

CULTURAL DIFFERENCES

Estimated Time: 20 minutes



Scan to Begin



Patient Name: Mai Xiong

SCENARIO OVERVIEW

Mai Xiong is a 59-year-old female admitted to the hospital with complications from pneumonia. She does not speak or read English but her daughter, Pa, is in the room and volunteered to translate her discharge instructions.

LEARNING OBJECTIVE

1. Demonstrate best practices when communicating with a patient with cultural differences from our own.

CURRICULUM MAPPING

WTCS NURSING PROGRAM CURRICULUM

- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care
- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts

NURSING FUNDAMENTALS

- Adapt nursing practice to meet the needs of diverse patients in a variety of settings
- Use appropriate communication techniques

THERAPEUTIC COMMUNICATION
CULTURAL DIFFERENCES

MAI XIONG

SCAN QR CODE ABOVE TO BEGIN GAME

PRINTING INSTRUCTIONS

- Step 1:** To print game card individually, use this page. To print the entire Therapeutic Communication learning card deck, use page 6 and 7.
- Step 2:** Send the page(s) to preferred printer.
- Step 3:** Print single sided on 8.5 x 11 heavy card stock paper.
- Step 4:** Trim out the card(s) based on the crop marks.
- Step 5:** Keep the deck together with a large rubber band or punch holes in the top corner for a key ring. Use a plastic card deck box to store the Scenario Learning Deck. Print page 8 to be placed in the cover and bottom of the deck box.

TEACHING PLAN

PURPOSE

The Therapeutic Communication Serious Game storyline is a collection of serious games that uses rich video media to provide students the opportunity to practice communicating therapeutically with “patients” in a low-risk manner prior to more high-risk settings. These serious games are designed so students can use them repeatedly until the content is mastered.

Note: While this is a collection, faculty can choose to use one or all of the available serious games.

INSTRUCTIONS

1. Present students with the printed serious game card(s). Printing instructions are included above.
2. Instruct students on how to use the ARIS application.
 - a. The ARISE Project is an IOS only platform and thus, our products will only work on iPads and iPhones. iPads are the preferred platform.
3. In the ARIS platform, students scan the provided QR code to begin each game.
4. In each of the Therapeutic Communication Serious Games, the object is to deliver the most effective therapeutic communication. Students watch a series of patient videos. These videos are followed by lists of possible therapeutic responses.
5. After each video, students are instructed to select the “most therapeutic” question to “ask” the patient. If they choose correctly, they can review the rationale and then move on to the second patient video/question set. If they choose incorrectly, rationale is provided and they must choose again. This continues until the correct answer is selected.
6. A full rationale screen is displayed after each video/question set further to enhance student learning.
7. Throughout each serious game, students earn “stars” for correct answers. Their goal is to collect all of the possible stars and become a “Star Communicator.”
8. At the end of each game, a “Star Score” screen is displayed on the iPad which shows both the number of stars earned and a statement stating how well they did. Scores and statements correspond to the following table:

Total Stars Awarded	Accompanied iPad Language
100%	Wow! You are a Star Communicator and therapeutic communication skills are amazing! Keep up the great work!
99-93%	Great! Your therapeutic communication skills are top notch!
92-85%	You did well, but we think you can do even better. Try your therapeutic communication skills again.
84-80%	Not bad, but your therapeutic communication skills still need some work. Maybe you should try again!
79% or lower	Try again! We know you can do better next time. Your therapeutic communication skills just need more practice!

- As an option, a timestamp is provided on the final “Star Score” screen. Students can take a screen shot of this and email it to their instructor as “evidence” that they completed this serious game successfully.

THERAPEUTIC COMMUNICATION LEARNING DECK

THERAPEUTIC COMMUNICATION SCHIZOPHRENIA



PATTY R. SAMPSON

SCAN QR CODE ABOVE TO BEGIN GAME

THERAPEUTIC COMMUNICATION SUBSTANCE USE



ALEXIS P. PUTMAN

SCAN QR CODE ABOVE TO BEGIN GAME

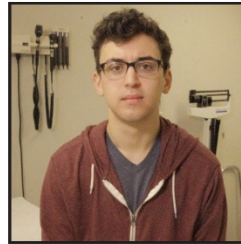
THERAPEUTIC COMMUNICATION PEDIATRIC SEPARATION ANXIETY



PAULA C. ADAMS

SCAN QR CODE ABOVE TO BEGIN GAME

THERAPEUTIC COMMUNICATION SEXUAL ORIENTATION EXPLORATION



SHAWN L. DONAHUE

SCAN QR CODE ABOVE TO BEGIN GAME

THERAPEUTIC COMMUNICATION
DOMESTIC VIOLENCE



ALLISON B. UNDERWOOD

SCAN QR CODE ABOVE TO BEGIN GAME

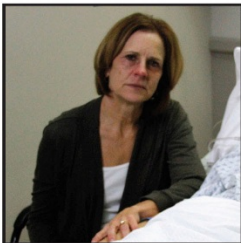
THERAPEUTIC COMMUNICATION
SPINAL CORD INJURY



SHANNON C. ICKARD

SCAN QR CODE ABOVE TO BEGIN GAME

THERAPEUTIC COMMUNICATION
END OF LIFE



JANE BECKMAN

SCAN QR CODE ABOVE TO BEGIN GAME

THERAPEUTIC COMMUNICATION
DEMENTIA



DENNIS E. MICKLESON

SCAN QR CODE ABOVE TO BEGIN GAME

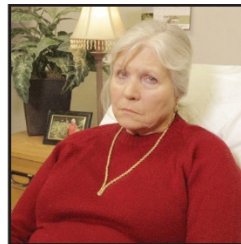
THERAPEUTIC COMMUNICATION
CULTURAL DIFFERENCES



MAI XIONG

SCAN QR CODE ABOVE TO BEGIN GAME

THERAPEUTIC COMMUNICATION
LOSS OF INDEPENDENCE



NANCY H. ABRAMS

SCAN QR CODE ABOVE TO BEGIN GAME

LEARNING DECK CASE

ARISE


AUGMENTED REALITY INTEGRATED SIMULATION EDUCATION

SERIOUS GAMES

Scenario Learning Deck



ACT FOR HEALTHCARE
ADVANCING CAREERS AND TRAINING

This ACT program is 100% funded with a TAACCCT Round IV \$19.9 million grant awarded by the U.S. Department of Labor's Employment and Training Administration. This is an equal opportunity program and auxiliary aids and services are available upon request to individuals with disabilities. This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. Except where otherwise noted, this work is licensed under the Creative Commons Attribution 4.0 International License 

REFERENCES

Craven, R., Hirnle, C., Jensen, S. (2013). *Fundamentals of Nursing: Human Health and Function* (7th Ed.). (pp. 85-90). Lippincott, Williams & Wilkins: Wolters Kluwer Health.

The Cross Cultural Health Care Program. (n.d.). Why Cultural Competency? Retrieved from <http://xculture.org/cultural-competency-programs/about-cultural-ompetency/>

Levin, S. J., Like, R. C., & Gottlieb, J. E. (2000, May 15). Appendix: Useful Clinical Interviewing Mnemonics. *Patient Care Special Issue-Caring for Diverse Populations:*

Breaking Down Barriers. (pp. 189). Retrieved from <http://erc.msh.org/mainpage.cfm?file=5.3.0.htm&module=provider&language=English>

Singleton, K., & Krause, E. (2009, September, 30). Understanding Cultural and Linguistic Barriers to Health Literacy. *The Online Journal of Issues in Nursing*, 14(3). Retrieved from <http://nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol142009/No3Sept09/Cultural-and-Linguistic-Barriers-.html>



This work by the Wisconsin Technical College System TAACCCT IV Consortium is licensed under a [Creative Commons Attribution 4.0 International license](#).

Third party marks and brands are the property of their respective holders. Please respect the copyright and terms of use on any webpage links that may be included in this document.

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the grantee and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This is an equal opportunity program. Assistive technologies are available upon request and include Voice/TTY (771 or 800-947-6644).