

# Cultural competence – Theory and cases



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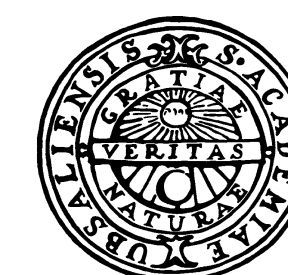
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chap  
CHILD HEALTH  
AND PARENTING

# Learning outcomes

- To understand and reflect on the culture concept
- To develop increased cultural awareness
- To promote cultural competence based on reflection and exercises



# Culture and context

How do you define culture and context?

- **Context** – the environment and the social world we are living in
- **Culture** - is a dynamic, constantly changing, evolving and being created
- **Culture** – *is complex, diverse and dynamic systems of social meanings; as social frames of reference that are both constructed and affected by groups of people and affect the practices of these people*

(Hofstede, 2011; Wickford & Osman, 2018)





# Culture and context

Cultural meaning ←



→ Cultural practice





# Being-states and world-views

- Being-states – are direct result of our upbringing, but are not static. It comprises how we engage in social activities, participate in the world and learn from it
- World-view – our perceptions and preferences about the world, how we navigate and interpret it

(Wickford & Osman, 2018)



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# Cultural competence

Developing cultural awareness, what do I need to do?

- Cultural reflexivity – a process in which we consciously reflect our feeling of particularly event or incident
- What was the most difficult aspect of this event or incidence? Why?
- How did I act and responded to the situation? Why did I act and responded the way I did?
- What effect does it have on me and my actions?
- Whose perspective is not being heard or taking into account in the telling story?
- Could this story been told in a different way?

(Adapted from Wickford, 2014)



# Group discussions



# Rules for the group discussion

Assign one person who leads the discussion and one person who take the notes

Start the discussion–present the question/case

Stay with your group during the discussion

Take notes on the most important reflections and discussions

Summarize your discussions and reflections





# Group discussion

- Cultural identity: Who am I? Who are we?
- What is your story?
- How would you describe your cultural identity?
- Is there any cultural identity that is important for different persons in the group?
- Is there any cultural identity that you are comfortable or uncomfortable to share and discuss with others? Why is it like that?



# Case discuss



# Case

Nasra is 15 years old and goes to Björnboskolan in Malmö, Sweden. Nasra has lived in Sweden for two years since she fled from Eritrea where she was born. Nasra came to Sweden with her mother and four younger siblings. During her first year in Sweden, Nasra attended an introductory class. Now, she attends regular class (8<sup>th</sup> grade). Nasra is shy and does not have many friends. Still, she likes school. In her spare time, Nasra helps her mother with the daily chores at home and enjoys reading. Nasra has learned Swedish well and has good grades. However, she is often tired and complains of having headaches. Sometimes, she does not show up for school due to having headaches and being tired. She tries, however, not to become too affected by these symptoms.

Nasra's teacher has met Nasra's mother only at one occasion. Her mother, usually, does not attend parent meetings and does not report Nasra as sick when she is absent from school. Nasra does this by herself when she remembers. Nasra's teacher is now about to have a performance review with Nasra, accompanied by Nasra's mother. Prior to the conversation, the teacher has asked Nasra to explain to her mother how important it is for her to show up. When the conversation is about to begin, Nasra's mother shows up, but the interpreter who has promised to do so, does not. The teacher therefore has to have the conversation with Nasra, translating for her mother. When the teacher asks Nasra what she wants to become when she grows up, both Nasra and her mother says that she wants to become a physician. The teacher thinks that this goal is set too high for Nasra and that she should aim for something else.





# Case - questions

Based on this information, please discuss the following themes in groups of 4-5 people:

1. How Nasra's situation looks like and what you can do to support her in your roles as teachers.
2. Nasra's mothers' role in supporting Nasra.
3. Nasra's opportunities and ambitions at school.
4. The conversation between the teacher, Nasra and Nasra's mother.



# Reference

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# Thank you!

Contact Fatumo Osman if you have questions regarding this presentation.

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