**NURSING ON THE MOVE**

**7 June 2017 (9:00 - 17:00)**

**Kardinal König Haus, 1130 Vienna, Austria**

**Health Care Communication in Intercultural settings: from challenge to success**

**Intercultural learning in "Nursing on the Move"**

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- Main question for this session: "**how is intercultural learning trained in NOM**"?

- structure of the talk:

  - explicitating the **background notions**

  - intercultural training: mix of ingredients

  - intercultural training in NOM:

    - concepts used

    - training tasks and goals

# 1 | Background notions

- Contemporary societies face the challenge of a growing **diversity** and **heterogeneity** of their population.

- - Consequently, the traditional <u>cross-cultural</u> training that typically focused on <u>knowledge</u> of  specific characteristics of a particular (foreign) "<u>national</u> culture" is no longer sufficient.

  - these concepts are problematic

- the NOM framework works with new concepts that underlie the intercultural training component

# 1.1 | the concept of "culture"

- traditional notions relate to "national culture" as a fixed set of values and beliefs (= "**product**") where "culture" has these characteristics:

  - (see approaches like Hofstede, Trompenaers and others):

-  **homogeneous**:    culture implies "national" unity and homogeneity

-  **holistic**:  culture determines everything

-  **exclusive**:   culture defines and therefore excludes

-  **etiquette**:    culture is about surface behavior

-  **stable**:        culture does not change

- contemporary research focuses more on the **open** or **dynamic** interpretation of "culture" (= "**process**") , where culture is understood as being:

  ▸ **heterogeneous**: there are different views within one "culture" (counter-culture)

  ▸ **stratified**:      culture is layered: it's a matter of degree

  ▸ **specific**:      people can belong to different (sub)cultures

  ▸ **meaningful**:cultural behavior is communication = has communicative intent

  ▸ **changing**:      cultures change as new problems require new solutions


- => this dynamic, flexible or open interpretation of culture as a "process" makes it more difficult for training purposes, as there is no "fixed set" of categorial notions to work with

# 1.2 | "superdiversity"

① "national culture" is problematic, as cities are more "superdiverse" than ever before:

- big cities are **majority-minority cities** = the majority of their population is a multitude of minorities

② there is no uniformity within the minorities:

▶ migrants from different areas (continents, countries, regions, …)

▶ migrants with different speeds (1st generation / 2nd / 3d / …)

▶ migrants with very different backgrounds (educated / poorly educated …) and different needs

# 1.2 | "superdiversity"

3  there is much less uniformity within the majority reacting on these minorities:

- ▶ different (sometimes opposing) social divides:

  - regional differences

  - political preferences

  - gender related preferences

  - religious orientations

  - social differences

- => this complex situation of cultural "fluidity" makes it very difficult to "predict" cultural behavior based on "national cultural identity"

# 1.3 | "acculturation"

①  previous trainings tended to focus on one-way "**cross-cultural**" comparisons:

> e.g. "gift-giving" among the Chinese community vs. the American community

> => with very little information about how these two communities interact when they meet

②  current trainings focus on "**inter-cultural interaction**": **acculturation** is a two-way process

> how to negotiate with different people from very different backgrounds, who are "new arrivals" in a host country who have to undergo acculturation into the host culture, and where the "host" also has to undergo acculturation to the new arrivals

- = continuous process of "**two-way socialisation**"

- These concepts or notions open up new ways of training: different goals, different methods => <u>flexibility</u> and <u>dynamism</u> are key

# 2 | Intercultural training

①Intercultural training used to focus extensively on "knowledge" of specific regions, areas, cultural habits etc.

- e.g. Hofstede's 6 dimensions, Trompenaers 9 dimensions, …

②contemporary intercultural training programmes are designed in a layered fashion:

Knowledge (15%)

Attitudes (30%)

Skills (55%)

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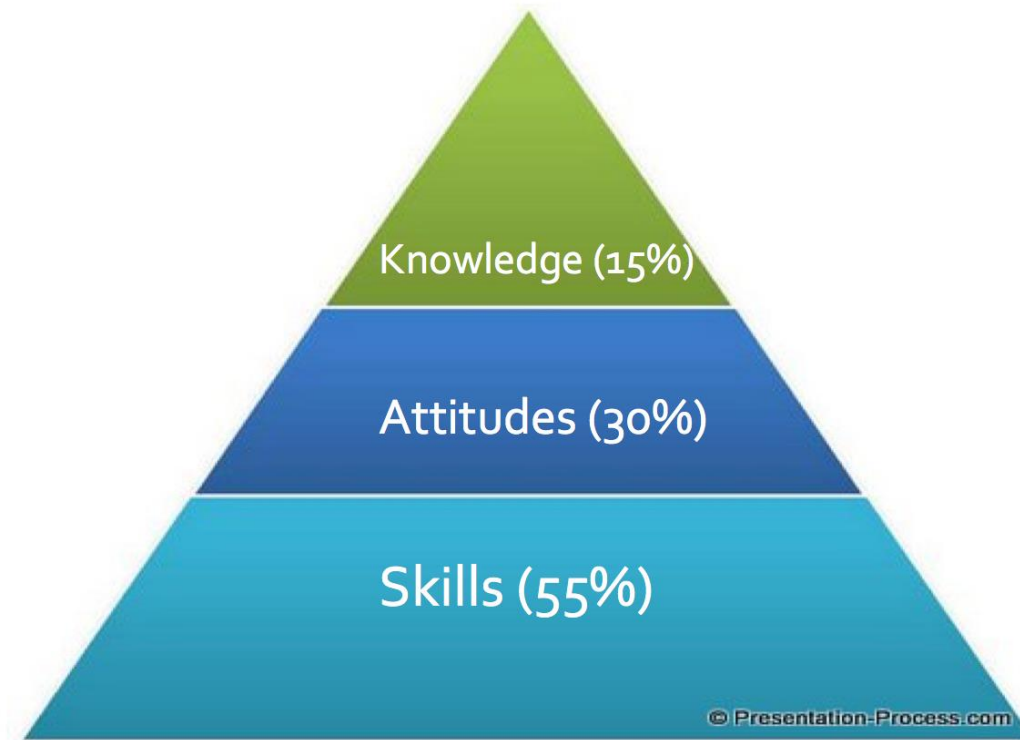
▶ "**knowledge**": of social processes and characteristics, cultural beliefs & habits, specific knowledge (medical …)

▶ "**attitudes**": tolerance of ambiguity, openness, curiosity, behavioral flexibility, resilience, goal orientation, non-judgementalness

▶ "**skills**": "soft skills" of interpreting and relating, building rapport, communication and interaction, cultural sensitivity

3️⃣ meta-cognitive goal related to "**awareness raising**": critical awareness of own behavior and perspectives related to acculturation

# 3 | Intercultural training in NOM

1 using a flexible and dynamic interpretation of "culture" as "preferential ways of information exchange"

- thereby focusing on two-way communicative interaction

2 focus on **communicative skills**:

- presupposes an adequate level of linguistic proficiency

3 communicative skills trained in **actual context**

- goals: learning to negotiate and interact efficiently

4 how is this done?

- knowledge: 25 topics were identified

- skills: "intercultural + communication"

  - the topics are linked to the language modules and their specific functions

    - e.g. "history taking" => intercultural communication tips on asking questions (open ended questions to avoid Yes/No questions to which some patients always answer "Yes")

- 5 focus on **critical awareness** (raising) from the point of view of the nurses:

  - the "real life cases"

    - = complex and challenging scenarios where the trainee has to reflect on a number of possible solutions and evaluate these in a specific context (e.g. a drunk patient)