



Co-funded by
the European Union

Health Care 4.0
goes Mobile



Health Care 4.0

goes Mobile



Curriculum

Final Version_March 2023

Project name: Health Care 4.0. goes mobile- improving migrant integration through CLIL based mobile application
Project acronym: Health Care 4.0. goes mobile



"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them." Project number: 2021-1-DE02-KA220-VET-000029482



Table of Content

0. Introduction

1. The four training areas

2. Table with learning outcomes

3. Reflection and outlook

Find out more about the project and the partnership, as well as complementary products/documents at the following link: <http://healthcare4goesmobile.com/>



"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them." Project number: 2021-1-DE02-KA220-VET-000029482



0. Introduction

This Curriculum is based on an extensive needs analysis, which was done by the same project consortium within the successfully accomplished EU project named “Health Care 4.0. (2020-1-DE02-KA202-007553)”. Based on a conducted survey among migrant nurses and employees of health care institutions in the project countries Germany, Greece, Cyprus and Austria, we identified the need for further training of newly arrived migrant nurses and developed a list of criteria on current practices in the participating health care institutions and determined gaps of newly arrived health care workers.

The project Health Care 4.0. goes Mobile aims at closing these skills gap between the theoretical qualifications of newly arrived migrants with a nurse degree (target group of the project) and the requirements of the Health Care Institutions (beneficiaries of the project) of the new home country.

The project Health Care 4.0. goes Mobile will therefore produce the following results:

- PROJECT RESULT 1: curriculum (based on learning outcomes) for MIGRANT NURSES including the highlighting of existing similarities for the second target group of CARE HELPERS
- PROJECT RESULT 2: Content development for mobile app
- PROJECT RESULT 3: Development of the Health Care 4.0. Mobile App for an efficient, smooth and location independent solution to onboard migrant nurses and care helpers from abroad

This present document is the Curriculum (project result 1 of the project).

This Curriculum is structured in learning outcomes (skills, competences, knowledge) and therefore follows the ECVET structure. The didactical delivery of the Curriculum is defined as a situation based approach- one of the most current delivery approaches in the education and training sector as well as a work based approach and therefore also considers the CLIL teaching approach (Content Language Integrated Learning).

ECVET is the European Credit system for Vocational Education and Training, a tool that supports lifelong learning and flexibility in learning pathways, including EU Mobility.

It relies on a series of common goals, principles and technical components that foster transparency and comparability in VET. The most important aspect is the focus on learning outcomes to show what a learner knows, understands and is able to do upon completion of a learning process.





Thanks to ECVET it is easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications.

In the former mentioned project we identified four (4) areas for newly arrived migrant nurses as a result of the survey in which most of them needed training in. Those areas are namely TREATMENT CARE, BASIC CARE, INTERCULTURAL COMPETENCES, MOTIVATIONAL ASPECTS FOR TARGET GROUP. The delivery of knowledge/skills training in these areas will be combined with the language training (CLIL work based language training). For these 4 areas we determined 36 examples of work based situation/scenarios which we have developed a Curriculum for in the present project.

This document has been developed for health care institutions, which are onboarding newly arrived migrants as well as care helpers into their institutions to present the knowledge, skills and competences (forming so-called learning outcomes) that will comprise the training content of the Health Care 4.0. Mobile App.

1. The four training areas

The project Health Care 4.0. goes Mobile aims at closing the skills gap between the theoretical qualifications of newly arrived migrants holding a nurse degree on one side and the requirements of health care institutions in their new home country. This project also looks into work based language skills and missing intercultural competences, as well as into motivational aspects that should help allow a better integration and a more efficient onboarding of newly arrived migrant workers.

The need for the project is born due to feedback of health care institutions who employ newly arrived migrant nurses. It is a clearly identified need in the labour market as the target group faces the following obstacles while integrating smoothly in the world of work:

- Work related skills gaps due to differing work requirements in new home countries
- Work related language skills gaps
- Cultural differences- newly- arrived migrants- people with linguistic adaptation and cultural inclusion difficulties
- Social barriers = social adjustment difficulties such as limited social competences in regards to the customs in the new home country- an especially sensitive topic in the health care sector

The project consortium has come up with an innovative solution to tackle the above mentioned obstacles of the target group. The project develops a Mobile App which





combines the delivery of specific work-related knowledge with work based language skills as well as with intercultural competences and motivational aspects for newly arrived migrant workers.

The Mobile App is a flexible learning offer adapted to the learning needs of the target group (blended learning translated into a mobile app). The contents of the mobile app are self-explanatory so the addressed target groups can learn on their own and be applied then at work, in on-the-work-training. It is a flexible learning offer that can well complement other training and learning material for the addressed qualifications. It can be understood as a bridge between traditional training settings which continue with language training and then build on vocational competence upskilling, by providing both at the same time helping both, the target group and the care institutions to a swifter onboarding. The mobile app can be used location independent, 24/7 and is therefore suitable to reach many migrant nurses.

Health care institutions, which employ newly arrived migrant nurses (and care helpers) have identified the following four training areas.

These four areas are:

Treatment care (10 example situations)

Basic care (11 example situations)

Intercultural competences area (10 example situations)

Motivational aspects (5 example situations)

The project consortium has come up with different examples for these four identified areas which will be described in so called learning outcomes. Learning outcomes are expressed in Knowledge, Skills and Competences and explain what a learner knows and is able to do after a learning outcomes has been learnt. When it comes to CLIL, it is important to remember that the language level addressed in this document builds upon the [language level B1](#).

All learning outcomes in the Curriculum address the target group of newly arrived migrant nurses. The learning outcomes written in **RED LETTERS** are suitable for newly arrived migrant nurses as well as newly arrived migrant helpers (an additional target group in the project which is being considered as add on for a wider reach of our results).





2. Table with learning outcomes

The following tables explore the collated example situations, provide information on related knowledge, and competences, as well as on the level of autonomy and responsibility connected to them. Ideas on what the content could display are summarised in the first column, as well as the level of understanding, speaking, reading and writing connected to these situations in the last.





- Treatment care (10 example situations)

Examples of work based situation/scenarios	Content to be delivered	Knowledge	Skills	Competences	Language skills
<p>1) example: <i>Wound care (septic)</i></p>	<p>-Explaining septic , -explaining other hygienic aspects -How to communicate to the patient during the whole process</p>	<p>he/she knows what septic means, he/she knows how to clean septic wounds, he/she knows what material is needed for wound care and how to work hygienically, he/she knows how to describe wounds.</p>	<p>he/she understands how and why to perform a septic dressing change</p>	<p>he/she assesses wounds at people of all ages in a process-guided manner, cares for them in accordance with prescriptions and coordinates treatment with a doctor.</p>	<p>Language skills are taught at the same time with these technical skills (at B1 level): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>2) example: <i>wound care (aseptic)</i></p>	<p>Explaining aseptic, -explaining other hygienic aspects -How to communicate to the patient during the whole process -How to do the documentation</p>	<p>he/she knows what aseptic means, he/she knows how to clean aseptic wounds, he/she knows which material is needed for wound care and how to work hygienically, he/she knows how to describe wounds</p>	<p>he/she understands how and why to perform an aseptic dressing change</p>	<p>he/she assesses wounds at people of all ages on a process-by-process basis, treats them appropriately as prescribed, and coordinates treatment with the physician</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>





<p>3) Taking vital signs</p>	<p>-how to measure the pressure with a blood pressure device -how to measure the level of oxygen - how to measure body temperature and sugar levels correctly - how to document the above described procedures, -when/what time of the day are the vital signs of patients taken - how many times a day</p>	<p>he/she knows the correct procedure for taking vital signs, he/she knows the standard values / ranges of different vital signs.</p>	<p>he/she can measure blood pressure, pulse, oxygen saturation, blood glucose and temperature and understands the need for them.</p>	<p>he/she observes and records the state of health on the basis of various vital signs, compares them with standard values and documents them digitally or in analogue form.</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>4) Medication management</p>	<p>-How to prepare medication(f.e. disinfection of hands, filling the medication box) - How to read the doctors' instruction. -How to talk to the patient. Explaining different kind of application to the patient. -How to administer the medication(e.g. crushed, whole pill)</p>	<p>he/she knows how to prepare, store, administer and monitor side effects of medicines.</p>	<p>he/she administers medication on doctor's orders</p>	<p>he/she accompanies drug therapies and handles drugs and anaesthetics responsibly</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>5) Pain management</p>	<p>Pain recognition steps - using the pain scale, asking where the patient feels pain, pain quality, frequency, location(where & when for example when rest or in movement)</p>	<p>he/she knows different pain scales and how to identify pain</p>	<p>he/she can apply criteria for observing and asking about pain.</p>	<p>he/she controls, is responsible for and designs the care process for people of all ages with pain.</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>6) Nutrition - feeding with Tube</p>	<p>Nasal tube and stomach tube. What kind of food you can use, how to</p>	<p>he/she knows how to place a nasal tube, to check its position and clean</p>	<p>he/she can provide nutrition to a patient</p>	<p>he/she assists people of all ages in receiving food and</p>	<p>Language skills are taught at the same time with these technical skills (B1):</p>





	prepare it(how to blend it). The position of the Patient, how to clean the tube. How to grind tablets. How to put the nasal tube. Explaining the process to the patient.	it, knows how to clean a gastric tube, knows what to pay attention to when feeding and administering medication with a tube	through various feeding tubes	fluids through a feeding tube	he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
7) Placing catheter	To show how to prepare the table. Explaining Specific sterilizing procedures and hygienic procedure(for example when you put sterilized gloves you can only touch the sterile equipment, you can not touch the bed etc. You need an Assistant for the procedure) Explaining/Communicating/Affirmating the process to the patient(what you have to say to the patient during the process).	he/she knows the indications for inserting an indwelling urinary catheter, knows the procedure	can insert a catheter into the bladder to drain urine	he/she assists with diagnostics and therapy according to a doctor's orders, as well as with urine excretion by placing a bladder catheter.	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
8) Oral and nasal suction of respiratory secretions	Terminology - what do we mean by suction/what it is and determination of need - when should we do it. Sterilization and hygienic procedure - the protective clothing, sterilize the oral and nasal tube	he/she knows the necessity of extraction	he/she is able to perform suctioning	has the methodological competence to perform suction under sterile conditions and only if it is absolutely necessary	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
9) Tracheostomy tube	- How to take care of the tube - how to clean it.	he/she knows indications for the creation of a tracheostoma,	he/she is able to clean and fix a	he/she handles the tracheostoma hygienically and changes the	Language skills are taught at the same time with these technical skills (B1):





		knows the cannula and the anaerobic position of the cannula, knows the procedure of sterile dressing change.	tracheostomy tube	dressing under sterile conditions, thus avoiding infection of the skin and respiratory tract.	he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
10) Injections	Different types of injections. Preparations, procedure and post procedures(what to do after).	he/she knows the different forms of an injection, knows contraindications and complications, main and side effects of the drug	he/she is able to perform an injection.	has the methodological competence of the injection technique to be used	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.





- Basic care (11 examples)

Examples of work based situation/scenarios	Content to be delivered	Knowledge	Skills	Competences	Language skills
1) Personal hygiene of the nurses and care givers	(for a Video the idea is: to show a nurse, and describe how she should look like (general appearance), follow her to the staff room, show her hair, nail, hands etc.) Hand hygiene and the use of gloves (disposable gloves and sterile gloves) Workwear and protective clothing, Handling sterile good, Multi-resistant pathogens, Disposal of infectious material	he/she knows what to observe regarding personal hygiene, when to use gloves, how to wash and/or disinfect hands, how to store and use sterile materials, what multi-resistant pathogens are, how to dispose of infectious material, what to do in the event of an infection and dispose of infectious material	he/she can work hygienically	he/she comprehensively observes the requirements of hygiene and participates responsibly in infection prevention in the different nursing care areas.	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
2) Patients Hygiene	washing in bed, changing cloths, washing hair, dental care, facial care	he/she knows how to provide support and (partial) take-over when washing, showering and bathing, while performing prophylaxis such as intertrigoprophyllaxis, oral and dental care with thrush and parotitis prophylaxis.	he/she understands how to support people in their personal care in the best possible way.	He/ she promotes the well-being of people in need of care of all ages with a special focus on health promotion and prevention; and takes into account the autonomy of the person being cared for.	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
3) Nutrition	preparing meals	he/she knows which nutrients,	he/she understands	assesses people's nutritional status	Language skills are taught at the same time





	<p>helping with eating (including Inclination angle of patients) make sure that patients are hydrated (drink enough water) liquid balancing(hydration), diet</p>	<p>energy and fluid needs exist in different phases of life, how to determine nutritional status, how to balance fluids, which diets and food forms exist, how to serve food and drink</p>	<p>how to provide food and fluids to a person in need of care to ensure a good quality of life</p>	<p>using assessment tools and assists people of all ages with food and fluid intake</p>	<p>with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
4) Mobility	<p>help with getting up and going to bed, help people in need of care with going to the toilet (be able to document anomalies correctly and clearly) Position in bed, how to handle patients with different walking aids. How to give instructions(ex. stretch)</p>	<p>he/she knows - which mobilisation techniques, aids, positioning methods exist, knows what fall prophylaxis, thrombosis prophylaxis, decubitus prophylaxis, contracture prophylaxis includes, knows how to work in a back-friendly way</p>	<p>he/she can mobilise patients individually according to their needs.</p>	<p>he/she supports people of all ages in their mobility, movement and agility and knows the different care concepts according to the degree of mobility or immobility for people of all ages.</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
5) Shift hand over	<p>How to report and pass all important information about the patient on the next Nurse. Communicate effectively with the previous and the people on the following nursing shifts, as well as with the other healthcare professionals, to ensure that there are no communication gaps.</p>	<p>he/she knows how a structured handover works</p>	<p>he/she understands handover and can hand over patients him/herself</p>	<p>reports meaningfully about patients, expressing facts and assumptions</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
6) Emergency Management	<p>What to do in case if f.e. a patient falls or similar situations occur, sudden change of the patient mood, vital signs.</p>	<p>he/she knows what vital functions are, how to assess, evaluate and safeguard them.</p>	<p>he/she understands which decisions are appropriate in which</p>	<p>he/she assesses the general condition of people in need of care and reacts quickly, sensibly and initiates</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and</p>





	How to communicate this to other health professionals. Steps to follow in case of (typical) health emergency situations such as heart attack, strokes etc.		situation and which immediate life-sustaining measures have to be taken.	immediate life-sustaining measures in emergency situations.	information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
7) Care planning process	Nursing process. Subjects to consider: Care planning: 1) observing - for example: psychosomatic symptoms (depression/anxiety), mood etc., 2) plan care 3) setting of goals, 4) plan measures Assessment procedures (for malnutrition, decubitus risk) Nursing Reports Understand doctor's orders	he/she knows which steps of the care process are involved.	he/she understands how to design care according to the care process	plan, organise, design, implement, control and evaluate the care of people of all ages and document care measures and observations carried out	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
8) Operating medical equipment	Do's and Don't's. Nurses need to be trained, and shown how to use and when to use the equipment/tools.	he/she knows what medical devices are and knows that medical devices may only be operated independently after instruction has taken place- according to the Medical Devices Act,.	he/she understands the need for instruction of how to use a medical device	he/she exercises the profession on his/her own responsibility within the framework of the legal requirements as well as take into account the rights and duties related to the profession	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
9) Prevention Management	Typical examples: fall prevention thrombosis prophylaxis Decubitus prophylaxis contracture prophylaxis pneumonia prophylaxis	he/she knows what prophylactics are and which are of great importance in the daily care routine	he/she can implement these preventive measures	he/she prevents illnesses and the consequences of illnesses through preventive care	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she





	intertrigo prophylaxi				talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
10) Communicating with patient with dementia	<p>Keeping the same eye level with a patient, not speaking too loud(which could scare patients). Use simple words - soft movements, soft tone for the voice). Make gentle physical contact, like touching hands, not grab/push/pull them. What not to say(for example: if a patients is wearing a diaper and the patient says "I want to go to the toilet" the nurse/helper should NOT say: "you are wearing a diaper"). Validation techniques (not to confront a patient). Always politely answer the same question. DON'T say "I already told you" We can show consequences - for example, if you grab/pull a patient, he/she will get angry/scared.</p>	he/she knows how to structure conversations with people having dementia, knows the concept of validation	he/she can communicate appropriately with people having dementia	he/she designs communication and counselling in a person- and situation-oriented way	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
11) Palliative care	<p>How do you announce bad news to patients and their family members. Different approach to the pain - side effects are not that important(for example, when giving morphine). E.g.: when a patient doesn't want to shower on the 3rd day, it's OK - he/she doesn't have to.</p>	he/she has basic knowledge of the specific focal points of palliative care services.	he/she can care for and accompany dying people and their relatives	improves the quality of life of dying people and their relatives by preventing and alleviating suffering through early recognition and careful assessment of problems of a physical, psychosocial and spiritual nature	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems,





	<p>No diet restrictions, if patients want to eat chocolate- it is ok. If it is possible, we have to fulfil these patient wishes. Listening is the most important part in communication with patients in palliative care.</p>				<p>measures and goals orally and in writing.</p>
--	--	--	--	--	--





- Intercultural competences area (10 examples)

Examples of work based situation/scenarios	Content to be delivered	Knowledge	Skills	Competences	Language skills
1) Active listening & Emotional support/empathy(with patient)	<p>Listening to what patient feelings and concerns. After the surgery, patient says " I feel uncomfortable" - put attention, acknowledge feelings, show interest, sometimes we can rephrase "I am scared" -" I understand you are scared"</p> <p>Example active listening: Listening with non-verbal (eye contact) and verbal (I understand you) content, repeating what the patient says to check understanding, verbalising feelings.</p>	he/she knows how the conversation technique of active listening works	he/she can listen actively and support the patient emotionally	he/she promotes communication through active listening by building trust with the patient and preventing misunderstandings	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
2) Setting boundaries	<p>Keep the professional distance - don't ask personal details from the patients. Don't share your personal details(surname, adress ect.). Check your feelings if you feel fine sharing some of your details. In an uncomfortable situation, follow your intuition. You have the right to say "I am uncomfortable"</p>	he/she knows which conversation topics are culturally okay and which are inappropriate	he/she can maintain a professional distance from the patient	he/she cares empathetically, but in the optimal balance between closeness and distance, discussing emotional aspects of treatment with colleagues, but also patients, openly and respectfully.	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.





<p>3) Confidentiality (with patient/family of patient)</p>	<p>Wrong approach/right approach</p>	<p>he/she knows which contents are covered by the duty of confidentiality consent</p>	<p>he/she understands the meaning of the duty of confidentiality and complies with the legal obligation</p>	<p>he/she does not disclose diagnoses or other secrets of the patient to third parties (except colleagues involved in the patient's treatment) without the patient's explicit</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>4) Non-verbal communication</p>	<p>Tone of the voice, body language, eye contact - get to their eye level(for example when patient is on the wheelchair), physical distance(not too far not too close)</p>	<p>he/she knows important communication concepts</p>	<p>he/she masters culturally appropriate facial expressions and gestures.</p>	<p>he/she communicates constructively, effectively and consciously.</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>5) Communication with the patient</p>	<p>Always plural, polite, informative(give details) but not with technical medical details. How to talk to different age groups. How do I communicate with colleagues in front of the patient</p>	<p>he/she knows important communication concepts and knows how to communicate and how to communicate in front of the patient</p>	<p>he/she communicates in a patient-centred way</p>	<p>he/she communicates constructively, effectively and consciously, but also respectfully and patiently</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>6) Communication with colleagues</p>	<p>Plural form when communication, also using the title Dr. form, How do I</p>	<p>he/she knows how to communicate with each other in different situations</p>	<p>he/she can hold friendly and respectful conversations</p>	<p>he/she conducts respectful conversations with the right contact</p>	<p>Language skills are taught at the same time with these technical skills (B1):</p>





	communicate with colleagues in front of the patient	and different professional groups, who is the contact person in different situations	with colleagues.	person on different occasions, either orally or in writing, taking into account the use of first and last names.	he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
7) Challenging behaviours management	How to manage difficult behaviour of the patient (f.e. aggressive, assault)	he/she knows that environmental factors and possibly physical symptoms can be the cause of behavioural problems and is aware of these.	he/she can recognise and correct the causes of behavioural problems.	he/she can recognise behavioural symptoms, improve the symptoms and thus reduce the burden for the patient himself/herself as well as for the caregivers.	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
8) How to deal with discrimination and stigma	How not to take it personally - look out on the body language, voice tone, how to stay professional(psychoeducation), openness and understanding of new culture,	he/she knows what the risks of discrimination are for patients and health care workers and what counteracts can be taken, knows the legal frameworks.	he/she can recognise discrimination and take necessary steps for its elimination	he/she recognises discrimination and seeks out agencies that offer support	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
9) Code of conduct	Time management, personal hygiene, honesty, respect, nurse have to check with the supervisor about the tips and	he/she knows which values are of great importance in the target country	he/she can adhere to the most important values, especially concerning	he/she is aware of herself/ himself in the foreign culture	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear





	<p>gifts(is it OK to receive?) (for example - Patient with dementia give the tip to the Nurse, and she doesn't mention to anyone?)</p>		<p>the organisation of work</p>		<p>standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>
<p>10) Managing family members</p>	<p>Dealing with family members, communication and ways to avoid conflicts. Tips for planning to spend more time for communicating with more demanding family members, importance of setting boundaries, being honest and setting realistic expectations; trying to involve family members in patient care.</p>	<p>he/she knows which values are of great importance in the target country</p>	<p>he/she can adhere to the most important values, especially concerning the organisation of work</p>	<p>he/she is aware of herself/ himself in the foreign culture</p>	<p>Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.</p>





- Motivational aspects (5 examples)

Examples of work based situation/scenarios	Content to be delivered	Knowledge	Skills	Competences	Language skills
1) Self care	How do we balance work - sleep well, rest, try to make friends outside of work, physical exercise(healthy lifestyle), diet (Feelings of shame, overwhelmed-)	he/she knows which strategies can promote well-being	he/she can take care of his/her own well-being.	he/she can maintain, promote, restore or improve his/her own well-being and health.	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
2) Stress management	<ul style="list-style-type: none"> Talking about an emotional situation in a team and supporting colleagues in an emotional situation Discuss uncomfortable situations at work Address problems openly and constructively 	he/she knows which aspects of care can trigger stress, knows methods and resources to counteract stress.	he/she can identify and reflect on resources and stressors and knows methods to activate resources	he/she identifies and classifies individual stressors and resources and applies methods to activate resources in order to remain able to act and make decisions in challenging situations	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
3) Personal development	Being open to experience of learning	he/she knows what further education possibilities and opportunities exist.	he/she understands the importance of	he/she recognises personal development as a lifelong process.	Language skills are taught at the same time with these technical skills (B1):





	- Possibilities of further education in nursing care		lifelong learning for personal development and can inform him/herself about possibilities	Can assess own skills and qualities and pursue life goals.	he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
4) Learning something new	To take action to learn something new about the culture, you are living in.	he/she knows which cultural differences exist between the home country and the destination country: Culture, value system, thought patterns	he/she understands the new culture in which he/she lives	he/she can realise him/herself in the foreign culture and feels at ease.	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.
5) Gaining independence in life	With your patients or colleagues. Seek activities outside of work. To search for some free activities outside of work with your patients or colleagues	he/she knows what activities can be done together with patients or colleagues in free time	he/she can plan activities that promote well-being	he/she can express him/herself in the foreign culture	Language skills are taught at the same time with these technical skills (B1): he/ she understands instructions and information when clear standard and technical language is used. He/she talks about familiar topics and expresses his/her own opinions. He/she reports on experiences, understands and describes problems, measures and goals orally and in writing.





3. Reflection and outlook

This document (project result 1) forms the basis for the development of the other two project results (project result 2 and 3), which will be developed during the life cycle of the project.

Each result contains the testing of the developed material and an extensive feedback loop. The partners will review all produced material as well as experts from the field to ensure a high quality of the results.

After the collection of feedback from important stakeholders we have adjusted this Curriculum accordingly.

The next step will be the production of audiovisual material (project result 2), which is needed to film the 36 learning outcomes, which will then be translated into the Mobile App (project result 3).

The tasks leading to the production of the results are as followed (follows the Plan- Do- Check- Act (short: PDCA) cycle):

- development of script for mobile app based on finalized curriculum
- development of content: filming of video sequences, production of Audio
- feedback from target group 1 (newly arrived migrant nurses), target group 2 (newly arrived CARE GIVERS), beneficiaries (health care institutions)

