

## Health-related Critical Incidents Activity

1. First, find your name in one of the lists (below) to see what group you will work with in a Breakout Room. Each group has an assigned leader who should facilitate the discussion.

<p><b>GROUP 1: Resident from Thailand</b>            KOTSUJI SERA (Leader)            AOKI MEBAE            VANFLEET BRYAN KAI            OBARA NENE            KOGAWA MIKI            KONOKI RISA KO            NEMOTO KURA            FU QINYU            FULLER ALISHA            MASUDA MIKI</p>	<p><b>GROUP 4: Indignant Grandma (Mexican)</b>            NAKAO KAREN ALICIA (Leader)            NAKAMURA KAZUKI            HATTORI KOJU            HAYASHI HANAKO            HOSHI AYUMI            HOSOTANI HARUNA            HORIKAWA KENTARO            HORIKOSHI NENE            MATSUMURO MISAE            MIYAZAKI AKANE</p>
<p><b>GROUP 2: Roommates (Cambodian)</b>            AZUMA RIO (Leader)            YOSHIMATSU NANAMI            YABUMOTO MAMI            ISHIGAMI YO            ISHIMATSU SUMIRE            IBUSUKI MIZUKI            EIGA MISAKI            EBATA MAI            SOICHIRO OKUYAMA            KAMAGATA KAHO</p>	<p><b>GROUP 5: Bruised Baby (Vietnamese)</b>            SUZUKI RYOKA (Leader)            ISHIDA YUMEMI            ISHIYAMA SHUNTO            KANEKO TSUKINO            KUWANA SHO            SUGIMURA HONAMI            NAKAGAWA MARINA            INAGUMA HIRONO            KIRIYAMA YUI            MOCHIDA HIMARI</p>
<p><b>GROUP 3: Katherine Low (Chinese American)</b>            SATO JURI (Leader)            KIDOKORO HARURU            KURASAWA NOZOMI            SASE MICHIRU            KAMIMURA YUZUKI            SHIIMOTO RYUTARO            TAKAHASHI YUYA            TANAKA ALEX DAICHI THOMPSON            DOI TOMOE            TOMIOKA AMANE</p>	<p><b>GROUP 6: The Ghost (Native American – Cheyenne)</b>            TERASAWA CHINA (Leader)            TAKEDA HINA            KOKUBO TAIKEI            KURUMA YUKAKO            ITO RYUNOSUKE            KUROKAWA KAZUTO            KAWAGOE MIYU            SUGAWARA MAI            KANEKO SAYAKA</p>

2. On the next page you will find a link to a PDF for a “critical incident” that Dias has assigned to you and your group. That PDF has two pages. On the first page (on the left side) is the critical incident itself, and on the right side are four possible explanations for the “problem” that arises in the situation. The task for you and your classmates is to decide which of them is the best explanation. DO NOT look at the third page before you’ve finished discussing the critical incident and have come to a consensus on which explanation is best. I would recommend that only the group leader download the PDF and use screen sharing in the breakout room to show it to everyone as you discuss it.

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Use the link to the PDF that has the critical incident that was assigned to you...

GROUP 1: Resident from Thailand

<https://aogaku-daku.org/wp-content/uploads/2021/06/Resident-from-Thailand.pdf>

GROUP 2: Roommates (Cambodian)

<https://aogaku-daku.org/wp-content/uploads/2021/06/Roommates.pdf>

GROUP 3: Katherine Low (Chinese American)

<https://aogaku-daku.org/wp-content/uploads/2021/06/Katherine-Low.pdf>

GROUP 4: Indignant Grandma (Mexican)

<https://aogaku-daku.org/wp-content/uploads/2021/06/Indignant-Grandmother.pdf>

GROUP 5: Bruised Baby (Vietnamese)

<https://aogaku-daku.org/wp-content/uploads/2021/06/Bruised-Baby.pdf>

GROUP 6: The Ghost (Native American – Cheyenne)

<https://aogaku-daku.org/wp-content/uploads/2021/06/Ghost.pdf>

3. After you have all decided on the best explanation (from the four presented), the group leader should show the second page, which presents the best answer. Explanations for why the others are less desirable are noted.
- 4) Once we get out of the breakout rooms and back to the full group, the group leader (or someone who the group leader elects from the group) will...
  - a) summarize the critical incident for everyone else.
  - b) briefly go over the 4 possible explanations.
  - c) explain which one the group thought was best and whether that was actually considered to be the best one in the handout.
- 5) Also, discuss the following in your breakout room:
  - a) What (if anything) did you learn about another culture from this activity? Was this new information for you?
  - b) How do you think this knowledge might be useful for health care practitioners?
  - c) What do you think are some problems with this kind of task? In other words, might the task be harmful in some way?

**IMPORTANT:** If you haven't done so already, download this form:

<https://aogaku-daku.org/wp-content/uploads/2021/06/Form-to-Fill-out.pdf>

and print it out, if possible. When you listen to other presentations, you will fill in the blanks so that you can focus on what each of the groups have said.

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### ADDITIONAL THINGS TO DISCUSS (time permitting)

Some groups will finish the task sooner than others. If you have finished discussing it early, the group leader should lead discussions about...

A) The quotes related to medicine and culture at [https://aogaku-daku.org/wp-content/uploads/2021/06/quotes\\_on\\_health\\_and\\_illness.pdf](https://aogaku-daku.org/wp-content/uploads/2021/06/quotes_on_health_and_illness.pdf) .

Discuss which quotes group members can understand and relate to the most? Which do they find the strangest and most incomprehensible? Leaders will later summarize this discussion.

B) Ask each other the four questions on Page 1 of this PDF. These questions involve important issues connected with health and culture (privacy, informed consent, power dynamics, etc.):

[https://aogaku-daku.org/wp-content/uploads/2021/06/interview\\_quotes.pdf](https://aogaku-daku.org/wp-content/uploads/2021/06/interview_quotes.pdf)

If time allows, group leaders (or members they assign) will explain what was discussed.