**Cultural Competency for Appraisers** (Slide 1)

**Aim** (Slide 2)

To develop greater cultural competency and a deeper understanding of your own personal biases in order to enhance the quality of your appraisals

**Intended Learning Outcomes** (Slide 3)

By the end of the session you will:

1. Have reflected on personal biases and stereotypes

2. Have discussed the terms equality, diversity and the nine protected characteristics

3. Have learnt some theory surrounding the origin of discrimination

4. Be ready to apply a deeper understanding of cultural competency and personal biases to maximize the quality of your appraisal meetings

**Teaching and learning methods**

**Materials**

* Pens
* Laptop
* Flipchart
* Projector
* Laser pointer
* PowerPoint presentation

**Indicative Timing**

|  |  |  |
| --- | --- | --- |
| 1. | 0 - 15 minutes | Introductions/housekeeping/ground rules |
| 2. | 15 - 20 minutes | Learning needs assessment |
| 3. | 20- 35 minutes | Introductory exercise(social identity) |
| 4. | 35 – 120 minutes (2 hours) | 7 case based discussions |
| 5. | 2 hours – 2.5 hours | **Tea break** |
| 6. | 2.5 – 3 hours | Understanding the terminology |
| 7. | 3 hours to 3.25 hours | Working to prevent discrimination |
| 8. | 3.25 to 3.5 hours | Reflections and Feedback |

**Content of the Workshop**

**1. Introductions/ housekeeping/ground rules** (0 - 15 minutes)

Introductions with or without ice-breaker

Outline the workshop with indicative timings, explaining that its success depends on participant interaction

**Housekeeping and the setting of ground rules with the group**

Directions to fire exit and toilets

Request to switch off mobile phones

Underline the need for confidentiality –participants must not identify people in the discussions

Ask everybody to contribute to the workshop

Ask participants to listen and respect other people’s viewpoints even if they differ widely from their own

**2. Learning needs assessment** (5 minutes)

* Ask participants who has had previous equality/diversity training and what kind
* Ask their opinions/views on their past training sessions

**3. Introductory Exercise: Exploring Social Identity** (15 minutes)

Divide the group into pairs or threes

Ask each group to think about how the public view them as a doctor

Ask them how they think their secondary care colleagues view them as a GP

Ask them how social groups view them when they know they are a doctor

**4. Case based discussions: Exploring the relevance of cultural competency to appraisal** (70 minutes)

**Exercise 1** (10 minutes) (Slide 4)

Provide each pair/trio with case number 1. Ask each pair/trio to do the following for 10 minutes:

* Discuss what they are feeling and thinking when they read the case
* Summarize the key themes from their discussion

2. One person from each group summarizes their discussion to the main group

3. The pairs/trios come together and discuss the case within the whole group

(Issues to explore include, age, locum role, disability, appearance, stereotyping)

**Exercise 2** (10 minutes) (Slide 5)

1*.* Provide each pair/trio with case number 2. Ask each pair/trio to do the following for 10 minutes:

* Discuss what they are feeling and thinking when they read the case
* Summarize the key themes from their discussion

2. One person from each group summarizes their discussion to the main group

3. The pairs/trios come together and discuss the case within the whole group

(Issues to explore include, culture, age, sessional GPs, appearance, language and accents, stereotyping)

Repeat Exercises 3 to 7 (slides 6 to 11) using the same format.

**Exercise 3**

Issues to explore include appraisal venue, appearance, sexuality, professional boundaries

**Exercise 4**

Issues to explore are: entrepreneurialism, leadership, conflicts of interest, stereotypes

**Exercise 5**

Issues to explore include gender change

**Exercise 6**

Issues to explore include disability, stereotyping

**Exercise 7**

Issues to explore include freedom of political view, their impact on patient care, appraiser feelings

**5. Tea break** (30 minutes)

**6. Understanding the terminology** (30 minutes)

In different pairs/trios:

What does equality and diversity mean to you? (5 minutes) (Slide 12)

What do you understand by the terms stereotype, prejudice and discrimination? (15 minutes)

* Discuss individual experiences as students, hospital doctors and GPs.
* Do they have policies addressing equality and diversity in their workplace?
* What stereotypes do they hold? These may be positive, for example,” Irish people are good musicians”
* Have do they prevent bias in their work as an appraiser?

Ask one person from each pair/trio to feedback the discussion to the large group

Following this, invite discussion from the large group and summarise the key themes raised on the flipchart

Show Slides 12, 13 and 14

Share slide 15 and explain that you will spend the next few minutes sharing

the theory of the origin of discrimination

Discuss slides 16-19

**7. Working together to prevent discrimination** (15 minutes)

Ask the whole group to brainstorm the answer to the following question (10 minutes)

How to you prevent prejudice and stereotyping? Share slide 20

Share slide 21 and ask how these solutions could apply to the group’s experience of appraisal?

Allow time for feedback and for participants to complete their written reflections

**8. Assessment and Reflection** (15 minutes)

**Assessment**

Hand out the feedback sheet

**Reflection**

Ask the participants to write their reflections. They may find the following prompts helpful:

1. What have you learnt about yourself?

2. How might you change as a result of attending this workshop?

3. How might this affect your appraisals in the future?

**Share a resource for further learning**

**An e-module on Diversity, Equal opportunities and Human rights**

<http://www.faculty.londondeanery.ac.uk/e-learning/diversity-equal-opportunities-and-human-rights>