



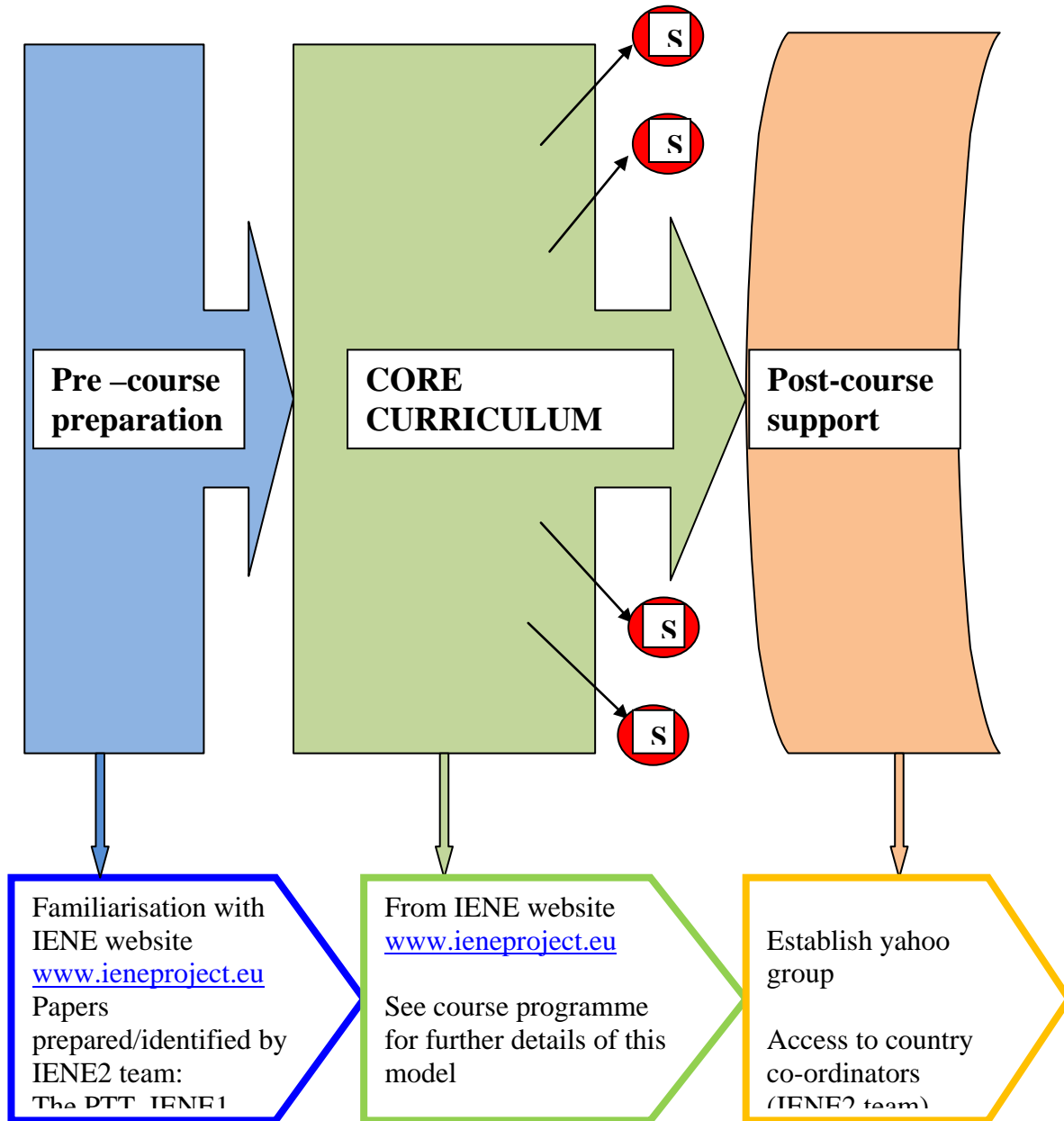
LEONARDO TRANSFER OF INNOVATION
UK/10/LLP-LDV/TOI-386
IENE 2
Intercultural Education of Nurses in Europe



MODEL FOR THE IENE2 TRAIN THE TRAINER COURSE

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**PROPOSED MODEL FOR THE IENE2
 TRAIN THE TRAINER COURSE**



IP/IENE2/03/11

IENE 2 ‘TRAIN THE TRAINERS’ COURSE
The teaching and learning strategy of the
Cultural Competence (CC) training programme

Principles

The educational principles used during the training aim to:

- Respect and use trainees knowledge and experience
- Encourage reflection on existing knowledge and experience
- Encourage peer exchange of knowledge and experiences
- Add to existing knowledge and cognitive skills
- Acknowledge that a 1 day course in CC preparation does not necessarily and immediately transform trainees into CC teachers. It is an opportunity to consolidate the trainees' levels of CC and provide the platform for further development and lifelong learning in CC and to enable them to help their students to become CC practitioners.
- Be realistic. It is impossible to deliver a 1day course which will meet everyone's expectations and needs. Acknowledge that trainees may be at different levels of CC but aim for the middle.
- Emphasise anti-discriminatory/antiracist approaches (Dealing with difficult issues)

Approaches to teaching and learning

During the course the trainers will use the following techniques which necessitate the use of active and interactive learning as well as some less active learning (such as presentations) due to time constraints:

- Self guided study of pre and post course materials
- E-learning
- Peer learning communities
- Problem based learning
- Reflective learning
- Brief trainer presentations and group discussion

Supporting the continuous application of Cultural Competencies as a daily habit relevant to all aspects of professional work

We recommend the establishment of systems which allow regular contact with colleagues with a cultural competent focus such as:

- Electronic groups
- Electronic bulletins
- Face-to-face meetings
- Etc

IENE2 ‘TRAIN THE TRAINERS’ COURSE

Objectives of the TtT Course

Pre-amble

1. It is important to state that although the face-to-face component of the course is 1 day the total learning hours of the course equate to one week’s study. This is made up of:
 - 2 days preparation (reading and preparing activities for the course)
 - 1 day of face-to-face course
 - 2 days of post f-t-f course activities
2. It is important to state that this short course can only address some essential topics and competences but will build on the generic knowledge and skills which the teachers already possess.
3. It is important to state that cultural competence is a life long process and depends on the teacher’s personal and professional beliefs about respecting diversity and valuing equality.

The objectives of the TtT course are:

- a. To build on the teachers’ holding knowledge about cultural diversity and the influence of societal, organisational and family structures.
- b. To introduce them to the Papadopoulos, Tilki and Taylor / IENE model of cultural competence which will inform their curriculum innovation activities.
- c. To remind the teachers of the importance of effective communication and relationships when negotiating a curriculum innovation.
- d. To help the teachers plan the integration of the IENE/PTT model into their curricula of teaching sessions.
- e. To provide information regarding the implementation of the course.
- f. To contribute to the teachers’ personal and professional development.

IP/TOT objectives 03/11

IENE2 'TRAIN THE TRAINERS' COURSE PRE-COURSE PREPARATION

1) Instructions and list of topics for group presentations

Prior to attending the 'train the trainers' course each trainee must prepare a five minute paper on one of the topics listed below (these may be assigned by the course trainers to simplify the process of co-ordination in order to avoid duplications).

The content of all the topics can be found in the book: Papadopoulos I (2006)(ed) *Transcultural Health and Social Care: Development of Culturally Competent Practitioners*. If you have access to the book I recommend you read Chapter 2, and if you have time chapters 3,4,5. You are also advised to visit the IENE project website and read the available materials which relate to the topic of your choice.

Each person will present their paper and the group will have 3 minutes to ask questions. The presenter must show command of his/her topic. They must also have an overall understanding of all the topics in order to pose questions to other presenters and take part in the discussions.

Topics

1. An overview of the PTT model
2. The 'Cultural Awareness' construct
3. The 'Cultural knowledge' construct
4. The 'Cultural sensitivity' construct
5. The 'cultural competence' construct
6. Human rights and health inequalities as they relate to the PTT model

2) What do you currently do in the course you are involved in which is linked to Cultural Competence?

Using the template which will be provided, trainees must conduct a quick analysis of the course/s, they are involved in to identify the topics, and learning activities which are provided, to note where in the curricula these are located, how much time is devoted to them, whether these are assessed, and who facilitates their delivery. Trainees MUST bring their completed forms with them as these will form the basis for discussion.

3) Pre-course reading

Compulsory

a) Papadopoulos I (2006)(ed) *Transcultural Health and Social Care: Development of Culturally Competent Practitioners*. Churchill Livingstone Elsevier. Edinburgh.

If you have access to the book Chapter 2 is a MUST read; and if you have time also read chapters 3,4,5. If you do not have access a modified copy of chapter 2 will be provided in English (partners please translate).

b) Visit the IENE project website and read the available materials which relate to the topic of your choice. <http://www.ieneproject.eu>

c) Taylor g et al (2011) Intercultural education of nurses and health professionals in Europe (IENE). *International Nursing Review*. (A copy of this will be provided).

d) IENE2 survey report

e) something specific to each country

Optional

What is culture, cultural identity etc (go to glossary <http://www.ieneproject.eu>)

IENE1 Survey report (to be found on <http://www.ieneproject.eu>)

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IENE2 ‘TRAIN THE TRAINERS’ COURSE

DATE:

VENUE:

ESSENTIAL REQUIREMENTS

- All trainees **MUST** have completed all the pre-course reading.
- All trainees **MUST** be able to attend the whole 1-2 day course and should not ask to leave early.
- Using the template which will be provided, trainees **MUST** conduct a quick analysis of the course/s, they are involved in to identify the topics, and learning activities which are provided, to note where in the curricula these are located, how much time is devoted to them, whether these are assessed, and who facilitates their delivery.

CONTENT

| | |
|-------|--|
| 09.00 | Arrive, registrations and coffee |
| 09.30 | Cultural introductions |
| 10.00 | Five minute presentations and discussion All trainees MUST prepare a 5 minute presentation on a topic chosen from the list provided. |
| 12.00 | The IENE website |
| 12.30 | Lunch |
| 13.00 | Group work: What do you currently do in your courses which is linked to Cultural Competence, where is this in your curricula and how can this be modified to take on board the PTT/IENE model? |
| 15.00 | Tea |
| 15.30 | Case studies: What is behind this course and how will it help you in your workshops with your colleagues? How it will help you plan and implement change in your curriculum. Familiarising yourself with the project’s timetable, stages, and ways of reporting. Illuminating the teaching and learning strategy of the CC training programme. |
| 16.30 | Reflection on the course and Home. |

Facilitation

The course will be facilitated by the local partners, supported by Professor Irena Papadopoulou and Dr Gina Taylor.

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