



Multicultural
Aged Care

Why does Cultural Intelligence (CQ) matter in Aged Care?

MAC Symposium

26.4.2023



Kurna Acknowledgement



Adelaide and its surrounds are nestled within the lands traditionally owned and protected by the Kurna people and their forebears

for many thousands of years.

Throughout the Adelaide Plains, the Kurna people

have performed age-old ceremonies of celebration, initiation and renewal.

In convening this meeting, we take the opportunity

to acknowledge and honour

the Kurna people's traditional ownership of this land, their living culture

and the unique role they have played in the life of this region.

Partners in Culturally Appropriate Care (PICAC)



Information, training and resources

MAC's professional expertise is in delivering training to the workforce in residential facilities, community care and on-demand requests.

Our trainings are informed by the principles of Cultural Intelligence (CQ), the Diversity Framework and encompass Cultural Awareness, Cultural Competency and Cultural Safety.

MAC has been providing information, training and resources in the aged care sector for over thirty years; setting the benchmarks for the delivery of quality information and services

What?

Cultural Intelligence (CQ)

Refers to a person's capability to
function effectively in
culturally diverse environments

(Ang and Van Dyne, 2008; Earley and Ang, 2003).



CQ is the key

During this time of change in the aged and community care, CQ is the **strategic link** and **key to ageing well** in our increasingly diverse ageing population. It is this **framework that underpins best practice models**, and is the stepping stone to innovation.

Ultimately, it is the pillar of ensuring **quality of life** and ageing well for CALD older people.



Cultural Intelligence (CQ) ensures equity

CQ is the platform for learning
and distinguishing between

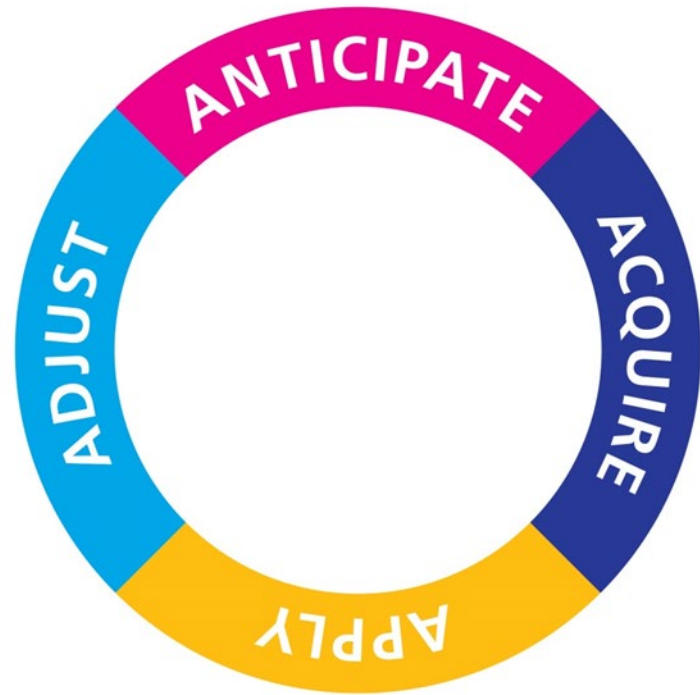
equitable and equal

service provision for
clients/residents/patients/co-workers
from a CALD background



CQ & MAC's 4 A's model

- This model is based on **Gardner's theory** of multiple conceptualisation of intelligence (CQ) and comprises four factors:
 1. Metacognitive
 2. Cognitive
 3. Motivational
 4. Behavioural



Culture is

... is a way of life
and a worldview
of a particular
group of people.

It is a pattern for living, that **prescribes** the
values and behaviours of groups of people in a
particular society, community, workplace...



Culture



... determines us
outwardly
(our behaviours,
reactions,
responses and
adaptations



... shapes and influences us **inwardly**
(our values, beliefs, attitudes, perceptions)

Cultural Values and Attitudes



Underpin
our **core**
values

Are shared by the family, group, community,
workplace...



Values form the core of culture



- **Values** are social principles, goals or standards accepted by persons in that culture.
- What is **proper** and **improper**, what is **normal** and **abnormal** behaviour is determined by one's culture.

(Thiederman, 1991)

Each and
everyone of
us is a
cultural being



Attitudes

Our likes and dislikes
to certain people, objects or situations...
are usually influenced by our
cultural roots and our
specific personal experiences.



Continuum

Cultural Awareness

Cultural Competency

Cultural Safety



How?

Cultural Intelligence (CQ)

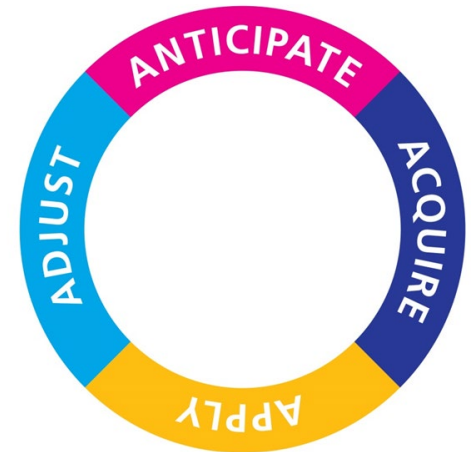
Develop and demonstrate **cultural intelligence** in living and working in a culturally diverse society, community, work environment by:

Anticipating knowledge, skills and competencies to be effective in intercultural settings

Acquiring cultural experiences, knowledge and understandings

Applying cultural content factors to knowledge, skills and competencies

Adjusting behaviours: being mindful of cultural content and checking assumptions



Objectives of Cultural training

- Anticipate the CALD concepts and meanings of culturally appropriate services
- Acquire CALD understandings about culturally appropriate care
- Apply policies, procedures and better practice CALD models of managing and reviewing culturally appropriate care
- Improve awareness and understandings of CQ, cultural competency, culturally appropriate care
- Develop processes and better practice procedures for culturally appropriate care delivery



Quote

“Values are like fingerprints.

Nobody’s are the same,

but you leave them all over

everything you do”



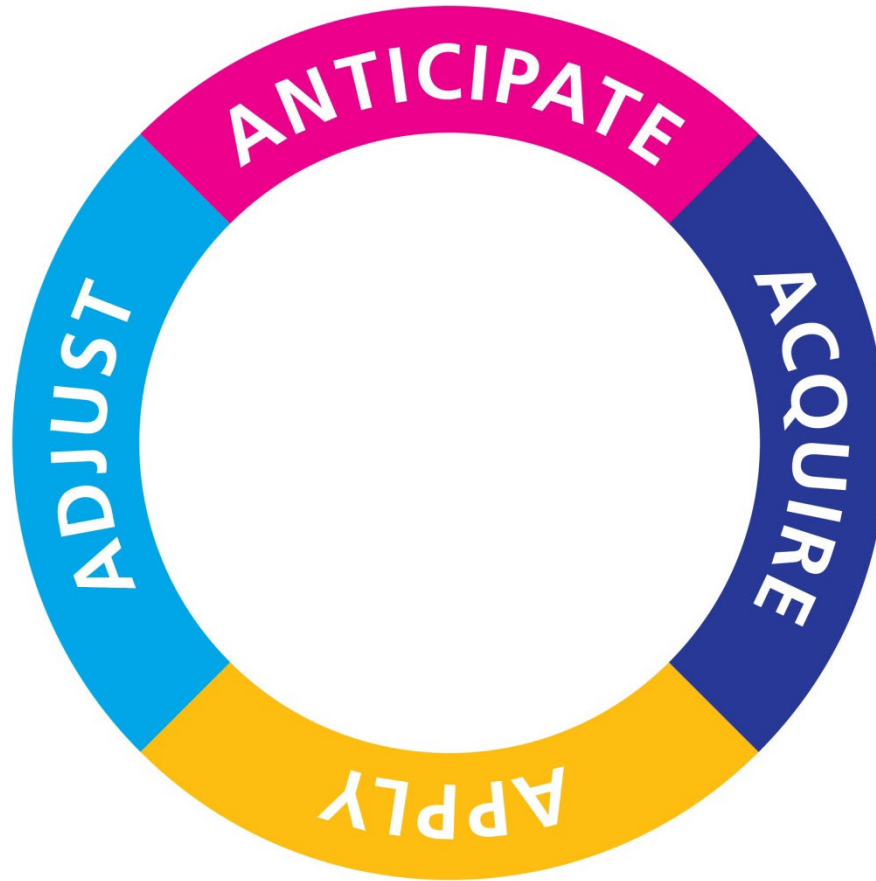
Culture, Values & Attitudes

Prescribe meanings to:

- Celebrations
- Expression of feelings and emotion
- Folk and traditional behaviours, items
- Food preferences
- Gender roles
- Personal space and time
- Religious, spiritual and ethical rituals
- Social rituals: ways of addressing people
e.g. managers, elderly, children



What can we do about that?



WE, in policy and practice

Recognise
Respond to
Reflect

our
cultural diversity





Australian Government
Department of Health

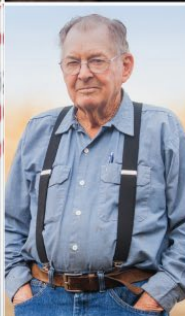


Aged Care Diversity Framework

Aged Care Sector Committee Diversity Sub-group
December 2017



All older people experience a high quality aged care system that ensures equitable access and outcomes and embraces their diverse characteristics and life experiences.



Diversity Framework



Our trainings are informed by the principles of Cultural Intelligence (CQ), the Diversity Framework

CALD Action Plans

Look at your organisation
and your staff and ask
yourselves...

Are my staff providing
tailored support to the
individual and finding
innovative ways to help
them achieve their goals?



Australian Government
Department of Health

Actions to support older Culturally and Linguistically Diverse people

A guide for aged care providers

*All older people experience a high quality aged care system
that ensures equitable access and outcomes and embraces
their diverse characteristics and life experiences.*



Aged Care Sector Committee Diversity Sub-group
February 2019





Multicultural
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A guide to best practice care

Supporting diversity within aged
and community care



30

CELEBRATING
THIRTY YEARS
of EXCELLENCE



Multicultural Aged Care
Service Guide 2023



30
CELEBRATING
THIRTY YEARS
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Memory of Smell

Purpose:

- Practice olfactory discrimination
- Encourage reminiscence

Materials:

- A number of opaque jars or bottles – must have an easy to open top or be partially opened.
- Cotton wool
- Smelly substances
- Stickers or permanent pen if using in a matching activity
- Picture cards (laminated) of the plant or item that the scent came from (optional)



Cultural variations:

Choose the scents for the different cultures. These may come from discussions with the participant.

Set up:

- To make your own jars, place the liquid or dried material on a cotton wool ball and place in jar. Screw the lid on and if using for a matching activity, paint or colour the jar in two colours. One for each set.
- Fresh herbs and flowers can be used from the garden if they are only being used for the one session. Dried or liquid (mostly oil or alcohol based) scents can be stored for further use with discretion.
- If storing for future use, then a number or indicator on the bottom of the jars indicating the contents on a list will help identify the contents later.
- If using clear jars then either place the cotton ball in fabric or hide the contents inside the cotton ball. It is preferable to have all of the jars looking similar so that choosing is not based on the look of the contents.
- Present the jars on a tray. Don't have too many jars, 4 to 6 scents are enough. Too many scents becomes overwhelming and may have a negative result.
- Always sit next to the participant and demonstrate from beside them.

Other notes

All throughout the activity, observe the participant for any signs of being over stressed or discomfort. Remove the scents that may be causing problems and note them for later so not to repeat the problem.

If the participant is having difficulty, encourage them to close their eyes to minimise visual distraction, this will make it easier for them to smell the jar.

If using fresh leaves or flowers from the garden, gently bruise or crush them to release a stronger smell.

Activity Variations:

Reminiscence

- One set of jars is needed. Select scents that may have a positive response with the participant.
- They can be used in a group to trigger discussion.
- Sit next to the participant and demonstrate opening the jars and smelling the contents.
- Encourage the participant to talk about the smell and any memories it triggers.

Matching with 2 jar sets

- Using a double set of jars, line them up in front of the participant with the jars clearly in two different groups.
- Mix up one of the groups and ask the participant to match the different smells in the jars.
- This is done by smelling a jar from the first group and then working through the second one until identifying the matching jar.
- They are then placed to the side in pairs.

Matching with picture cards

- Use a single set of jars. Each jar should have a corresponding picture.
- The pictures should be simple and clear, with no distracting background or shadows.
- Layout the pictures in a line across the table.
- As the participant smells each scent, they then place them on the corresponding picture card.
- The picture cards and the base of the bottle should have the same discrete corresponding mark underneath to help staff identify the contents.

Matching with a sensory garden

- This activity can only be done with access to a garden.
- Leaves and flowers are chosen from the garden and placed in the jars.
- The participant then smells the jar and tries to identify the plant from the garden.
- This activity not only encourages reminiscence if the participant is familiar with gardening and plants, but also is a good way to discretely add some physical activity to the day.

Further notes

If creating a set of jars for regular use, or a double set, it is recommended to maintain a list of the smells in each jar. A sample list is below. Put a discrete number on the bottom of the jars which corresponds to the numbers on the list. The list and the numbers make it easier later, when trying to choose which scents to use for a particular participant.

Jar no	Scent name
1	Paprika
2	Caraway
3	Allspice
4	
5	
6	
7	

Memory of Smell kits are available for sale through the MAC Library. They contain all the jars, cotton, instructions, and laminated smell list, need to run the activity.



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Culture, values and attitudes . . .

Celebrations

What do you celebrate? What does your family (extended) celebrate?
What do your friends celebrate?
Do you participate in workplace celebrations?
Describe interesting celebrations experiences.

Expression of feelings and emotion

Do you like expressing your feelings and emotions?
How does your family express feelings and emotions?
Describe what you do when someone shouts at you?
Describe what you do when someone cries?

Folk and traditional behaviours, items

Describe folk or traditional behaviours in your family.
Describe items and objects which are meaningful to you.
How are diverse behaviours and items valued in your workplace?

Food preferences

Describe what you like to eat at different times of the day.
How are food preferences handled in your home?
How are food preferences handled in your workplace?

Gender roles

How are gender roles ascribed in your family?
How are gender roles ascribed in your workplace?

Personal Space and Time

Describe what you consider is a comfortable radius around you.
Describe positive time management behaviours
Describe frustrating time management behaviours

Religious, spiritual and ethical rituals

Describe how your religious, spiritual and ethical rituals influence and inform your everyday life
Describe how religious, spiritual and ethical rituals influence and inform everyday life in your workplace

Social rituals: ways of addressing people eg managers; elderly; children

How do you address your family; elderly relatives; work colleagues; clients, patients?



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Reminiscence: Comfort Foods

Purpose:

- Practice conversation strategy
- Encourage reminiscence

Materials:

- A piece of paper to take notes (optional)

The purpose of this activity is to encourage reminiscence (bringing back memories from the past) through the use of a guided meditation and sensory based prompts to further enhance the memory.

Prior to starting the activity make sure the participant is comfortable and relaxed. All throughout the activity, observe the participant for any signs of being over-stressed or discomfort. If the participant is having difficulty, encourage them to close their eyes to minimise visual distractions, this will make it easier for them to bring back memories.

While the purpose of the activity is to encourage reminiscence it is also a good opportunity to know the person better and learn about their life story. If documented, the reminiscence material could be added to an older person's life-story book.

This activity can be performed with an individual or in a group. In the group situation, use the prompts found in Part 1 followed by the group based prompt in Part 2.

Suggested Meditation:

Close your eyes.

Relax. Let me invite you to travel back in time.

Let us go back to your childhood.

Try to remember a 'go-to-person' (Your grandmother? Mum? An auntie? Someone else?) who was helping you out. Do you remember any special 'cures' or 'comfort food' you were offered when you were sick to help you recover? What was it?

Now, let us try to explore your 'comfort food' memory further. Let us bring all our senses into this reflection.

Thinking about your 'comfort food' and the person who was caring for you...

Sensory Based Prompts:

Part 1: Individual Activity Prompts

What can you see?

(Prompts: Who is there in your memory? Where are you? Can you remember any special objects or places? Is there any particular colour that you connect with this memory?)



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What can you smell?

(Prompts: What is the dish? What ingredients were used? What other smells do you remember surrounding you?)

What can you taste?

(Prompts: Is it hot or cold? Is it sweet, bitter, or salty? What is the texture in your mouth?)

What can you hear?

(Prompts: Maybe some comforting words? Perhaps you were called a special nickname? Could you hear a song? Was the radio playing? Maybe a window is open and you could hear something outside?)

What can you touch?

(Prompts: Did you have a special mug - nice and warm? Or a bowl? Maybe special cutlery - cold and heavy in your hand? Maybe an embroidered tablecloth on a table? Crisp and starched? Ironed?)

Open your eyes. Write down what you have remembered. Try to capture as much as you can of what has just happened during your 'time travel'.

Part 2: Group Activity Prompt

Group discussion: share and discuss

(Prompts: Was it a nice activity? Was the reflection 'comforting'? What is the most significant part of it? Was it important to you back then? Do you still have it as your 'comfort food'?)



Memory Box - Migration

Suggested contents:

- Photos
- Mementos
- Books
- Political reminders
- Newspapers
- Letters
- Videos
- Films
- Music
- Citizenship certificate
- Passport
- Money – currency, coins
- Traditional handmade artefacts – doilies, tablecloths, bedspreads, aprons, lace
- Religious artefacts

Questions:

- What country were you born in?
- What made you decide to leave your country?
- How old were you at that time?
- Did you leave behind family?
- How did you travel – ship/airplane? What was the name?
- How long was your journey?
- Did you travel with someone or did you come alone?
- How did you feel after you arrived?
- What did you first do when you arrived?
- Did you know the language?
- Did you know anyone when you arrived?
- Did you form friendships on your journey? Do you still keep in contact with those you met on your journey?



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Note: this memory box may not be suitable for everyone – it could bring up memories that may be traumatic/negative/upsetting.



Embracing cultural diversity involves



- Developing understandings about our own cultural self and cultural compass
- Building knowledge and understandings about cultural content and contexts
- Recognising, respecting, responding to and reflecting the cultural and linguistic diversity in our community, workplace
- CQ: Working, living and communicating effectively in intercultural settings



For more information:

Contact MAC

Information, resources and training opportunities

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