Australia has a large number of older people in aged care accommodation who are from culturally diverse backgrounds. This video production aims to provide aged care staff with an understanding of the issues that need to be addressed in order to provide culturally competent care.

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Introduction

These additional resources and activities are designed for use in conjunction with the video content:
- for individual and/or group learning in a formalised training environment
- for individual self-paced and self-directed learning
- for accredited, self-directed nursing professional development – appropriate Continuing Nurse Education points are indicated below:

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Total possible CNE points: 6.5

*Includes time for viewing video once or twice

Description of Video Content

Australia has a large number of older people in aged care accommodation who are from culturally diverse backgrounds. This video production aims to provide aged care staff with an understanding of the issues that need to be addressed in order to provide culturally competent care. It defines culture and informs staff about the various aspects of culture that impact on care delivery to people from culturally and linguistically diverse (CALD) backgrounds such as: personal history, language, communication, migration, health, diet and religious practices.

Actors provide demonstrations of the types of difficulties residents from overseas may experience. Aged care residents from a variety of ethnic groups are interviewed along with the manager of an aged care facility that has a large number of residents from CALD backgrounds.

Timeline

00:00:00 Introduction
00:01:10 What is culture?
00:06:52 Communication
00:11:43 The cultural group
00:16:14 Personal history
00:20:59 Religious practices and health & culture
00:25:42 Conclusion
00:26:14 Credits
00:26:56 End program

Related Titles

Aged Care: Communication with Family and Carers
Cultural Diversity and Nursing Practice
Understanding the Nature of Conflict - Conflict Management in Health Care
Communicating with Aged Care Residents
Activity Set One – Reflection and Comprehension

This set of activities starts with three questions for reflection prior to viewing the video content. You may or may not wish to write down some responses. If you are in a group-learning environment, share those thoughts and reflections. The following 13 questions relate directly to your understanding of the material covered in the video. Space has been provided to write down responses to these questions.

Reflective questions

1. When you hear the word culture, what do you think of?

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2. Why do you think cultural understanding is so important in aged care settings?

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3. Can you identify and describe any issues in your workplace that have arisen because of the different cultural backgrounds of either staff or residents?

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____________________________________________________________________________________
Questions specifically relating to video content

4. Why is understanding of culture especially important in aged care?
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____________________________________________________________________________________
____________________________________________________________________________________

5. What makes cultural understanding particularly important in dementia care?
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____________________________________________________________________________________
____________________________________________________________________________________

6. What does being competent in cross-cultural relations require?
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____________________________________________________________________________________
____________________________________________________________________________________

7. What are the five elements of cross cultural relations?
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____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

8. What four basic human needs are the same for everyone regardless of cultural background?
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____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
9. What can cause disempowerment of residents in aged care facilities?

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____________________________________________________________________________________

____________________________________________________________________________________

10. What do all clients with limited English have the right to when assessing their health?

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11. What can families do to improve communication for people who do not speak English?

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____________________________________________________________________________________

12. In what areas of non-verbal communication may staff inadvertently cause offence?

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____________________________________________________________________________________

13. What elements of the person’s life story are particularly important?

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14. How should you react if a resident refused to eat between sunrise and sunset? What may be the reason and why is it important?

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15. Which two religious faiths have significant rituals around the preparation of the body for burial that must be observed when someone dies?

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16. Name the four areas that spiritual beliefs may influence.

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For nursing professional development, when used in conjunction with the video content, completion of this activity set carries 1.5 CNE points
Activity Set Two: Patient profile and communication plan

There are two separate extension activities in this set, which focus on identifying an individual in an aged care environment from a CALD background, profiling them and recommending ways in which their specific communication and care needs could be better met.

The first activity can be undertaken as a stand-alone exercise, or both activities can be completed. Activity two cannot be undertaken without completing Activity one first.

1. Identify at least one resident from either an Asian, African, Arabic, Jewish, South American or Indigenous background in your workplace, interview them and/or a family member and compile a life history. Include in their profile:
   - language
   - religion and religious practices
   - dietary preferences
   - information about their childhood and family relationships – where they grew up, a description of their childhood home(s), formal education, friendship groups, immediate and extended family members who were prominent in their childhood years
   - the circumstances that brought them (or their parents) to this country
   - ways in which they have a) changed; and b) maintained traditional cultural practices and norms in Australian society
   
   For nursing professional development, when used in conjunction with the video content, completion of this activity carries 2 CNE points

2. Either:
   a) Discuss with other staff in your workplace the strategies that you could implement to improve communication with, and care of, the resident whose history you have collated. Start by identifying ways in which their specific communication and care needs are addressed now, and look for ways in which those strategies could be improved and/or changed for the better.
   Note down the main points coming out of the discussion.
   OR
   b) Individually research and document strategies that you could implement to improve communication with, and care of, the resident whose history you have collated. Start by identifying ways in which their specific communication and care needs are addressed now, and look for ways in which those strategies could be improved and/or changed for the better.
   
   For nursing professional development, when used in conjunction with the video content, completion of activity a) or b) carries 2 CNE points
Activity Set Three: Professional resource review

Summarise and review this video resource, commenting on:
- what is covered by the content (aim for a 150 word summary)
- to whom is the content targeted
- its usefulness and relevance to that target group
- the effectiveness of content delivery
- strengths and limitations you perceive in the video resource

A review is heavily opinionative by its nature – draw on the video content and your professional knowledge and experience to explain and/or justify any opinions you express, or recommendations you make, in the review.

For nursing professional development, when used in conjunction with the video content, completion of this activity carries 1 CNE point
Questions specifically relating to video content

4. Why is understanding of culture especially important in aged care?
   Cultural understanding is important in aged care because many of the migrant population are now entering aged care facilities with workers of different origins. This can create situations where older people are misunderstood and their cultural needs are not identified or met.

5. What makes cultural understanding particularly important in dementia care?
   People with dementia are reverting to their past way of life and their first language.

6. What does being competent in cross-cultural relations require?
   Being competent in cross-cultural relations requires learning new patterns of behaviour and applying them in the appropriate settings.

7. What are the five elements of cross-cultural relations?
   The five elements of cross-cultural relations are: valued diversity, cultural self-assessment, consciousness of cultural dynamics, promotion of cultural knowledge and adaptations to service delivery.

8. What four basic human needs are the same for everyone regardless of cultural background?
   No matter what culture we come from the basic human needs of comfort, inclusion, occupation and a sense of identity are the same.

9. What can cause disempowerment of residents in aged care facilities?
   Disempowerment takes place when residents’ freedom of choice is overridden and independence is not promoted because staff routine is given greater importance.

10. What do all clients with limited English have the right to when assessing their health?
    An interpreter who speaks their own language and dialect and is of their preferred gender.

11. What can families do to improve communication for people who do not speak English?
    Provide lists of words the resident is likely to use for everyday requests in the person’s preferred language, informal interpretation, and sensitive information about the person’s history.

12. In what areas of non-verbal communication may staff inadvertently cause offence?
    Eye contact, touching, hand movements; some movements have different meaning for certain cultures and may cause misunderstandings or offense.

13. What elements of the person’s life story are particularly important?
    How many languages they speak; whether they can read in their original language; what degree the person has taken on aspects of Australian culture; do they relate with their ethnic community and what are their dietary preferences; discover the reasons and circumstances that lead them to move to Australia. How long have they lived here, other countries they may have lived in, traumatic events in their past, past occupations, level of schooling and who is the decision maker in the family?
14. How should you react if a resident refused to eat between sunrise and sunset? What may be the reason and why is it important? Find out if there is any religious reason. Learn about the feast and fast rituals of various religious groups and accommodate the resident’s religious practices because being aware and allowing them to celebrate these rituals and traditions is important for good health.

15. Which two religious faiths have significant rituals around the preparation of the body for burial that must be observed when someone dies? Muslim and Jewish

16. Name the four areas that spiritual beliefs may influence. Spiritual belief can also influence diet, health, attitudes towards mental health, as well as death, dying and burial rituals.