

NEEDS OF IMMIGRANTS AND HEALTH CARE PROFESSIONALS

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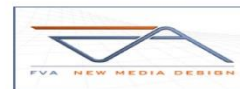
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Introduction

The recent massive migration wave marks major changes in the society which affect:

- the composition of the population,
- the labor market,
- the social perceptions and
- the cultural mosaic as well as
- the needs of patients and their relatives regarding health care services.

Those changes created a great need for provision of health care to people with many differences, such as differences in culture, values, beliefs and customs.

The **Final State of the Art report** process the information gathered by means of the different **research activities** developed by the project's consortium:

- **National desk research:** Carried out in Greece, Austria, Spain and France
- **Survey:** 30 questionnaires were distributed in each country, addressed to a sample of healthcare providers who treat or have treated ethnic minorities during the last two years.
- **Interviews:** 10 Semi-structured interviews were held in each partner country, addressed to healthcare professionals and patients from a culturally different background than the prevailing one in each partner country.

The desk research in the partner countries showed that the successive arrivals of migrants have a direct impact on health services.

All partner countries even those with a highly developed health system, report a structural lack of **frame conditions to offer professional transcultural healthcare and treatment.**

Needs of immigrants, refugees and culturally diverse groups

With regard to the needs of immigrants, refugees and culturally diverse groups of people in general, the research of Interhealth project showed that **their most important needs** are:

- 🌍 living needs
- 🌍 communication needs,
- 🌍 access to health services and
- 🌍 social integration.

Needs of immigrants, refugees and culturally diverse groups

Other health care needs or difficulties that culturally diverse groups experience are:

- 🌍 need for trust in health professionals,
- 🌍 information and educational needs,
- 🌍 needs for self care,
- 🌍 needs for participation in the therapeutic regimen,
- 🌍 needs for compliance to medication and needs for adopting healthy behaviours.

Difficulties of immigrants, refugees and culturally diverse groups

Both quantitative and qualitative research findings indicate that when migrants access health care services, **they confront not only with many administrative issues but also with staff members' behaviour** involving sometimes contempt, stereotypes and in extreme cases racism.

- ◎ Many migrants often feel discriminated because their country of origin is different on several aspects such as bureaucracy, social insurance, or different relationships between men and women.
- ◎ Moreover, misunderstanding issues that frequently emerge on the surface, are mainly attributed to health professionals' unawareness of different cultures.

Intercultural educational activities for health care professionals

With regard to the Intercultural educational activities in the partner countries, the research results revealed that 56% of the Greek participants, 52% of the Austrian participants and 79% of the French health professionals **had never participated in any intercultural development program!**

Intercultural educational activities for health care professionals

Concerning the participation in intercultural education activities, in all countries the health professionals (doctors, nurses, psychologists, social workers, health visitors etc) declared that **they would like to participate in more activities** of such kind (90% Spain, 72% France, 56% Austria and 86% Greece).

Their motivation to participate in intercultural education activities derives from their **daily needs** -especially in public sector and public hospitals- **related to basic care services**.

(i.e. blood transfusion, childbirth, pregnancy, childcare, medicines, strong treatments, language issues, etc).

Intercultural educational activities for health care professionals

The Interhealth research showed that **E-learning courses were very rare as an intercultural activity in all partner countries** (10% Greece, 2% Austria, 0% France, 5% Spain).

As far as mobile technology or use of IT tools is concerned, professionals, reported a great lack of information regarding training or education through such means.

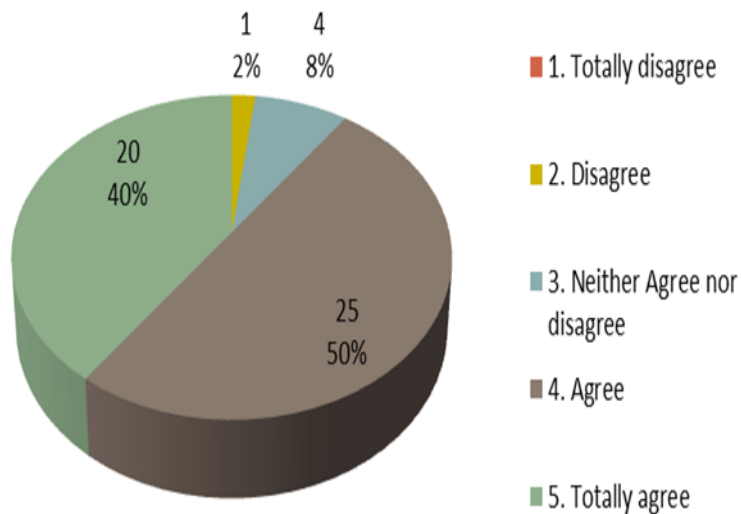
Skills of a culturally competent professional

The respondents of the survey commented on which they think are **the most important intercultural competences** that a health professional should have.

These results were the basis for deciding upon the skills that need to be acquired through an educational program and helped the partners towards the determination of the objectives of a curriculum in the context of Interhealth project.

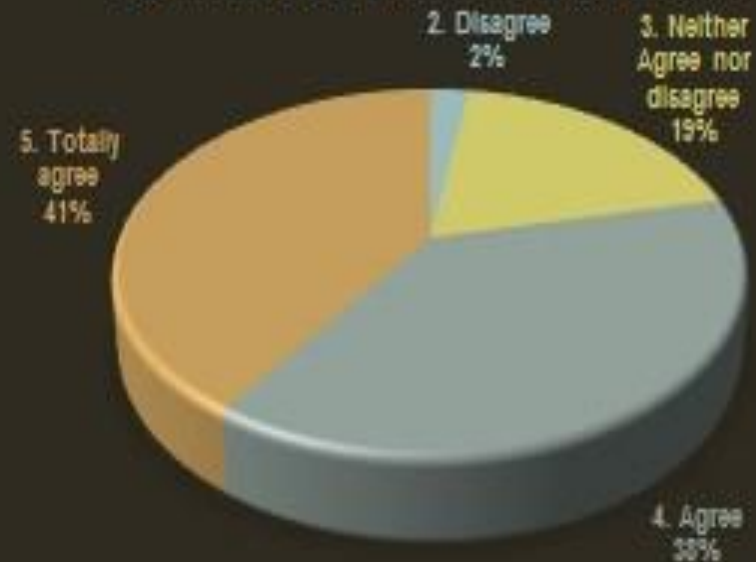
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Self awareness about own identity



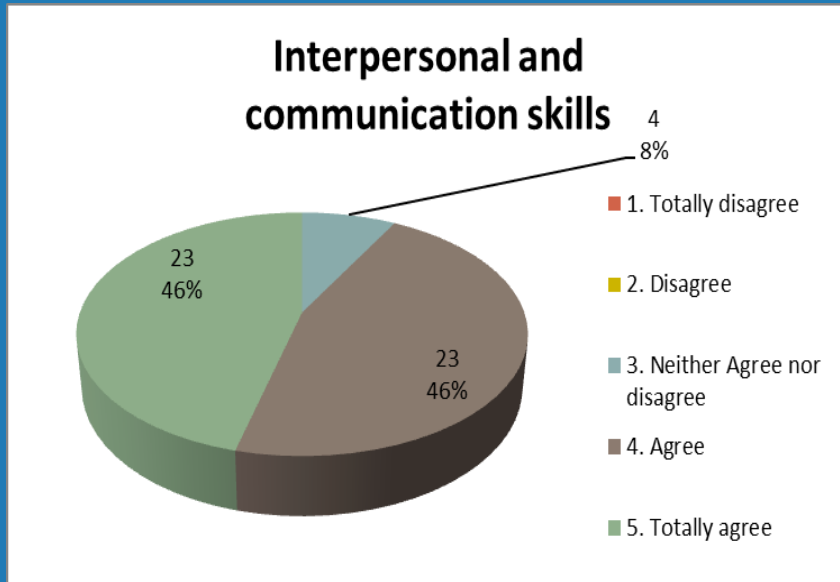
Austria

A) BE SELF-AWARE REGARDING THEIR OWN CULTURAL IDENTITY AND ITS EFFECT ON THE PROVIDED CARE



90% of the Greek respondents and 79% of Austrian respondents agree with the suggestion that an interculturally competent health professional should be **self-aware regarding his own cultural identity and its effect on the provided care**. So this should be an objective of a curriculum designed to develop the intercultural competences of health professionals.

Greece



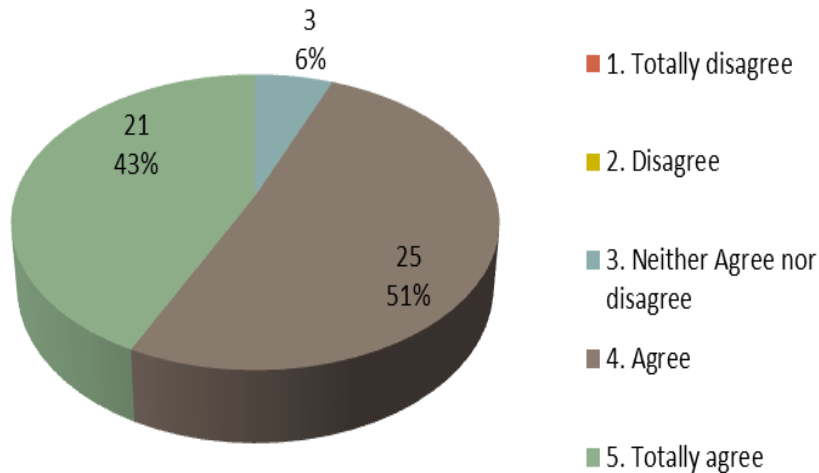
Austria



- 92% of the Greek respondents and 77% of Austrian participants agree with the suggestion that a health professional should have **interpersonal and communication skills so as to get over possible obstacles in communication**. We understand that the high percentage of health professionals who agree (92% % 77%) shows that interpersonal and communication skills, are very important for every health professional so as to get over possible obstacles in communication and it should be included in the main aims of a curriculum.

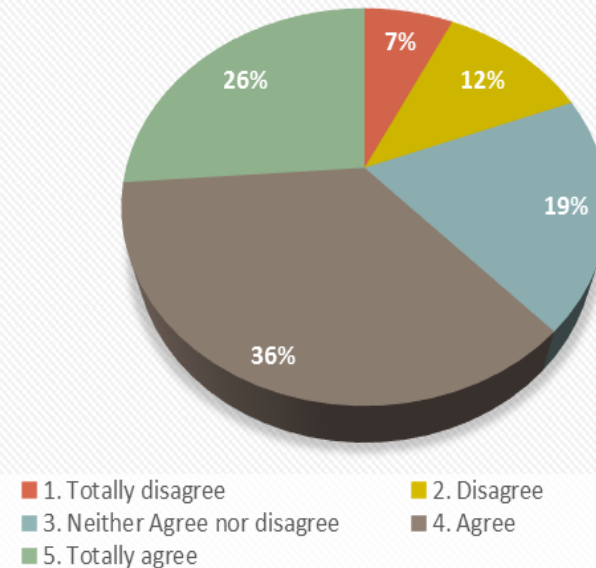
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Ability to draw information regarding beliefs about health and illness



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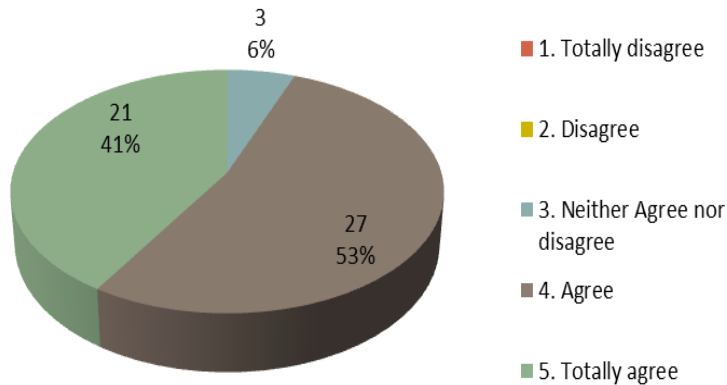
2.6 f) Draw information regarding the beliefs of the person about health and illness, his/her way of living and health practices



94 % of the Greek participants and 66% of Austrian agree with the suggestion that a health professional should be **able to draw information regarding the beliefs of the person about health and illness, his/her way of living and health practices.**

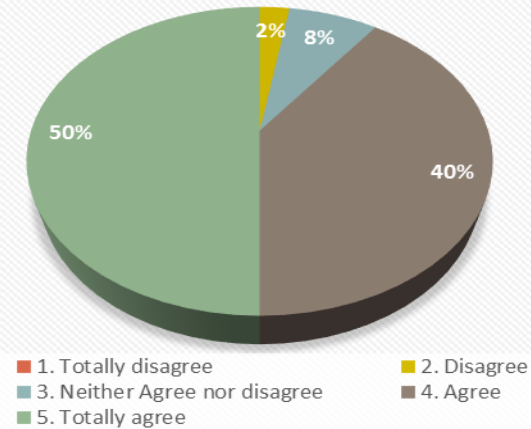
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Empathy and compassion



Austria

2.6 k) Have empathy/compassion (be able to put themselves in the patients' position and try to experience their thoughts, emotions and problems from the patients' cultural perspective)



94% of the Greek participants and 90% of Austrians agree with the suggestion that the health professional should have **empathy/compassion**.

Participants in the Interhealth research stated that they are in a great need to learn:

- how to deal with **ethical dilemmas**,
- how to **deal with their own negative feelings** such as discrimination or racist feelings,
- they want to know the existing **stereotypes** about other cultures and
- what are the **similarities and differences** between them.

Main results of the research

All reports from the four partner countries (Spain, France, Austria, Greece) are representing the existent gaps :

- 🌍 in educational methods used for the training of health care professionals on intercultural competences and
- 🌍 in the use of mobile technology for the training of healthcare professionals.

Main proposals

Standardized education in the field of transcultural competence for health care workers is required.

Main topics in a curriculum for developing intercultural competences should be:

- 🌍 Health and disease/illness from a cross-cultural perspective,
- 🌍 Understanding of health and disease/illness in different countries,
- 🌍 Health care in a cultural sensitive manner,
- 🌍 Expressing pain in different cultures and the Relationship between health and migration

Main proposals

The fact that health professionals in the partner countries declared that they would like more **non-formal education techniques** to be used in their intercultural education shows that it is essential to implement such methods both in formal as well as in non-formal and continuing education programs regarding the development of intercultural competence.

Mobile technology can help health professionals to transcend the obstacles, participate in educational programs and improve their skills so as to offer quality care sensitive to the needs of culturally diverse groups of people.



Inter Health
Intercultural Competences
for Healthcare Professionals

THANK YOU!

