
Cultural Mindedness, Dialogue, and Action Planning Model: Module One



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Introduction to Module One:

Module One introduces participants to the practical need and theoretical grounding of **cultural diversity inclusion training** (also called cultural competence, diversity competence, cultural humility, and cultural inclusion training).

Daily cross-cultural encounters fraught with potential conflict face us, individually and collectively, in our relationships, in the community, in our organizations, institutions, and among nations.

Conflict and inefficiency are assured unless we enter upon these relationships purposefully and advisedly prepared through cultural diversity inclusion training to develop **cultural mindedness, dialogue, and action planning skills**.





1. Conceptual Tool: Aspects of Culture Definition

Human culture, as defined by Dr. Madeleine Leininger, founder of Transcultural Nursing, is described as “learned, shared, and transmitted values, beliefs, norms, and lifeways, of a group which are generally transmitted intergenerationally and influence one's thinking and action modes (1995)”.

There are twelve, multidimensional categories of culture called the **Aspects of Culture**. Naming and identifying various aspects of culture helps participants to perceive cultural similarities and differences.

This tool can help nursing students generate cultural knowledge that will aid and guide the process of making decisions in the workplace for patients and as educators for fellow nurses with other cultural heritages.



Aspects of Culture/Ethnicity

1. History
2. Social Status Factors
3. Social Group Interaction Patterns
 - Intra group relations
 - Intergroup relations
4. Value Orientations
5. Language and Communication
 - Verbal
 - Nonverbal
6. Family Life Processes
7. Healing Beliefs and Practices
8. Religion
9. Art and Expressive Forms
10. Diet/Foods
11. Recreation
12. Clothing



1.2 Aspects of Culture/ Ethnicity Conceptual Tool

The following slides break down the twelve Aspects of Culture that are designed for cultural observation leading to the understanding of cultural diversity.

Remember the principle of **ongoing tentativeness**: No one person represents the views and behavior of an entire group because everyone is a member of many groups (based on age, income, education, gender, ethnicity, sexual identity, color of skin, abilities, and more).

Behavior is concrete but ambiguous: The same action may have different meanings in different situations and could lead to misunderstanding and conflict. It is important to identify the context of behavior and to learn about the beliefs and values related to the Aspects of Culture of the persons with whom we interact.

Aspects of Culture: History/Tradition

Cultural traditions of a person or a group: When they come to the United States and the conditions of their immigration.



Aspects of Culture: Social Status Factors

Education, occupation,
income distribution of the
group.





Aspects of Culture: Social Group Interaction Patterns

Intra-Group

Relations among members within a group.

Relations are influenced by age, gender, sexual identity, color, socioeconomic background, religion, education,

Language spoken and acculturation processes, which include culture shock.

Inter-group

Relations between members of different groups.

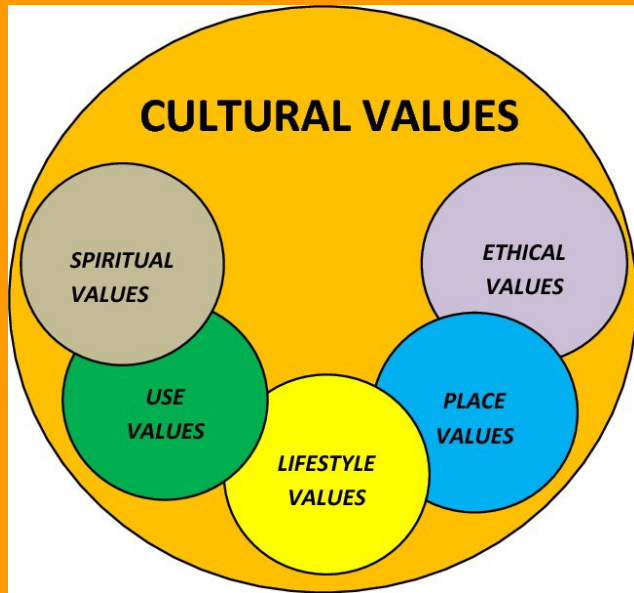
Are they cooperative and friendly or conflict ridden?

Is there stereotyping and discrimination?

What differences in political and economic influence and power exists among groups?

Social distance among groups is relevant here as an indication of degree of acceptance or rejection.

Aspects of Culture: Value Orientations



Cultural values form the deep subjective ideals and standards by which members of a culture (or ethnic group, the terms are synonymous) judge their personal actions or those of others.

It is the deeply experienced “shoulds” and “should nots” of a culture and is internalized by its members as they grow up..



Aspects of Culture: Language and Communication

Verbal

Language provides the verbal categories for perception of reality and for communication among humans.

Non-Verbal

Tone of voice, gestures, facial expression, touching, body smell, and time orientation convey meaning directly without the use of words.

It is primarily unconscious.

Nonverbal communication is a potent factor in misunderstandings within culturally diverse settings.



Aspects of Culture: Family Life Processes

- Gender Roles
- Occupations
- Education (level of literacy)
- Marriage Customs
- Divorce Practice (is it practiced?)
- Parenting Beliefs and Practices
- Place of Residence (Ethnic Neighborhood?)
- Decision-making Style and Processes
- Elder care
- Status and Roles
- Naming and Labeling Practices (e.g., nicknames, marriage name-change?)

Aspects of Culture: Healing Beliefs and Practices

The attitudes people have toward health, the body and the determinants of disease, their health practices, and death beliefs and practices.

Relates highly with spiritual beliefs and practices.



Aspects of Culture: Religion



Human spiritual beliefs and practices.

All cultures possess spiritual beliefs and vast complex and intricate sacred ritual practices.

Aspects of Culture: Art and Expressive Forms

The creative use of the human imagination for interpreting, understanding and enjoying life.

Includes visual, verbal and musical art and other forms that emerge.



Aspects of Culture: Food/Diet

Foods eaten by members of a group.

Human food orientations and practices are deep culture as they intertwine with human emotions, and other Aspects of Culture.



Aspects of Culture: Recreation

Pastimes and activities of enjoyment and leisure.



Aspects of Culture: Clothing

Type and extent of body coverings
and its meaning.





2. Learning Activity for Module 1

2.1 Introduction:

In order to foster culturally inclusive teaching practices, instruction needs to be fully experiential since the point of learning always involves personal engagement with the new information that is presented and worked with in practice.

I designed the learning modules of Cultural Mindedness, Dialogue, and Action Planning to use the following **PDPD pedagogical formula: PRESENTATION + DEMONSTRATION + PRACTICE + DEBRIEF.**

Presentation usually entails the use of visuals and always allows time for discussion that arises. **Demonstration** consists of case analysis and role-plays to foster deep understanding through a dialogue process (covered in Module Four). **Practice** can involve repeating any of the various exercises, case analysis being a notable example. **Debrief** allows participants to self-reflect and discuss their experience of the foregoing as a whole in three ways: in terms of what each learned about themselves personally, what each learned about others, and what each learned about how they can apply their new learning in practical everyday life experiences.

2.2 Learning Activity: Identify & Discuss the Aspects of Culture/Ethnicity in a Case Example (approx. 20-30 minutes)

- **Purpose:** Practice identifying the aspects of culture to increase awareness and understanding of the various dimensions of culture to enable recognition of cultural complexity.
- **Instructions:** Read the case example in the following slide and then identify three Aspects of Culture you think are present in the case using the list of the Aspects of Culture.





Learning Activity Case Example:

Last semester I interned at a day program for adults with disabilities and I had a supervisor who absolutely did not like me. I say that because she constantly criticized me more than the other interns or employees. I feel like this supervisor had a problem with my being a Muslim and the self-confidence that I display. It was so odd because I thought she and I had a lot in common and I really liked her, but she did not like me and had no interest in talking with me.

One day, as I was doing paperwork at her desk (the seating was limited in the office so we would all just sit in open seats at the big desk), and I noticed on the table next to the computer a calendar that had my first initial and last name written on it. I looked at the calendar and noticed that the supervisor had written comments by my name on the days I was at my internship...trying to document anything I did wrong. I looked underneath the calendar, assuming I would find another calendar with all the other staff or interns names with written comments, but there were no other names or written comments. I realized I was being singled out.

I took a picture of the calendar, sent it to the director of the program, and told her I was not okay with this treatment. I tried to talk to my supervisor about what I could do differently or to improve and she had no advice for me, so I found another internship.




2.3 Debriefing Process: Questions

Instructions: Individual participants write the answers to the following questions in the spaces provided followed by small group and then whole group discussion. (approx. 10 mins)

1. Describe your feelings and thoughts when discussing the three Aspects of Culture identified by you and then discussed by the group.
2. What did you learn about yourself in the course of this exercise?
3. What did you learn about others in the course of this exercise?
4. Name two ways you can use what you've learned in your daily life.

★ You may refer to the samples of student responses on pages 6-8.



3. Glossary of Terms for Module One

Self-reflection and non-judgment: the processes of understanding ourselves and others while suspending judgment

Emic contextualization, comparison, and cultural humility: a process of obtaining information on the attitudes, values, and social relations directly from the people involved in the present situation

Cultural humility: a human interactive mode that pays close attention to culture, diversity, comparisons, insider viewpoints, honesty and accountability to the self and others, and the recognition of the limits of one's knowledge



Glossary Continued

Globalization: world-wide interconnections and flow of information, trade goods, natural resources, infectious diseases, human labor, and finance capital that is increasing cultural diversity and complexity globally.

Holism: a guiding perspective of the cultural mindedness and dialogue model and is rooted in anthropological field work which attempts to gain understanding of the whole system and its interrelated parts

Holistic implementation of change: an approach that employs serious system-wide planning, implementation, and evaluation of organization policies and procedures in relation to organization goals—in this case, cultural mindedness and dialogue.

Broad objective of the Cultural Mindedness and Dialogue Training Model: To work on a person-to-person basis to develop the interpersonal processes for culturally inclusive change while at the same time working to change our hierarchical social, organizational, institutional structures into more collaborative, synergistic, respectful and inclusive.

★ More in-depth definitions on pages 8 & 9

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