



Summer School Program in

Medical Healthcare

University of Ljubljana

Radboud University Medical Center

University of Crete

July 2nd–11th, 2018

Cultural competences, doctor-patient
communication, and minority health

Student Guidebook

Introduction

Welcome to the primary care summer school!

We hope that you enjoy this course and gain valuable insight into European primary care. The steering group has been developing the program and material for the last year. This year our focus is cultural competence in healthcare.

The increase in travel and the general globalization of healthcare has resulted in a need for students and future doctors to be able to communicate effectively, not only in their own language and culture, but also with people of other languages and cultures. This has led to the importance of developing cultural competency. This is one of the key features of this program: to what extent is our practice evidence-based, and to what extent is it culturally determined?

In 2015 an unusual large number of migrants from Syria, Afghanistan, and Iraq applied for asylum in the EU. Nearly all European countries were affected, and they faced a major challenge in establishing good-quality and accessible healthcare for these migrants on the move through Europe. Recent months have demonstrated the need to apply cultural competences carefully. The literature suggests the following key areas:

- Access to healthcare differs by ethnicity;
- Language and communication barriers are problematic;
- Lack of cultural competence may lead to patient dissatisfaction; and
- Cultural competence is an ongoing learning process.

Although these domains are crucial to delivering healthcare, the increasing fragmentation and changes to the provision of services has challenged a key component of care that patients value highly.

We would like you to consider these aspects when reviewing the care of the minority and migrant patients you meet over the next ten days.

Target audience

The summer school is aimed at students in all years at medical universities. The number of participants is limited to thirty students. In the case of great demand, students from higher medical years will have priority. The University of Ljubljana's international office will help spread information through the Unica network and Utrecht network. Information will also be published on the University of Ljubljana website and sent to partner universities.

Summer school phases

The summer school has been designed in three phases.

Phase 1: Preparation

The participants will prepare assignments before the course:

- You will write an example in which you observed that cultural competences are important in medicine.
- You will collect some interesting quotes, beliefs, findings, or health-related proverbs in your home country and present them in your group work.

Phase 2: Knowledge

You will work on key areas of cultural competence. These areas are viewed as the combination of awareness, knowledge, skills, attitudes, and behaviors that, when applied in a healthcare setting, result in a maximally beneficial outcome for both the patient and the provider. You will explore the definition of culture, sociocultural aspects of medicine, stereotypes, ethnicity in medicine, prejudices and discrimination, communication, special needs of migrants, and ethnic minorities. This component is fundamental because it allows you to explore your own country's health and social care system.

Phase 3: Reflection

Participants will be able to critically reflect on their experience.

By the end of the meeting, the participants (with their teachers' help) will create a roleplay and they will watch a film through which the participants will demonstrate the importance of cultural competences.

General aims and objectives of the summer school

- To raise awareness of the influences that sociocultural factors have on patients, clinicians, and the clinical relationship;
- To improve your understanding of the roles of various professionals;
- To improve your ability to communicate information, ideas, problems, and solutions in culturally sensitive situations;
- To reflect on the cultural competency involved in healthcare delivery; and
- To explore the role played by cultural mediators in delivering health.

The specific learning objectives for the summer school are:

A Knowledge and understanding

By the end of the course you will be able to:

- Produce a concise and informative evaluation of the sociocultural background of a patient's illness;
- Assess the impact of communication barriers on a patient's illness;
- Identify a patient's potential ongoing needs linked to her or his cultural background;
- Evaluate the extent to which a particular aspect of healthcare has influenced the patient's adherence to treatment; and
- Reflect on how cultural sensitivity could be measured.

B Intellectual skills

By the end of the course you will be able to:

- Accept the physician's responsibility to understand the cultural aspects of health and illness;
- Recognize personal biases against people of different cultures;
- Respect cultural differences; and
- Accept the responsibility to combat racism, classism, ageism, sexism, homophobia, and other kinds of biases and discrimination that occur in healthcare settings.

C Professional practical skills: clinical skills and competences

By the end of the course you will be able to:

- Evaluate the communication between patients and healthcare workers and to demonstrate an understanding of the factors that affect communication and those that do not;
- Understand the key factors in the healthcare of refugees, migrants, immigrants, and members of ethnic minorities;
- Assess patients' understanding of their illness in culturally sensitive environment; and
- Critically analyze research literature.

Specific objectives of the summer school

At the end of the course the participants will:

- Be sensitive to subgroups of patients (i.e., members of ethnic minorities, people in transit, foreign workers, asylum seekers, and migrants);
- Be able to identify the importance of cultural background and cultural competences in medicine;
- Be able to list the strategies used to communicate with members of ethnic minorities, people in transit, foreign workers, asylum seekers, and migrants;
- Be aware of the benefits and difficulties when working with a minority population with a different cultural and historical background; and
- Value an approach that recognizes the importance of cultural competences.

School Certificate

Based on participation in the classes and knowledge and skills acquired during work in the school, the participants will receive a certificate from the Medical Faculty of the University of Ljubljana.

Registration

Applications will be accepted by the international office at the Ljubljana Faculty of Medicine through the VISUL system.

Contact person for registration details

Jerneja Čelofiga
International Office
University of Ljubljana, Faculty of Medicine
Vrazov trg 2, SI-1000 Ljubljana, Slovenia
Tel.: + 386 1 543 7801
E-mail: international.erasmus@mf.uni-lj.si

Accommodation

We suggest booking your rooms early.

Confidentiality

During the summer school, you will encounter many people, families, and healthcare units. It is important that you adhere to acceptable standards of behavior for confidentiality and observe the law regarding handling of information, medical records, and data. If you have any questions about any of this, please seek advice from Danica Rotar Pavlič (danica.rotar@gmail.com, phone +386 41 338 405).

Complaints

About student conduct

If a complaint is received about your conduct, we will start by investigating the allegation. Any information will be forwarded to your home institution for further action. For very serious breaches of conduct, a student may be sent home without completing the course.

Student complaints

Any complaints received from students about the course or a staff member will be subject to the codes of conduct at the University of Ljubljana.

Student safety

Please carry identification at all times. If you are asked to visit a person's house, make sure everyone knows where you are and what time you expect to return. If you feel at risk when you are with a patient, please leave and report the incident to the course conveners.

Disability

Every effort will be made to accommodate any disability. You are not obliged to inform us about disabilities because this is a matter for your home institution; however, if you feel that we can help then please do not hesitate to let us know. Your information will remain confidential and will not be used for any other purpose except to facilitate your learning experience.

Course Directors

Course Director Danica Rotar Pavlič

Danica Rotar Pavlič has worked almost thirty years as a family doctor in Ljubljana and near Ljubljana at Vnanje Gorice. She is the vice chair of the European Forum for Primary Care and was elected president of Slovenian Association of Family Doctors for 2013–2017 and 2018–2022. She is a family medicine specialist employed at Galenia d.o.o. (<http://www.galenia.si/>) and a professor at the Department of Family Medicine at the University of Ljubljana's Medical Faculty,. She is an Erasmus coordinator for family medicine in Slovenia (<http://nphc.eu/>).



Course Director Guus Busser

Guus Busser has worked almost thirty years as a family doctor in a deprived area in Nijmegen. There he became interested in all aspects of care for vulnerable groups, such as migrants. He started teaching directly after graduation, working at all levels of medical education, and is now is a principal lecturer and assistant professor. His main interests are diversity in medical care, vulnerable groups, and organization and cooperation in healthcare. He coordinates all clerkships in family medicine, electives and individual courses for students and trainees, international collaboration for the primary care department, and the junior lecturer team. He is a member of the medical examination board at Radboud University Medical Center.



Course Director Christos Lionis

Christos Lionis is a professor of general practice and primary healthcare, and the director of the Clinic of Social and Family Medicine within the School of Medicine at the University of Crete, Greece. Lionis graduated from the University of Athens Medical School in 1979. Since 1995, Lionis has worked at the University of Crete Medical School. He is the coordinator of the Practice-Based Research Network at the University of Crete's Faculty of Medicine, and he is also responsible for supervising a number of doctoral students. From 2001 to 2004, Lionis was deputy general director of Crete's Regional Health and Welfare System, a planning and regulatory body forming part of the Greek National Health Service with responsibility for overseeing all health and welfare services. He was appointed a professor of general practice and primary healthcare at the University of Crete's School of Medicine at the end of 2009. Since 2009, Lionis has coordinated the Primary Healthcare Unit for the Municipality of Heraklion, a shared initiative with the University Hospital and the Municipality of Heraklion. Lionis is also a member of the executive boards of various professional organizations, including the European Primary Care Cardiology Society (EPCCS), the Research Committee of the International Primary Care Respiratory Group (IPCRG), and the WONCA Working Party on Research. Lionis' principal clinical and research interests during the past five years have been cardiovascular and mental health with a focus on behavior change, and this is reflected in his primary care council at the European Society of Cardiology (ESC) as well as in the WONCA Working Party on Mental Health, where he serves as vice present. Lionis is also involved in an editorial and advisory capacity with a number of international journals, including *International Journal of Rural and Remote Health* (editor-in-chief of the European section), *Family Practice* (associate editor), *BMC Family Practice* (section editor), and *Journal of Compassionate Care* (co-chief editor). He was awarded an honorary fellowship from the Royal College of General Practitioners (RCGP) London in May 2009, from the WONCA in



November 2016, and from the ESC in August 2017. Lionis and the Clinic of Social and Family Medicine have authored over 325 Medline indexed publications (<http://www.fammed.uoc.gr/Joomla/index.php/publications>).