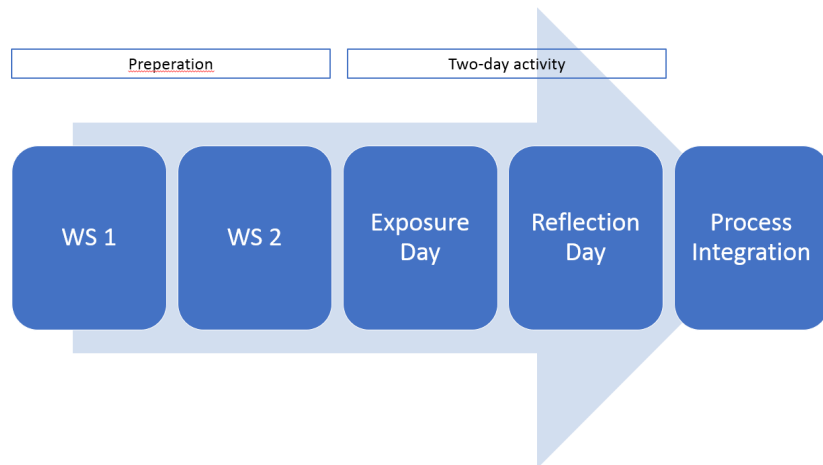


# MCC in education UCLL

Part of “Personal Development” in 2nd year students

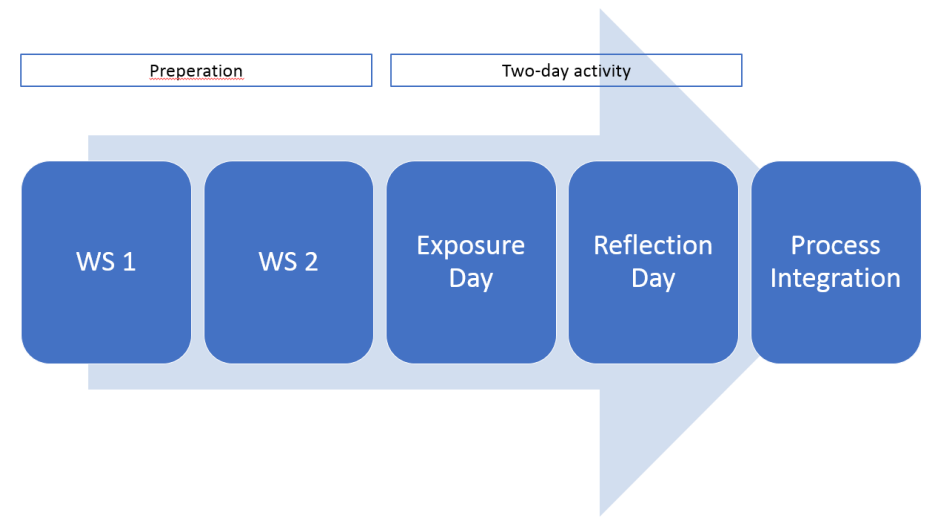
To make students “more sensitive” to contexts of patients with which they are less or unfamiliar, experiential learning in combination with reflection is a strong didactic learning method

Goal: to become a skilled companion



# Purpose of the preparations

- Increasing the receptivity of the students to dare to 'immerse' themselves
- Increasing the receptivity of the students to dare to 'immerse' themselves
- Practical preparations
- reflection assignments



# Exposure

Identification with others opens the door to empathy and involvement (de Waal, F.)







MULTI  
CULTURAL  
CARE

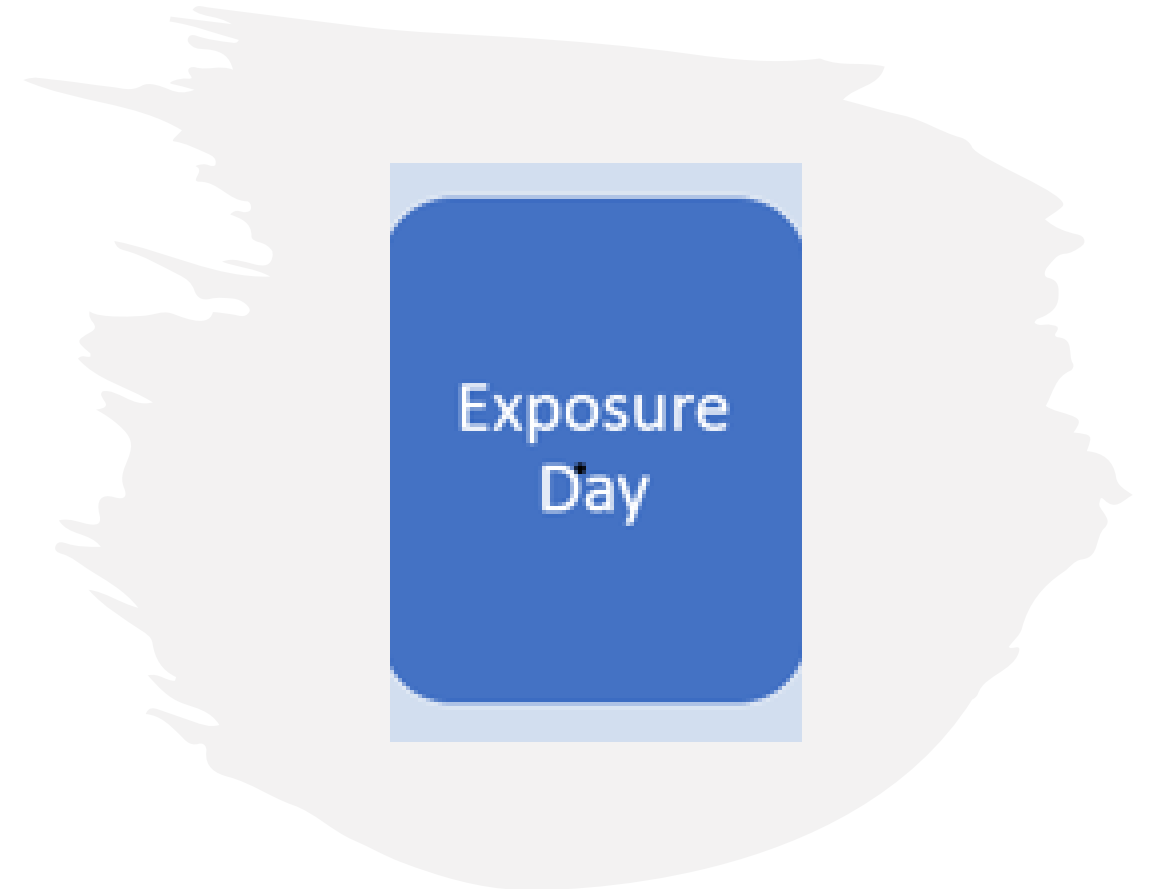
# Exposure by storytelling

The road to freedom is a lonely journey. Champagne may be waiting for us at the end. The journey will wear us out. Have courage! (Camus, A.)



# Goal exposure (1)

- ‘immersion’ in a new context, where the student connect with people living in a vulnerable situation, confronting diversity from a broad perspective
- Focus on being human towards the other, being close
- Possible contexts for exposure are: asylum center, organizations that work with people living in poverty, shelters, street nursing, people with psychological vulnerability, prison, safe houses for children,...



# Goal exposure (2)

What students do?

- They live together for 1 day
- Make contact as a human
- A walk, a conversation, just being there
- Listening to the silence
- Dancing, singing
- To treat each other with respect
- Talking about strengths and needs
- Talking about life as it is

=> Before and after a personal reflection by a 'videobooth'

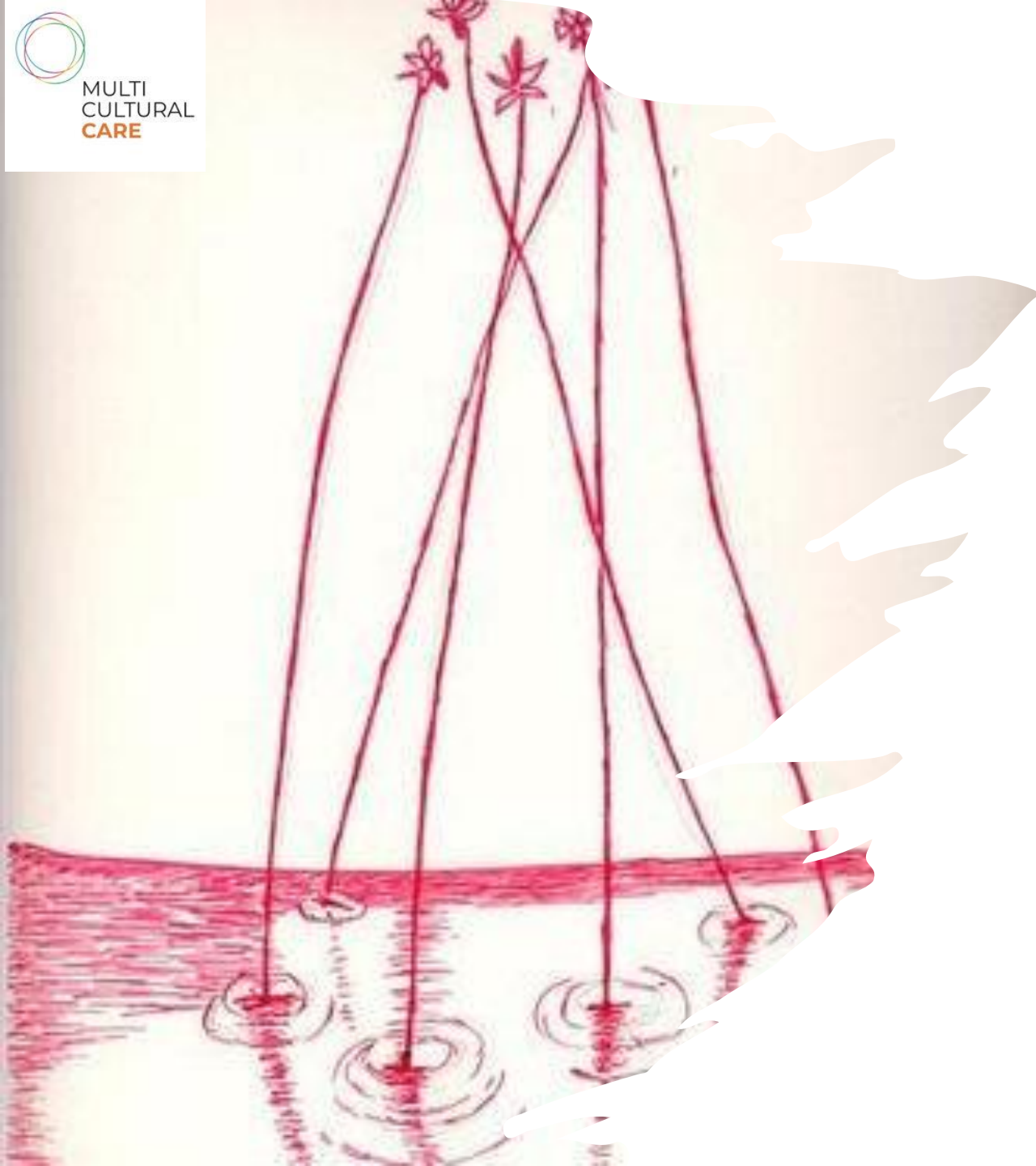


# Goal reflection day

- Sharing by videobooth in small groups their experiences in a safe context at the university college
- Combining insights and knowledge about presence in care through a creative method
- Generating personal learning goals regarding to diversity for the next internship, towards personal life







# Some feedback by students

- “I enjoyed being given mental space to be present as a person, I didn't have to perform. It was good to meet the other as a person”
- “I dared to allow the power of silence”
- “I was allowed to be myself as a person and from there I could connect with the other, who in turn felt the space to talk about needs and concerns”
- “I got to know the people in the asylum center as human beings, that gave me a completely different picture about asylum seekers, there is too much racism in our society”
- “I didn't know there were so many homeless people in my city, I now look at my city in a different way, it is necessary to be more involved with each other”



# Literature

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Illustraties Louise Bourgeois (1911-2010)



## More MCC in UCLL

‘Overview’ in the **Primary Care module** we focus on intercultural communication with patients of culturally & linguistically diverse backgrounds



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### Theoretically

**Hall’s cultural factors & the framework of Hofstede** to understand the personal, national and organizational culture and to align better patients and caregivers

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**Sunrisemodel of madeleine Leininger** as a nursing framework to discover important values, beliefs and lifestyles of the patient with a different culture

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### Workshop with authentic cases

In co-creation with our internship partner

‘White Yellow Cross’ (Aysim Akpinar)

Cases works as eye-openers for their awareness of level of intercultural sensitivity before starting the internship.

Basic Handbook

(1) Nunez, C., Nunez Mahdi, R., & Popma, L. (2021). *Interculturele communicatie: Van ontkenning tot wederzijdse integratie* (5<sup>de</sup> editie). Assen: Van Gorcum.