**[https://www.iscp.ac.uk/images/layout/iscp_logo.png](https://www.iscp.ac.uk/)**

[http://www.iscp.ac.uk/images/jcstlogo.gif](http://www.jcst.org/)

**Cultural Awareness Guidance for Surgeons**

**Written and produced by Dr Margaret Murphy**

**VIDEO 2 – Further Information and Reflection**

**Verbal Language - Video 2**

**Culturally Appropriate Language**

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| **Video 2** | **Example in video 2** | ***Effect on Trainee*** |
| **Polite Language** | ‘*How do you feel about assisting me with these as well?’*  *-‘Nice to see you again.’*  *- ‘I’d like you to do well and be proud of your results.’* | * Protects face of trainee * Adds to harmony in discourse * Assists trainee to answer |
| **Helpful Language** | ‘*If you like, I could go through the steps and explain things with you beforehand.’*  *-‘If you can do it, that would be helpful for your ARCP.’*  *-‘If you like, I could go through the steps and explain things with you beforehand.’*  *-‘there are some excellent online texts’*  *-‘I’ll give you some good sites that I use myself from time to time.’*  *-‘there’s plenty of time between the procedures.’*  *-‘It’d be a great chance to improve suturing skills.’*  *-‘I’ll just adjust my Daycase list*  *Meet me in my office then at 8am on Wed.’*  *-‘Sure ….’*  *-‘…..and these sites will also help you with your MRCS Exams.’* | * Encourages trainee to learn * Minimises distance between them * Creates feelings of inclusivity * Reduces tension |
| **Checking Back Language** | ‘*What do you think?’*  *-‘An Open Hernia Repair?’*  *-‘Haven’t you done one of these procedures before?’*  *-‘You would like more time?’*  *-‘But, what about setting an alternative date for the procedures once you’ve finished…?’*  *-‘But wait – what about the web sites for up-to-date online surgical texts we discussed?’*  *-‘Let me know your impressions of the texts.’* | * Aids inclusivity and flattens hierarchies. * Adds to comfort levels of trainee and consultant * Gives importance to opinion of trainee |
| **Showing Interest Language** | ‘*Have you been busy?’*  *- ‘And good luck!’* | * Minimises distance between them * Creates feelings of inclusivity * Reduces tension * Shows friendliness * Shows consideration to trainee’s world * Makes trainee feel comfortable |
| **Offering Solution Language** | ‘*There’ll always be other opportunities for you to do them.’*  *-‘Well ….they can wait, sure.’*  *-‘There’ll always be other opportunities for you to do them.’*  *-‘Consultant almost confers with trainee and doesn’t lay down another time there and then.’* | * Improves relationship between consultant and trainee * Raises comfort levels * Allows trainee to disclose information more easily to consultant * Considers future learning of trainee |
| **Understanding Language** | *-‘I know that sometimes it’s difficult to have knowledge of all the procedures – it must be hard for a beginner trainee.’*  *-‘Now, let’s have a look at the Daycase list so we can factor in a run-through.’*  *-‘I understand – you will probably need to do a lot of revision for that.’* | * Flattens hierarchy between them * Checks understanding and approval * Shows understanding of other * Demonstrates empathy and sympathy * Creates feelings of teamwork |
| **Admits own vulnerabilities** | *-‘I practically needed two whole months!’* | * Brings consultant to same power/status level of trainee |
| **Joking Language** | ‘*I practically needed two whole months!’* | * Reduces tension * Improves relationship * Enhances learning * Allows relaxation * Affords empathy |

**Body Language – Video 2**

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| **Video 2** | **Example in video?** | ***Effect on Trainee*** |
| **Eye contact** | *Consultant uses correct amount of eye-contact with trainee, not too much and not too little.*  *(e.g. she doesn’t directly look at trainee when he asks ‘your ARCP – it’s coming up soon, isn’t it?’*  -C*onsultant, thinking, then looks at trainee*). | *\*Trainee feels attended to, important*  *\*Reduces social distances between trainer and trainee* |
| **Standing Position** | Consultant stands next to trainee.  (C*onsultant scans Day-case list while standing next to trainee (not over trainee))* | \*Trainee feels included and comfortable  \*Shows inclusivity,  \*Reduces social distance, \*Equalises power and status, and  \*Raises comfort levels of trainee. |
| **Facial Expression** | Consultant smiles, shows encouraging facial expression.  *(…..Consultant tries to be helpful, and gives trainee encouraging facial expression of ‘assistance’ and not ‘giving a lecture’*.) | *Equalises status differences between trainee and consultant. A friendly gesture towards trainee.* |

**VIDEO 2: Questions**

Choose the correct answer from the box to complete the sentence

Q1: Why is this language better?

difficult position comfortable

direct clear confident

allows considers indirect

spontaneous respectful

comfo

1: It is not so \_\_\_\_\_\_\_\_\_\_\_\_.

2: It makes the trainee feel more \_\_\_\_\_\_\_\_\_.

3: It\_\_\_\_\_\_\_\_\_ the trainee and his­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_.

Q2: Why is the trainee responding to the supervisor?

no comfortable worry judge

believe concerns harshly yes

understood feels concerns

disagrees able sentences

1: The \_\_\_\_\_\_\_\_\_\_\_\_ feels\_\_\_\_\_\_\_\_\_\_\_.

2: The trainee feels \_\_\_\_\_\_\_\_\_enough to say\_\_\_\_.

3: He feels \_\_\_\_\_\_to express his \_\_\_\_\_\_\_\_\_\_\_.

4: He does not\_\_\_\_\_\_\_\_\_ the consultant will \_\_\_\_\_\_\_ him \_\_\_\_\_\_\_.

Q3: What is the consultant being aware of?

-her body language to show understanding

-that she may be missing something

-that he may come from another culture

-her language accordingly

-her facial expression

-that he may feel uncomfortable saying ‘no’

1: The consultant understands\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2: She adjusts her\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3: She realises\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4: She changes her\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Q4: How is this language more culturally competent?

-understanding of trainee’s position

-feel comfortable enough to say ‘no’

-play down status differences

-that she is more considerate

-that she has travelled widely

-knowledge of trainee’s ability

-make here language simplistic

1: It is more indirect to show\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

2: She makes the trainee\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

3: She tries to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

4: She develops her \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Q5: The consultant’s voice – what do you think about its pitch, tone and projection? How do you think it has changed from Video 1 to 2?

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***Reflective Comments***

*Do you have any reflective comments on the language in Video 2?*