

# Intercultural Awareness and Practice in Health and Social Care on a Train the Trainer Basis Model of Training

**Health Service Executive Community Healthcare Organisation Area 5  
Social Inclusion**

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HSE Social Inclusion Community Healthcare Organisation (CHO) Area 5 in the South East covers five counties: Carlow, Kilkenny, South Tipperary, Waterford and Wexford.

CHO Area 5's Social Inclusion Team supports the development and implementation of appropriate health initiatives that enhance healthcare delivery to ensure equality of health outcomes for minority and vulnerable communities in the South East.

All intercultural health work undertaken in CHO Area 5 is informed and guided by:

- The values of the HSE: Care, Compassion, Trust and Learning (as set out in the Corporate Plan 2015–2017)
- The National Intercultural Health Strategy 2007–2012
- The Health Information and Quality Authority (HIQA) National Standards for Safer Better Healthcare (June 2012)
- The Equality and Human Rights Statement of the Social Inclusion Team in CHO 5 (developed in May 2016)

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## 1 Foreword

The Health Service Executive (HSE) Social Inclusion Team within the Community Healthcare Organisation (CHO) Area 5 in the South East covers five counties: Carlow, Kilkenny, South Tipperary, Waterford and Wexford. Our overarching aim is to improve health outcomes in the South East for minority and vulnerable communities. The intercultural health work we are engaged in is underpinned by the National Intercultural Health Strategy 2007–2012. The issues and recommendations highlighted through this strategy are:

- Access to services (access to services and service delivery)
- Data, information and research
- Human resources and organisational development

The Intercultural Awareness and Practice in Health and Social Care Training and the Train the Trainer Programme are aligned with access to services, human resources and organisational development. In line with recommendations contained in the National Intercultural Health Strategy 2007–2012, the aims of these programmes are:

- To enhance existing knowledge, skills and resources to enable staff to respond effectively and appropriately to the health needs of a multicultural, multi-ethnic society
- To enhance the provision of culturally competent health services that are respectful of, and responsive to, the cultural and ethnic diversity of service users so as to enhance quality, effective service delivery
- To develop a sustainable model of delivering intercultural health training

As part of our programme for enhancing inclusion within health services in CHO Area 5 (South East) we have worked in partnership with Quality Matters (a not-for-profit organisation working to improve social service provision in Ireland) and Nasc (the Irish Immigrant Support Centre) to develop the Intercultural Awareness and Practice in Health and Social Care Training and Toolkit for the delivery of a Train the Trainer Programme. This partnership was committed to ensuring that the programmes were evidence-based, both enjoyable and beneficial to participants, and also sustainable through a train the trainer model.

As well as commending the consultants, I would like to thank Angela Joy and Suzanne Nolan of the Regional Social Inclusion Team who developed the framework for the tender for this work, were part of the evaluation team in commissioning this work, assisted in securing accreditation for the course, organised the training in each county in the South East and the Train the Trainer Programme, reviewed the course material, collated feedback from participants and advised consultants on changes based on evaluation feedback.

Thanks are also due to Tara Hunt, Liz Kinsella and Susan Murphy, the Primary Care Leads within CHO Area 5 who supported the roll-out of this training through their Primary Care Teams. Several voluntary agencies also assisted in providing venues for the training; these included the Integration Support Unit Waterford, Bagenalstown Family Resource Centre, Clonmel Community Resource Centre, as well as St Senan's Hospital, Enniscorthy.

The development of the Training Programme and Toolkit for the Train the Trainer Programme is particularly timely given the public sector equality and human rights duty, introduced with the enactment of the Irish Human Rights and Equality Commission Act 2014, which requires public bodies to take proactive steps to actively promote equality, protect human rights and combat discrimination having regard to their powers and functions.

Although the training programmes and model have been developed for use in the South East, we believe they are extremely valuable tools which can and should be rolled out to other regions, and we are happy to share our learning from its development and implementation here.

**Dr Derval Howley**  
**General Manager HSE Social Inclusion**  
**Community Healthcare Organisation Area 5**

**September 2016**

## 2 Background

The HSE Social Inclusion Community Healthcare Organisation (CHO) Area 5 in the South East (hereafter referred to as 'Social Inclusion') covers five counties: Carlow, Kilkenny, South Tipperary, Waterford and Wexford. Social Inclusion supports the development and implementation of appropriate health initiatives that enhance healthcare delivery to ensure equality of health outcomes for minority and vulnerable communities in the South East.

Service users within the remit of Social Inclusion include people affected by addiction, people at risk of and/or experiencing homelessness, Irish Travellers, Roma and other members of diverse ethnic and cultural groups including Asylum Seekers, Refugees, Vulnerable Migrants, LGBTI service users and those with HIV/AIDS. While these categories are used for practical purposes, the intersecting nature of conditions and circumstances of people from these cohorts means that such issues as access, risk of discrimination and stigma, a range of health needs, and a lack of general wellbeing are common to all groups.

Social Inclusion therefore plays a key role in supporting the most marginalised service users to access services, while working with health providers and other mainstream services towards assuring accessibility to disadvantaged service users. The values of the HSE as set out in the Corporate Plan 2015–2017 and which also underpin our work are: care, compassion, trust and learning.

## 3 Policy Context

Social Inclusion is committed to supporting the implementation of the Health Information and Quality Authority's National Safer Better Healthcare Standards. These standards include person-centred care and support, which require that:

- The planning, design and delivery of services are informed by service users' identified needs and preferences
- Service users have equitable access to healthcare services based on their assessed needs
- Service users experience healthcare which respects their diversity and protects their rights
- Service users are enabled to participate in making informed decisions about their care
- Service users' informed consent to care and treatment is obtained in accordance with legislation and best available evidence
- Service users' dignity, privacy and autonomy are respected and promoted
- Service providers promote a culture of kindness, consideration and respect
- Service users' complaints and concerns are responded to promptly, openly and effectively with clear communication and support provided throughout this process

The intercultural health work of Social Inclusion is underpinned by the National Intercultural Health Strategy 2007–2012. The issues and recommendations highlighted through this strategy are:

- access to services (access to services and service delivery)
- data, information and research
- human resources and organisational development

Appropriate Intercultural Training for staff is a fundamental principle of the National Intercultural Health Strategy 2007–2012, which states that the provision of culturally competent health services that are respectful of, and responsive to, the cultural and ethnic diversity of service users is intrinsic to quality, effective service delivery. The provision of such training is contained in the strategy as follows:

- **Recommendation 2.1.1 accessing services:** training and associated initiatives currently under way around the provision of culturally competent, anti-racist and non-discriminatory services will be expanded across a range of community and hospital settings.
- **Recommendation 2.2.4 service delivery:** training and associated initiatives currently under way around the provision of culturally competent and anti-racist services will be mainstreamed across a range of community and hospital settings.
- **Recommendation 2.6.3 re. human resources and organisational development:** current initiatives aimed at the capacity building of staff to plan and deliver appropriate, responsive, culturally competent services to service users from a range of cultural and ethnic backgrounds should be expanded and implemented on a phased basis.

## 4 Identification of Need for Intercultural Training

The need to enhance the cultural competency of health service providers was identified through the work of the Intercultural Healthcare Pilot Project and the Roma Health Advocacy Projects, both supported and funded by Social Inclusion. In response to the need to ensure the delivery of culturally competent health services, Social Inclusion decided to deliver intercultural health training across the South East on a train the trainer basis so as to ensure sustainability.

The Intercultural Awareness and Practice in Health and Social Care Training and the Train the Trainer Programme that were developed are both aligned with access to services, human resources and organisational development (recommendations from the National Intercultural Health Strategy 2007–2012 noted above). In line with recommendations contained in the National Intercultural Health Strategy 2007–2012, the aims of the training programmes were to:

- Enhance existing knowledge, skills and resources to enable staff to respond effectively and appropriately to the health needs of a multicultural, multi-ethnic society
- Enhance the provision of culturally competent health services that are respectful of, and responsive to, the cultural and ethnic diversity of service users so as to enhance quality, effective service delivery
- Develop a sustainable model of delivering intercultural health training

## 5 Development of Training Programmes

Funding was secured from the HSE National Social Inclusion Office to develop and deliver the training programmes within CHO 5, and a tender process to contract an agency to design and deliver the programmes was initiated. The tender selection process was based on the following criteria:

- Experience of working in the area of social inclusion and with the intercultural community
- Experience of the health services
- Experience of delivering similar training
- Proposed methodology for undertaking this work
- Value for money

Nasc and Quality Matters were awarded the contract in late 2014 with the following brief:

- To develop and deliver a cultural awareness training programme on a train the trainer basis for HSE staff (including in community and hospital settings) and members of existing structures such as Local Area Pathway Steering Groups, Local Community Development Committees in local authorities and Children's Services Committees



- To ensure that the training programme reflected learning from the report *Learning, training and development needs of health services staff in delivering services to members of minority ethnic communities*, which sets out a framework and action plan to support the upskilling of staff to work with the diversity of ethnic communities in Ireland. It is noted in the Intercultural Health Strategy 2007–2012 that this framework considers the intercultural learning needs of staff in a way that is coordinated at organisational level, systematic, focused on the sustainability of learning activities, and concerned with return on investment in training and development
- To develop a toolkit that will enable participants to deliver the training to others

It was decided by Social Inclusion staff that a number of places on the training programme would be made available to staff outside the HSE to enhance cooperation as the National Intercultural Health Strategy 2007–2012 highlighted the:

intersecting and multifaceted nature and extent of health inequalities experienced by service users from diverse cultural and ethnic groups demands a concerted input from a range of stakeholders, both within and beyond the health sector for a coordinated, joined up response to be effected around implementation of the recommendations.<sup>1</sup>

The Intercultural Awareness and Practice in Health and Social Care Training Programme and subsequent Train the Trainer Programme were developed by Quality Matters and Nasc. The Regional Community Participation Coordinator and Regional Community Participation Officer from Social Inclusion worked in partnership with the appointed trainers throughout the process, including the design, planning, organisation and delivery of training in each county of the South East.

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<sup>1</sup> HSE, [National Intercultural Health Strategy 2007–2012](#), 2008, p.12

## 6 Development of Training Resources

A comprehensive 57-page Participant Handbook was developed by Quality Matters and Nasc and given to each participant who attended the training. The contents of the Participant Handbook include:

- Foreword
- Course overview
- Learning outcomes and day plan
- Backdrop to this training: Legal and Professional Standards
- Session 1: Introduction, Overview and Context
- Session 2: Working with Self
- Session 3: Cultural Health Norms and Local Resources
- Session 4: Working with Others
- Session 5: Applied Learning
- Session 6: Making Personal and Service Action Plans
- Resources and Guides
- References
- Appendix 1: Pop Quiz Answers
- Appendix 3: Interpretation Service to the HSE in the South East

A 60-page Facilitator Handbook was also developed by Quality Matters and Nasc for participants of the Train the Trainer Programme in Intercultural Awareness and Practice in Health and Social Care. The contents of the Facilitator Handbook included all of the above with the addition of:

- Facilitators' Notes for set up and delivery of the training
- Session timetables
- Glossary of Terms
- Helpful Guidelines for Facilitating Groups
- Training Pack Checklist

The feedback on these resources was very positive with the Participants' Handbook being noted as particularly good.

## 7 Delivery of Training Programme

A strategic decision was taken by Social Inclusion to deliver the one-day Intercultural Awareness and Practice in Health and Social Care Training in each county in the South East (CHO Area 5) to facilitate maximum up-take from HSE staff. Social Inclusion staff extended an invitation to HSE staff to participate in the training through the Transformation Development Officer and Primary Care Team Leads in the region. Invitations to staff from other agencies and groups to participate in the training were also made via Social Inclusion staff.

A total of five training days were held in May 2015 with an additional training day held in September 2015 to meet demand. All training was delivered by Quality Matters and Nasc and supported by Social Inclusion staff. A total of 129 staff from the HSE, and statutory and community voluntary agencies participated in the training. Please see Appendix 1 for an overview of the training plan. The findings of the participant evaluation are contained in the next section.

Social Inclusion staff supported all Intercultural Health Workers to participate in the one-day training with a view to enabling these staff to participate in the Train the Trainer Programme.

## 8 Summary Evaluation of the Training Programme

Participants were asked to complete a satisfaction survey at the request of the trainers on completion of the training. A summary of the feedback given for each county the training was delivered in was collated by the Social Inclusion staff and is contained in the section below.

One of the key findings of the survey is that 100 per cent of course participants said they would either (a) recommend this training to a colleague, or (b) would possibly recommend it:

- Ninety-two per cent of course participants said that they would recommend it to a colleague (106 persons out 116, based on participant evaluation forms)
- Eight per cent of course participants said they would possibly recommend it to a colleague (9 persons out of 116, based on participant evaluation forms)

Some of the key learning highlights from participants include the following:

- A better, more nuanced understanding of their own biases towards others
- A better understanding of the barriers that people from minority communities experience when accessing health and social care services
- More knowledge of supports available locally and online that can help them in their work with diverse communities
- A better understanding of equality standards and organisational strategies for becoming more inclusive

Some of the reoccurring key points made by participants in their feedback include the following:

- That it was excellent training: very beneficial, relevant and enjoyable
- That the training was very well paced, interactive and engaging
- That it was structured well: there was a good balance between exercises and provision of information
- That the training was delivered particularly well and that the trainers worked well together
- That there was different use of mediums for learning and that the videos were an excellent learning tool
- The Participant Handbook was excellent
- That delivery in a multi-disciplinary setting was very useful with good opportunities for participants to learn from each other and to network
- The trainers were competent and knowledgeable
- The energy, enthusiasm, passion and commitment of the facilitators was noted
- That it was organised well (registration, communication, venue and refreshments)
- Numerous participants expressed their thanks and appreciation for the opportunity to attend the training

## 9 Impact of the Intercultural Awareness in Health and Social Care Training

Social Inclusion worked with Quality Matters and Nasc to design and undertake pre- and post-training session assessments to assess the value added to participants' intercultural awareness, attitudes and capabilities by the training. Two surveys were disseminated to training attendees; the first survey was circulated to participants before they undertook the Intercultural Awareness in Health and Social Care Training in the May to September 2015 period; the second survey was applied after they had completed the training from October to November 2015. A total of 70 participants undertook the initial pre-training survey and 42 participants undertook the post-training survey. From these two surveys 17 participants undertook both a pre- and a post-training survey. The data was analysed by Quality Matters and Nasc who reported that:

Analysis of pre- and post-training surveys suggests that Intercultural Awareness and Practice in Health and Social Care **had a positive effect on the attitudes and behaviours of training participants**. Since attending the training, there were **statistically significant improvements** in motivation to improve intercultural working, personal reflection on intercultural issues, knowledge gathering on intercultural issues, communication about intercultural issues and active efforts to improve intercultural practice.

The **thematic analysis** suggests that participants are more open to minority groups, that they are making changes to their work environment to improve service experience for minorities and that they are sharing the information that they received at training with their work colleagues.

## 10 Train the Trainer Programme

All participants who completed the one-day training were invited to participate in a Train the Trainer Programme and were advised that all potential participants should meet the following criteria:

- Have attended the full-day training on Intercultural Awareness and Practice, facilitated by Quality Matters and Nasc in 2015
- Have previous experience of providing training
- Have a basic working understanding of issues facing minority communities in accessing health and social care services
- Have a practical understanding of health and social care service provision in the region
- Have a basic understanding of organisational structures and systems (governance, policies and procedures, performance management, service provision)

Potential participants were also advised that they should also be willing to commit to the following:

- Attend the two days of training in full
- Have a solid plan to run the training at least once with a group of staff providing services in the South East region
- Update Social Inclusion on the details of training delivered (when, where, to whom and number of participants)
- Follow up the training by reading three to four key textbooks.

Twenty-two (22) persons who attended the one-day training subsequently participated in a two-day Train the Trainer Programme aimed at equipping participants with the tools, ideas, support and strategies for delivering the one-day Intercultural Training programme to their colleagues. (Please see Appendix 2 for an overview of the training plan.) Again, Social Inclusion staff supported all six Intercultural Health Workers to participate in the Train the Trainer Programme so as to enable these workers to co-facilitate the delivery of the programme.

Of the 22 persons who participated in the Train the Trainer Programme, 10 were involved in re-delivering the one-day training programme on four occasions to 60 persons in three different counties by the end of September 2016.

Social Inclusion are continuing to work with all staff who have completed the Train the Trainer Programme to support them in the planning and delivery of the training in the South East.

## 11 Further Development of the Programme

There is a clear need for training such as Intercultural Awareness in Health and Social Care which has been proven to have a positive effect on the attitudes and behaviours of training participants. Requests for this training are received on an ongoing basis by Social Inclusion. Some of these requests are from other CHO areas. In addition, the context of CHO 5 (South East) is notable for having five direct provision centres, one Emergency Reception Orientation Centre (one of only two in the country) and an increasing Roma population.

An initial review of the model by Social Inclusion suggests that it is sustainable with the support of Social Inclusion staff to ensure the re-delivery of the training. Roll-out of the training is ongoing and, as noted, Social Inclusion has developed a system whereby it can support co-facilitation of the training by Intercultural Health Workers in the South East in order to enhance the training and to adhere to the model of two persons delivering the training.

A CHO 5 Quality Improvement Plan for the delivery of this training was developed and agreed at the September 2015 South East Quality and Patient Safety Committee meeting. At the national Intercultural Health Governance Group meeting on 14 July 2016 this model was approved for roll-out in all CHO areas through the HSE National Social Inclusion Office.

It is also anticipated that these training programmes will be further developed by the HSE National Social Inclusion Office and that a new Refugee-specific module will be developed and integrated into this training. The possibility of delivering the training via a blended learning approach is also being explored.

## 12 Appendices

### Appendix 1: Programme for one-day Intercultural Awareness and Practice in Health and Social Care Training Day Plan/Learning Outcomes

Section	Method	Learning outcomes: Participants will ...	Time
<b>Session One: Introduction and Overview</b>	Presentation and group discussion	<ul style="list-style-type: none"> <li>- Get to know one another and the trainers</li> <li>- Share concerns and expectations</li> <li>- Understand the training model and backdrop</li> </ul>	9.30–10.00
	Context in Facts and Numbers: Pop Quiz	<ul style="list-style-type: none"> <li>- Develop or refresh basic knowledge of some interesting facts relating to intercultural issues</li> </ul>	10.00–10.20
<b>Session Two: Working with Self</b>	Presentation and small group exercises	<ul style="list-style-type: none"> <li>- Understand some key theoretical concepts in relation to bias and interculturalism</li> <li>- Explore the impact of bias on the individual in a healthcare setting</li> </ul>	10.20–10.30
	Presentation and small group exercises	<ul style="list-style-type: none"> <li>- Identify own biases that may impact in work</li> <li>- Identify own approach and values</li> <li>- Identify work-related goals</li> </ul>	10.30–11.45 Break at 11.00
<b>Session Three: Working with Others</b>	Presentation and role plays	<ul style="list-style-type: none"> <li>- Understand good practice in relation to intercultural healthcare</li> <li>- Practically applying the model: engaging, communicating and following on</li> </ul>	11.55–12.45
<b>Session Four: Cultural Health Norms</b>	Presentation	<ul style="list-style-type: none"> <li>- Discuss the importance of health norms</li> <li>- Understand where to access additional knowledge</li> </ul>	12.45–1.15
<b>Lunch: 1.15–2.00</b>			
<b>Session Five: Applied Learning</b>	Video and role play	<ul style="list-style-type: none"> <li>- Application of learning in line with theme identified in video</li> </ul>	2.00–3.30
<b>Break: 3.30–3.45</b>			
<b>Session Six: Making Personal and Service Actions Plans</b>	Presentation and personal exercise	<ul style="list-style-type: none"> <li>- Identifying how to respond to systemic issues</li> <li>- Clarifying goals and creating a practical change action plan</li> </ul>	3.45–4.45
<b>Close</b>	Group feedback	<ul style="list-style-type: none"> <li>- Review of learning and feedback on course/ course close</li> </ul>	4.45–5.00



## Appendix 2 Programme for Day 1 and 2 of Intercultural Awareness Training Train the Trainer

### *Intercultural Awareness Training for Trainers: Day One*

Section	Method	Learning outcomes: Participants will...	Time
<b>Session One: Introduction and Overview</b>	Presentation and group discussion	<ul style="list-style-type: none"> <li>- Get to know one another and the trainers</li> <li>- Share concerns and expectations</li> <li>- Understand training model and two-day plan</li> </ul>	9.30–10.00
<b>Session Two: Review of Basic Training and Facilitation Skills</b>	Presentation, group discussion and practice exercises	<ul style="list-style-type: none"> <li>- Review basic training logistics</li> <li>- Explore learning styles and adult learning theories</li> </ul>	10.00–11.00 Break 11.00–11.15
		<ul style="list-style-type: none"> <li>- Practice promoting positive group dynamics</li> <li>- Practice management of common classroom challenges</li> </ul>	11.15– 2.15
<b>Session Three: Review of the Model</b>	Presentation and group discussion	<ul style="list-style-type: none"> <li>- Review the whole intercultural model, approach and core messages</li> </ul>	12.15–1.00
<b>Lunch: 1.00–1.45</b>			
<b>Session Four: Review of Training Pack, Resources and Supports</b>	Presentation and group discussion	<ul style="list-style-type: none"> <li>- Present the training pack, all training aides and supports available</li> </ul>	1.45–2.15
<b>Session Five: Planning for Practice</b>	Presentation and small group planning, discussion	<ul style="list-style-type: none"> <li>- Overview of practice sessions</li> <li>- Breakout into small groups and plan for allocated practice session</li> </ul>	2.15–3.00
<b>Break: 3.00–3.10</b>			
<b>Practice Session One: Introduction and Overview</b>	Presentation and group discussion	<ul style="list-style-type: none"> <li>- Get to know one another and the trainers</li> <li>- Share concerns and expectations</li> <li>- Understand the training model and backdrop</li> </ul>	3.10–4.00
	Context in Facts and Numbers: Pop Quiz	<ul style="list-style-type: none"> <li>- Develop or refresh basic knowledge of some interesting facts relating to intercultural issues</li> </ul>	
<b>Practice Session Two (a): Working with Self</b>	Presentation and small group exercises	<ul style="list-style-type: none"> <li>- Understand some key theoretical concepts in relation to bias and interculturalism</li> <li>- Explore the impact of bias on the individual in a healthcare setting</li> <li>- Identify own biases that may impact in work</li> </ul>	4.00–4.40 (theory – 10 mins, exercises, 30 mins)
<b>Feedback and Close</b>		<ul style="list-style-type: none"> <li>- Feedback from trainers to Practice Group 1 and 2a</li> <li>- Close for whole group</li> </ul>	4.40–5.00

## ***Intercultural Awareness Training for Trainers: Day Two***

Section	Method	Learning outcomes: Participants will ...	Time
<b>Introduction, Overview and Review</b>	Presentation and small group discussion	<ul style="list-style-type: none"> <li>- Check in with all trainees</li> <li>- Brief chance for practice groups to review session</li> </ul>	9.30–9.50
<b>Practice Session Two (b): Working with Self</b>	Presentation and small group exercises	<ul style="list-style-type: none"> <li>- Identify own approach and values</li> <li>- Identify work-related goals</li> </ul>	9.50–10.10
<b>Practice Session Three: Cultural Health Norms</b>	Presentation	<ul style="list-style-type: none"> <li>- Discuss the importance of health norms</li> <li>- Understand where to access additional knowledge</li> </ul>	10.10–10.40
<b>Feedback</b>	Group discussion	<ul style="list-style-type: none"> <li>- Feedback from facilitators for practice groups 2b and 3</li> </ul>	10.40–10.50
<b>Break: 10.50–11.05</b>			
<b>Practice Session Four (a): Working with Others</b>	Presentation	<ul style="list-style-type: none"> <li>- Understand good practice in relation to intercultural healthcare</li> </ul>	11.05–11.25
<b>Practice Session Four (b): Working with Others</b>	Role plays	<ul style="list-style-type: none"> <li>- Practically Applying the Model: Engaging, Communicating and Following On</li> </ul>	11.25–12.05
<b>Feedback</b>	Group discussion	<ul style="list-style-type: none"> <li>- Feedback from facilitators for practice groups 4a and 4b</li> </ul>	12.05–12.15
<b>Practice Session Five (potentially a and b if needed): Applied Learning</b>	Video and role play	<ul style="list-style-type: none"> <li>- Application of learning in line with theme identified in video</li> </ul>	12.15–1.15
<b>Feedback</b>	Group discussion	<ul style="list-style-type: none"> <li>- Feedback from facilitators for practice groups 5a/b</li> </ul>	1.15–1.25
<b>Lunch: 1.25–2.00</b>			
<b>Practice Session Six(a): Making Personal Action Plans</b>	Presentation and personal exercise	<ul style="list-style-type: none"> <li>- Clarifying goals and creating a practical change action plan</li> </ul>	2.00–2.20
<b>Practice Session Six Plans (b): Making Organisational Action Plans</b>	Presentation and personal exercise	<ul style="list-style-type: none"> <li>- Identifying how to respond to systemic issues</li> <li>- Identifying how to influence organisational change</li> </ul>	2.20–3.00
<b>Practice Session Close</b>	Group feedback	<ul style="list-style-type: none"> <li>- Review of learning and feedback on course/course close</li> </ul>	3.00–3.15
<b>Feedback</b>	Group discussion	<ul style="list-style-type: none"> <li>- Feedback from facilitators for practice groups 6 and close</li> </ul>	3.15–3.30
<b>Planning Your Training</b>	Presentation and group discussion	<ul style="list-style-type: none"> <li>- All participants share plan for first training and next steps</li> <li>- Review of learning and support materials</li> <li>- Close</li> </ul>	3.30–4.15

## Appendix 3: Satisfaction Survey

Hello

To help us continually improve this training, please answer the questions below as honestly as possible. This survey is anonymous.

	Very poor	Poor	Neutral	Good	Very good
The training, overall					
How closely the training met your expectations					
How interesting and enjoyable you found the training					
Relevance of the content					
Applicability of training to my work practice					
The training guidebook					
The pop quiz					
The 'Personal Bias' quiz					
The 'Walk the Line' exercise					
The role play of your own scenario					
The training videos and discussion					
The personal and organisational action planning exercise					
Time management in the training					
The knowledge of the trainers					

1) Would you recommend the training to a colleague? (please circle)

Yes

Maybe

No

2) If you answered No could you let us know why?

3) If you could change one thing, what would it be?

4) Was there something that was particularly good or useful to you?

5) Was there something that did not feel relevant or useful to you in the training?

6) If you have any other comments, please write them here; we are really grateful for your feedback ...

*Thank you*









