



MulticulturalCARE MODEL: Building a Multicultural Education Model for Nursing Students

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MulticulturalCare Model for Nursing Education

Is a generic model containing the organizational, educational and professional elements for the development of students' cultural competences.

MulticulturalCare Model for Nursing Education

Aims to define an Education Model to train nursing students capable of providing culturally competent, congruent and culturally sensitive care to populations with cultural diversity, especially migrants, refugees and asylum seekers.

MulticulturalCare Model Design

The Multicultural Care Model for Nursing Education was designed following a bottom-up approach, focused on the specific needs and perceptions of both migrants and refugees and migration and multicultural healthcare experts.

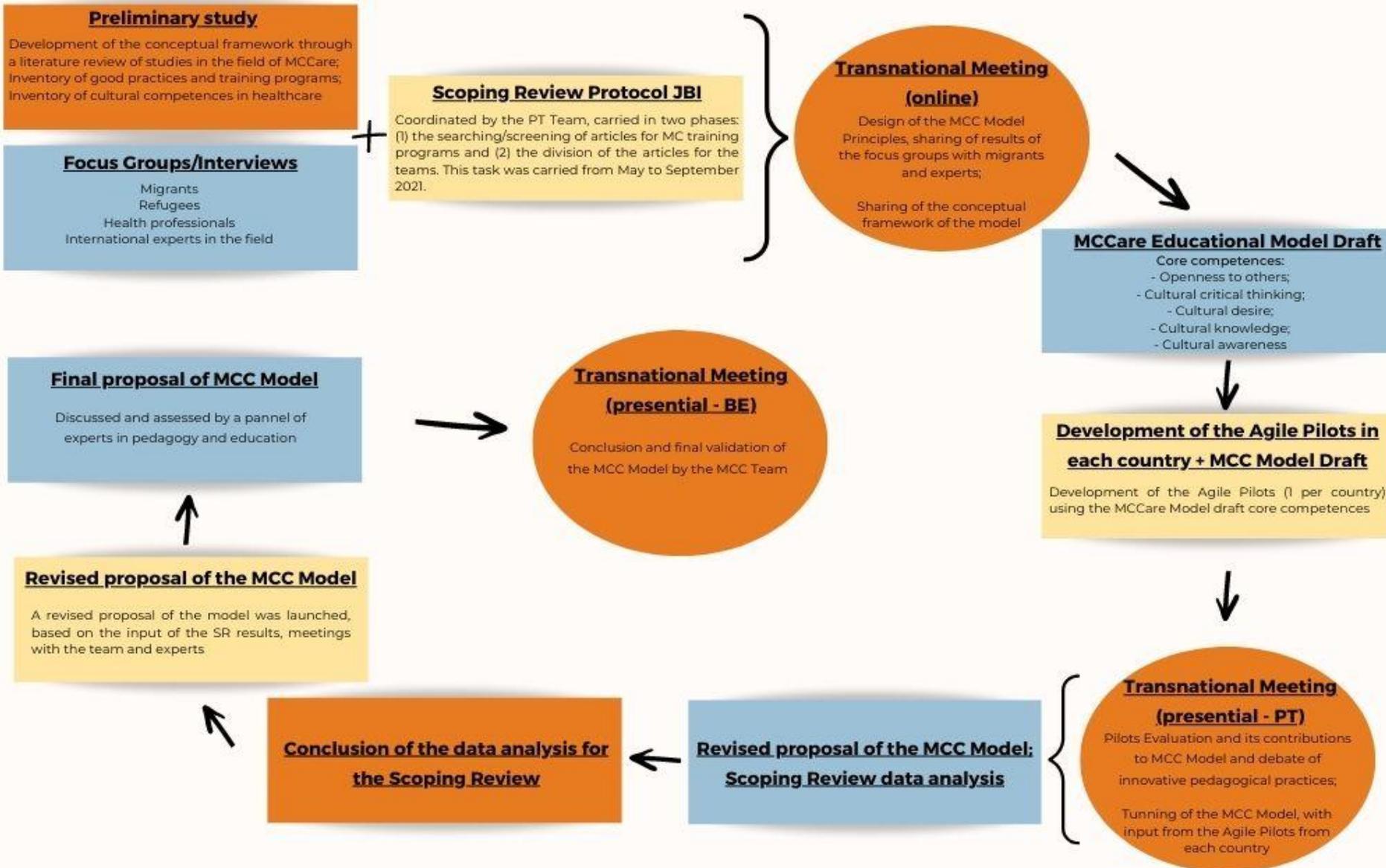
Building a Multicultural Education Model for Nursing Students

	TASKS	OUTCOMES	OUTCOMES
CONCEPTUAL FRAMEWORK	LITERATURE REVUE	Scoping Review JBI	SCOPING REVIEW - Results: Contributions
MIGRANTS AND REFUGEES VOICES	INTERVIEWS and FOCUS GROUP	2 FG Migrants and Refugees (BE, PT) In Depth Interviews with Migrants (SP)	Data Analysis - Contributions to the MulticulturalCare/Agile Pilots
EXPERTS	FOCUS GROUP	Experts and healthcare Professionals	Data Analysis - Contributions to the MulticulturalCare Model /Agile Pilots

FOCUS GROUP

The main objective of this study was to identify the key domains to be included in a MulticulturalCare Competencies training model of European nurses (from the perspective of migrants, healthcare professionals and international experts)

- 01 | To obtain information on the of migrants' experiences in European healthcare services
- 02 | To obtain information on the interpersonal communication process between Migrants, Refugees and Asylum Seekers and nurses in healthcare settings
- 03 | To obtain information on the profile of nurse's multicultural competencies /skills



MULTICULTURAL CARE EDUCATIONAL MODEL



MCCARE MODEL

01

PRINCIPLES AND VALUES

02

PEDAGOGICAL APPROACH

03

MULTICULTURAL EDUCATIONAL
METHODS

MCCare Model **PRINCIPLES AND VALUES**

- ✓ Human Rights-Based Approach (HRBA) through a gender-based perspective
- ✓ Ethical and moral mindset
- ✓ Integrated Approach to the Sustainable Development Goals (SDGs)
- ✓ One Health (OH) approach

PEDAGOGICAL APPROACH

- REFLECTIVE
- INTERCULTURAL
- EMANCIPATORY
- SOCIAL TRANSFORMATIVE



Multicultural Care MODEL

PEDAGOGICAL APPROACH

Reflective: educators should stimulate critical and ethical thinking in their nursing students. Students should be encouraged to always reflect upon their actions and evaluate these actions. Educators themselves should adopt this reflective attitude as well.

Intercultural: nursing education in itself should reflect the cultural diversity of society nowadays.

Emancipatory: educators should stimulate nursing students to take initiative in promoting change in health care settings and defend the rights of those who are disadvantaged. Institutions of nursing education themselves should adopt this emancipatory attitude as well.

Social: Educators should stimulate and promote social interactions between nursing students and patients with a different cultural background. They must have opportunities in the education to get to know the real person behind the patient.

Transformative: the training of multicultural competent nursing students should give them insight into their own beliefs and attitudes towards cultural diversity. At the same time, their training should be transformative, meaning that it stimulates them to be open towards other beliefs and attitudes.

MULTICULTURAL EDUCATIONAL METHODS



MULTICULTURAL EDUCATIONAL METHODS

Several teaching methods that can be applied in educative settings to train multicultural nursing students and enhance their cultural competencies:

- Exposures, simulations, immersions, writing reflections, cultural auto-assessment, lectures, peer learning, storytelling or role play, social networks.
- Virtual reality (VR), augmented reality (AR), and Artificial Intelligence (AI) technologies enable users to interact with and control virtually displayed components within virtual and physical environments. These rich, immersive technologies will continue to evolve as powerful and essential tools in multicultural nursing education.

MultiCulturalCare
KEY -Core Competencies for
undergraduate nursing
students to provide
culturally competent CARE

I -INDIVIDUAL

- **Openness to others**
- **Cultural awareness**
- **Cultural knowledge**
- **Cultural encounter**
- **Intercultural communication**
- **Dealing with cultural ambiguity**
- **Digital health skills**

KEY – CORE COMPETENCES

OPENESS TO OTHERS

The ability to interact with individuals of different cultural backgrounds with an open mind and without prejudice; the willingness to understand, accept, and respect the perspective of others
(Jenks, 2011; Zoucha, 2000)

KEY – CORE COMPETENCES

CULTURAL AWARENESS

The awareness of one's own cultural heritage and values, as well as the attitudes and beliefs towards or about other ethnic or cultural groups

KEY – CORE COMPETENCES

CULTURAL ENCOUNTER

The process that encourages nurse students to directly engage in cross-cultural interactions with patients from culturally diverse backgrounds.

These cultural encounters are necessary to become culturally competent

(Campinha-Bacote, 2010).

KEY – CORE COMPETENCES

CULTURAL KNOWLEDGE

The process of seeking and obtaining a solid education on diverse cultural and ethnic groups.

KEY – CORE COMPETENCES

INTERCULTURAL COMMUNICATION

The ability to communicate effectively and clearly with/among professionals and patients with different cultural backgrounds and/or language abilities.

KEY – CORE COMPETENCES

DEALING WITH CULTURAL AMBIGUITY

The ability to deal with culturally ambiguous and uncertain nursing care situations.

KEY – CORE COMPETENCES

DIGITAL HEALTH SKILLS

The skills to seek, find, understand, assess, and apply information from digital sources to manage and address multicultural health problems.

MultiCulturalCare KEY -Core Competencies for undergraduate nursing students to provide culturally competent CARE

I - SOCIAL

Socio-political knowledge: the knowledge that a multiculturally competent nurse should have about the political, social, and economic reality in which the nurse operates (White, 1995).

Social transformative leadership: the ability to stimulate change in clinical practice and health policies and organisations, the ability to empower others to stimulate such change as well (Del Barrio-Linares, 2014).

CULTURAL STRATEGIES AND POLICIES

- ✓ The last yellow circle of the MCCare Model represents the **cultural strategies and policies** in healthcare and educational settings in which the educational multicultural model for competent nursing students is implemented. This is a factor that cannot be disregarded and that influences the possibilities and options for becoming a multicultural competent nurse.

MCC eBook

The purpose of the MulticulturalCare ebook is to provide a theoretical and methodological tool for professors, educators, and students who want to know and to improve their competence in cultural care.

Content:

- Conceptual assumptions
- Key principles of the Multicultural Care Model;
- Multicultural Care Competences in Nursing
- Model development
- Pedagogical strategies for implementation
- Training activities guide
- Best practices guidelines focusing on the healthcare of migrants, refugees and asylum seekers.

eBook: Organisation and content



Multicultural Care:

Educating students through innovative learning methods to intervene in multicultural complex contexts

- Project website:

<https://multiculturalcare.esenfc.pt/>



MULTI
CULTURAL
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Thank you for attention!