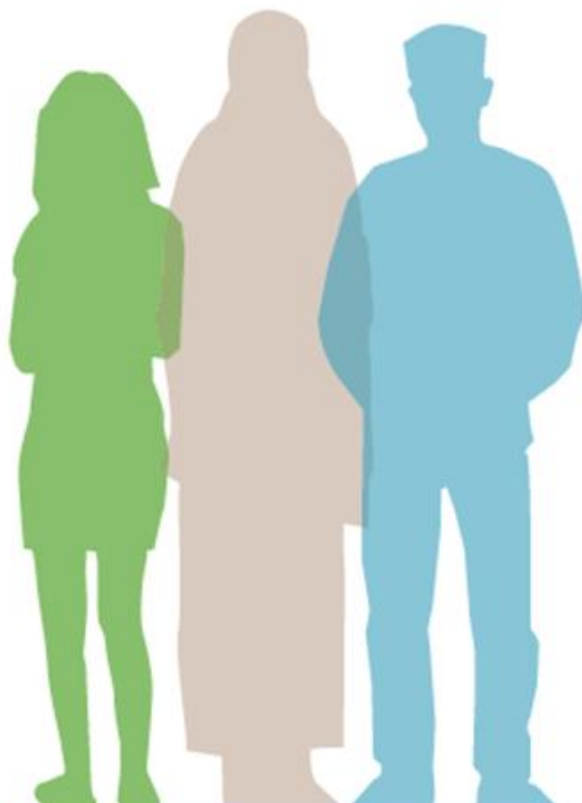




**MICE**

Multicultural Care in European  
Intensive Care Units

8/2017



# Intercultural Nursing Care on ICU's Online Course Frame



**Erasmus+**

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## Intercultural nursing care on ICU's - online course frame

### ENTRY TEST OF KNOWLEDGE

#### MODULE I: Cultural awareness and sensitivity

Topics covered	Objectives	Content	Learning outcomes	Activity
<b>Philosophical, ethical, legal and professional basis justifying non-discrimination principle regarding culturally diverse patients;</b>	<b>To explain</b> philosophical concepts and ethical, legal and professional principles regarding respect for diversity	Human dignity concept, ICN code of ethics and codes of ethics of country participants in the scope of respect of cultural diversity, Basic legal and universal principles regarding respect for cultural diversity, Nursing professional documents – examples (position statements, scope of practice) regarding care for diverse culturally patients	<b>Participant</b> understands concept of human dignity and its impact on respect for diversity; <b>Participant</b> knows ethical, legal and professional documents which relate to respect to cultural diversity; <b>Participant</b> understands principles regarding respect for diversity when caring for patients with different cultural roots.	Reading/ documents/ Quiz

<b>Explanation and differentiation of concepts: culture and ethnic minority</b>	<b>To explain</b> and differentiate concept: culture.	What is culture? Three different culture models;	<b>Participant</b> understands intercultural concepts and principles; <b>Participant</b> knows about three culture models and their differences.	Short theoretical introduction, Quiz
	<b>To understand</b> different culture-models	Iceberg of culture, Understanding culture by visualization - Graphics	<b>Participant</b> knows about visible and invisible elements of culture	
	<b>To understand</b> term of ethnic minority	Ethnic minority, Definition 'ethnic minority'; Examples of statistics minorities in partners' countries.	<b>Participant</b> knows and understands the definition; <b>Participant</b> knows about presence of ethnic minorities in partner countries.	Reading, Quiz
	<b>To understand</b> elements that are particular for certain cultures. <b>To raise awareness</b> for differences in values, attitudes etc. between cultures.	Culture in comparison; Culture Dimensions (Hofstede, Trompenaars, Hall); Characteristics of patients.	<b>Participant</b> knows about elements that are characteristic for certain cultures and minorities. <b>Participant</b> is aware about differences and appreciates of other 'normalities'.	Reading, Quiz
	<b>To raise awareness</b> of crosscultural misunderstandings	Stumbling blocks in cross-cultural communication - Stumbling blocks (Laray M. Barna)	<b>Participant</b> knows about causes for misunderstandings <b>Participant</b> has increased awareness for elements that lead to misunderstandings in cross-cultural communication.	Reading, Quiz, Short films,

<b>MODULE II: Culturally diverse patients in health care environment</b>				
<b>Topics covered</b>	<b>Objectives</b>	<b>Content</b>	<b>Learning outcomes</b>	<b>Activity</b>
<b>Differences in cultures in approach to health and sickness;</b>	<b>To raise awareness</b> of different cultural conceptions of health, illness and disease	The cultural implications of topics as health, disease, illness, death, sexuality, childbirth, and women's health in different societies	<b>Participant</b> knows the patient's degree of cultural embeddedness about health, illness and disease	Theoretical explanation/reading/discussion
<b>Patterns of interpersonal (verbal and non-verbal) communication (smile, silence, eye contact, language barrier);</b>	<b>To gain knowledge</b> about the effects of culture on patterns of interpersonal communication	List of specific transcultural communication techniques and their description Examples of different meaning of non-verbal communication due to culture (silence, smile, touch, distance) Description of transcultural communication barriers Working with medical interpreter - guidelines	<b>Participant</b> explain the effect of culture on patterns of interpersonal communication <b>Participant</b> understands the significance of non-verbal communication and its use into transcultural care; <b>Participant</b> applies the culturally sensitive patterns of interpersonal verbal and nonverbal communication	Short theoretical description/examples, Discussion

<p><b>Patterns of informing the patient/family about health condition;</b></p> <p><b>Patterns of obtaining consent for nursing care</b></p>	<p><b>To gain knowledge</b> about the ways of informing patients and their family</p> <p><b>To raise awareness</b> about different patterns of obtaining consent from culturally diverse patient for nursing care</p>	<p>Examples of different patterns of informing patient and/or family with regard to different culture</p> <p>The ways of building trust of patient/ family in health care</p> <p>Patterns of obtaining consent</p> <p>Providing information for a complete understanding of the nursing activities</p>	<p><b>Participant</b> applies the culturally adequate communicative patterns.</p> <p><b>Participant</b> chooses the appropriate sample of informing patient/ family about health condition for nursing care</p> <p><b>Participant</b> understands the meaning of obtaining consent</p>	<p>Theoretical explanation/ cases of good practice/discussion</p> <p>Theoretical description/ discussion</p>
<p><b>Physical examination</b></p>	<p><b>To gain knowledge</b> about physical examination in different cultures</p>	<p>Techniques used in physical examination of each specific area of the body in different cultures.</p> <p>Limits in physical examination from the perspective of culture differences</p>	<p><b>Participant</b> understands cultural factors that can influence the physical examination</p>	
<p><b>Meaning and limits of touch</b></p>	<p><b>To gain knowledge</b> about meaning and limits of touch in different cultures</p>	<p>Description of personal spaces in different cultures; meaning of touch in different cultures; gender, parts of body, age and limits of touch in different cultures</p>	<p><b>Participant</b> demonstrates the knowledge and understanding of the culturally specific meaning of touch</p>	<p>Short theoretical descriptions/examples</p>

<b>Spiritual and religious expectations/practices</b>	<b>To gain</b> knowledge about spiritual and religious expectations/practices	Assessment of spiritual needs in culturally diverse clients Beliefs and religious practices Controversial issues related to health care (medication, amputation, organ transplant, blood and blood products, euthanasia, autopsy, organ donation, burial) Religious support system for the sick (visitors, religious representative, church organizations to assist the sick)	<b>Participant</b> understands the meaning of spirituality and religion in the lives of clients from different cultures. <b>Participant</b> discusses the ways in which spiritual and religious beliefs can be incorporated into the nursing care of clients from diverse cultures. <b>Participant</b> accepts and respects cultural differences in spiritual and religious practices	Reading/examples/Cases descriptions
<b>Hygienic procedures</b>	<b>To gain</b> knowledge about hygienic procedures in different cultures	Hygienic procedures in different cultures (frequency, body odour, habits, oral hygiene, importance of hand hygiene in different cultures...)	<b>Participant</b> adapts care to be congruent with the client's culture	
<b>Dietary habits</b>	<b>To gain</b> knowledge about dietary habits in different cultures	Dietary habits in different cultures	<b>Participant</b> understands differences in dietary habits of clients from different cultures <b>Participant</b> accepts and respects cultural differences in dietary habits	Short theoretical descriptions/examples
<b>Visits and family support</b>	<b>To gain</b> knowledge about family relationships in different cultures	Patterns of family relationships in main cultures - examples	<b>Participant</b> understands differences in patterns of family relationships in different cultures	Reading/examples/case analysis

<b>Elements of cultural assessment in nurses' work</b>	<b>To gain</b> knowledge about elements which should be taken into account when making cultural assessment of patient	Questions which should be answered when making cultural assessment of patient for nursing care	<b>Participant</b> knows what aspects should be tackled in cultural assessment in nurses' work, especially in ICU environment	Reading/examples/diagrams
<b>MODULE III: Specifics when caring for culturally diverse patients on ICU wards</b>				
<b>Topics covered</b>	<b>Objectives</b>	<b>Content</b>	<b>Learning outcomes</b>	<b>Activity</b>
<b>Intercultural care in specific boundary situations on ICU ward:</b> <i>dying and death</i>	<b>To gain</b> knowledge about cultural rituals and customs regarding death and dying in different cultures	Questions which should be answered when making cultural assessment of patients and families facing death and dying	<b>Participant</b> knows cultural differences in end of life care	Short theoretical introductions combined with illustrative cases. Every case ends with a short audit
<b>Intercultural care in specific boundary situations on ICU ward:</b> <i>resuscitation</i>	<b>To gain</b> knowledge about cultural rituals and customs regarding desires and boundaries regarding resuscitation in different cultures	Questions which should be answered when making cultural assessment of patients and families facing the question of resuscitation and the long-term outcomes	<b>Participant</b> understands the importance of allowing the nearest to be present	Recommending literature and good examples of implementing a new standard
<b>Intercultural care in specific boundary situations on ICU ward:</b> <i>blood therapy</i>	<b>To gain</b> knowledge about cultural rituals and customs regarding blood therapy in different cultures	Questions which should be answered when making cultural assessment of patients and families facing provision of blood therapy and the possible religious implications	<b>Participant</b> is aware about religious conviction of prohibition of blood transfusion	Short theoretical introductions combined with illustrative cases. Every case ends with a short audit

<b>Intercultural care in specific boundary situations on ICU ward:</b> <i>Withdrawal/withholding ICU treatment</i>	<b>To explain and understand</b> different cultural and religious influences on end of life decisions, in particular on withdrawing/ withholding of ICU treatment	End of life decisions futile treatment religious and cultural perception of withdrawing/withholding of the ICU treatment	<b>Participant</b> understands different cultural and religious aspects with influence on end of life decisions in patients and relatives.	Short theoretical introductions combined with illustrative cases. Every case ends with a short audit
<b>Intercultural care in specific boundary situations on ICU ward:</b> <i>transplantation</i>	<b>To explain and understand</b> different cultural and religious attitudes of organ donation and reception.	Organ transplantation Organ donors and receptors Cultural and religious aspects	<b>Participant</b> understands different cultural and religious aspects of organ transplantation in patients and relatives	Short theoretical introductions combined with illustrative cases. Every case ends with a short audit
<b>Intercultural care in specific boundary situations on ICU ward:</b> <i>analgesic therapy</i>	<b>To explain</b> cultural differences in attitudes towards pain perception and analgesic therapy	Pain and its perception analgesic therapy cultural differences in attitude towards pain and analgesic therapy	<b>Participant</b> understands different cultural and religious aspects of analgesic therapy in patients and relatives	Short theoretical introductions combined with illustrative cases. Every case ends with a short audit
<b>Conflicts of values and decision-making process when caring for culturally diverse patients</b>	<b>To explain</b> and understand conflicts of values when caring for culturally diverse patients. <b>To understand</b> element of decision-making process in care of diverse patients.	Conflicts of values – examples; patient and nurse situation; Sara Fry model of ethical decisionmaking process	<b>Participant</b> is aware of conflicts of values that may happen when caring for the diverse patients  <b>Participant</b> understands stages of decision-making process when caring for culturally diverse patients	Reading, discussion, cases analysis

**ENDING TEST OF KNOWLEDGE (THE SAME AS ENTRY TEST IN ORDER TO MAKE EVALUATION OF PROGRESS)**



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