## TRAINING MODULE/ COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Health promotion and health care of migrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Public health specialist, family medicine specialist, graduated nurse, health educator</td>
</tr>
</tbody>
</table>
| Prerequisites: | - no specific prerequisites (for non-medical personnel working with migrants)  
- degree in general medicine, nursing, health sciences |
| Content (Syllabus outline): | |
| World Health Organization definition of health and concept of health promotion. |
| Human rights and the right of migrants to health. |
| Stages of the migration process and their influence on migrants’ health: |
| - pre-departure (conditions and events in home country, health system, epidemiological characteristics, cultural characteristics,...); |
| - travel (travel conditions, duration of journey, traumatic events); |
| - stay in the host community (legislation, health system and community services and their accessibility, language, cultural values, duration of stay, separation from family,...); |
| - return (level of home community services, remaining community ties, duration of absence, behavioral profile acquired in host countries etc.). |
| Key determinants of health in migrants: |
| - access to minimum essential food, which is nutritionally adequate and safe; |
| - access to drinking water; |
| - access to basic shelter; |
| - access to healthy occupational and environmental conditions; |
| - education and access to information concerning health; |
| - access to health care. |
| Legislation and organization of social and health care of migrants in host country relating to key determinants of health: |
| - accommodation, social support and assistance in integration; |
| - health care of migrants with an emphasis on vulnerable groups (minors, women, elderly, |
persons with chronic illness;
- labour legislation and occupational health;
- involvement in childcare and education system.

Health care of migrants (differences in accessing health care services compared with general population) and key barriers for access to health care services in migrants:
- legal status of migrants and legislative barriers;
- lack of awareness of their rights and health care system in host country;
- language barrier;
- cultural differences.

Key elements in ensuring health care for migrants:
- availability
- accessibility
- acceptability
- quality

Lifestyle of migrants, its influence to migrants' health and opportunities for the promotion of a healthy lifestyle in migrants:
- specifics in health and most common health problems of migrants according to their geographic, cultural and religious bases and travel conditions;
- cultural differences and their influence to the migrants' lifestyle;
- nutrition and physical activity;
- risk behaviors (e.g. smoking, alcohol consumption, illegal drugs, sexual behavior).

Basic literature


Kimunai, E. Literature Review of Effective Health Promotion and Education Strategies Used to Promote Health in the Refugee Community. Fort Worth: University of North Texas Health Science Center, 2008.

http://digitalcommons.hsc.unt.edu/cgi/viewcontent.cgi?article=1554&context=theses


https://health.iom.int/publication

**Objectives and competences:**

**Course attendant**
- recognizes basic concepts of health promotion;
- recognizes basic concepts of determinants of health in migrants and influence of migration process on migrants’ health;
- recognizes legislation and organization of social care and health care of migrants;
- recognizes provision of health care for migrants and with barriers for access to health care services in migrants;
- recognizes specifics in lifestyle of migrants, their influence to migrants’ health and opportunities for the promotion of a healthy lifestyle in migrants

**Intended learning outcomes:**

**Knowledge and understanding:**
- understanding the concept of health promotion;
- basic knowledge of key determinants of health in migrant population, understanding influence of migration process on migrants’ health and awareness of specific health problems in migrants;
- basic knowledge of legislation and organization of social care and health care of migrants;
- awareness about possibilities of reducing key barriers for access to health care services by migrants;
- understanding of specifics in lifestyle of migrants, that can influence their health and empowerment for the promotion of a healthy lifestyle in migrants.
<table>
<thead>
<tr>
<th><strong>TRAINING MODULE/ COURSE SYLLABUS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course title:</strong></td>
</tr>
<tr>
<td><strong>Lecturer:</strong></td>
</tr>
</tbody>
</table>
| **Prerequisites:** | - no specific prerequisites (for non-medical personnel working with migrants)  
- degree in general medicine, nursing, health sciences, social sciences |
| **Content (Syllabus outline):** | Epidemiology of chronic non-communicable diseases in the developing countries and migrants, and similarities and differences within the local population |
| | Prevalence of risk factors influencing the occurrence of chronic noncommunicable diseases in the developing countries and in migrants, and similarities and differences within the local population |
| | Early detection of diseases through screening in different age groups, presentation of national programs of early detection and screening and the possibility of inclusion of migrants into screening programs in the host country:  
- children and adolescents (monitoring of development);  
- women of childbearing age (screening in pregnancy);  
- adults (screening for colorectal, breast and cervical cancer, early detection of patients at risk for cardiovascular diseases). |
| | Access to treatment of chronic non-communicable diseases and control of risk factors for chronic noncommunicable diseases; challenges, barriers and opportunities for improvement. |
| | Special topics related to chronic non-communicable diseases:  
Cardiovascular diseases - detection of risk factors and their control, and the possibilities of
treatment of a migrant patient with cardiovascular disease.

Obesity - cultural differences and their impact on the development of obesity; obesity prevention and healthy weight loss.


Chronic pulmonary diseases and promotion of non-smoking, identifying possibility to include migrants in programs for smoking cessation


Chronic renal disease and possibilities of management of migrant patient with chronic renal failure and hypertension.

Basic literature


WHO. Public health aspects of migration in Europe: Newsletter. Copenhagen: WHO
**Objectives and competences:**

**Course attendant**
- recognizes epidemiology of chronic non-communicable diseases and risk factors in the developing countries and migrants;
- recognizes the concept of early detection of diseases through screening and the national programs of early detection and screening in different age groups;
- recognizes the possibilities and challenges in the prevention, early detection and treatment of chronic non-communicable diseases in migrants;
- recognizes the chronic non-communicable diseases in migrants and possibilities for management and control to reduce the burden of diseases (cardiovascular diseases, obesity, diabetes mellitus, chronic pulmonary diseases, cancer, chronic renal disease)

**Intended learning outcomes:**

**Knowledge and understanding:**
- basic knowledge of differences and similarities in prevalence of chronic non-communicable diseases and risk factors among migrants and the local population;
- understanding of concept of early detection of diseases and screening, and basic knowledge of national programs of early detection and screening in different age groups;
- awareness of the possibilities and challenges in the prevention, early detection and treatment of chronic non-communicable diseases in migrants;
- basic knowledge of specifics of some chronic non-communicable diseases in migrants and awareness about the possibilities of management and control to reduce the burden of diseases (cardiovascular diseases, obesity, diabetes mellitus, chronic pulmonary diseases, cancer, chronic renal disease)
## TRAINING MODULE/ COURSE SYLLABUS

<table>
<thead>
<tr>
<th><strong>Course title:</strong></th>
<th>Communicable diseases – surveillance and response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecturer:</strong></td>
<td>Epidemiologist, public health specialist, infectologist, dermatologist</td>
</tr>
</tbody>
</table>
| **Prerequisites:**| - no specific prerequisites (for non-medical personnel working with migrants)  
- degree in general medicine, dental medicine, nursing, health sciences |
| **Content (Syllabus outline):** | Environmental and socio-economic determinants of communicable diseases in modern society:  
- microbial adaptation and change  
- susceptibility to infections – the impact of poverty  
- change in lifestyle and behavior  
Challenges of communicable diseases in migrant and local populations – similarities and disparities  
Key determinants of communicable diseases in migrants:  
- exhausting journeys;  
- undernutrition or malnutrition;  
- crowding and poor housing conditions – exposure to hot or cold environment;  
- poor hygiene (lack to safe water and food);  
- lack of access to medical care;  
- no vaccination or partial vaccination;  
- exploitation of migrants - exhausting work in unsuitable environments;  
- coercion of migrants into prostitution or prostitution as the only possible source of income.  
Communicable diseases: surveillance and response in migrants and refugees – for diverse contexts adjusted approaches required.  
Special topics in communicable diseases.  
Acute respiratory infections and tuberculosis:  
- identification and prevention of seasonal outbreak of influenza in at-risk population (pregnant
women, children under the age of 5 years, people with chronic underlying conditions and the elderly);  
- lower respiratory infections (pneumonia, acute bronchiolitis in children);  
- respiratory infections and other infections prevented through vaccination (pertussis, measles);  
- low risk of emerging infection diseases in migrants and refugees (e.g. MERS-CoV).

Food and water borne communicable diseases - hygiene measures to lower the burden-of-the-disease.

Knowledge, attitude and behavior of migrants and refugees to sexuality transmitted diseases, HIV, hepatitis B and C - differences in incidence depending on the country of origin.

Vector borne diseases - specific problems in migrants and refugees (e.g.: leishmaniosis).

Reintroduction of malaria in suitable environments – early recognition and response.

Hemorrhagic fevers - no risk for the local population.

Skin infections – detection of common skin infections in a dark-colored skin and recognition of infections that are not common in temperate climate.

Global imprudent and uncontrolled use of antibiotics in humans, animals and food – the basis of development of highly resistant microbes.

Measures to reduce the spread highly resistant microbes (MRSA, VRE, ESBL, etc.) in community and health care environment.

**Basic literature**


ECDC. Migrant health series: HIV testing and counselling in migrant populations and ethnic


<table>
<thead>
<tr>
<th>Objectives and competences:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course attendant</strong></td>
</tr>
<tr>
<td>- recognizes basic concepts of communicable diseases’ determinants in migrants and refugees;</td>
</tr>
<tr>
<td>- recognizes the importance of environmental and socio economic determinants of health;</td>
</tr>
<tr>
<td>- recognizes health indicators and health information sources for surveillance of communicable diseases in migrants;</td>
</tr>
<tr>
<td>- recognizes key topics in communicable diseases challenges in migrants and refugees;</td>
</tr>
<tr>
<td>- recognizes public health approaches to control major communicable diseases issues in vulnerable population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding:</strong></td>
</tr>
<tr>
<td>- basic knowledge of determinants in migrant population in reference to local population – understanding the similarities and disparities;</td>
</tr>
<tr>
<td>- capability to understand key health determinants of communicable diseases;</td>
</tr>
<tr>
<td>- recognizing key public health issues and health threats in migrants;</td>
</tr>
<tr>
<td>- empowerment for early recognition of communicable diseases and proper response in migrants and refugees;</td>
</tr>
<tr>
<td>- knowledge about preventive measures aiming to lower the burden of acute respiratory infections, tuberculosis, food and waterborne infections, sexually transmitted diseases, HIV/AIDS, hepatitis B in C, vaccine preventable diseases in migrant population.</td>
</tr>
</tbody>
</table>
**TRAINING MODULE/ COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Mental health of migrants and refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Psychiatrist, Psychologist, Social worker</td>
</tr>
</tbody>
</table>

**Prerequisites:**
- no specific prerequisites (for non-medical personnel working with migrants)
- degree in general medicine, nursing, health sciences

**Content (Syllabus outline):**

**Migration, new cultural environment and stress**
- change of cultural, religious, gender identity and role,
- stress of migration and loss,
- the risk of victimization and acquiring victim identity.

**Determinates that influence mental health:**
- the migrant’s personal characteristics: gender, age, education level, resources, acculturation strategies, pre-existing mental health problems,
- social support: family, community, diaspora community, neighborhood, school, networks of relatives,
- characteristics of the receiving country’s socio-economic framework, unemployment levels, education programmes and health services.

**Common mental health problems and epidemiology**
- depression and grief,
- post-traumatic stress disorder,
- anxiety,
- schizophrenia,
- addiction,
- psychosomatic disorders,
- syndromes linked to culture.
Treatment of mental disorders

- access to psychological/psychiatric treatment,
- language barriers in psychiatry,
- cultural peculiarities,
- cultural approach, lack of knowledge and cultural understanding of mental health in migrants.

Basic literature


Equihealth: Nikolaos Gkionakis, IOM Mental health care of people on the move, training presentation

Training packages for health professionals to improve access and quality of health services for migrants and ethnic minorities: http://www.mem-tp.org/mod/folder/view.php?id=1029


Objectives and competences:
**Course attendant**
- recognizes the general patterns of mental health problems in migrants, pre-migration and post-migration, change of identity, loss and stress of migration;
- understands the determinants and factors of migrant and environment that influence mental health;
- knows common mental health problems and the epidemiology in migrants and refugees;
- recognizes the issues in treatment of mental health problems.

**Intended learning outcomes:**

**Knowledge and understanding:**
- basic knowledge of mental health determinants in migrant population;
- understanding of the pre and post-migration risks that have an influence mental health;
- empowerment for recognition of mental health problems and proper response in migrants and refugees;
- knowledge about issues in treatment of mental health problems.
### TRAINING MODULE/ COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Reproductive health in migrants and refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Gynecologist, midwife, nurse</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td></td>
</tr>
<tr>
<td>- no specific prerequisites (for non-medical personnel working with migrants)</td>
<td></td>
</tr>
<tr>
<td>- degree in general medicine, nursing, health sciences</td>
<td></td>
</tr>
<tr>
<td><strong>Content (Syllabus outline):</strong></td>
<td></td>
</tr>
<tr>
<td>Reproductive and sexual health</td>
<td>The definition of reproductive and sexual health.</td>
</tr>
<tr>
<td></td>
<td>The organization and aspects of healthcare for female migrants and refugees in EU countries.</td>
</tr>
<tr>
<td></td>
<td>Cultural aspects, linguistic, socioeconomic factors and transcultural mediation in reproductive health</td>
</tr>
<tr>
<td><strong>Key topics:</strong></td>
<td></td>
</tr>
<tr>
<td>- family planning and contraception</td>
<td></td>
</tr>
<tr>
<td>- sexually transmitted infections</td>
<td></td>
</tr>
<tr>
<td>- HIV and AIDS,</td>
<td></td>
</tr>
<tr>
<td>- violence against women and</td>
<td></td>
</tr>
<tr>
<td>- female genital mutilation,</td>
<td></td>
</tr>
<tr>
<td>- culturally appropriate sexual education for young migrants.</td>
<td></td>
</tr>
<tr>
<td>Pregnancy and perinatal care</td>
<td></td>
</tr>
<tr>
<td>- access to health care for pregnant migrants and refugee,</td>
<td></td>
</tr>
<tr>
<td>- pregnancy issues in migrants: abortion, complications, low birth weight,</td>
<td></td>
</tr>
<tr>
<td>- factors that influence the pregnancy and the health in perinatal period;</td>
<td></td>
</tr>
</tbody>
</table>
Prevention and health promotion

- reproductive health indicators,
- reducing reproductive health inequalities between migrants and local population,
- empowerment and support for migrant women to participate in health promotion and preventive programmes – screening for cervical cancer and breast cancer

Basic literature

http://whqlibdoc.who.int/hq/2010/WHO_RHR_HRP_10.22_eng.pdf?ua=1


Female Genital Mutilation: Caring for patients and safeguarding children. Guidance from the British Medical Association. 2011. Available from:
http://www.bma.org.uk/images/FGMJuly06_tcm41146715.pdf#sthash.QIF4PqaH.dpuf


Training packages for health professionals to improve access and quality of health services for migrants and ethnic minorities, reproductive health: http://www.mem-tp.org/mod/folder/view.php?id=1029

Vissandjée B, Denetto S, Migliardi P, Proctor J. Female Genital Cutting (FGC) and the ethics of care: community engagement and cultural sensitivity at the interface of migration experiences. BMC Int Health Hum Rights [Internet]. 2014 Jan;14:13. Available from:
<table>
<thead>
<tr>
<th>Objectives and competences:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course attendant</strong></td>
</tr>
<tr>
<td>- recognizes basic concepts and definition of reproductive health in migrants and refugees;</td>
</tr>
<tr>
<td>- recognizes the importance of cultural and religious aspects of reproductive health;</td>
</tr>
<tr>
<td>- recognizes health indicators and perinatal factors in pregnancy in migrants;</td>
</tr>
<tr>
<td>- recognizes key topics in reproductive health challenges in migrants and refugees;</td>
</tr>
<tr>
<td>- recognizes approaches to improvement of inequality in health in vulnerable population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended learning outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and understanding:</strong></td>
</tr>
<tr>
<td>- comprehends the definition of reproductive and sexual health;</td>
</tr>
<tr>
<td>- understanding of the cultural aspects and differences in reproductive health;</td>
</tr>
<tr>
<td>- capability to understand key health determinants and problems of reproductive health in migrants;</td>
</tr>
<tr>
<td>- knowledge and understanding of factors for healthy pregnancy and perinatal care in migrants and refugees;</td>
</tr>
<tr>
<td>- knowledge of approaches to health promotion, prevention and education for reducing health inequalities in migrants</td>
</tr>
<tr>
<td><strong>TRAINING MODULE/ COURSE SYLLABUS</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td><strong>Course title:</strong></td>
</tr>
<tr>
<td><strong>Lecturer:</strong></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
</tr>
<tr>
<td><strong>Content (Syllabus outline):</strong></td>
</tr>
<tr>
<td><strong>Health and Disease</strong></td>
</tr>
<tr>
<td>- WHO definition of health</td>
</tr>
<tr>
<td>- disease/illness/sickness</td>
</tr>
<tr>
<td>- differences in experiences (diagnosed without experienced, experienced without diagnose; somatization)</td>
</tr>
<tr>
<td><strong>Culturally conditioned understanding of illness/disease</strong></td>
</tr>
<tr>
<td>- culture's affect on beliefs, values, practices and perception</td>
</tr>
<tr>
<td>- power relations</td>
</tr>
<tr>
<td><strong>Biomedicine</strong></td>
</tr>
<tr>
<td><strong>Holistic medicine</strong></td>
</tr>
<tr>
<td><strong>Culture, health and disease</strong></td>
</tr>
<tr>
<td>- internal structure of the body</td>
</tr>
<tr>
<td>- body (individual body-self; social body; body politics; body/mind dualism)</td>
</tr>
<tr>
<td>- body's boundaries</td>
</tr>
<tr>
<td><strong>Specific cultural differences concerning perception and practices about the body</strong></td>
</tr>
<tr>
<td>- touch</td>
</tr>
<tr>
<td>- pain</td>
</tr>
<tr>
<td><strong>Basic literature</strong></td>
</tr>
</tbody>
</table>


Multiple medical realities: patients and healers in biomedical, alternative, and traditional medicine. 2006. New York; London: Berghahn Books

Objectives and competences:

Course attendant
- knows how to ask correct and useful questions, concerning health status of a migrant
- understands cultural differences in perception
- can explain the procedure of treatment, taking into account that migrant/patient certain rules and requirements are not necessarily self-evident
- understands different logical linking and needs of members of other cultures and can correctly identify local medicinal logic and explain it to the migrant/patient
- properly responds to complaints about well-being; recognizes the needs and demands of a migrant
- understands and can explain that different is still ok

Intended learning outcomes:

Knowledge and understanding:
- differences in medicines
- differences in understanding pain and disease
- differences in describing pain or disease
- differences in understanding the origin and reason for pain or disease
- differences in logical linking of different symptoms and demands for treatment
- correct approach and explanation of treatment
**TRAINING MODULE/ COURSE SYLLABUS**

<table>
<thead>
<tr>
<th><strong>Course title:</strong></th>
<th>Confronting stereotypes – recognition and response</th>
</tr>
</thead>
</table>

| **Lecturer:** | Sociologist, cultural sociologist, cultural scientist, anthropologist, psychologist, social psychologist |

| **Prerequisites:** | - no specific prerequisites |

<table>
<thead>
<tr>
<th><strong>Content (Syllabus outline):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stereotypes are a part of every culture, just as it is xenophobia:</td>
</tr>
<tr>
<td>- definitions of prejudice, stereotypes and xenophobia</td>
</tr>
<tr>
<td>- inception (origin) and influencing factors of stereotypes</td>
</tr>
<tr>
<td>- dangers and failures of <em>incomplete images of others</em> (stereotypes)</td>
</tr>
<tr>
<td>- how to recognize a stereotype in ourselves and in others</td>
</tr>
</tbody>
</table>

**Individual against an entirety (unity):**
- multiple identities in a person

**How to recognize stereotypes**

**National stereotypes**
- functions of national stereotypes (why and what)
- national stereotypes from the past to this moment

**Securitization discourse**

**Self-fulfilling prophecy**
- what is it, whose is it, how was it developed
- role of self-fulfilling prophecy
- prophet’s influence

**Exceptions that do not prove the rule**
- danger of positive stereotyping

Fight against stereotypes
- introspection (self-reflection)
- flexibility
- curiosity
- open approach
- knowledge

**Basic literature**


Images of the other in ethnic caricatures of Central and Eastern Europe / edited by Dagnosław Demski and Kamila Baraniecka-Olszewska. - Warsaw : Institute od archaeology and ethnology; Polish academy of sciences, 2010

Imagining 'the Turk' / edited by Božidar Jezernik. - Newcastle upon Tyne : Cambridge Scholars, 2010

The Social psychology of stereotyping and group life / edited by Russell Spears ... [et al.]. - 1st publ. - Oxford ; Cambridge, Massachusetts : Blackwell, 1997


**Objectives and competences:**

**Course attendant**
- can identify different types of stereotypes
- can identify his or her own stereotypes against others
- knows ways how to fight against stereotypes
- can recognize dangers of stereotypical and xenophobic thinking
- is aware of actual situation of migration and asylum seeking
- can doubt or maybe even change a negative thinking rooting in wrong in misleading information
- can approach a migrant as an individual and not as a part of a group
- can recognize characteristics of an individual that are overlooked in a stereotyped image
- can lead with example
- can control his or hers frustrations (why, when, how, over whom; whether they are misdirected, etc.)

**Intended learning outcomes:**

**Knowledge and understanding:**

- definitions and meanings of stereotypes and xenophobia
- confrontations of stereotypes – with themselves and others
- dangers of stereotyping
- real migration situation (including wanted and unwanted economic migrants, refugees, etc.)
- greater emotional competence, empathy
- more open approach to those that are different, to foreigners
### TRAINING MODULE/ COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Intercultural competences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Cultural scientist, sociologist, communicologist, psychologist, educator</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>- no specific prerequisites (for non-medical personnel working with migrants)</td>
</tr>
</tbody>
</table>

### Content (Syllabus outline):

**WHAT IS?**

Cultural competences:
- definition of culture
- cultural shock

Categories of values and people behaviors
- personal
- cultural
- universal

Cultural differences

Intercultural competences
- what are intercultural competences?
- who is intercultural competent person? (does not evaluate others through the ‘glasses’ of his/her own culture)

Why are intercultural competences needed?

**HOW TO?**

Intercultural relations
- intercultural encounter
- intercultural dialogue
- intercultural communication

Barriers to effective intercultural communication
(Self)Reflection

Assertive behavior and communication

Communicating in different languages
- current methods and their risks

Nonverbal communication
- touch
- facial expressions
- eye contact
- body language
- expressions of respect

Intercultural mediation

Benefits of intercultural mediation

How to be culturally aware?

**Temeljni literatura in viri / Basic literature**


Competences for democratic culture : living together as equals in culturally diverse democratic societies. - Strasbourg : Council of Europe, cop. 2016


Are you intercultural: [http://areyouintercultural.eu](http://areyouintercultural.eu)

**Objectives and competences:**
Course attendant

- can recognize cultural diversity
- can maneuver in cultural differences
- gains a better emotional competence (recognition of emotions of themselves and other and acting accordingly)
- recognizes different ways of communicating and responding accordingly
- knows the specifics of their own culture and way of communicating and is capable of using those specifics in favor of better communication with a foreigner

Intended learning outcomes:

Knowledge and understanding:

- increased emotional competence (understanding and recognition of emotions)
- increased intercultural sensitivity
- increased ability of better social interaction (recognition of rules of intercultural interaction)
- successful management of complex situation
- greater openness and flexibility
- increased capacity of meta-communication
<table>
<thead>
<tr>
<th><strong>TRAINING MODULE/ COURSE SYLLABUS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course title:</strong> Violence against migrants and refugees</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lecturer:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical doctor, nurse, psychologist, social worker, sociologist, anthropologist, law enforcement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prerequisites:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- no specific prerequisites (for non-medical personnel working with migrants)</td>
</tr>
<tr>
<td>- degree in general medicine, nursing, health sciences, psychology, social sciences, anthropology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Content (Syllabus outline):</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The basics of violence: definition and typology of violence according to <em>World report on violence and health</em>.</td>
</tr>
</tbody>
</table>

Modes of violence: physical violence, sexual violence, psychological attack and deprivation.

Sub-types of violence

Violence victim-offender relationship:
- self-directed violence and suicide;
- social/personal violence between individuals;
- collective violence, committed by groups of individuals in economic, social and political context.

Interpersonal violence

Youth violence – bullying

Violence against women
- honour killings

Violence towards and among migrants:
Community violence toward migrants and refugee
- assault by acquaintance;
- assault by unfamiliar person

The impact of violence on human health: physical injury, functional impairment, mental health problems, negative health behaviour, chronic conditions and reproductive health problems.

Public health approach to violence prevention
Human rights approach to violence prevention

Comprehensive society response to violence against migrants and refugees:
- inter-sectorial cooperation with programmatic, policy and legislative measures to prevent violence.

Useful links

**Basic literature**

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical management of rape survivors: developing protocols for use with refugees and internally displaced persons.</td>
<td>World Health Organization, Department of Reproductive Health and Research, UNFPA and UNHCR</td>
<td>2004</td>
</tr>
<tr>
<td>Global status report on violence and health.</td>
<td>WHO.</td>
<td>2014</td>
</tr>
<tr>
<td>Preventing and addressing intimate partner violence against migrant and ethnic minority women: the role of the health sector.</td>
<td>World Health Organization.</td>
<td>2014</td>
</tr>
<tr>
<td>Barriers affecting access to and use of formal social supports among abused immigrant women.</td>
<td>Guruge S, Humphreys J.</td>
<td>2009</td>
</tr>
<tr>
<td>Effectiveness of Interventions, Programs and Strategies for Gender-based Violence Prevention in Refugee Populations: An Integrative Review.</td>
<td>Tappis H, Freeman J, Glass N, Doocy S</td>
<td>2016</td>
</tr>
<tr>
<td>Children and young people who are refugees, internally displaced</td>
<td>Drury J, Williams R.</td>
<td></td>
</tr>
</tbody>
</table>
persons or survivors or perpetrators of war, mass violence and terrorism. Curr Opin Psychiatry 2012;25(4):277-84.


**Objectives and competences:**

**Course attendant**
- recognize the definition and classification of violent acts;
- recognize different forms of violence;
- recognize gender and age-based violence;
- trained to better understand the vulnerability of migrant and refugee;
- trained to identify the signs of abuse;
- trained to detect violence, exploitation and sexual abuse of underage refugees;
- recognize the consequences of violence on physical and mental health;
- trained to search for the solutions to overcome the cultural and language barrier with taking into consideration diverse health concepts;
- recognize the importance of coordination between the health system and other sectors to lessen the impact of violence in migrants and refugees.

**Intended learning outcomes:**

**Knowledge and understanding:**

Learns about the negative impact of violence, exploitation and abuse of migrants and refugees on health.

Knows the legal obligations of health services with regard to violence against migrants and refugees.

Understands the intimate partner and other forms of violence vulnerability against migrant and refugee women.

Understands the special vulnerability of unaccompanied minors.

Understand the key position of health care workers in recognition of abuse.
Understand the importance of trust build between abused migrant and health care provider.

Understands the negative impact of language and cultural barriers for migrants and refugees who seek medical and social support.

Learns about negative impact of discrimination in an encounter with a health care professionals as a barrier to tackle the violence in migrants and refugees.
### TRAINING MODULE/ COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course title:</th>
<th>Migration clarity – streams of people: who, when, where, why</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer:</td>
<td>Legal officer, sociologist (of migrations), anthropologist (of migrations), sociologist of contemporary societies, political scientist</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>- no specific prerequisites</td>
</tr>
</tbody>
</table>

### Content (Syllabus outline):

- **Migrations:**
  - definitions, explanations: who, where, how, why

- **Time-Space Mobility**
  - Link to interactive maps.

- **Inequalities**

- **Modern migrations**

- **Migrants**
  - immigrant, emigrant
  - an international migrant

- **Types of migration**

- **Forced migration**
  - UNHCR

- **Reasons for migration**
  - *push* and *pull* factors

- **Misconceptions about migrants**

- **Dangers and difficulties a migrant could experience**
Integration process

Links to interactive maps

Important for this course:
- emphasis to contemporary understanding of migration; its frequency, especially with open borders in the EU
- generalization of migrants into any of the above categories is wrong and possibly harmful
- legal (official) status if not a psychological assessment, characteristic trait or a threat

Basic literature
International Organization for Migration (IOM): [https://www.iom.int](https://www.iom.int)


Migration Policy Institute: [http://www.migrationpolicy.org](http://www.migrationpolicy.org)

UN Refugee Agency (UNHCR): [http://www.unhcr.org](http://www.unhcr.org)


Justice and home affairs in the EU: liberty and security issues after enlargement / edited by Joanna Apap. - Cheltenham ; Northampton : E. Elgar, cop. 2004


Objectives and competences:

Course attendant
- understands and can identify different categories and concepts of migrants and migration
- understand legal requirements, rights and obligations of every migrant
- understands actual situation of migration to and out of EU
- can approach and consequently react appropriately in case of meeting a migrant

Intended learning outcomes:
Knowledge and understanding of:

- legal definitions of different legal statuses
- rights and obligations of migrants in their different categories
- rights and obligations of those that come in contact with migrants
- actual situation of migration on a wider scale and in EU (what are the countries of origin of migrants in EU, what are the reasons for migrating to EU)
- migrants are not to be understood as a threat but as individuals with different legal status
- dangers and risks which migrants might face with while coming to or living in EU