing traits from another culture.

**Belief:** A principle or standard that guides human behavior and communication.

**Belief System:** A principle or body of principles held to be true by a group of people. Examples of belief systems are religions, ethnic cultures or political groups.

**Bias:** The tendency to believe that one’s own values are right, and the values of others are wrong or not as good.

**Culture:** The common lifestyles, languages, behavior patterns, traditions, and beliefs learned and passed down from one generation to another.

**Culture Shock:** Culture shock is what people who migrate from their native culture into a new culture may experience when the values and beliefs of the new culture are radically different from the person’s native culture.

**Cultural Values:** Principles or standards that members of a cultural group share.

**Diversity:** Differences among people that include race, culture, gender, sexual orientation, age, religion, physical disabilities and other attributes.

**Ethnicity:** People of a cultural group or ethnic affiliation.

**Ethnocentrism:** The belief that one’s own culture or traditions are better than those of other cultures.

**Race:** A family, people, or nation possessing common traits that are inherited and passed on through generations.

**Stereotype:** An assumption or generalized belief about a group of people.

**Subculture:** Smaller groups within a culture that an individual may belong to. Each subculture has its own values and related expectations for behavior.

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# Modules Competencies and Instructor Notes

| **MODULE**  **COMPETENCY** | **UNIT**  **COMPETENCY** | **RECOMMENDED**  **MODULE CONTENT** | **INSTRUCTOR NOTES**  Suggested discussions and resources |
| --- | --- | --- | --- |
| 1. Describe one’s personal belief system. | 1. Discuss the role of culture in developing a belief system. | 1A. Culture Composed of common:   1. lifestyle 2. language 3. tradition 4. rules 5. values learned and passed from generation to generation 6. beliefs/religion   Sub-cultures:  Those groups that an individual may belong to within a culture   1. age 2. occupation 3. economics 4. politics |  |
|  | 1. Explain what is meant by a belief system. | 1. Beliefs guide human behavior and communication.   Components of a belief system are:   1. Cultural Values: Cultural values support the beliefs and behaviors accepted within each culture. Cultural values pertain to:  * age * gender * family * religion/ spirituality * race * time * orientation * politics * profession  1. Behavior/ practices   Behavior and Practices are guided by beliefs passed from generations, which encourage similar behaviors and dictate acceptable behavior.   1. Communication in cultures  * Patterns   Each culture has standards for verbal and non-verbal communication   * word choice * inflection * volume * speed of speech * directness * degree of emotion * silence * body language * gestures * space * touch  1. Communication in daily life  * Individuals make choices each day based on their cultural values and beliefs. * Perception * Organization of daily life * Judging individuals/ situations   Types of belief systems:   1. religious 2. political 3. ethical 4. health 5. work 6. ethnicity 7. healthcare   Belief systems may remain static or change as external conditions change.  Change may be a slow process over extended periods of time. | Discussion related to the components of a belief system and the types of belief systems the learner is part of. |
|  | 1. Identify the learner’s personal belief system. | 1C: Address learner**:**   1. Cultural values 2. Behavior guidelines 3. Communication patterns 4. Methods of perceiving, judging, & organizing daily life 5. Belief system pertaining to:  * religion * politics * ethics * health * work * ethnicity * healthcare | Small group discussion regarding the similarities and differences among members of the discussion group.  Small group discussion encouraging each learner to share factors identified as influencing their personal belief systems. |
|  | 1. Identify extrinsic factors that may influence personal belief systems | 1D. Extrinsic   1. Country of birth 2. Culture shock  * People who migrate from their native culture into a new culture often experience culture shock. * Culture shock develops when the values and belief systems upheld by the new culture are radically different from the person’s native culture.  1. Acculturation  * Acculturation is the merging of cultures because of prolonged contact * Cultural modification borrowing traits from another culture.   Determination of degree of Acculturation is affected by   1. Length of residence in the US 2. Use of English Language 3. Rural or urban residence 4. Occupation 5. Level of education 6. Personality characteristics 7. Previous experiences 8. Socio-economic class |
| 2. Explain the belief systems and practices of diverse cultures. | 1. List cultures found within a healthcare setting 2. Describe the belief systems (cultural values, behavior practices, communication patterns, and methods of perceiving, judging, and organizing daily life) of ethnic cultures and subcultures. 3. Describe the “isms”   D. Describe belief systems related to gender.  2E. Describe belief systems pertaining to age. | 2 A. List cultures within a healthcare setting:   1. Ethnicity 2. Gender 3. Age 4. Disability 5. Religion   Terminology and preferred ethic terms will change overtime; adjust as necessary. Asking about preferred backgrounds and identities helps us build a more inclusive and understanding community and ensures that we honor everyone’s unique identity.  2 B. Ethnicities   1. Caucasian  * main-stream Americans * recent immigrants  1. Black  * African Americans * recent immigrants  1. Indigenous American or First Nation 2. Asian  * Asian Americans * Recent immigrants  1. Hispanic  * Spanish speaking * recent immigrants  1. Pacific Islander 2. Latino  * Central/South * Mexican American * Recent immigrants   2C. “Isms”   1. Ageism 2. Racism 3. Sexism 4. Classism 5. Culturalism- Discrimination or prejudice based on cultural differences.   2D. Employees in a healthcare setting:   1. Communication styles: male and female 2. A form of address that is appropriate to the work setting 3. Workplace environment 4. Ethnicity and cultural values relating to gender.   In some cultures, females may not physically care for male clients.  Healthcare clients   1. a form of address to the client within various healthcare settings 2. the ethnicity of clients relating to gender and healthcare providers   Clients may prefer the same gender or opposite gender healthcare workers.  In healthcare settings, it is generally expected that workers provide care to all patients regardless of personal preference or bias. This principle is rooted in the commitment to deliver equitable and non-discriminatory care to every individual, regardless of their gender, race, or other personal characteristics.  2E. Belief systems pertaining to age:   1. work ethic 2. type of occupation 3. authority figures 4. ethnicity & belief systems pertaining to age   Healthcare clients   1. independence 2. mental capacity 3. ethnicity | Community observation:  Within a geographical area, visit or attend shops, restaurants, art shows, festivals, religious services, etc. of various cultures or ethnic groups, other than the learner’s own,  Criteria:  1) Visit a minimum of three sites.  2) Document your observations of cultural values and belief systems shown at each site visited  3) List your objective reactions to the belief systems you observed  Class discussion: Has someone ever made an untrue assumption about you? Has someone labeled you in a way that you don’t identify with? Use open ended promote conversation about cultural humility. When individuals are unsure, encourage questions and discussion.  Online/in-class small group discussion regarding workplace communication related to gender.  Small group discussion regarding sensitivity to gender issues and healthcare clients. |
| 3. Explore personal responsibility as a healthcare worker to treat each person as an individual (customer service). | 1. Discuss cultural stereotyping 2. Identify personal cultural prejudices 3. Identify cultural interactions with Team members and clients 4. Discuss customer service skills | 3 A. Assumptions of stereotyping:   1. All people within a culture believe in the same values. 2. All people within a culture are alike   Stereotyping   * 1. The imposing of positive or negative traits or characteristics to all members of a cultural group.   3B. Personal Cultural Prejudices Bias towards own culture   1. The feeling that one’s own culture is right, and that other cultures are wrong or not as good. 2. Ethnocentrism: The belief that one’s own culture or traditions are better than those of other cultures.   Cultural stereotyping   1. Ethnicity 2. Country of origin 3. gender 4. age   3 C. Communication barriers  Misunderstandings may arise due to   1. Foreign languages, 2. Dialects, 3. Regionalisms 4. Street talk 5. Gestures   Conversations   1. Verbal 2. Non-verbal   Thoughts regarding interactions  Feelings evoked by the interactions  Physical interactions   1. Touch related to the physical care of a client 2. Holding of a client’s hand to offer comfort 3. List appropriate actions/behaviors that represent customer service skills 4. Smiling 5. Patience 6. Listening effectively 7. Pleasant tone of voice 8. Eye contact if appropriate 9. Gentle touch   Identify results of receiving customer service   1. Cooperation 2. Reduced frustration 3. Increased self-worth |  |
| 4. Discuss the appropriate workplace expectations to interact with team members and care for clients from diverse cultures, gender, age groups. | 1. Identify workplace   expectations for team members and clients of diverse cultures, genders, and age groups | 4A. Respect the belief systems and diversity of individuals  Communicate with respect for the culture of others:   1. Verbal 2. Non-verbal 3. Written 4. Clarify for understanding 5. Repeat as needed 6. Validate understanding 7. Gender appropriate 8. Age appropriate | Complete personality inventories |
| 5. Using a problem-solving process applied to healthcare situations, describe how healthcare employees can respect client and staff diversity | 5A. Discuss the problem-solving process as applied to the issue of diverse cultures and their belief systems and practices in healthcare utilizing a team approach. | 5A. Utilize a five-step problem-solving process:   1. Identify the problem 2. Gather information 3. Create alternative solutions 4. Select and act Implement solutions 5. Evaluate and revise as needed | Complete a case study scenario regarding cultural diversity in the workplace using the five-step problem-solving process. |

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