

Project:

„People with refugee and migration experience and symptoms of post-traumatic stress disorder: Curriculum development, pilot implementation and pilot evaluation of intercultural training within the interprofessional team“

Period:

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Place:

Albert-Ludwigs-Universität Freiburg, Medizinische Fakultät, Bereich Pflegewissenschaft

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Summary

In 2016, the number of asylum applications in Germany reached a new peak. Most of the asylum seekers came from crisis regions escaping from war, violence, hunger, and human rights violations. Forecasts predict that the stream of migrants from crisis regions will continue. These individuals were exposed to multiple stressors and therefore face an increased risk of suffering from symptoms of post-traumatic stress disorder (PTSD). Symptoms of PTSD can be reactivated or triggered within the context of health care diagnostics or treatment. Health care professionals, especially physicians, and nurses are front liners, however, they were inadequately trained for this challenging task. Subsequently, patient behaviors may be misinterpreted and/ or misunderstood within a context hindering the activation of PTSD requiring actions and treatment.

Therefore, aim of this project is to develop and pilot-test a multi-modular curriculum for an intercultural training for inter-professional teams of physicians and nurses for adequate care for migrants that may experience symptoms of PTSD. The curriculum will be piloted and evaluated at two sites. Training within the framework of this curriculum aims at four levels:

- (1) to raise awareness of the topic migration and symptoms of PTSD,
- (2) to educate nurses and physicians with respect to potential healthcare problems related to symptoms of PTSD,
- (3) to enable assessment and screening for psychic disturbances in a culturally-sensitively way, and
- (4) to improve knowledge and skills with respect to the culturally-sensitive treatment for symptoms of PTSD.

This multi-modular curriculum will be designed to meet the following requirements: theory-based, practical, sustainable, and applicable. The initial curriculum will be pilot-tested and validated by neutral experts in the field. Evaluations will be based on content, methodologically-didactic aspects, and practical relevance. Participants of the training will evaluate the training in terms of practical relevance and their satisfaction with knowledge and competence growth taking into account affective, behavioral and cognitive elements of the curriculum.

Learning in inter-professional training settings may lead to improved cross-professional communication. This approach may have a broad applicability and holds potential to promote the dialogue on the topic of "migration and health".