

Cultural Implications: Hi-Fidelity Simulation in the Middle East

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Presentation Objectives

- **define culture**
- **explore culture models**
- **contrast cultural values**
- **valuing cultural diversity**
- **explore various elements of culture and related considerations**
- **relate concept acquisition to simulation learning**

السلام عليكم



QATAR

- Capital City: **Doha**
- Government:
-**Royal Al Thani Family** heads the Constitutional Monarchy

- Population:
863,051 (July 2005 est.)
-20% Qatari -80% foreigners
-50% urban dwellers living in Doha

- Official Religion: Islam, nearly 95% are Muslim

- Official language Arabic
- GDP per capita one of the highest in the world
- Economy: Gas and Oil
4 accounts for 55 % GDP, commerce



Qatar has a highly diverse population:

- Qatari nationals (20-25%) of total Population
- Arabs (40%)
- Iranians (10-18%)
- South Asians (30-35%) India, Philippines expatriates
- Others (4%) expatriates from other parts of the world



Expatriates Living in Qatar

- People from more than
- 55 countries including...
- America , Australia, New Zealand, England, Holland, France, Egypt, Scotland, Canada, South African, most other European countries, Russia, Japan....



http://www.qatar.alloexpat.com/qatar_information/population_qatar.php



Languages:

- 45% speaks Arabic
- 55% speak variety of languages
(India alone has about 415 languages,
Pakistan 72, Bangladesh 39, 171 in
Philippines)
- most speak English as Second Language,
Urdu (Pakistan), Indian dialects, Farsi,
French, English

www.ethnologue.com

Embracing Diversity...



Group Activity...



Valuing Cultural Diversity in Healthcare: related trends

- Globalization
- Cultural Competence Continuum
- Cross Cultural

Define Culture....



Definitions of Culture...

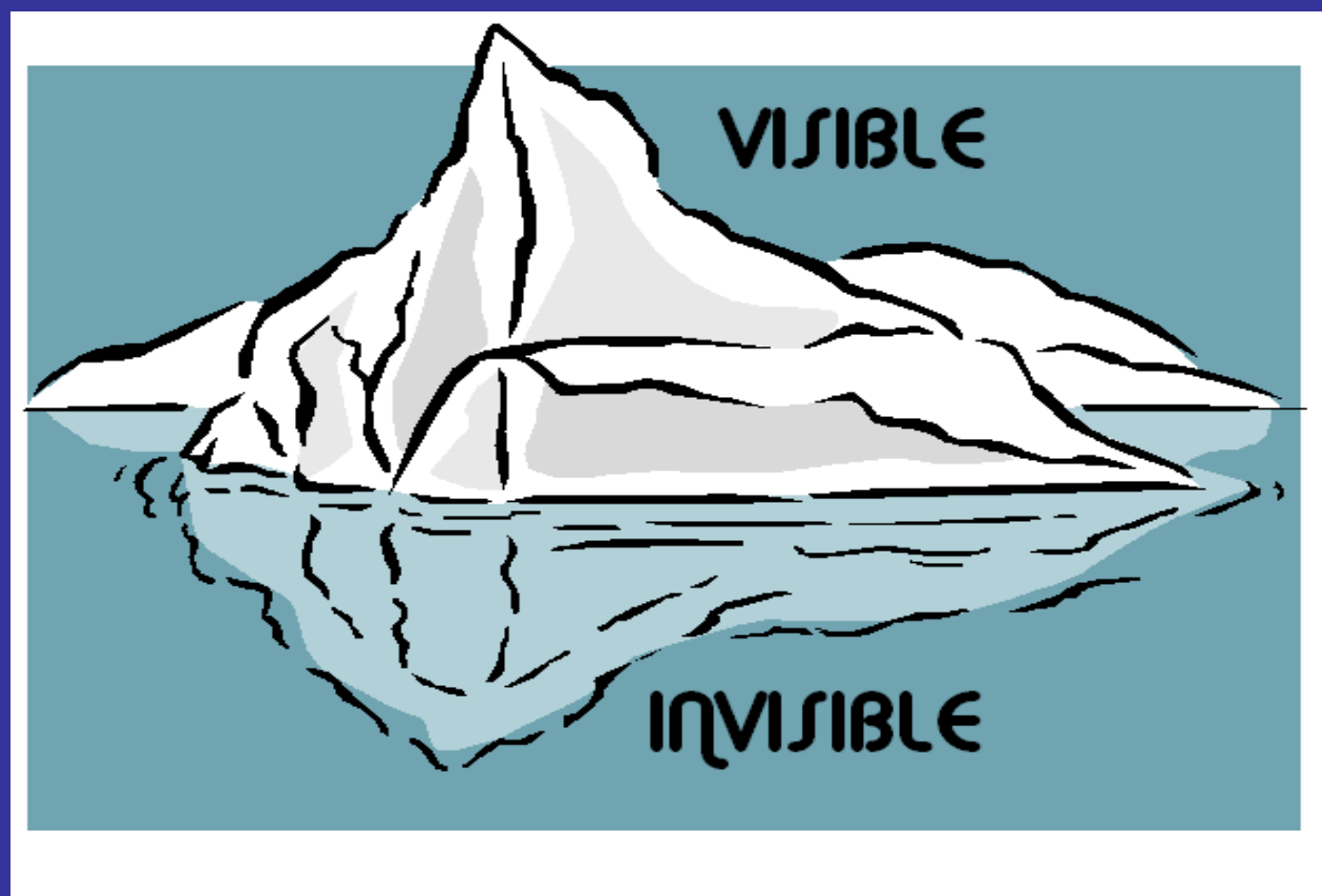
**“most simply, the
learned and shared behaviours
of a community of
interacting human beings”.**

Useem, J., & Useem, R. (1963).

Group Activity...



Iceberg Model of Culture

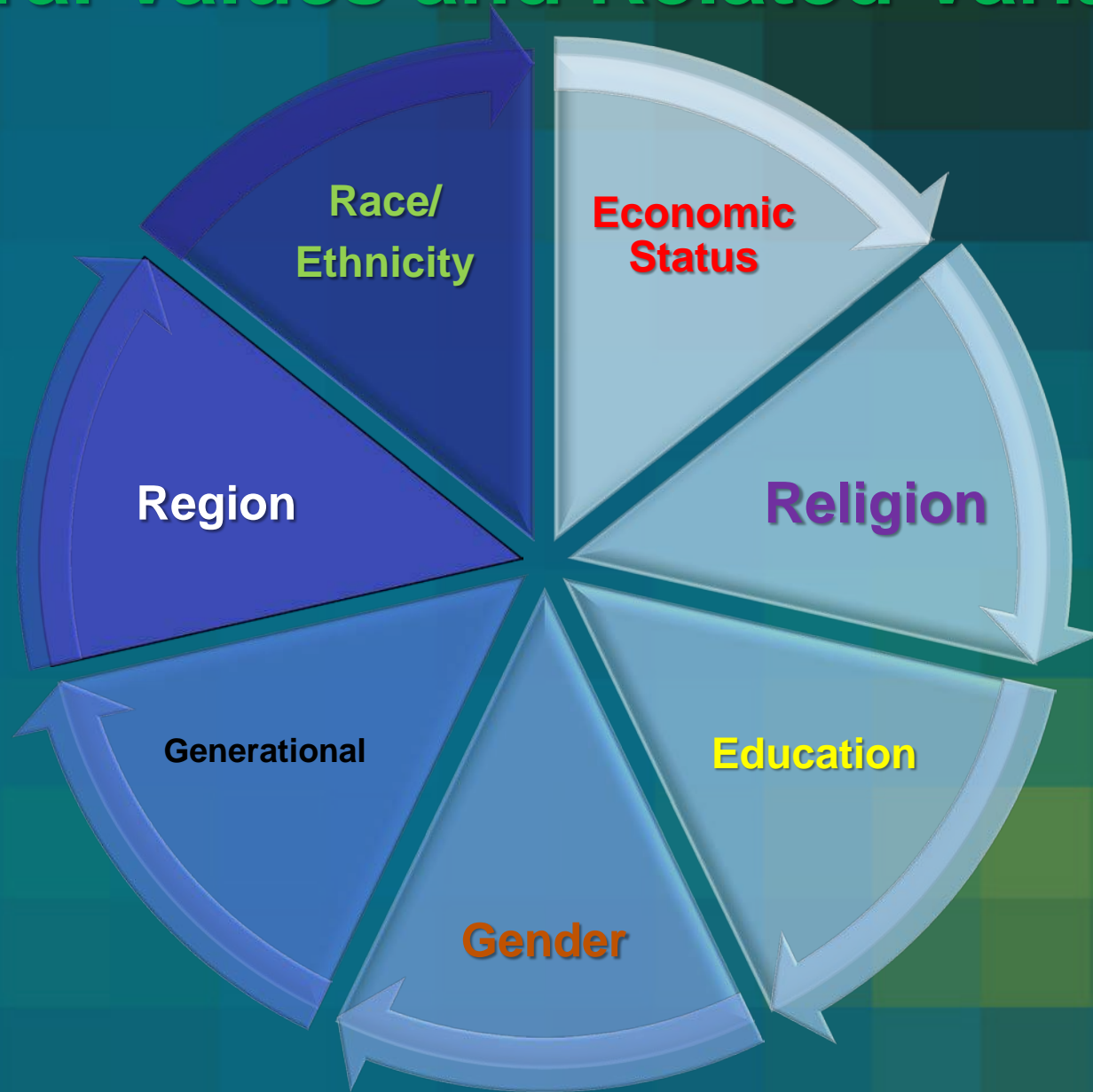


In Healthcare Education...

People sharing and learning professional behaviours in educational institutions and other healthcare environments.



Cultural Values and Related Variables





Qatar Cultural Highlights



- Historically nomadic people
- Bedouin tribal groups from Saudi Arabia: social class
- Religion and State are one
- Viewed as having more progressive and liberal application of Islam
 - I.e. women allowed to drive, study, work
 - Alcohol is tolerated under strict conditions for non-Muslim



Qatarization Program ... building a Progressive Nation

- will gradually replace foreign executives/professionals with Qatari Nationals wherever possible.
- free education for Qatari National
- sponsorships for Qatari Citizens

Family and Honour

- Marriage is a family business matter
 - Men have up to four wives
 - Large families
 - Multi-generational living
- Children live with parents until marriage
- Courtships are brief with a chaperone present



Communication...

- Tend to be very HIGH CONTEXT



Social Norms:

- Courtesy, use of titles in introductions important
- Politeness and greetings: women greet women, men greet men
- Touch with greeting ... Same sex
- Direct eye contact is a sign of trust
- Status and appearance are important
- Public displays of intimacy with opposite sex are unacceptable
- Exposing the body in public is undignified
- Modesty is very important

Food...



Music and Dance...



IN the name of God the most merciful, the most gracious:

“And say to the believing women that they should lower their gaze and guard their modesty: and that they should not display their beauty and ornaments except what must ordinarily appear thereof: that they should draw their veils over their bosoms and not display their beauty except to their husbands” (Qur'an 24: 30-31)

Qatari Female Dress

for public and prayer



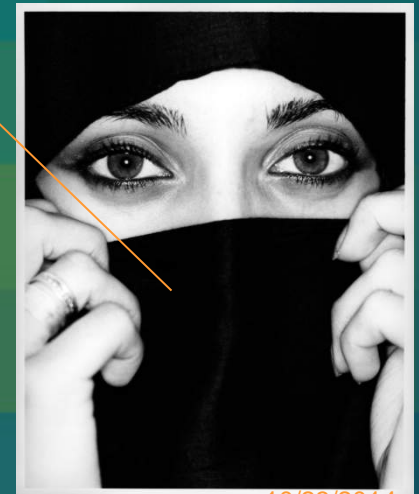
Abaya



Hijab



Shayla



Veil



Burka : One piece of cloth, covering entire body, in some places the eyes must also be covered.



**Very Western Attire
Indoors and at
Woman ONLY
functions**

Student Dress at UC-Q



Qatari Male dress



**Thobe,
Guthra with
Tassles**

ISLAM....



INSHA'ALLAH

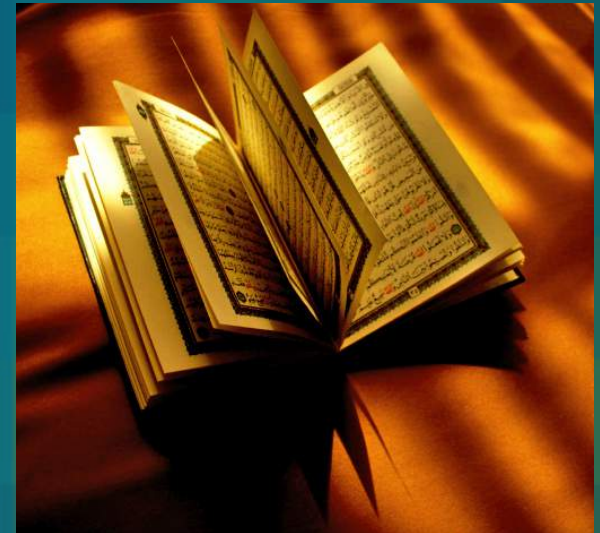
What Muslims believe...

- One God
- Angels
- Holy Books: The Tawrat, Zabour, Injil, Qur'an
- Main Prophets: Adam, Abraham, Noah, Moses, David, Jesus, Mohammad
- Resurrection and the last day
- Resurrection of the body and final judgment day
- Concept of good deeds vs. bad deeds
- Predestination



FIVE PILLARS OF FAITH

- Professing the faith
- Prayer: 5 times daily
- Fasting: Ramadan
- Alms: compulsory giving
- Pilgrimage



Views of Islam in Healthcare

Sharia (Muslim law)

Fatwa (Islamic Consultation)

- Medical providers are ethically and legally bound to seek out advice, it is also religiously forbidden to make these decisions independently
- No decision that is complex can be made alone
- Specialized scholars or jurists** must be consulted

Elnashar, M., & **Abdelrahim**, Huda (2009)





*“No soul can die except by God’s
permission, and at an appointed term”
(surat Al Imran 145)*

Prominent complex issues requiring FATWA



END OF LIFE



TERMINATION OF PREGNANCY



FERTILITY AND ASSISTIVE
REPRODUCTIVE TECHNOLOGIES

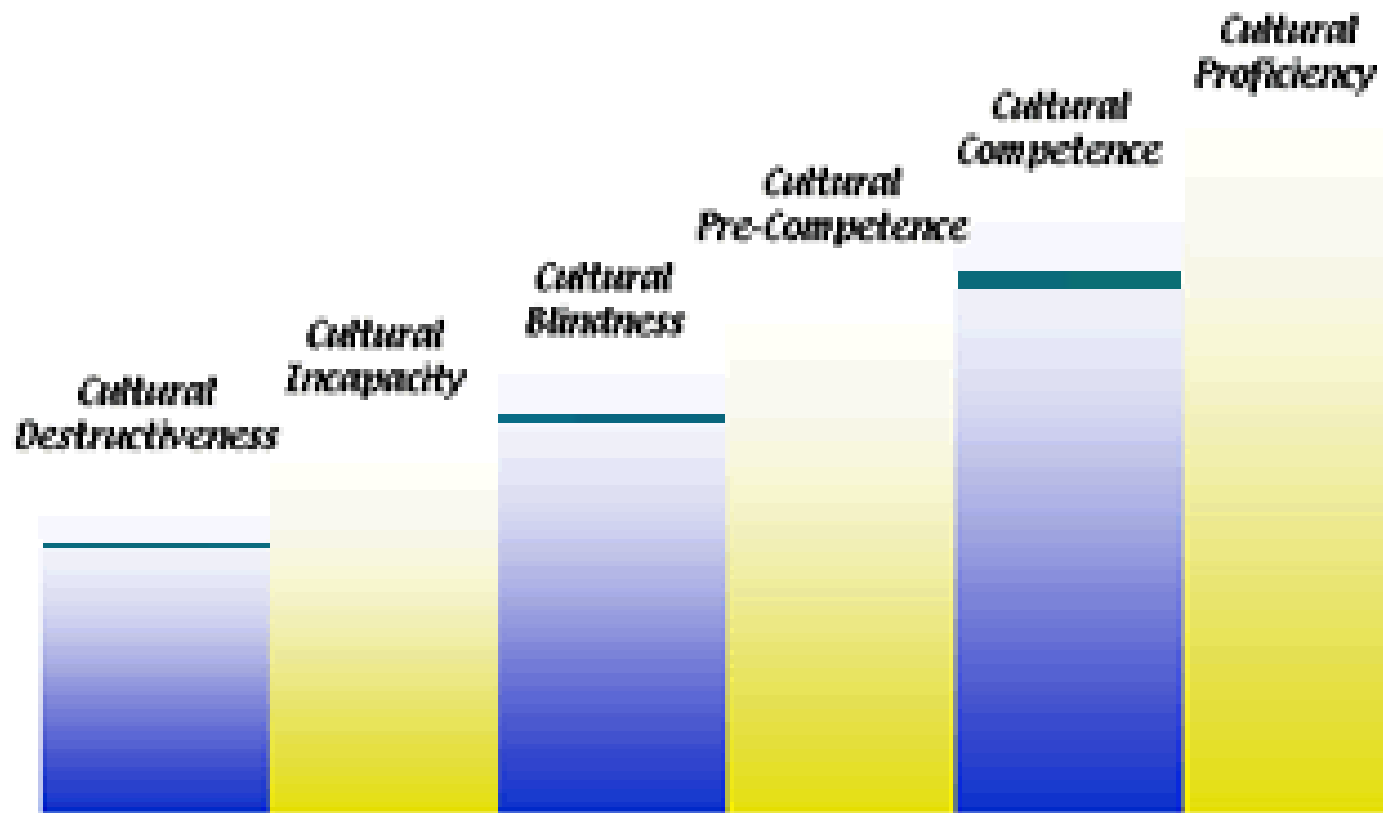




“To be culturally competent doesn’t mean you are an authority in the values and beliefs of every culture. What it means is that you hold a profound respect for cultural differences and are eager to learn and willing to accept, that there are many ways of viewing the world.”

**By O. Udo, Ph.D. North-Western
Health Sciences University**

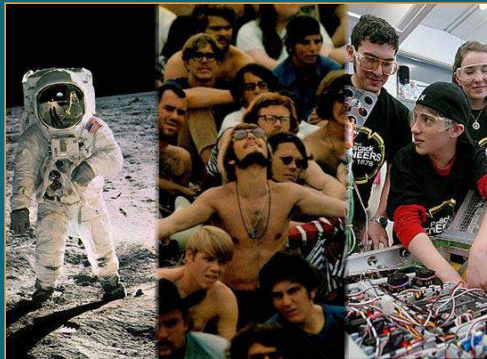
Cultural Competence Continuum



<http://www.ncccurricula.info/assessment/B3.html>

Types of GROUP Culture

Societal



Business/Corporate



Ethnic
Culture



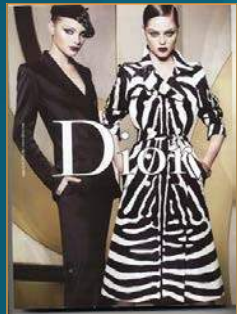
National



Organizational



Professional



Fashion



Healthcare



Pop

Implications for the use of Hi-Fidelity Simulation



Group Activity...



Two-fold...

- Scenario Development
 - Creating opportunities to develop professionals who are culturally competent.
- Simulation Program Development that is Culturally Appropriate
 - Policies, standards, procedures

Teaching Healthcare Professions in the Middle East involves:

- ❖ Heightened cultural awareness, knowledge, and sensitivity
- ❖ Cultural Competence in a learning environment



Develop educational programs that have:

- content that is culturally appropriate, rich and diverse for all learners regardless of geographical location
- develop policies and processes that are culturally congruent with the cultural context of a given learner population





Considerations:

Building Culturally appropriate scenarios

Policies and Procedures

- Photography and Videography
- Gender Issues
- Body exposure
- Uniforms
- Appropriate touch

Building cultural content into scenarios.....

- **Scenario: End of Life (Ethical Dilemma)**

Players:

- Nurse from India, UK
- Physician from Egypt
- Family at bedside
- Mature Female Qatari woman who does not speak English. She is gravely ill and likely not going to live past one or two months. She is not being told and all diagnostic interventions have been put on hold at the family's request (husband's decision to make)



- Hofstede, G. (1984). National cultures and corporate cultures. In L.A. Samovar & R.E. Porter (Eds.), *Communication Between Cultures*. Belmont, CA: Wadsworth.
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- Parson, T. (1949). *Essays in Sociological Theory*. Glencoe, IL.
- Adapted from Association of American Medical Colleges, Contemporary Issues in Medical Education, Feb 1998. 1(5) by Tulin DiversiTeam Associates: Wyncote, PA.
- Adapted by T. Goode (2004) from: Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). Towards a Culturally Competent System of Care, Volume 1. Washington, DC: CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center. Available at: <http://gucchd.georgetown.edu/nccc/sidsdvd/continuum.pdf> (accessed 11/05). Available at: <http://www.ncccurricula.info/documents/TheContinuumRevised.doc> Accessed 7/28/06).
- Social Cultural Barriers to US Healthcare. (Online). Opening Doors. National Program Office. (1/5/01). Redirected to: <http://www.rwjf.org/reports/npreports/opendoorse.htm>

Critical Thinking questions...

- Which cultures do we need to learn about to better understand this scenario?
- What other concepts related to culture do we need to explore?
- Are there any other factors here that require knowledge/understanding?
- Compare and contrast cultural differences.
- What cross-cultural communication conflicts are present here?
- How do gender roles and related cultural norms factor in?
- Are there related religious practices that we must first explore?
- Define the ethical dilemma each participant faces.
- How does one reconcile inner conflict when faced with care decisions that are incongruent with our own?