Improving communication, intercultural and social skills for foreigners and migrants who work as caregivers of elderly people in Europe

TRAINING CURRICULUM

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FOREWORD

*This document contains the Curriculum, which will be delivered on-line in the form of a MOOC, **CULTURAL COMPETENCE TRAINING FOR CAREGIVERS OF OLDER PEOPLE** created in the frame of the IENE7 Erasmus + Strategic Partnership project with the financial support of the European Union.*

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Please, visit the project website www.iene7.eu
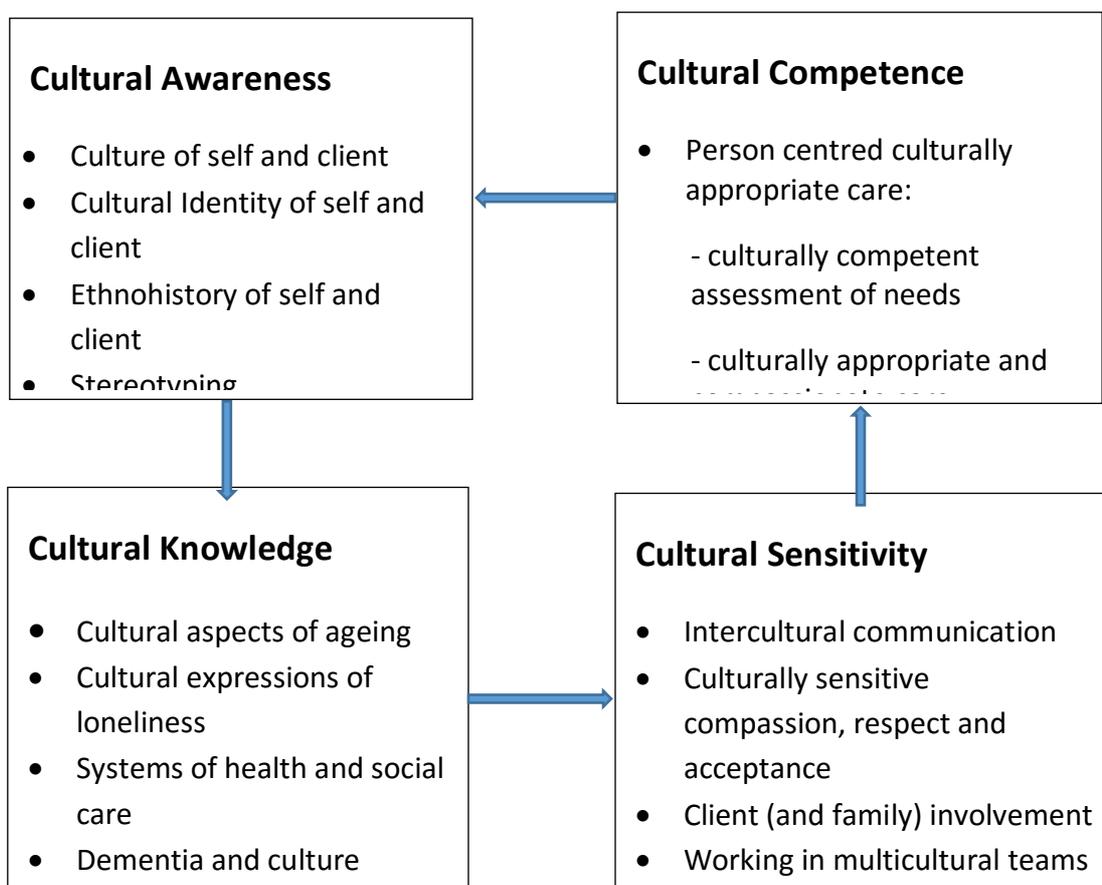
The Curriculum, which will be delivered on-line in the form of a MOOC, addresses the development of caregivers working in people's homes and in different long term elderly care establishments, focused on EU and non-EU migrant caregivers.

It aims to raise the cultural competence of care givers by equipping them with knowledge, skills and attitudes necessary for cross cultural communication, creating a friendly environment and positive interaction and relationship with older people. This curriculum promotes improvements of social, civic, intercultural competences, media literacy and also combating of discrimination by reducing disparities in care services.

The curriculum has been adapted to the training needs of the target groups identified during the research on the existing job descriptions, occupational standards and curricula and will be guided by the competences established in the design of the IENE7 Training Model and its components.

The Conceptual PTT European Training Model for the Caregivers of Older People (Papadopoulos, 2018)

Cultural Awareness

- Culture of self and client
- Cultural Identity of self and client
- Ethnohistory of self and client
- Stereotyping

Cultural Competence

- Person centred culturally appropriate care:

  - culturally competent assessment of needs

  - culturally appropriate and compassionate care

Cultural Knowledge

- Cultural aspects of ageing
- Cultural expressions of loneliness
- Systems of health and social care
- Dementia and culture

Cultural Sensitivity

- Intercultural communication
- Culturally sensitive compassion, respect and acceptance
- Client (and family) involvement
- Working in multicultural teams

1. OBJECTIVES

1.1. GENERAL OBJECTIVES

The migrant care workers will:

- **Understand the social care system, policy regulations and culture of care** within the country/region/community in which they work, to adapt to the new social and cultural environment.

- Understand the older people's **psychology and their capacity** to promoting a **positive communication, friendly environment, positive interaction and** relationships in older people in their care.

- Enhance their professionalism and employability **with adequate communication, intercultural and social skills** in order **to improve their opportunities for jobs**, strength their position in the labour market, **increase quality of care for older people** and **encourage** their **active participation** in **society.**

- Improve the **access to training and qualifications** for all, with a particular attention to the **low-skilled**.

- Increase the level in **digital competences** and skills and their use of social media.

1.2. SPECIFIC OBJECTIVES

The migrant care workers will:

(MODULE 1. CULTURAL AWARENESS)

-Develop cultural self-awareness, as the first step for culturally competent compassionate care.

-Develop awareness of the culture of others.

-Acknowledge patients' diverse cultural identities, and consider patient's cultural background.

-Understand the effects of culture on health beliefs and behaviour.

-Develop awareness of cultural-stereotyping, and learn how to prevent/avoid it.

(MODULE 2. CULTURAL KNOWLEDGE)

-Get to know the policy regulations, systems and resources of health and social care within the country/region/community where the careworker and client/patient interact.

-Understand the culture of care within the country/region/community where the careworker and client/patient interact.

-Understand older people's psychology.

-Understand the cultural aspects of ageing, and the influence of culture on the experience and acceptance of ageing.

-Acknowledge the cultural aspects of loneliness and other expressions of suffering in older people.

-Understand the influence of culture on the experience of patients with dementia, and on the careworkers' experience.

(MODULE 3. CULTURAL SENSITIVITY)

-Improve communication skills: language competence, active listening, digital competences and use of social media.

-Create a friendly environment and promote a positive communication, interaction and relationships with patients and their family.

-Develop intercultural communication, and culturally sensitive and compassionate care and relationships with the patient and their family, based on respect, acceptance, mutual trust and empathy.

-Learn to cooperate in a team, in a multicultural context.

(MODULE 4. CULTURAL COMPETENCE)

-Learn how to perform culturally competent assessment patients' needs.

-Learn how to give person-centred, culturally appropriate and compassionate care.

-Enhance their ethical principles of equality, non-discriminatory practice, confidentiality and trustworthiness.

-Get to know patient's rights, and how to safeguard and advocate them.

The migrant care workers will acquire KNOWLEDGE, SKILLS AND COMPETENCES on the following contents:

(MODULE 1. CULTURAL AWARENESS)

-Cultural self-awareness. Concepts of own culture, identity, ethnicity, ethnohistory, cultural heritage, beliefs, values, norms. Religion. Cultural transmission. Ethnocentricity.

-Awareness of the culture of others. Acknowledgement of patients' diverse cultural identities. Consideration of patient's cultural background.

- Effects of culture on health beliefs and behaviour, considering careworker's, patient's and family's cultural background.

-Cultural-stereotyping: consequences and prevention.

(MODULE 2. CULTURAL KNOWLEDGE)

-Policy regulations, systems of health and social care and resources within the country, region and/or community where the interaction careworker-patient takes place.

-Culture of care within the country, region and/or community where the interaction careworker-patient takes place.

-Psychology of older people.

-Cultural aspects of ageing. Influence of culture on the experience and acceptance of ageing. Acknowledgment of different perspectives: patient, family, careworker.

-Cultural aspects of loneliness and other expressions of suffering in older people.

-Dementia. Influence of culture on patient's, family's and careworker's experience.

-Knowledge and understanding (rather than judgment) of people's needs (patients' and family's needs).

-Knowledge and understanding of human rights in relation to culture and compassion.

-Knowledge and understanding of similarities and differences within and between cultures and expression of compassion.

-Health beliefs and health related behaviour of different social and ethnic groups, including issues such as gender roles, family structures, elders, notions of time and punctuality.

-Influence of world religions on health beliefs and behaviour, including issues such as blood transfusion and surgery.

(MODULE 3. CULTURAL SENSITIVITY)

-Communication skills: language competence, active listening, digital competences and use of social media, intercultural communication.

-Creation of a friendly environment and promotion of a positive communication, interaction and relationships with patients and their family.

-Development of cultural sensitivity and compassionate care: sensitivity, respect, acceptance and empathy towards patient's and family's feelings, needs, vulnerabilities and concerns, dignity, privacy, intimacy.

-Development of culturally sensitive and compassionate relationships, based on mutual respect, trust and empathy among careworker, patient and family.

-Teamwork and cooperative work in a multicultural context: careworker, patient, family, health and social professionals and other members of the community.

(MODULE 4. CULTURAL COMPETENCE)

-Assessment of patients' needs, taking into consideration cultural aspects.

-Competence on person-centred, culturally appropriate and compassionate care.

-Development of ethical principles: equality, non-discriminatory practice, confidentiality, trustworthiness.

-Knowledge of patients' rights and competence on safeguarding and advocacy of them.

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3. MODULES AND TOPIC OF THE MOOC

The topics are based on the PTT/European model for cultural education of nurses and healthcare professionals developed in **IENE 1-6 projects which is composed of four main constructs: Cultural awareness, Cultural knowledge, Cultural sensitivity, Cultural competences (www.ieneproject.eu, Papadopoulos 1998 &2006)**.

The MOOC curriculum will also include module about technology and on-line learning environment orientation activities. The last module is dedicated to the final assessment and evaluation of the course. **CURRICULUM TOPICS MAP:**

MODULE 1. CULTURAL AWARENESS

TOPIC 1.1. Cultural self-awareness as the first step for culturally competent compassionate care.

TOPIC 1.2. Awareness of the culture of others, acknowledgement of clients/patients' diverse cultural identities.

TOPIC 1.3. Effects of culture on health beliefs and behaviour, considering both careworker and client/patient cultural background.

TOPIC 1.4. Awareness of cultural-stereotyping, and how to avoid it.

MODULE 2. CULTURAL KNOWLEDGE

TOPIC 2.1. Information concerning systems of health and social care within the country/region where the careworker and client/patient interact.

TOPIC 2.2. Knowledge and understanding of the cultural aspects of ageing. Influence of culture on the experience and acceptance of ageing (from both approaches: client/patient and careworker).

TOPIC 2.3. Acknowledging the cultural aspects of loneliness and other expressions of suffering in older people.

TOPIC 2.4. Influence of culture on the experience of clients/patients with dementia, and on the careworkers' experience.

MODULE 3. CULTURAL SENSITIVITY

TOPIC 3.1. Communication skills in an intercultural context: active listening, dealing sensitively, respectfully, empathically and culturally appropriately to others' feelings, needs, vulnerabilities and concerns. Addressing language differences, barriers and misunderstandings, promoting language competence (as a key aspect of intercultural communication).

TOPIC 3.2. Culturally sensitive and compassionate care: Respecting clients/patients' and families' dignity, acceptance and empathy.

TOPIC 3.3. Role modelling in developing culturally sensitive, compassionate relationships, involving client/patient and their family, based on respect, mutual trust and empathy.

TOPIC 3.4. Teamwork in a multicultural context: cooperative work involving careworker, client/patient, family, health and social professionals and other members of the community.

MODULE 4. CULTURAL COMPETENCE

TOPIC 4.1. Performing culturally competent assessment of clients/patients' needs.

TOPIC 4.2. Giving person- centred culturally appropriate and compassionate care.

TOPIC 4.3. Role modelling in ethical principles of equality, non-discriminatory practice, confidentiality and trustworthiness.

TOPIC 4.4. Cultural aspect of safeguarding and advocacy of clients/patients and their rights.

The participant will complete the course in a period of **six weeks** (the first week for orientation; between the second week and the fifth week based on the four curriculum units or modules; and the last week dedicated to the final assessment and evaluation of the course).

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
1	Orientation					
2		MODULE 1				
3			MODULE 2			
4				MODULE 3		
5					MODULE 4	
6						Assessment

The first week will be an orientation to the technology, to the educational approaches of the MOOC, its structure and an opportunity for the participants to introduce themselves to all other participants through uploading short profiles of themselves, in the specific area of the MOOC platform. The sixth week is devoted to the summative assessment and any catch up the participant needs to make.

4. MATERIAL RESOURCES MINIMUM

Each Module will contain:

- **learning outcomes**: a short description about what the participants will know or will be able to do after taking these activities;

- a **learning activity** dedicated for each topic, based on the learning tools created (1 hour/learning activity = 4 hours/week);

- at **least a synthesis activity**, based on the study case, a story about good practice experience, which may refer to many issues of this module or other modules or topics (1 hour/week);

- **one evaluation activity** (a quiz, based on the information contained in the learning tools) (30 minutes/week).

5. METHODOLOGICAL SUGGESTIONS

The model will have been developed with **values, philosophy, educational principles** and list of competences adapted to the **needs of caregivers for older people** and adapted to the target groups of migrants working in care homes for older people.

For each topic, will be created a **learning tool with information divided in many sequences, organized in an attractive form with links to text, files, virtual books, glossaries, articles, worksheets, audios, videos,** or additional resources, **websites, youtube videos, podcasts, games, animations and quizzes, recommended links etc.**

The level and content of these tools will be **adapted to the needs of target groups**, level of education and qualification and specific of the target groups, migrants working in care homes, mainly new or unqualified in their job.

This curriculum promotes innovative methods and pedagogies with focus on developing effective open and innovative education through the use of ICT. The training **methodology will be based on co-learning and co-creation**. The learning activities will be primarily based on individual learning activities, but there will be group co-learning, co-creation activities or sharing information in the MOOC community such as personal reflections on discussion boards and personal contributions with posts on the blogs, wikis, journals, sharing files etc.

The **key educational principles used in this MOOC** are:

-        Independent and collaborative learning

-        Reflection on own learning and experiences

-        Creation and co-creation of knowledge

-        Active interaction with inspiring activities and with the experiences of others

-        Bite-sized learning

-        Focus on a unique topic or small number of topics, for a short period

-        Maximum use of available educational technologies and social media

- Peer facilitation

- Peer feedback

- Variety of levels and methods for assessing achievement

6. SUGGESTIONS FOR ASSESSMENT

6.1. ASSESSMENT OF PARTICIPANTS

Assessment quizzes

First the participants' achievement of learning outcomes will be assessed formatively through self-assessment quizzes, focused on the knowledge. For each module, a quiz will be created as assessment tools adapted to the course activities aiming to measure the extent to which they learned their knowledge during the learning process.

The summative assessment

This consists of the production of an artifact which captures the essential elements of their learning. The artifacts could be a short animation, a power point presentation, a podcast, a short video and so on.

Impact evaluation

The impact on the MOOC participants, in terms of knowledge, skills, competence and attitudes, will be assessed through the quizzes.

The evaluation of the impact will be made through self-assessment quizzes: pre- course and post-course questionnaires.

The pre-course and post course self-evaluation questionnaires, will be measured the participants' progress in knowledge, skills, competence, in relation to their needs as well as the impact such as:

- Improved levels of skills for employability, linked their professional profiles;

- Developed basic and transversal competences: cultural, social, digital and language competences;

- Increased language competences and communication skills among other learners of different languages;

- Increased level of digital competence and skills for using social media;

- Greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity;

- Increased cultural knowledge and developed skills of cultural communication;

- Abilities to cope with the issues of communication and social relations with elders and their family, that they encounter when doing their job;

- New attitude and values relating to the cultural awareness and the European citizenship.

- Recognized skills and learning outputs for better insertion on the national and European labour market;

- Increased opportunities for employability and for professional development;

- Increased motivation and satisfaction in their work.

6.2. VERIFICATION OF PARTICIPATION AND THE AWARD OF BADGES

Grading the participants

Learning activities and assessment may include:

- Accessing and reading relevant information;

- Reflective activities and personal blog entries;

- Analysis of scenarios and discussion boards;

- Co- creation of intercultural communication tools through the use of on-line interactive tools such as animator software, videos and vimeos, wikis etc;

- Webinars;

- Transference of new knowledge and skills to their workplace.

Attendance verification will be captured electronically by the MOOC platform through the course management facility which enables the facilitators to monitor each participant and track their progress. The participants will be also able to monitor their own progress and achievements.

The assessment grid will indicate how points will be allocated.

Assessment Quizzes (automatically scored)				Grading the activities			Summative assessment	Self-evaluation		MOOC Evaluation	Badges			
Module 1	Module 2	Module 3	Module 4	Individual activity	Group activity (language, generic)	Community activity (Discussions Board)	Assignment	Pre-course quiz	Post-course quiz	Questionnaire	Total points	Individual badges	Group badges	Community badges

* The points for completing the quizzes will be automatically awarded by the MOOC platform.

** The MOOC facilitators will award points for contributions to the learning activities, for completing the activity of each day (individual learning), for participant reflections, for taking part in discussions or other group activities (collaborative learning) and providing feedback to members of the participants' groups as well.

*** Points for assignments (Summative evaluation) will be awarded to each artifact by the facilitators based on the following criteria:

-   Completeness and comprehensiveness of all elements (artefact and plan of action);
-   Creativity and innovation;
-   Usability;
-   Reflexivity.

**** For Self-evaluation and MOOC evaluation, will be awarded points for completing the quizzes.

ACHIEVEMENT BADGES

Three badges will be awarded based on the following criteria:

Individual achievement badge: This badge was awarded to those individuals who mostly engaged with individual learning activities. Such individuals would have accrued a number of points awarded for individual learning.

Group achievement badge: This badge was awarded to those individuals who engaged in individual and group activities and provided peer feedback. Such individuals would have accrued a number of points awarded for group learning.

Community achievement badge: This badge was awarded to those individuals who engaged in individual, group and community activities and completed the summative assessment (my MOOC journey and my plan of action). Such individuals would have accrued **4a number of points** awarded for community learning.

6.3. EVALUATION OF THE COURSE

It will be made through an evaluation questionnaire administrated to the MOOC participants. The goals for the evaluation will be based on the following criteria:

- Quality of training methodology: coverage competences for the entrepreneurship, coherence between learning outputs, objectives and training strategy.
- Quality of the curriculum: coverage of the identified learning needs in the field, expectations and learning goals of the target groups, the relevance of the structure of the training sessions, learning activities and the learning outputs met.
- Quality of the MOOC: innovation and quality of the content and training materials, intuitive and friendly presentation of learning activities and learning/assessment materials, ease of navigation, efficiency for information and training, efficiency of discussion forum for facilitators and trainee interaction.
- Quality of the training activity: efficiency of management of the training, activation and motivation of the participants, communication and support for their learning opportunities for individual pathways.
- Quality of the training outputs: added value of knowledge, skills and competences acquired by the participants, the applicability of knowledge gained to practice, the degree of assimilation of knowledge.

7. REFERENCES

- Papadopoulos I, Tilki M and Taylor G (1998): **Transcultural Care: A guide for Health Care Professionals.** Quay Books. Wilts. (ISBN 1-85642-051 5)

- Papadopoulos I (Ed): (2006): **Transcultural Health and Social Care: Development of Culturally Competent Practitioners**. Churchill Livingstone Elsevier. Edinburgh.

- **IENE1, IENE4 and IENE5 Projects.**