

Coordinator Resources

Culturally Inclusive Care

This pack contains resources for the Altura Learning Coordinator to utilise in order to further embed the learning of the participants completing the course.

Contained in this pack are the following:

- A **learning game** – This is an opportunity to have a bit of fun with the participants! It can be used as an ice breaker or as a way to engage participants after watching the videos.
- **Case scenarios** are fictional stories that support learners to apply what they have learned to a practical scenario. You can present these to a group of staff for discussion or use it as a self-directed exercise. Ask the staff to relate these case scenarios back to your organisation's policy and procedures.
- **Essential Assessment Answers** are contained in this pack to allow you to mark the Essential Assessment with ease.

Other Learning Resources:

Altura Learning has three assessments available to test learner's knowledge or to apply what they have learned to the workplace. You will be able to download these assessments in a PDF version or they may be assessed online depending on how you access Altura Learning.

- **Course Outline and Essential Assessment** – This document is designed for learners who can watch the videos, but do not have access to the information included in the online course. It should be provided to each learner prior to commencing the course, as it guides them through the course content and essential assessment questions. The essential assessment demonstrates that the learner has understood the course content.
- **Extension Assessment** – This assessment asks the learner to reflect on the subject discussed in the video. This requires short answers, which must be marked by the Coordinator.
- **Evidence Assessment** – There may be a variety of these assessments offered, depending on the subject matter of the course, but they are all designed for the learner to demonstrate that they have the skills to implement the care or services in the workplace.

In addition to these assessments, Altura Learning supports each course with the following resources:

- **Quick Reference Guide** – This contains key information from the course. It can be used for a toolbox talk, placed in a folder for further reading, or displayed on a staff noticeboard.
- **Course Information Sheet** – This sheet provides information about the learning outcomes, key definitions, the Subject Matter Expert, and further resources. It is recommended that staff view this prior to commencing the course.
- **Certificate** – A certificate is issued for each course. This must be completed by the Coordinator. The hours of active learning can be recorded on the certificate for learners who are required to maintain a record of continuing professional development.
- **Poster** – A poster is available for each course.
- **Infographic** – This document supports the concept of microlearning and aims to help staff in retaining key information from the course. It can be used a poster or attached to a staff email to refresh key messages. It could also be used as a screen saver or attached to staff pay slips.

Training Game

Equipment needed:

- Sticky Note Pad
- Paper
- Pens
- Bowl/Hat

Our cultural identities can be expressed in a variety of ways - through the food we eat, the language we speak, the festivals we attend, the cultural events we participate in, our religious beliefs and spiritual practices, and the music, media and art we enjoy.

The purpose of this game is to help learners understand and appreciate how diverse we are as individuals. The coordinator can also use this game as an opportunity to discuss the importance of learning about the cultural identities of CALD individuals within the care home, in order to provide quality care and support.

1. Give each learner a blank sticky note, sheet of paper and a pen.
 2. Ask each learner to write something about themselves on the sticky note (this should only be something that they are comfortable sharing with the group). Ideally, this will relate to their cultural identity (e.g. cultural heritage, food, music, social preferences and so on) and be something that others within the group may not know about them.
 3. Ask each learner to fold up their sticky note and place it in the provided bowl/hat.
 4. Pick out each sticky note, one at a time. Read what is written aloud and ask the group to write down on their paper who they think the fact belongs to.
 5. Once each sticky note has been read aloud, ask each learner to reveal to the group what their sticky note said.
 6. Discuss the following questions with the group:
 - Were there any facts shared that staff were surprised about? If so, why?
 - Did anyone make assumptions? Explain how this can relate to stereotypes and bias, and how important it is to learn about each individual, rather than making assumptions.
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Case Scenario

Mrs Danica Kovac is an 88-year-old lady from a Croatian background, who was recently admitted to the care home. Danica migrated to New Zealand with her husband in 1964, due to high unemployment and deteriorating economic conditions in former Yugoslavia. Danica raised four children. She has one daughter and three sons. Danica only speaks in Croatian with her family, as she has a limited understanding of English. After her husband died in 2017, she moved in with her daughter Petra, and Petra's family. Danica is Catholic. Her daughter takes her to church services regularly. Danica has Parkinson's Disease and is having an increasing number of falls, making it more difficult to care for her at home. Petra and her siblings have recently made the difficult decision to move their mother into a care home.

Since moving into the care home, Danica has become increasingly frustrated and often calls her daughter, asking to come home. Danica struggles to communicate with the staff, as they speak to her in English and she speaks to them in Croatian. Danica stays in her room most of the time and does not participate in activities within the care home.

What can the staff do to improve the care and support Danica receives?

Answer may include:

- *Use Croatian/English communication cards*
- *Provide Croatian signage around her room and in key areas, to improve her confidence*
- *Staff can learn some key words in Croatian e.g. greetings.*
- *Assign any Croatian-speaking staff to support Mrs Kovac*
- *Organise Croatian-speaking volunteers to visit with Mrs Kovac*
- *Arrange for Mrs Kovac's priest from the Catholic Church to visit her regularly*
- *Find out Mrs Kovac's favourite food and organise for the kitchen to incorporate it into the menu.*



Essential Assessment Answers

Introduction

1. Discriminating against someone based on their race or culture is against the law.

True

False

2. The term 'linguistic' refers to:

- A. the customs and beliefs of a community or religious group
B. the language we use to communicate

3. refers to the customs and beliefs of communities or religious groups.

- A. Diversity
B. Language
C. Culture

Challenges

4. Within cultural communities, people from the same family will have faced the same challenges.

True

False

Needs

5. Within cultural communities, people from the same family will have faced the same challenges.

True

False

6. bias is when a person has a social stereotype about a certain group of people without even being aware of it.
- A. Unconscious
- B. Conscious
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Practical Strategies

7. The role of the professional interpreter is to:
- A. to complete forms on the CALD older person's behalf
- B. offer advice to the CALD older person
- C. ensure accurate communication between the staff and the CALD older person
- D. all of the other answers
8. Bi-lingual staff should replace the role of a professional interpreter for key discussions involving finances or contracts.
- True False
9. Individuals from similar cultural backgrounds may not always have the same food preferences
- True False
10. Which of the following is an example of culturally inclusive care?
- A. Utilising different cooking methods, such as a Maori hangi
- B. Offering both a knife and fork and chopsticks for culturally diverse meals
- C. Providing the menu in multiple languages
- D. All of the other answers
11. Care should be planned around what is:
- A. convenient for care home staff
- B. meaningful to the CALD older person
12. Staff should provide the CALD older person with access to media and the arts in:
- A. English
- B. their preferred language
- C. their first language
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13. People from CALD backgrounds may be likely to make a complaint, due to a lack of accessible, language-specific resources and support.
- A. less
- B. more
14. It is important that CALD older people are able to voice concerns and complaints without
- A. support
- B. fear
- C. language-specific resources
15. Beliefs and values around end-of-life care cultures and religions.
- A. may vary between
- B. will be the same for all
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DISCLAIMER:

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