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Learning to Care about Culture in order to Change the Culture of Care: Lessons from Global Health for International Education for Professional Development Training Programmes

How can the education field adopt and adapt lessons learned from the healthcare sector in designing more culturally, linguistically, and socially sensitive adult education programmes for public service professionals? In other words, how can we, as global healthcare and education professionals, learn to better care about culture in order to change the culture of care, especially in a time of rising political and economic uncertainty?

As a lung transplant nurse in one of the world's most diverse hospitals, I am responsible for leading monthly education series for fellow transplant nurses and multi-disciplinary transplant team members to respond to the demands of professions deeply rooted with questions and experiences of uncertainty. In other words, I am responsible for the professional development training programmes for our nurses and doctors. We have rising populations of socio-economic disadvantaged patients. We have rising populations of refugee patients, arriving from Haiti, Iraq, Syria, and other conflict-affected areas. What type of tools, processes, and approaches do we need to respond to patients' social and cultural needs?

These questions have direct relevance to the international education sector; in particular for the future of teacher professional development. What lessons could we tease out from the needs for adult learning for health care professionals to better inform and improve global teacher training? How do teachers, for example, respond to rising populations of socio-economic disadvantaged students? How do teachers respond to rising populations of displaced children?

Too often, we see the health and education sectors as separate industries. But in fact, they both have a strong similarity in their commitment to improving levels of people's well-being. What new insights could we gain if we shared more lessons across disciplines about how to better design professional development training programmes that care for culture in order to change the culture of care?

Even in one hospital, there is a world of cultural diversity. For example, where I work, patients come from all continents and countries – whether they are from Haiti, the Dominican Republic, Puerto Rico, Kuwait, Iraq, Syria, Lebanon, Japan, South Africa, China, or India – the tensions often rise between modern medicine versus traditional cultural norms. How do we provide effective, technologically advanced healthcare when, at times, they conflict with patients' personal social values and cultural heritage? How similar are these questions for education? For example, in one school, there is a world of cultural diversity. Are there similar tensions between the types of skills and knowledge that teachers promote and the personal values that students hold?

The session will be grounded in exploring two patient case studies that wrestle with issues related to caring for displaced individuals from China and Iraq in the context of a hospital in the United States; highlighting the need for greater linguistic sensitivity, social inclusion and cultural awareness in professional public service delivery in-service and pre-service training programming. Furthermore, as political and economic uncertainties continue to rise globally, how do lessons learned from how we care for an increasingly diverse set of patients in the hospital

room translate (or not) to the informing best practices for teaching and caring for an increasingly diverse cohort of learners in the classroom?

What becomes clear is that that in a time of uncertainty, learning to care about culture is the only way to improve the culture of care, whether that is in healthcare or education. More attention must be drawn to *how* we might better equip and support our healthcare and educational professionals with improved linguistic, cultural, and social literacies in an uncertain world.