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In service Training Program for HealthCare Professionals

PEDAGOGICAL GUIDE



HealthMi



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HealthMi

Training Program

Health care professional guidance for Migrants

MODALITY: ONLINE/FACE-TO-FACE

HOURS: 24

Pedagogical Guide

Result R2.A2

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Table of contents

Introduction	4
Objective	4
Proposed methodology	4
Target Groups	4
Modules	5
Learning activities in support of the training modules	11
Activities	11
Other Documentation	18

Introduction

HealthCare Professionals and social care professionals need to be aware of culturally specific norms, beliefs and priorities, and the need for inclusive healthcare services for migrants as intercultural competence focuses more specifically on the interaction and dialogue between different cultures and the need to address healthcare needs within those intercultural contexts. Professionals must meet the needs of migrants as it concerns their psychology, health condition and wellbeing. The integration of migrants is a dynamic and multifaceted two-way process which requires efforts by all parties concerned, including a preparedness on the part of migrants to adapt to the host society without having to forego their own cultural identity, and a corresponding readiness on the part of host communities and public institutions to welcome migrants and meet the needs of a diverse population.

Through different modules, a training program particularly designed for health professionals will help them acquire new skills and abilities.

Objective

The objective of the In service Training Program for HealthCare Professionals is to empower health professionals, social Workers and people who are working in the field of social integration of migrants to meet their needs and to develop increased capacities of the hosting society and institutions.

Proposed methodology

It is determined that materials will be produced so that are usable both asynchronously on the digital platform and synchronously in virtual or face-to-face sessions.

Target Groups

Health professionals, social workers and people who are working in the field of social integration of migrants to meet their needs and to develop increased capacities of the hosting society and institutions.

Modules

The training program is made up of 9 modules; 2 essential or basic training modules and 7 specialized modules.

TRAINING UNITS		CONTENTS OF EACH TRAINING UNIT
1 ESSENTIAL TRAINING	NATIONAL HEALTH ISSUES	▪ The migratory phenomenon: geography and causes of migrations (forced and economic migrations). ▪ Basic knowledge of the health policies of the member countries of the consortium. ▪ Basic knowledge of the main public health problems of the member countries of the European community in general and of the members countries consortium in particular. ▪ Recognizing key public health issues and health threats in migrants. ▪ Evidence on the impact of health policies on health inequalities in migrants.

2 SPE CIA LIST TRA ININ G	EPIDEMIOLOGICAL PICTURE OF MIGRANTS IN THE NATIONAL COUNTRY	▪ Epidemiological picture of migration. National framework. ▪ Basic knowledge clinical and epidemiological approach to migrants' health. ▪ Key implementation challenges for migrant screening and vaccination of newly arrived. National framework. ▪ Basic knowledge of early detection of diseases and screening, and basic knowledge of national programs of early detection and screening in different age groups. ▪ Basic knowledge of specifics of some chronic non-communicable diseases in migrants.
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3 SPE CIA LIST TRA ININ G	ENFORCING INTERCULTURAL COMPETENCES AND SENSITIVITY OF DIVERSITY	▪ The challenges faced by health services due to Migration of culturally diverse populations, explain the need for interculturally competent and diversity-sensitive health care and define the key terms relating to heterogeneous groups. ▪ Community Participation. The importance of participatory approaches in health care; identify the practical and ethical issues affecting migrant patients through community participation; and identify and explain the tools used in different stages of health care. ▪ To define the key concepts related to cultural competence; explain why interculturally competent and diversity-sensitive health care is necessary; and describe the four-dimensional model for increasing intercultural competence and diversity sensitivity in the health sector. ▪ Health Sector Responses. To explain the importance of education and training in intercultural competence; recognize the importance of trained interpreters in health care; and identify the role of intercultural mediators. ▪ Key Questions for Policy-makers and Practitioners. To identify the key questions that need to be asked at different domains to work towards intercultural competence and diversity sensitivity.
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4 SPECIALIST TRAINING	MEDICAL, SOCIAL AND PSYCHOLOGICAL AREA OF MIGRANTS	▪ Theories and Models of Migration Health. ▪ Basic knowledge of the Models of Migration Health of the member countries of the consortium. ▪ The cultural dimensions of health. ▪ Basic knowledge of the impact of migration on the Mental Health status of migrants. Basics in Psychopathology. ▪ The socio-cultural and psychological adjustment process. ▪ Ethical and legal issues of migration health. ▪ knowledge about issues in treatment of mental health problems.
5 SPECIALIST TRAINING	STRESS IDENTIFICATION OF MIGRANTS	▪ Basic knowledge is proposed suggesting that when sociocentric individuals from sociocentric cultures migrate to egocentric societies they may feel more alienated. In order to assess and manage migrants, the clinicians need to be aware of the pathways into migration. ▪ Basic knowledge about theories and models of migration health. ▪ The Stress Concept. Psychological Stress and the Coping Process. ▪ Stress Symptoms, signs, and diagnostic evidence from a cultural perspective. ▪ Main stressors in the migrant population. ▪ Knowledge of stress and coping. ▪ Psychological first aid: Guide for field workers. ▪ Stress management programs.

6 SPE CIA LIST TRA ININ G	BETTER INCLUSION, WELLBEING AND MENTAL HEALTH.	▪ Domains of mental health and well-being. Regulation of human behavior and mental health. ▪ Aspects of wellbeing and inclusion. ▪ Basic knowledge of the extrinsic environmental conditions, personal characteristics, and social conditions. ▪ Positive Organizational Culture neighborhoods and workplaces. Altruism. ▪ Cultural diversity, Inclusion and Wellbeing Strategy.
7 SPE CIA LIST TRA ININ G	COMMUNICABLE DISEASES, HYGIENE & SAFETY.	▪ Basic knowledge of determinants in migrant population in reference to local population. ▪ Basic knowledge of the similarities and disparities. ▪ Basic knowledge of key health determinants of communicable diseases and safety protocols. ▪ Recognizing key public health issues and health threats in migrants. ▪ Early recognition of communicable diseases. ▪ Preventive safety and hygienic measures.

8 ESS ENT IAL TRA ININ G	COVID-19 AND CONSEQUENCES FOR MIGRANTS	▪ The COVID-19 pandemic comes at a crucial time for international migration. Just prior to the crisis, record-high inflows were recorded in a number of countries, and populations of immigrants and native-born children of immigrants have grown virtually everywhere. ▪ Specific factors in the pandemic affecting immigrants' health. ▪ Specific factors in the pandemic affecting immigrants' labour market integration. ▪ Specific factors in the pandemic affecting education of children of immigrants. ▪ Actions for policy makers and Post-COVID-19 recovery initiatives.
9 SPE CIA LIST TRA ININ G	PUBLIC SERVICE INTERPRETING STANDARD (PSI)	▪ Main ethical and professional principles. ▪ Interpreting skills and practices. ▪ Basic knowledge of Public service (community) interpreting: background and settings. ▪ Interpreting in healthcare settings: special considerations. ▪ Coping in emotionally challenging situations.

Learning Activities in support of the training modules

Different types of activities can be defined to improve the content of each unit:

1. Activities to be worked on individually or as part of a learning activity.
2. More advanced articles and videos to understand the topic.
3. Questions to foster critical understanding of the subject matter.
4. Knowledge check of each unit

Lecturers are free to add activities to each module to extend the training.

Activities

In the activities of online courses, the same trainer is the one who proposes the activities to be carried out in face-to-face sessions and activities planned in the platform. We must create a table in which it was indicated, for activity, the following aspects:

Example:

	TRAINING UNIT	COMPETENCE	RELATED CONTENT	METHODOLOGY
1	NATIONAL HEALTH ISSUES	Major National Health Issues	Module 1	Face to Face • Open questions

Timetable

In general, the estimated duration of the training programme in face-to-face format is 24 hours. The distribution could be like this:

	TRAINING UNITS	SUBUNIT	DURATION
1	NATIONAL HEALTH ISSUES	The migratory phenomenon: geography and causes of migrations (forced and economic migrations).	15 minutes
		Basic knowledge of the health policies of the member countries of the consortium.	15 minutes
		Basic knowledge of the main public health problems of the member countries of the European community in general and of the members countries consortium in particular.	60 minutes
		Recognizing key public health issues and health threats in migrants.	30 minutes
		Evidence on the impact of health policies on health inequalities in migrants.	30 minutes

	TRAINING UNITS	SUBUNIT	DURATION
2	EPIDEMIOLOGICAL PICTURE OF MIGRANTS IN THE NATIONAL COUNTRY	Epidemiological picture of migration. National framework.	30 minutes
		Basic knowledge clinical and epidemiological approach to migrants' health.	30 minutes
		Key implementation challenges for migrant screening and vaccination of newly arrived. National framework.	30 minutes
		Basic knowledge of early detection of diseases and screening, and basic knowledge of national programs of early detection and screening in different age groups.	30 minutes

		Basic knowledge of specifics of some chronic non-communicable diseases in migrants.	30 minutes
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	TRAINING UNITS	SUBUNIT	DURATION
3	ENFORCING INTERCULTURAL COMPETENCES AND SENSITIVITY OF DIVERSITY	The challenges faced by health services due to migration of culturally diverse populations, explain the need for intercultural competent and diversity-sensitive health care and define the key terms relating to heterogeneous groups.	30 minutes
		Community Participation. The importance of participatory approaches in health care; identify the practical and ethical issues affecting migrant patients through community participation; and identify and explain the tools used in different stages of health care.	30 minutes
		To define the key concepts related to cultural competence; explain why intercultural competent and diversity-sensitive health care is necessary; and describe the four-dimensional model for increasing intercultural competence and diversity sensitivity in the health sector.	60 minutes
		Health Sector Responses. To explain the importance of education and training in intercultural competence; recognize the importance of trained interpreters in health care; and identify the role of intercultural mediators.	15 minutes
		Key Questions for Policy-makers and Practitioners. To identify the key questions that need to be asked at different domains to work towards intercultural competence and diversity sensitivity.	15 minutes

	TRAINING UNITS	SUBUNIT	DURATION
4	MEDICAL, SOCIAL AND PSYCHOLOGICAL AREA OF MIGRANTS	Theories and Models of Migration Health.	15 minutes
		Basic knowledge of the Models of Migration Health of the member countries of the consortium.	15 minutes
		The cultural dimensions of health.	15 minutes
		Basic knowledge of the impact of migration on the Mental Health status of migrants. Basics in Psychopathology.	45 minutes
		The socio-cultural and psychological adjustment process.	15 minutes
		Ethical and legal issues of migration health.	15 minutes
		knowledge about issues in treatment of mental health problems.	30 minutes

	TRAINING UNITS	SUBUNIT	DURATION
5	STRESS IDENTIFICATION OF MIGRANTS	Basic knowledge is proposed suggesting that when sociocentric individuals from sociocentric cultures migrate to egocentric societies they may feel more alienated. In order to assess and manage migrants, the clinicians need to be aware of the pathways into migration.	30 minutes
		Basic knowledge about theories and models of migration health.	30 minutes
		The Stress Concept. Psychological Stress and the	60 minutes

		Coping Process.	
		Stress Symptoms, signs, and diagnostic evidence from a cultural perspective.	
		Main stressors in the migrant population.	
		Knowledge of stress and coping.	10 minutes
		Psychological first aid: Guide for field workers. Stress management programs.	20 minutes

	TRAINING UNITS	SUBUNIT	DURATION
6	BETTER INCLUSION, WELLBEING AND MENTAL HEALTH	Domains of mental health and well-being.	30 minutes
		Regulation of human behavior and mental health.	
		Aspects of wellbeing and inclusion.	30 minutes
		Basic knowledge of the extrinsic environmental conditions, personal characteristics and social conditions.	30 minutes
		Positive Organizational Culture neighborhoods and workplaces. Altruism	30 minutes
		Cultural diversity, Inclusion and Wellbeing Strategy.	30 minutes

	TRAINING UNITS	SUBUNIT	DURATION
7	COMMUNICABLE DISEASES, HYGIENE & SAFETY	Basic knowledge of determinants in migrant population in reference to local population.	30 minutes
		Basic knowledge of the similarities and disparities.	30 minutes
		Basic knowledge of key health determinants of communicable diseases and safety protocols.	30 minutes
		Recognizing key public health issues and health threats in migrants.	30 minutes
		Early recognition of communicable diseases.	15 minutes
		Preventive safety and hygienic measures.	15 minutes

	TRAINING UNITS	SUBUNIT	DURATION
8	COVID-19 AND CONSEQUENCES FOR MIGRANTS	The COVID-19 pandemic comes at a crucial time for international migration. Just prior to the crisis, record-high inflows were recorded in a number of countries, and populations of immigrants and native-born children of immigrants have grown virtually everywhere.	30 minutes
		Specific factors in the pandemic affecting immigrants' health.	30 minutes
		Specific factors in the pandemic affecting immigrants' labour market integration.	30 minutes
		Specific factors in the pandemic affecting education of children of immigrants.	30 minutes
		Actions for policy makers and Post-COVID-19 recovery initiatives.	30 minutes

	TRAINING UNITS	SUBUNIT	DURATION
9	PUBLIC SERVICE INTERPRETING STANDARD (PSI)	Main ethical and professional principles.	30 minutes
		Interpreting skills and practices.	30 minutes
		Basic knowledge of Public service (community) interpreting: background and settings.	15 minutes
		Interpreting in healthcare settings: special considerations.	45 minutes
		Coping in emotionally challenging situations.	30 minutes

Other Documentation

Each of the didactic units will show a section wherein bibliographical references and web resources will be included.



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www.healthmiproject.eu



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Fundacja Dla Somalii (Poland)



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