

Cross-cultural Competence and Communication in Global Veterinary Settings

**CVM Conference
October 25, 2025**

**Lisa Dodd
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Karen Stoufer**

Our 2 follow-on sessions are related to our topic:

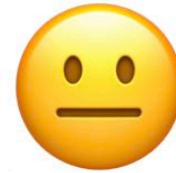
- Adult learning
- Participatory methods



Feedback afterwards

Feedback

Cross-cultural Competence and Communication



Why did you come?



What do you think?

What cross-
cultural mistakes
have you made?

What is culture?

Culture is central to what we see, how we make sense of what we see, how we respond to what we see, and how we express ourselves.



Cultural Identity

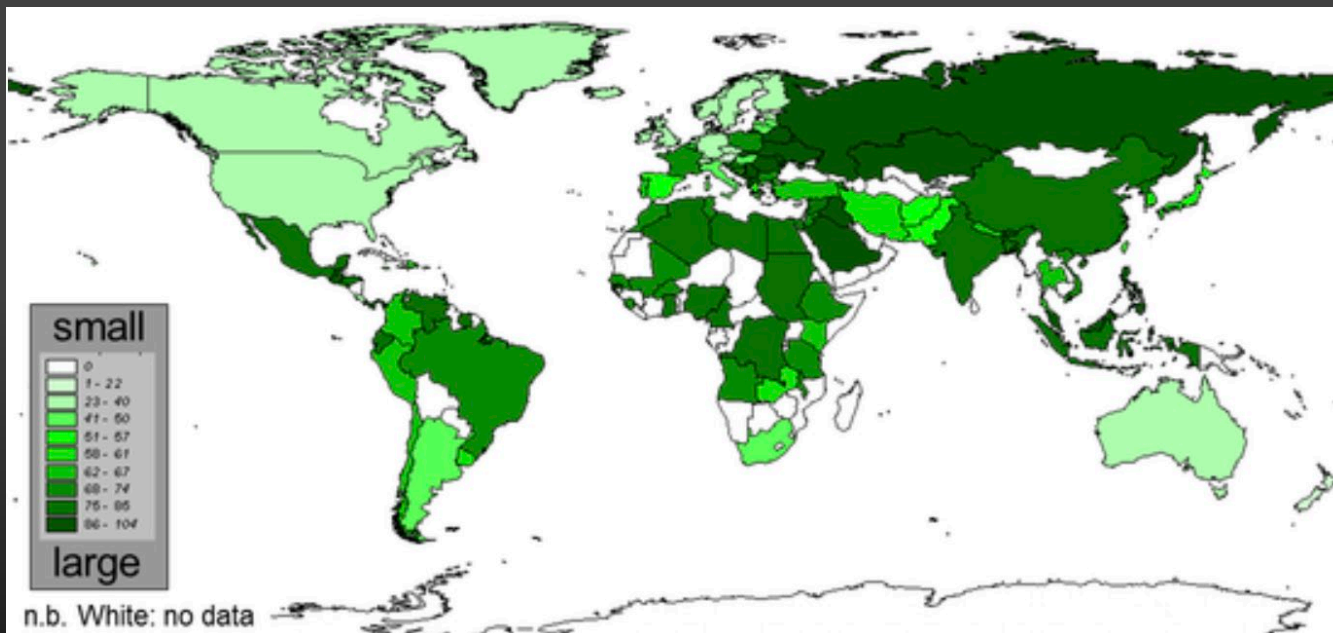
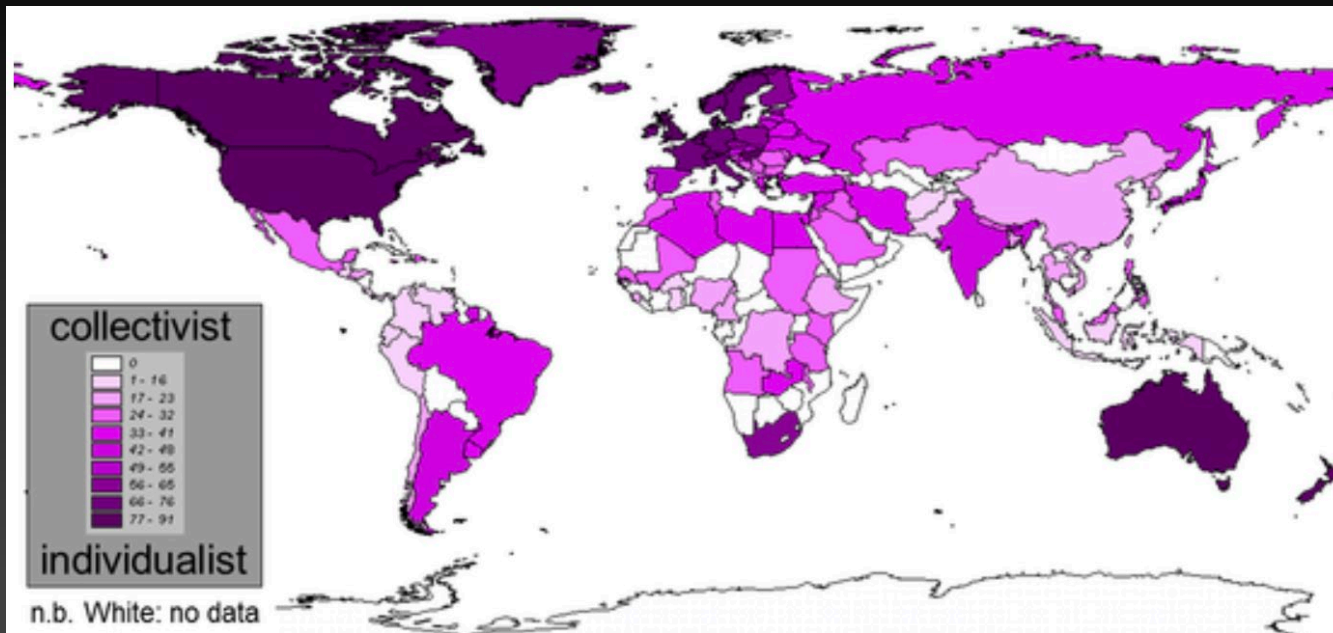
- Nationality
- Ethnicity/Race
- Religion
- Gender
- Age
- Education
- Socioeconomic status
- Living patterns (urban/rural/nomadic)



Hofstede's Dimensions of Culture

- Power distance
- Individualism versus collectivism
- Masculinity versus femininity
- Uncertainty avoidance
- Time orientation
- Indulgence versus restraint

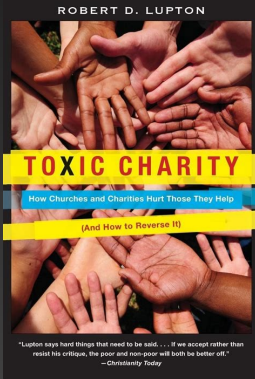
Are geopolitical borders
sufficient to categorize cultures?



Define poverty.

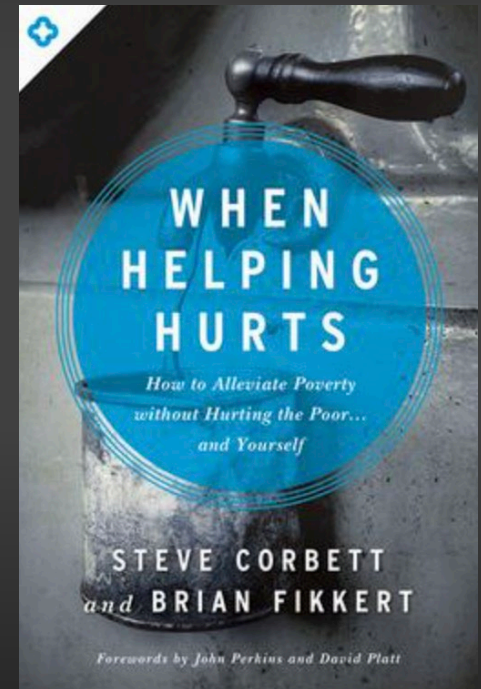


Our understanding of poverty



If we provide these, will we alleviate poverty?

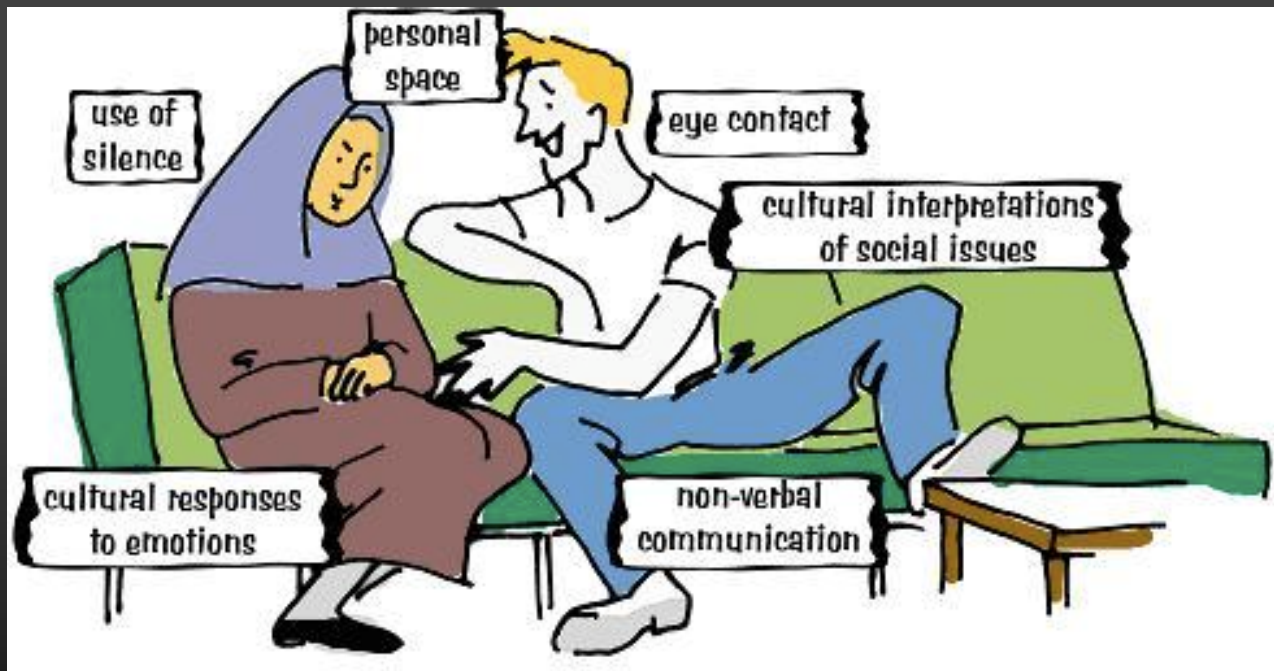
- Is it only a lack of money?
- Is it only a lack of resources?
- We need to better understand:
 - poverty
 - impact of trauma
 - impact of culture/social structures



Honor - Shame
Right - Wrong

Cross-cultural competence

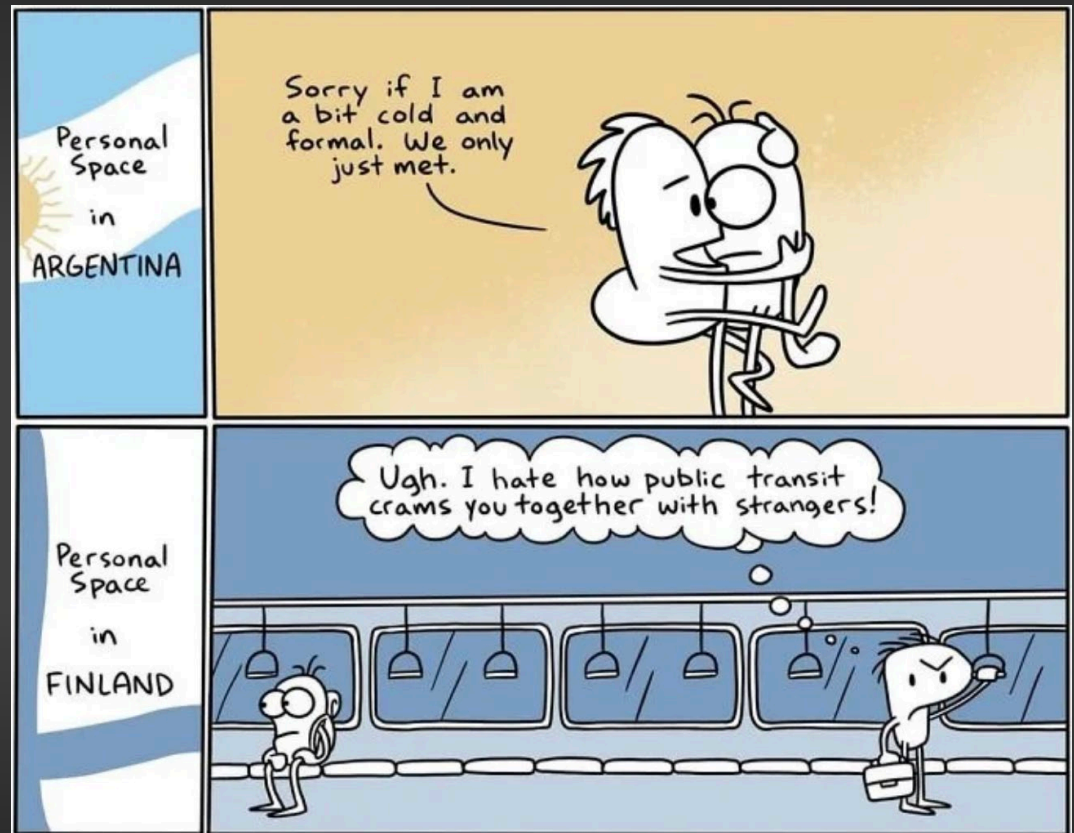
- the ability to interact **appropriately** and **effectively** with people who have different cultural backgrounds.



Why is it important?

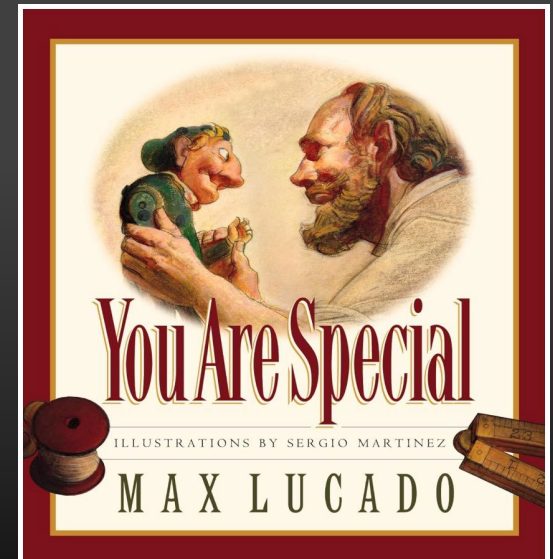
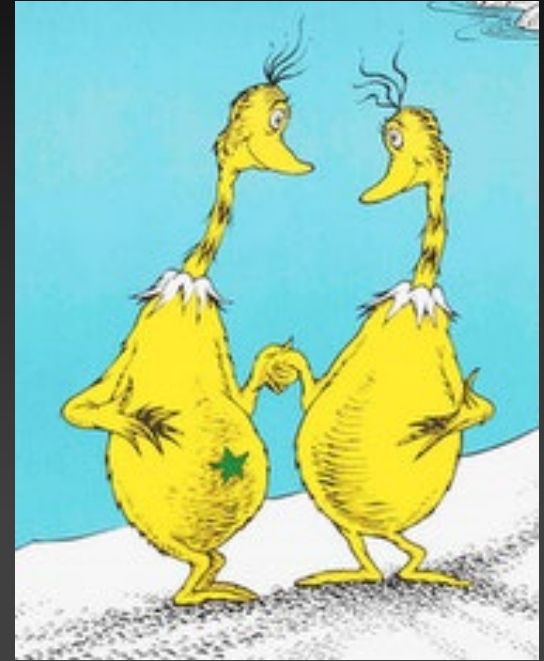
Cultural competence involves:

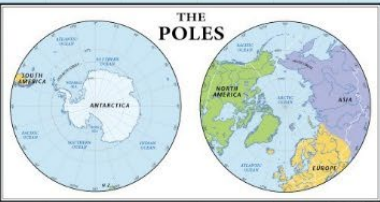
- Cultural:
 - Knowledge
 - Awareness
 - Humility
 - Sensitivity
 - Skills



Impacted by our personal barriers

- Language
- Stereotyping
- Prejudice
- Bias
- Ethnocentrism





MAPS.com
WORLD
 POLITICAL

LEGEND

- International boundaries
- Disputed international boundaries
- Internal boundaries
- London D Regional capitals
- City P Primary cities
- GNMA Independence or areas of special sovereignty
- Dependence or areas of special sovereignty
- U.K. UNITED KINGDOM
- U.S. UNITED STATES

ABBREVIATIONS

- ALC AUSTRALIA
- BH BAHAMA AND HERZEGOVINA
- BR BRAZIL
- CA CANADA
- CH CHINA
- FR FRANCE
- GR GREECE
- IND INDIA
- IR IRAN
- IS ISRAEL
- IT ITALY
- JP JAPAN
- KE KENYA
- LA LAOS
- MA MALAYSIA
- MC MONACO
- MO MONTENEGRO
- NZ NEW ZEALAND
- PK PAKISTAN
- PT PORTUGAL
- RU RUSSIA
- SE SWEDEN
- SI SLOVENIA
- SP SPAIN
- UK UNITED KINGDOM
- US UNITED STATES

Scale bars for meters and kilometers are provided at the bottom of the legend box.



Common sense & common courtesy



The power of the tongue

James 3:3-4



We make a horse go wherever we want it to go by a small bit in its mouth.



A small rudder turns a large ship whatever way the man at the wheel wants the ship to go.

Patronizing statements

- In America, we ... (repeatedly)
- How can you believe that ...?
- Why would you treat with *this*?
- This is the 2nd third-world country I have visited.
- Why don't the stores accept credit cards?

What are good learner statements?



Learner statements

- What is your favorite thing during Ramadan?
- What are the most memorable things from your childhood?
- How do you normally treat this?
- How do people normally pay for things?

What do you notice?



Communication: what % is non-verbal?



Communication

The biggest problem in communication is the illusion that it has been accomplished.



What did you notice?

Why interpreters?

Interpreter Placement Demo (4 min)

When using interpreters

- Position
- Culture
- Speed
- Complexity
- Sentence length
- Complete thoughts before pausing



Cut it out!

- Pulling your leg
- Call it a day
- Break a leg
- Spill the beans
- Hit the sack / hay
- Under the weather



<https://thumbs.dreamstime.com/z/>

Interpretation complexity exercise: 2 minutes

Pair off

Person A: read your word-for-word translation

Person B: write the sentence in proper English

What have we learned?

- Cross-cultural
 - Competence?
 - Communication?



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Adult Learning Concepts in Cross-cultural Settings

CVM Conference
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Lisa Dodd
Chuck Dodd
Karen Stoufer

Our follow-on session: Participatory Assessment and Training



Feedback afterwards

Feedback

Adult Learning Concepts



Why did you come?

Your educational experience?

- The teacher is in charge.
- Teacher chooses topics.
- Teacher lectures, demonstrates, explains, questions
- Students listen and respond to rote learning
- The answers are already known
- Little discussion
- Teacher knows it all.
- Students are inferior



Fixed vs. growth mindset?

1. That's ok, you just aren't very good in math.
2. I'm not very social. I think I'll stay home.
3. Sally is so smart.
4. If you are not understanding, let's try something else.
5. She's been teaching the same way for 35 years.

Knowledge is constructed

The application of
knowledge is where
learning occurs:

Telling is not teaching.

Listening is not
learning.

-John Collum



How can we help others build knowledge?



We know:

- 20% of what we hear
- 50% of what we hear and see
- 70% of what we hear, see, and discuss
- 90% of what we hear, see, discuss, and do



Your security code is:

3 8 9 2 4 1

Your security code is:

3 8 9 2 4 1

Your working or short-term memory
can hold 6-8 chunks of information.

(from Saul McLeod, 2013, and Miller, G.A., 1956).

Cognitive Load

1. NO SCROLLING
Keep all content about a subject on 1 handout page, 1 slide, or 1 screen.



5. FRONTLOAD VOCABULARY
Provide definitions of difficult vocabulary before learners begin reading.

BRAIN



BLAST

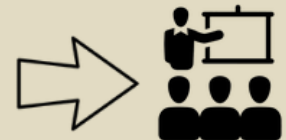


16. INTRODUCE OBJECTIVES
Students should know what they should know.

2. BE CLEAR
Confusing presentations lead to confused students.



HOW TO REDUCE COGNITIVE OVERLOAD



6. MINIMIZE NOISE
During work time, close the door to reduce hallway clatter. Encourage earplugs during writing time.



10. INTRODUCE NEW CONTENT WITH VIDEO
Support kids' understanding by giving an overview of what is to be learned. Use videos from Youtube, BrainPOP, & Scholastic Study Jams. (Source: Rachael Parlett)



3. AVOID SLIDE SHOW BELLS & WHISTLES
Students should remember the content, not the fancy transitions.

7. HIGHLIGHT IMPORTANT CONTENT
On handouts, use bold font for key terms. When presenting, say, "This is the most important thing to remember."

11. DELIVER IT SLOW, CHOP IT DOWN
If the info is complex, reduce the amount of content & slow your pace.



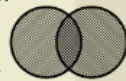
14. APPLY THE MODALITY EFFECT
Present "info. in 2 ways—for example, by showing an image and talking about it." (Source: Petra J. Lewis)



4. ELIMINATE THE REDUNDANCY EFFECT

Don't add text to a slide when the visual is self-explanatory. Don't read a text-heavy slide word-for-word. (Source: Elliott, Kurz, Beddow, & Frey, 2009)

8. PROVIDE AN ADVANCE ORGANIZER
These can be in the form of a graphic organizer (Venn Diagram), concept map, narrative, timeline, outline, or analogy.



12. EASY-BAKE IT!
Take complex info and simplify it. Cover less of the subject. Slow down.



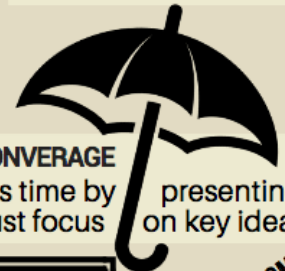
9. DEMONSTRATE COMPLEX PROBLEMS
To help students with difficult problem procedures, show a worked example or partially worked example.



13. TELL A STORY
Narratives make lectures more sticky.



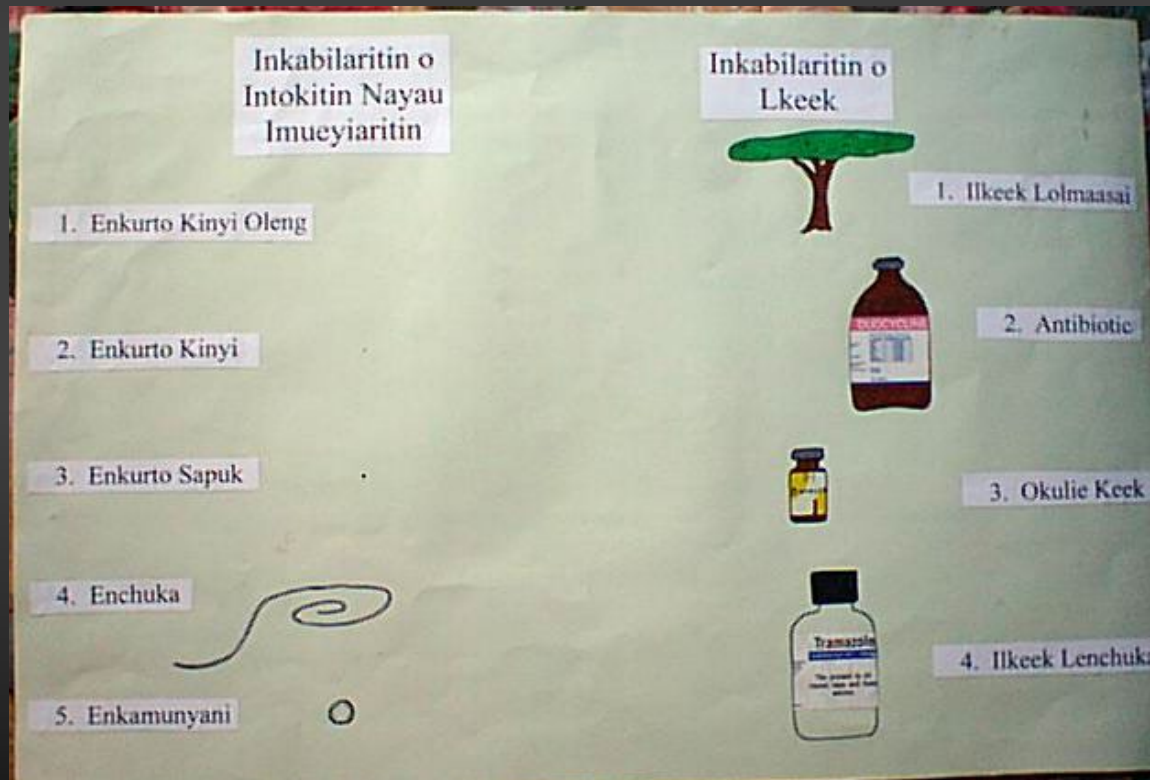
15. AVOID THE TYRANNY OF CONVERGENCE
Don't think of filling up class time by as much info as you can. Just focus on key ideas.



WHAT IS COGNITIVE OVERLOAD?
Stress put on working memory when we learn new content or skills—stress that makes info hard to process.

TODD-FINLEY.COM

What are optimal graphics for low-resource settings?



Social media

- A transferable skill
- Minimal equipment
- Design for:
 - attention span
 - viewing device



إختر أصحابك

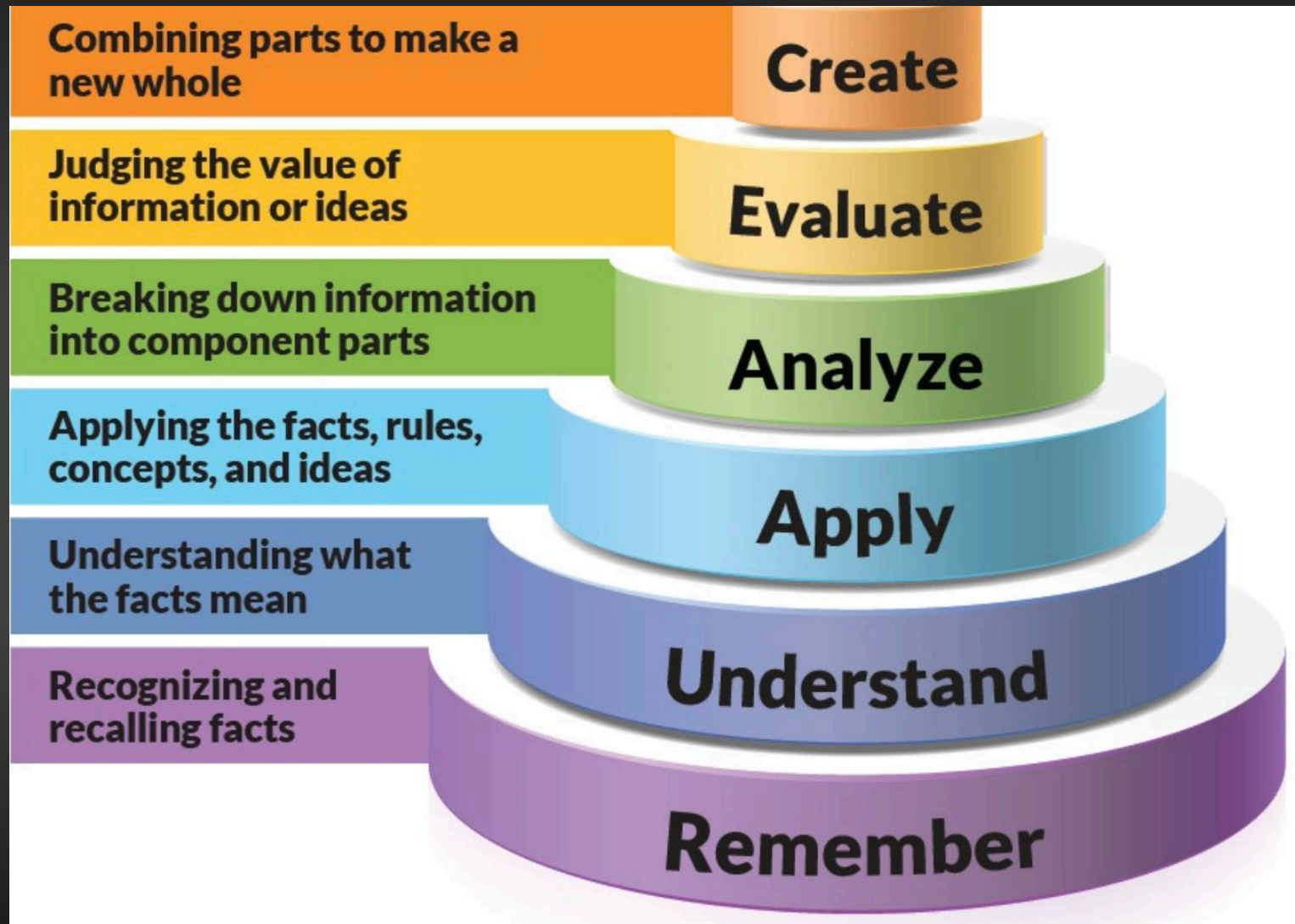
Choose your friends



What subskills are needed?



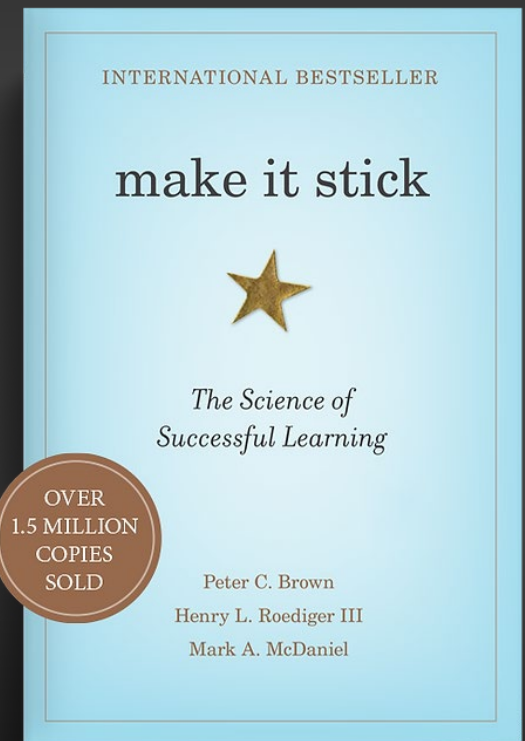
Using Blooms Taxonomy



The learner is responsible
for their own learning.

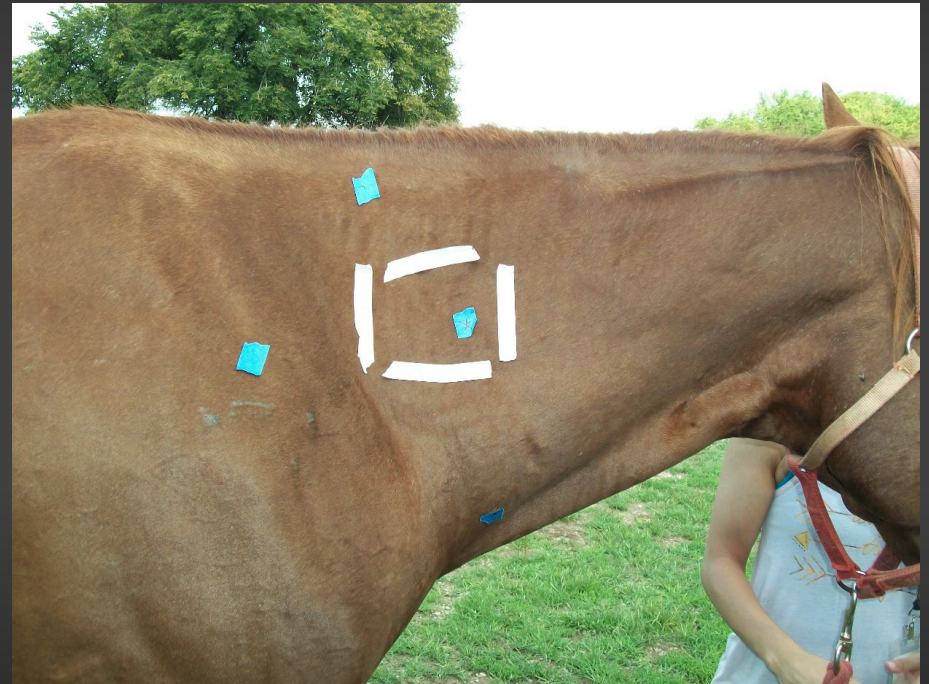
Making it stick

- Not about
 - learning styles
 - the illusion of mastery
- More about
 - retrieval from memory
 - effortful learning
 - building knowledge matrix
 - solving before being taught



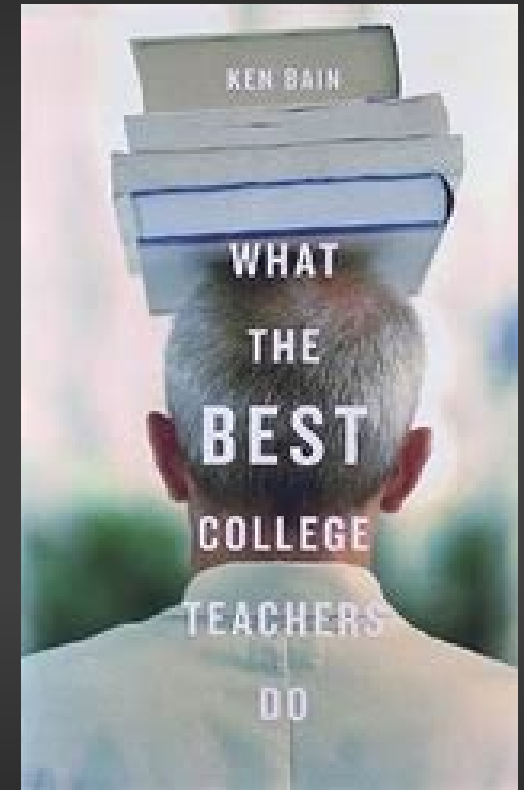
Don't ever do what the learner can do.

- Don't read.
- Don't demonstrate.
- Don't tell.



Bain observed that the best do this:

- facilitate meaningful learning
(not *what* you know, but *how* you know)
- expect more
- create discovery environments
- trust



On your handout...

Knowles' andragogy tenets

Vella's 12 principles

Cagne's 9 events of instruction

Cantor's 10 principles

The next time you teach or explain something, what will you do differently?



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Participatory Veterinary Assessment and Training in Cross-cultural Settings

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Why does this session follow
cross-cultural competence
and adult learning sessions?

Feedback afterwards

Feedback			
Participatory Methods			
			
			

Why did you come?

A few questions

- How can we know if a community feels that they own a project?
- Is training or a project commonly measured by its *intent* or *results*?



Participatory methods facilitate:

- genuine assessment
- sustainability
- ownership
- working relationships
- strong communities



First: Participatory Assessment

- identify the assessment committee
 - cultural challenges?
- define the situation
- analyze the situation in the community
- define the directions for the future
- consider the available resources



Assessment steers training



Be careful

- Assessment can be manipulated
- Maybe means yes
- Individual vs common good
- Both smallholder farmer and national livelihoods are important



Who participates in the assessment?

The *community*:

- *chooses* the assessors
- *defines* and analyzes the situation in the community
- *considers* the available resources
- *decides* future directions



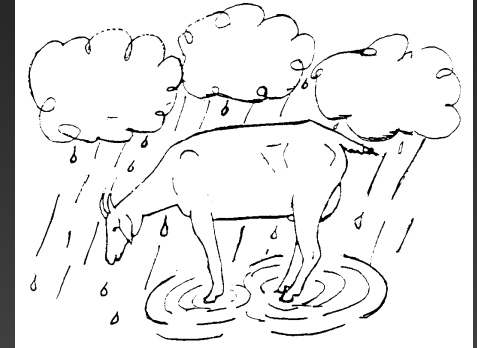
Data collection methods

- participatory rapid appraisal
- 10 seed technique
- ranking
- visualization
 - mapping
 - seasonal calendars
 - time-lines
 - diagrams

<u>Disease- signs</u>	<u>Diseases</u>				
	<i>Liel</i> Mixed parasitism	<i>Dai</i> FMD	<i>Maguer</i> Parasitic gastroenteritis	<i>Doop</i> CBPP	<i>Macuery</i> Fascioliasis
Chronic weight loss (W=0.51 ⁻)	••••• 10 (6.0-16)	• 1 (0-2.5)	•• 3 (0-3.0)	• 1 (0-2.5)	• 1 (0-2.0)
Animal seeks shade (W=0.88 ⁻)	0 (0)	••••• ••••• 20 (17-20)	0 (0)	0 (0-3.0)	0 (0)
Diarrhoea (W=0.52 ⁻)	•• 4 (0-8.5)	0 (0)	••••• 11 (6.0-16)	0 (0)	•• 4 (0-7.5)
Reduced milk yield (W=0.51 ⁻)	•• 2 (0-4.0)	••••• 13 (7.0-20)	•• 3 (0-9.0)	• 1 (0-2.5)	0 (0-1.0)
Coughing (W=0.76 ⁻)	0 (0-0.5)	0 (0-0.5)	0 (0-2.0)	••••• 19 (16.5-20)	0 (0-0.5)
Reduced appetite (W=0.54 ⁻)	0 (0)	••••• 13 (7.0-20)	0 (0)	••• 5 (0-10)	0 (0)
Loss of tail hair (W=0.89 ⁻)	••••• 20 (16.5-20)	0 (0)	0 (0-3.5)	0 (0)	0 (0)
Tearing (W=0.28 ⁻)	••• 6 (3.0-13)	•• 2 (0-6.5)	•• 4 (0-8.5)	0 (0-1.5)	•• 3 (0-6.0)
Salivation (W=0.50 ⁻)	•• 2 (0-3.0)	••••• 14 (7.0-20)	•• 3 (0-6.5)	• 1 (0-2.0)	0 (0-0.5)

Participatory training advantages

- all inclusive
- relevant
- sustainable
- uses local resources
- creates ownership
- builds self-esteem and confidence
- immediate implementation



First explore the problem



Don't give the outsider solution

Key components within a training workshop

- icebreaker
- introductions
- expectations
- evaluation



Tips for good facilitation

- have a scribe
- be in a circle
- enable everyone to participate
- keep the discussion on course (bookshelf)
- listen more than you speak



<https://s3.amazonaws.com/participedia.prod/>

More facilitator tips

- ask the right questions
- plan for silence
- don't be a VIP
- expect conflict



Philippians 2:3

“Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves.”

Learning Together

The Agricultural Worker's Participatory Sourcebook

Susan Stewart



Heifer Project
INTERNATIONAL

Chapters by B.J. Lundquist, Jennifer Shumaker and Karen L. Stoufer
Illustrations by Trond Scheen Korssj en

 Christian
Veterinary
Mission

A LESSON PLAN FORMAT AND FRAMEWORK OF A SESSION

Overall Objective for this Lesson

Objective(s)	Method	Materials	Time
<p>Achievement-based objectives. (ABO)</p> <p>They say what will be accomplished by the participants by the end of the workshop and should be SMART goals.</p> <p>An objective for each section can go here.</p>	<p>Beginning: A brief orientation to the topic. You can brainstorm or ask a question or use a warm-up task. You may use a code to stimulate dialogue or a visual presentation method.</p> <p>Middle: <div style="text-align: center;"> A dynamic or exercise Plus Dialogue and analysis or Practice plus Reflection on the practice or A combination of a dynamic plus analysis plus practice plus reflection </div> </p> <p>End: Revision, conclusions, and an action plan or goals for the future.</p>	<p>A list of all necessary materials</p>	<p>How much time will it take to complete each section of the topic?</p>

Training Example

- The community's assessment reveals:
 - Very low-resource area
 - Poor nutrition, high animal disease
 - Community identified:
 - poor nutrition
 - unknown causes of disease
 - Further assessment needed
 - But they are ready to begin training

Today's training example: The 4 free medicines



Invest wisely

- Who:
 - Graduate vets
 - Paravets and Community Animal Health Workers
 - Farmers
- What training standards?
- What incentives?



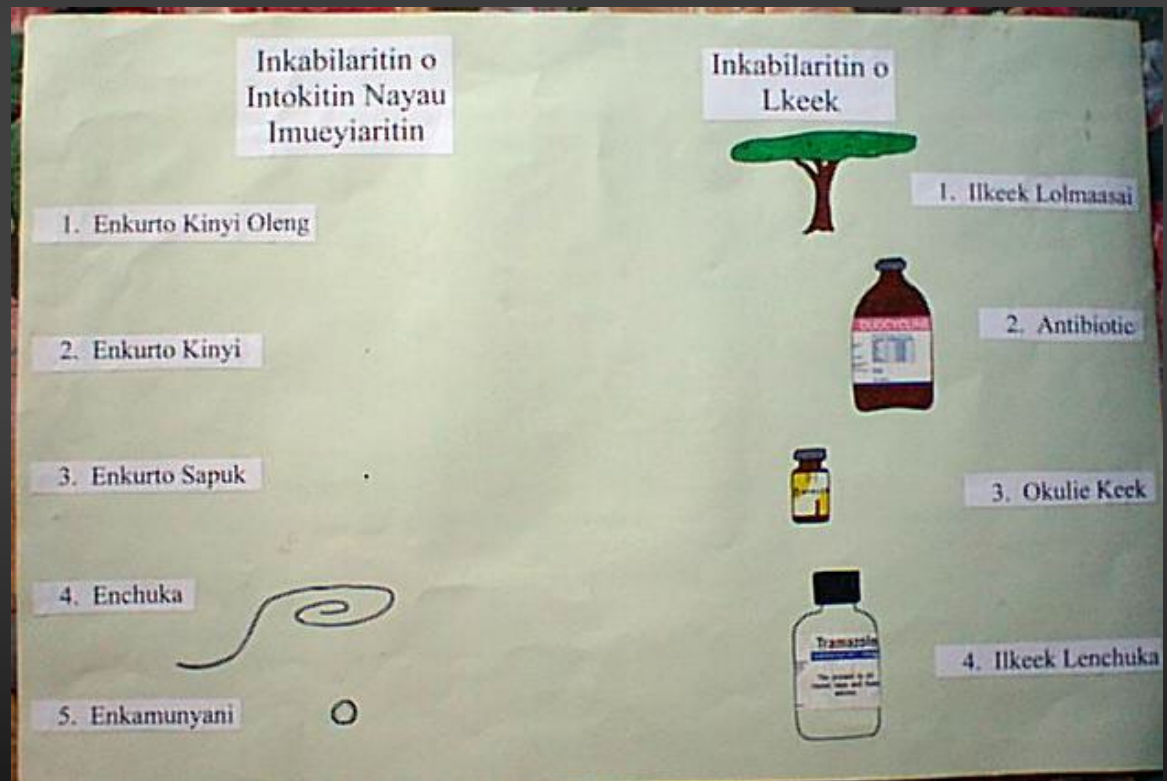
Disease paradigms: opening the door

- classifying infectious organisms
 - viruses
 - bacteria
 - protozoa
 - parasites



Drug paradigms: putting it together

- ethnoveterinary
 - traditional
- antibiotic
- “other”
- dewormer



What have we learned together?



So what can we do?

- Don't do what they can do
- Let the learner lead
- Use participatory methods
- Help communities prioritize
- Design against corruption
- Build capacity through relationships, not things



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