



MULTI
CULTURAL
CARE

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

MultiCulturalCare Project

The main goal of the **MultiCulturalCare (MCCare)** Project is to promote the multicultural skills of European nurses as an essential strategy to address health inequalities and improve healthcare for migrants, refugees, and asylum seekers. The Project's partners include the ESCOLA SUPERIOR DE ENFERMAGEM DE COIMBRA (as Coordinator), Portugal, the UC LIMBURG, Belgium, and the UNIVERSIDAD DE CASTILLA - LA MANCHA, Spain.

The **MCCare Model for Nursing Education**, presented in this pamphlet, was designed following a bottom-up approach, focused on the specific needs and perceptions of migrants and multicultural healthcare/migration experts. *Focus Groups* (FG) and *Interviews* were conducted in community settings (in Belgium, Portugal, and Spain), and a *Scoping Review Protocol* (JBI) was conducted to define the conceptual framework and the key multicultural competencies for nursing students (at the center of the Model).

The **MCCare Model for Nursing Education** is grounded on three fundamental aspects: **Principles and Values, Pedagogical Approach, and Educational Methods**. It includes *pedagogical strategies* for implementation, a *guide for training activities*, and the *best practice guidelines* addressing nursing care for migrants, refugees, and asylum seekers.

The Model's green circle represents the **ecological approach to MultiCultural Nursing Education**, a framework for planning learning experiences from a sustainable perspective that can be applied at several educational levels.

Finally, the Model's yellow circle represents the cultural strategies, healthcare policies, and educational settings in which the educational Model for multiculturally competent nursing students can be implemented.



MultiCulturalCare Model for Nursing Education



Principles and Values

Human Rights-Based Approach (HRBA)

It is a core Nursing Multicultural Care principle based on international human rights standards. It aims to promote and protect human rights, including migrants' and refugees' right to health.

Sustainable Development Goals (SDG)

In a globalized world characterized by the population's increasing mobility, the Sustainable Development Goals (SDGs) principles and components must be considered a background framework in multicultural healthcare. Multi-sector partnerships and coordinated efforts are needed to ensure that migrants' health is addressed throughout the migration cycle, as are efforts to develop migration-sensitive health systems that respond to the population's increasingly diverse health profiles and needs.

The Social Determinants of Health Approach

For migrants, refugees, and asylum seekers, structural and social factors are responsible for significant health inequality, higher risks, and reduced access to services, which lead to many diseases and worse economic and social outcomes related to poor health and treatment costs. Migrants in 'irregular situations,' low skilled or low educated, and in other vulnerable or disadvantaged situations are more likely to suffer from a compromised health status.

One Health Approach

One Health is an integrated, unifying approach that aims to sustainably balance and optimize the health of people, animals, and ecosystems. It recognizes that the health of humans, domestic and wild animals, plants, and the wider environment (including ecosystems) are closely linked and interdependent. Human mobility and climate changes. ●



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MultiCulturalCare Core Competencies

OPENNESS 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.

CULTURAL AWARENESS: the awareness of one's cultural heritage and values, attitudes, and beliefs towards or about other ethnic or cultural groups.

CULTURAL KNOWLEDGE: the process of seeking and obtaining a solid education on diverse cultural and ethnic groups.

CULTURAL ENCOUNTER: the process of encouraging nurse students to engage directly in cross-cultural interactions with patients from culturally diverse backgrounds.

INTERCULTURAL COMMUNICATION: the ability to communicate effectively and clearly with/among professionals and patients with different cultural backgrounds and/or language abilities.

DEALING WITH CULTURAL AMBIGUITY: the ability to deal with culturally ambiguous and uncertain nursing care situations.

DIGITAL HEALTH SKILLS: the skills to seek, find, understand, assess, and apply information from digital sources to manage and address multicultural health problems.

SOCIO-POLITICAL KNOWLEDGE: the knowledge that multiculturally competent nurses should have about the political, social, and economic reality in which they operate.

SOCIAL TRANSFORMATIVE LEADERSHIP: the ability to stimulate change in clinical practice, health policies, and organizations and empower others to stimulate such change. ●

Pedagogical Approach

REFLECTIVE

Educators should encourage students to develop critical thinking skills by reflecting on and evaluating their actions. Educators should also adopt this reflective attitude.

INTERCULTURAL

Nursing Education should improve students' knowledge and understanding of cultural diversity in today's society. Educators should involve student nurses in the commitment to providing culturally competent care.

EMANCIPATORY

Educators should stimulate nursing students to become agents of change in healthcare settings and advocate for the rights of the most disadvantaged. Nursing education institutions should also display an emancipatory attitude.

SOCIAL

Educators should promote social interactions between nursing students and patients from different cultural backgrounds. Students should have the opportunity to get to know the person behind the patient.

TRANSFORMATIVE

Educators should encourage students to be more aware of their beliefs and attitudes toward cultural diversity and more open to other beliefs and attitudes through transformative learning experiences. ●

Educational Methods

Multicultural educational methods can be applied in educational settings to train multiculturally competent nursing students and enhance their cultural competencies. These methods include exposures, simulations, immersions, reflection papers, cultural self-assessment, lectures, peer learning, storytelling, role-playing, Augmented Reality (AR), Virtual Reality (VR), Artificial Intelligence (AI), and social media. VR, AR, and 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.

The MulticulturalCare (MCCare) Project's E-book includes several simulation scenarios that can be used in educational settings. In addition to patients from different cultural backgrounds, some scenarios also involve linguistic difficulties. These simulation scenarios allow students to experience some of the potential challenges of multicultural care and reflect on their actions.



The Intellectual Outputs are: (1) the MCCare Model for Nursing Education; (2) the MCCare E-book and Simulation Scenarios and, (3) Evaluation Methodologies/ Guidelines

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