

Course Outline and Essential Assessment

Culturally Inclusive Care

AOC17110-B-R-GN

LEARNER'S NAME:

DATE:

Instructions:

- Refer to the **Course Information Sheet** prior to commencing the course.
- Follow the outline below, using the icons to guide you, then complete the essential assessment questions as directed.
- On completion of the course, refer to your coordinator for the essential assessment answers.

Think about...

- Before you begin, take a moment to reflect on your own cultural identity. Think about who you are, your background and your cultural links.
- Consider how this is connected to your quality of life. What brings you joy? What helps you feel comfortable in your own skin?
- Consider the level of trust you need to share and confide in others about what is important to you



What is Culturally Inclusive Care?

Person-Centred

- Placing the older person at the centre of their care and services at all times.
- Being sensitive and responsive to the older person's culture, beliefs, needs, values and preferences, whilst treating them with dignity and respect.
- Empowering the older person to be a part of the decision-making process at every stage.
- Providing the older person with appropriate resources that are accurate and easy for them to understand, to enable them to ask informed questions and make informed decisions about their care and services.

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Culturally Safe

- Providing care that is free from discrimination and ensures that the older person feels safe, respected and accepted.
- Providing care that does not challenge, deny or erase the older person's identity.
- Providing a safe space where the older person feels comfortable to voice their concerns and complaints without it affecting the quality of their service.

Responsive

- Recognising and responding appropriately to the older person's needs and preferences, ensuring that their culture, beliefs and values are considered.

Inclusive

- Ensuring the older person has access to the services they need, in the way that they need them, and with information that is easy for them to understand.

Sensitive

- Seeking to listen, learn, understand and respond appropriately to an older person's culture, beliefs, values, relationships, life history and lived experience.
- Recognising how the older person's individual experience impacts on their attitude to care and how they engage with services.

Flexible

- Tailoring the services that the older person receives to their individual needs, wishes and preferences.



Watch the Video

Please watch Video 1 "Introduction"



Assessment Questions

Please answer the following question about culturally inclusive care.

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

True

False

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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



Health Literacy

Health Literacy refers to how people understand information about health and health care, and how they apply that information to their own lives in order to make decisions.

Sometimes, a CALD older person's language and comprehension abilities can make it difficult for them to understand information they receive about their health and related services.

Poor health literacy has been shown to negatively impact on a person's overall health outcomes and contributes to health inequality in the community.

There are two components of health literacy to consider - the individual and the environment.

Source: Australian Commission on Safety and Quality in Health Care



Individual Health Literacy

Individual health literacy refers to the skills and knowledge a person has to access, understand and process health and health care information.

Health literacy provides an individual with the knowledge to make effective decisions and the ability to access services they need. When a person's health literacy is improved, they are empowered to engage with the service. This may include communicating their healthcare needs, completing healthcare forms and taking appropriate actions.

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Health Literacy Environment

The health literacy environment is the way a health system provides services through its infrastructure, policies, processes, materials, people and relationships.

An effective health literacy environment improves the overall service in a number of ways. These include enabling an individual to access information that is easy to understand and focused on their specific needs.



Individual Barriers

For CALD older people, there are increased challenges in accessing and engaging with support and services.

Individual Barriers are challenges faced by the older person. These can include:

- Language and communication
 - Specific cultural preferences around gender, food, privacy and ageing
 - Challenging family dynamics
 - Previous trauma
 - Poor digital and health literacy
 - Illiteracy (either in the person's first language or the language of their adopted country)
 - Social isolation
 - Limited knowledge of available services
 - Unfamiliarity with the health care system
 - Lack of understanding about dementia and other cognitive illnesses
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Organisational Barriers

Organisational Barriers are the challenges faced by the service provider that impact on the CALD older person accessing and engaging with support and services.

These can include:

- Lack of training
 - High staff turnover
 - Inadequate CALD-specific resources
 - Limited translation and interpreter services
 - Insufficient consultation and support for informed decision-making
 - Inappropriate behaviour or discrimination by health professionals
 - Staff preconceived bias
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- Limited services available for rural and remote communities
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Systemic Barriers

Systemic Barriers occur at a higher level of governance and impact on the CALD older person accessing and engaging with support and services. These can include:

- Insufficient training and funding, particularly for groups who can provide advocacy services for CALD older people
 - High production costs for making translation, media and information resources
 - Lack of diversity at executive management and board level
 - Research that does not consider CALD specific issues
-



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Please watch Video 2 **“Challenges”**



Assessment Questions

Please answer the following questions on challenges.

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

True

False



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Please watch Video 3 **“Needs”**



The Needs of CALD Older People

Cultural needs can include:

- A preferred title, like “Aunty” or “Uncle” as a sign of respect
 - Staff gender preferences
 - Privacy considerations
 - Food preferences and customs
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- Opportunities to connect with their culture and with people who have shared experiences and worldviews

Linguistic Needs can include:

- Interpreting or information services
- Resources in their first or fluent language
- Enjoying connection and humour
- Opportunities for self-expression, to be understood and to communicate what is meaningful

Religious Needs can include:

- Specific religious practices
- Involvement in rituals and festivals

Spiritual Needs can be different to religious needs, and may include:

- Meaningful connection
- The inclusion of specific spiritual practices and rituals

Psychological Needs can relate to:

- Emotional, mental and psychological distress or trauma
- The need for connection within a larger multigenerational community

Physiological Needs may include:

- Access to appropriate support services
- Social inclusion
- An opportunity for affection, intimacy and touch

Medical Needs can include:

- Access to appropriate medical care
 - Support to make informed decisions about their care
 - Provision of care that respects their values, beliefs and preferences
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Assessment Questions

Please answer the following questions on the needs of CALD older people.

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



Watch the Video

Please watch Video 4 "Practical Strategies"



Assessment Questions

Please answer the following questions on 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

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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
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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