

INTERCULTURAL EDUCATIONAL NEEDS OF NURSES AND OTHER HEALTH PROFESSIONALS IN EUROPE

IENE

Report on a survey carried out in the five participating countries concerning the educational needs of health professionals

May 2009

IENE Survey – Report

This report presents the results of a survey carried out during the IENE Project. The survey aimed to explore the perceived learning and teaching needs of practitioners and students of health care professions in the participating countries, namely Belgium, Bulgaria, Germany, Romania and the United Kingdom, in relation to working with people from different cultures in Europe. The ultimate aim of the study is to produce learning and teaching materials, in a range of media.

The survey asked 8 open questions concerning the respondents' perceived requirements in relation to acquiring theoretical knowledge, and engaging in practical experiences, that would enhance cultural awareness, cultural knowledge, cultural sensitivity and cultural competence (see attached questionnaire). The questions were based on the Papadoploulos, Tilki and Taylor model of developing cultural competence (Papadopoulos et al, 1998).

Convenience samples were used consisting of practitioners and students from institutions in the participating countries.

In Belgium, there were 10 respondents from the nursing and other health professions.

In Bulgaria 23 respondents consisted of a variety of practising health care professionals.

In Germany 19 students on the elderly care nursing course, during their second year.

In Romania there were two groups of students: one group of 15 nursing students who were at the beginning of their pre-registration programme, and another group of 25 nursing students who had recently returned from an exchange visit to Italy for 9 weeks. These students were in the last year of their three year nursing programme.

In the UK there were two groups of students: one group of 19 pre-registration nursing students in their final year of study, and one of 7 highly experienced health care professionals who were participating in a level 4 module concerning transcultural care.

Table 1: Characteristics of the respondents

Country of residence	Gender	Age in years	Ethnicity	Country of birth	Religion	Languages spoken	Occupation/ Profession
Belgium (n=10)	F=7 M=3	31-58 ???	West European	Belgium	Christian	Dutch ??	Nurse (n=5) Teacher (n=2) ??
Bulgaria (n=23)	F = 22 M= 1	29-57	Bulgarian (n=21) Ukrainian (n=2)	Bulgaria (n=21) Ukraine (n=2)	Christian (n=22) Jewish (n=1)	Bulgarian (n=23) English Russian French Hebrew	Social Worker (n=4) Nurse (n=9) Doctor (n=6) Psychologist (n=1) Pharmacist (n=1) Pharmacist assistant (n=2)
Germany (n=19)	F=11 M=8	19-48	German (n=14) Turkish (n=3) Persian (n=1) Mixed (n=1)	Germany (n=18) Iran (n=1)	Christian (n=6) None (n=6) Muslim (n=4) Other (n=3)	German (n=10) English Turkish Kurdish French Spanish Italian Latin Lithuanian Persian Arabic	Student on Elderly Care Nursing course (n=19)

Romania (n=15)	F = 14 M=1	19-50	Romanian (n=15)	Romania (n=15)	Christian (n=15)	Romanian (n=15) English French Italian Spanish	Pre-registration nursing student (n=15)
Romania (n=25)	F=23 M=2	?	Romanian (n=25)	Romania (n=25)	Christian (n=25)	Romanian (n=25) English French Italian Spanish	Pre-registration nursing student (n=25)
United Kingdom (N=19)	F=17 M=2	21-43	Black African (n=4) African (n=2) British Black African (n=1) Black British (n=1) Bangladeshi (n=2) Asian (n=1) Other Asian (n=1) White Irish (n=1) Mixed (n=1) Missing data (n=4)	England (n=5) Northern Ireland (n=1) Ghana (n=3) Nigeria (n=1) Liberia (n=1) Zimbabwe (n=1) Philippines (n=1) Seychelles (n=1) Missing data (n=5)	Christian (n=12) Muslim (n=2) Hindu (n=1) Other (n=1) Missing data (n=3)	English (n=19) French Swahili Twi Bassar Fante Shona Ndebele Zulu Tonga Bengali Tagalog Creole Edo	Pre-registration nursing student (n=19)

England (n=1) Scotland (n=2) Ireland (n=2) Finland (n=2)	F=6 M=1	30-60	White British (n=1) White other (n=2) White European/Scandinavian (n=1) Irish (n=2) Amhara-Oromo (n=1)	Scotland (n=2) Ireland (n=2) Canada (n=1) Finland (n=1) Ethiopia (n=1)	Christian (n=7)	English (n=7) French Gaelic Finnish Swedish Oromo-Amhara Amhara	Nurse (n=6) Doctor (n=1)
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It can be seen from the table that there is much more ethnic diversity in Germany and the UK compared to Bulgaria and Romania. As far as migration is concerned, Bulgaria and Romania are largely 'sending' countries and the UK a 'receiving' country.

Data analysis

The data can be analysed in a number of ways. Firstly, the data are analysed simply in terms of what respondents said they required.

Summary of responses: Guide to content of material to be placed on web-site

1. Cultural awareness

Culture: what is culture?

Own culture, identify, ethnicity, ethnohistory, cultural heritage, beliefs, values, norms.

Transmission of culture.

Religion.

Effects of culture on health beliefs and behaviour.

Self awareness.

Ethnocentricity.

Awareness of the culture of others.

Stereotyping, and how to avoid it.

2. Cultural knowledge

Demographic statistics concerning patterns of migration and ethnic groups.

Causes and consequences of migration.

Epidemiological data: patterns of health and illness, by country, and by social class, gender and ethnicity.

Health inequalities: social class, gender, ethnicity.

Impact of migration on health.

Information concerning health beliefs and health related behaviour of different social and ethnic groups, to include issues such as gender roles, family structures, elders, notions of time and punctuality.

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

3. Cultural sensitivity

Issues relating to therapeutic relationships: sympathy, empathy, respect, mutual trust, equal partnerships.

Communication skills.

Interpersonal skills.

Issues of privacy, intimacy.

Barriers to cultural sensitivity and how to overcome them.

4. Cultural competence

Evidence bases: results from research from various fields, e.g. anthropology, sociology, psychology, concerning culture and good practice.

Research with and by different social and ethnic groups.

Skills in assessment and diagnosis.

Valuing diversity.

Non-discriminatory practice.

Similarities and differences.

Developing trust.

Teamwork.

Recognising and challenging racism.

Legislation relating to equality, diversity and human rights.

Details of responses

Cultural Awareness

Box 1.1: What theoretical knowledge do you require to help you become more culturally aware?

More taught lessons on culture (UKa; UKb).

Own cultural identity, roots and values, ethnohistory (Be; Ger; UKb).

Self awareness, cultural identities, ethnicity (Be; Ro; UKa).

Awareness of own beliefs and other people's beliefs (Be; UKa; UKb).

Detailed information about ethnohistory, folklore, traditions, customs – the cultural heritage of the country. Knowledge concerning the historical and spiritual progress of our nation. How the heritage is transmitted from one generation to the next (Bu; Ger; UKb).

Knowledge about culture and its impact on individual and group behaviours (Be; Bu; Ger; Ro), in relation to:

- Norms and values and how they influence behaviour
- The significance of health and sickness
- Who is responsible for healthcare
- Views on life and death
- Views of the family and society
- The principle of solidarity/collectivism/individuality
- Cultural heritage

Societal and organisational structure (UKa).

Consideration of the views of people from different socio-economic classes (Be).

More information about different ethnic groups; norms, values and beliefs (Be, Bu; Ger; UKb).

How different ethnic groups' norms and values influence their approaches to care, illness, suffering, etc (Be).

Consideration of the acceptance of being cared for by migrant carers (Ger).

Different religions (Be; Ger).

Awareness of the multicultural nature of the world.

Consideration of similarities and differences between ethnic groups (Be).

Knowledge about problems that immigrants are facing/experiencing in their new environment; trying to look through the eyes of the immigrants to know how they are interpreting things that look normal to us (Be).

Knowledge of current legislation on Equality, Diversity and Human Rights (UKb).

Conceptual models relating to culture (Be).

Stereotyping and its impact on others (UKb).

Facilitated reflection and dialogue to increase a greater self awareness of one's own values, beliefs, (UKb). Safe environment.

Discussion

Box 1.2: What practical experiences do you require to help you become more culturally aware?

Observing the traditions and customs handed down by our ancestors, celebrating national holidays (Bu; Ger).

Visiting historic sites to gain ideas about where the nation came from (Bu).

Observing and participating in the customs of other ethnic groups, celebrating different cultural traditions (Be, Bu; Ger).

A very high level of general knowledge (Ger).

To work with the biography of people in need of care (Ger).

Exchange views and experiences; accept differences (Ger).

Involvement in courses that allow for, or provide cultural studies (Be, UKa).

Cultural awareness study days where different groups, including own, share norms, values beliefs, experiences (Be, UKa; UKb).

Opportunity to interact with people from a variety of cultures both in the education setting and clinical setting and the wider community (Be).

Conversations with health workers who work with migrants and how this influences their professional behaviour (Be; Ger).

Involvement in voluntary groups' activities in a wide range of different cultural locations (Be, UKa).

Make use of cultural information services – meeting points for foreign communities/organisations (Ger).

Working in teams made up of people from different cultural backgrounds and reflecting on experiences (UKa). Observing interactions with the environment, clients, patients, nurses, doctors (Be).

National seminars and colloquia (Bu).

Listening to the challenges that are faced by patients from diverse populations and cultural backgrounds UKb).

Attending multicultural events (Bu; UKa).

Travelling and meeting new people (Be, UKa; UKb). Reflection on own experiences of living in another country – how do you adapt? What does it mean to your identity? (Be).

Practice in other countries (Be; Ger; UKa; UKb).

I find scenarios, discussions and dialogue with individuals from different cultures – helpful in challenging personal, stereotypical assumptions (UKb).

Sharing experiences with individuals with different cultures and from different ethnic backgrounds, in a safe and facilitated environment (UKb).

Listening to the challenges that are presented for patients/clients/service users from a diverse population and with individuals with different cultural backgrounds (UKb).

Discussion

Cultural knowledge

Box 2.1: What theoretical knowledge do you require to help you become more culturally knowledgeable?

Lectures, talks and discussions about psychology, sociology and biology (Be; Bu; Ro; Uka).

Exercise in writing about your own culture (UKb).

Statistics concerning ethnic groups, immigration, asylum seeking and refugee populations (UKb).

Causes and consequences of migration (Be; UKb).

Communication skills (Ro).

Patterns of health and illness among different groups of people (Ger; UKb). – country specific, ethnic group specific.

Support systems in other countries (Ger).

Health inequalities (UKa).

Health impact of migration (UKb).

WHO studies on socio-economic impact of migration and its implications for health care (UKb).

Information about health beliefs of different ethnic groups, and health behaviours (Be; Bu; Ro; UKa; UKb).

Life, work, religion, education, family relations, elders, caring for sick people, in different cultures; also issues of time, punctuality, approaches to authority (Be).

Read fiction, historical books, encyclopaedias, internet (Bu).

Migrants experiences of health services (Bu).

Religion – practices in relation to surgery, blood transfusion, and so on (Ger).

Different health care systems (Be).

Roles of men and women, professions in different societies (Be; Ger).

World religions and the impact on health behaviour (Be; UKb).

Clarification of myths and realities about culture and race (Ro).

Information about cultural barriers and how to manage them (UKa).

Theory of transcultural nursing and health care (UKb).

Models of cultural competence in health care (UKb).

The experiences of health services use of members of different ethnic groups (Bu).

Information about the traditions, customs, religions, manners of different ethnic groups (Bu; UKb).

Curiosity (UKb).

Contact with different faith groups (UKb).

Ethical perspectives of transcultural care (UKb).

Knowledge of current legislation on Equality and Diversity and Human Rights (UKb).

Information on patterns of migration, causes of migration and experiences of migrants (UKb).

Ethical aspects of transcultural care (UKb).

Discussion

Box 2.2: What practical experiences to you require to help you become more culturally knowledgeable?

Visiting countries which have different traditions, cultures and ways of living (Bu; Ger).

Meeting people belonging to different cultures and religions (Be; Bu; UKb).

Biographical assessments (Ger).

Sharing experiences with other professionals (psychologists, social workers) who care for people from different ethnic groups in our country and abroad (Bu).

Involvement in community groups; having contact with and being involved with minority or marginalised communities living in the areas where we live and work (UKa; UKb).

Interaction with different cultural groups (Be; UKa).

Celebrating other cultures' holidays (Bu).

Integrated learning and training for professional programmes (UKa).

Placements in clinical areas, community settings or GP practices where opportunities exist to work with diverse cultures (Be; UKa; UKb).

When visiting a foreign country, find accommodation with local people (Ger).

Working alongside professionals from different cultures (UKb).

Active listening to people from different groups (they know their culture best); inquiring with interest (UKa). Visiting organisations and interviewing people from different cultures (UKa).

Access to websites, books, articles and then to test out the knowledge gained in terms of its 'truth' with people from those cultures UKb).

Meetings with people working in the fields of art and literature (Bu; Ger).

Conferences –opportunity to meet people, network (UKb).

Role play (UKa).

Research with people of different cultures (Ger).

Internet forum, conferences where you can meet people (UKb).

Participating in research projects under the supervision of experienced transculturally competent researchers (UKb).

Living for a period in another country (Ger; Ro).

Competence in the use of the media – finding information on the internet (Ger).

Active participation in multicultural events (Ger).

Visit different places of religious worship, e.g. a church, a mosque, a synagogue (Ger).

Develop friendships with migrants (Ger).

Knowledge of current legislation on Equality, diversity and Human Rights (UKb).

Discussion

Cultural sensitivity

Box 3.1 What theoretical knowledge do you require to help you become more culturally sensitive?

Issues relating to therapeutic relationships, concerning sympathy, empathy, respect, equal partnerships, mutual trust (Be; Bu; Ger; Ro; UKa; UKb). Exploring the meanings of these terms (UKa).

World views (Ro).

Issues of privacy, intimacy (Ger).

We can feel threatened by these patients (Be).

Knowledge concerning traditions and manners of different ethnic groups (Be; Bu), e.g. preferences in relation to maintaining hygiene, food .

Knowledge concerning social status and social rights of people belonging to different strata in society (Bu; UKb).

Knowledge of organisations that can offer help to people in need, charitable organisations (Bu).

Social and political history (Ger).

Interpersonal and Communication skills – verbal, non-verbal and para-verbal between professionals and people from different cultures (Ro: UKa). Listening skills (Ro).

Non-discriminatory practice (UKa).

Confidence building in relation to asking patients to assist me in understanding their needs (UKb).

Information concerning the range of services and products available to support people from a range of different backgrounds, e.g. an individual with visual impairment (Ro;UKb).

Knowledge about and understanding of cultural and racial issues (Ro).

How to avoid stereotyping (Ro).

How to improve nurse-patient relationships (Ro).

Nursing process – individualised care based on assessment and care planning involving the patient and/or carers/relatives in decision making (UKb).

Effective communication is fundamental to any individual having their voice heard in determining their care (UKb).

What constitutes sensitive and insensitive care for individuals from different cultural backgrounds (UKb)

Discussion

Box 3.2: What practical experiences do you require to help you become more culturally sensitive?

Exchanging experience with other similar institutions and homes (Bu; Ger).

Attendance at cultural events in order to understand the relevance (Ger).

Meetings and talks (Be; Bu; Ger).

Involvement in groups of people from different cultures in a wide range of situations (Be; UKa), e.g. visually impaired (UKb).

Use of evidence base (UKa).

Application of theory to practice (UKa).

Practice that helps build on communication skills (Ro; UKa).

Supervised practice in history taking and assessment of a patient from a different culture (UKb).

Role play (Be).

Learning other languages (Be).

Understanding dialect (Be).

Simulated experience of talking via a interpreter/translator including telephone translation (UKb).

Developing confidence to challenge stereotyping (UKb).

Case studies and scenarios with interactive questions and reading articles that address these issues (UKb).

Listening to patients talking about their experiences, both positive and negative and learning from this feedback (UKb).

Being part of another culture (Be).

Facilitated reflection, supervision and guidance. An opportunity to challenge own practice, views, beliefs, values, assumptions, etc., within a

safe environment (UKb).

Work placement in another country (Ger).

Learning to be tolerant; accepting cultural behaviour that I can't understand (Ger).

Actively seeking out people of other cultures (Ger).

Discussion

Cultural competence

Box 4.1: What theoretical knowledge do you require to help you become more culturally competent?

Knowledge in the fields of culture, anthropology, sociology and so on (Bu; UKb).

Results of sociological and psychological research concerning people from different ethnic groups and religions (Bu).

Knowledge of how other areas work with patients of different cultures – evidence base of what works (Ger).

Deeper appreciation and respect for the rights of culturally diverse individuals (Ro).

Information concerning racial discrimination (Bu).

Knowledge about world politics (Bu; Ger).

Health care systems in other countries (Bu).

Health care professionals in other countries – what is the role of the nurse (Ger).

Valuing diversity (Ro).

Seeing the common ground (Ro).

Evaluating underlying assumptions in the treatment of culturally different patients (Ro).

Deeper appreciation and respect for the rights of culturally diverse individuals (Ro).

Developing trust in migrants (Bu; Ger).

Assessment and diagnostic skills (Ro; UKa; UKb).

Caring skills (Ro; UKa).

Communication skills (Ger).

Issues of equity (UKa).

How to use evidence bases (UKa).

Current research into transcultural health and nursing care (UKa).

Group dynamics (Be)

Teamwork; learning to deal with differences (Be).

Knowledge of terminology, e.g. positive discrimination

How to deal with resistance (Be).

Racism – how it is expressed both overtly and covertly (Bu; UKb).

How to deal with accusations of perceived racism (Be).

Recognising and challenging racism and other forms of discrimination and oppressive practice (Ger; UKb).

More knowledge on legislation underpinning racism and its complexities etc. (UKb).

Knowledge of current legislation on Equality, Diversity and Human Rights (UKb).

Discussion

Box4.2: What practical experiences do you require to help you become more culturally competent?

Collaborative work with people from other countries (Bu).

Training involving professional bodies and credited courses (Bu).

Working abroad (Be; Bu; UKb).

Experiences with intercultural assessments in care (Ger).

Sharing experiences with health care professionals at home and abroad (Bu).

Visiting centres of excellence (Bu).

Working with people from different cultural groups (UKa; UKb).

Conversations with migrants (Ger).

Positive experiences with diverse populations, successful communication (Ger).

Communication with migrants about their experience and their expectations (Ger).

Clinical placements where there is the opportunity to put theory into practice (UKb).

Engaging with those whose culture is not known to me in order to challenge discrimination and prejudice within services (UKa).

Working and living in multicultural environments and having the knowledge, sensitivity and awareness to address prejudice, discrimination and inequalities in the most effective and professional way (UKa).

Learning from mentors and colleagues (UKa).

Participation in intercultural training (Ger).

Working with organisations to engage in research activities (UKa).

Internet links with overseas nurses, e.g. discussion boards, chat rooms, e-mail, video links (UKb).

Coping with conflict, communication skills in difficult situations (Ger).

An attitude of life long learning (Be).

Reflection on experiences during clinical training (Be; Ger).

Learning by doing (Be).

Voluntary work (Be).

Language.

Facilitated reflection – journey of self discovery (UKb).

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