

Mutual connectivity and recognition of degrees in the health professions, especially nursing professions - CARE migration and skills- and grade mix

Prof. Dr. Matthias Drossel HOF-UNIVERSITY.DE

Join the Chatwall!

Mach mit unter

tweedback.de/

zmd6



Hof University an internationalisatation



- ✓Intensive development of internationalisation for 20 years
- ✓ Currently more than 900 students from abroad (out of a total of 4000 students)
- ✓ Close partnership with India
- ✓**New Master's programme: Cross Cultural Nursing Practice (M.Sc.)**
- ✓Further degree programmes:
  - ✓Bachelor: Innovative Health Care
  - ✓Part-time Bachelor: Professional Pedagogy in Health Care (Medical/Nursing Pedagogy)
  - ✓Master: Smart Society



Both PImages: Hochschule Hof



CARE migration - a definition of terms

- In the following, the term CARE migration will be used for the field of work of care activities, **especially in the formal/professional sector**, in the sense of **care professionals**:
  - Focus of the lecture: planned migration of already trained/studied care workers.
  - Intersection with migration and vocational training
- Not meant by CARE migration in this lecture: commuter migration in the area of domestic help, FairCareTandem, but also education, etc.

Starting thesis I of the lecture

I. We need migration to counteract the challenges of the shortage of skilled workers. In addition, care workers from abroad are very important for the skill and grade mix in Germany (which is only slowly beginning) ...

But an important distinction: CARE migration due to crises/war or due to economic aspects

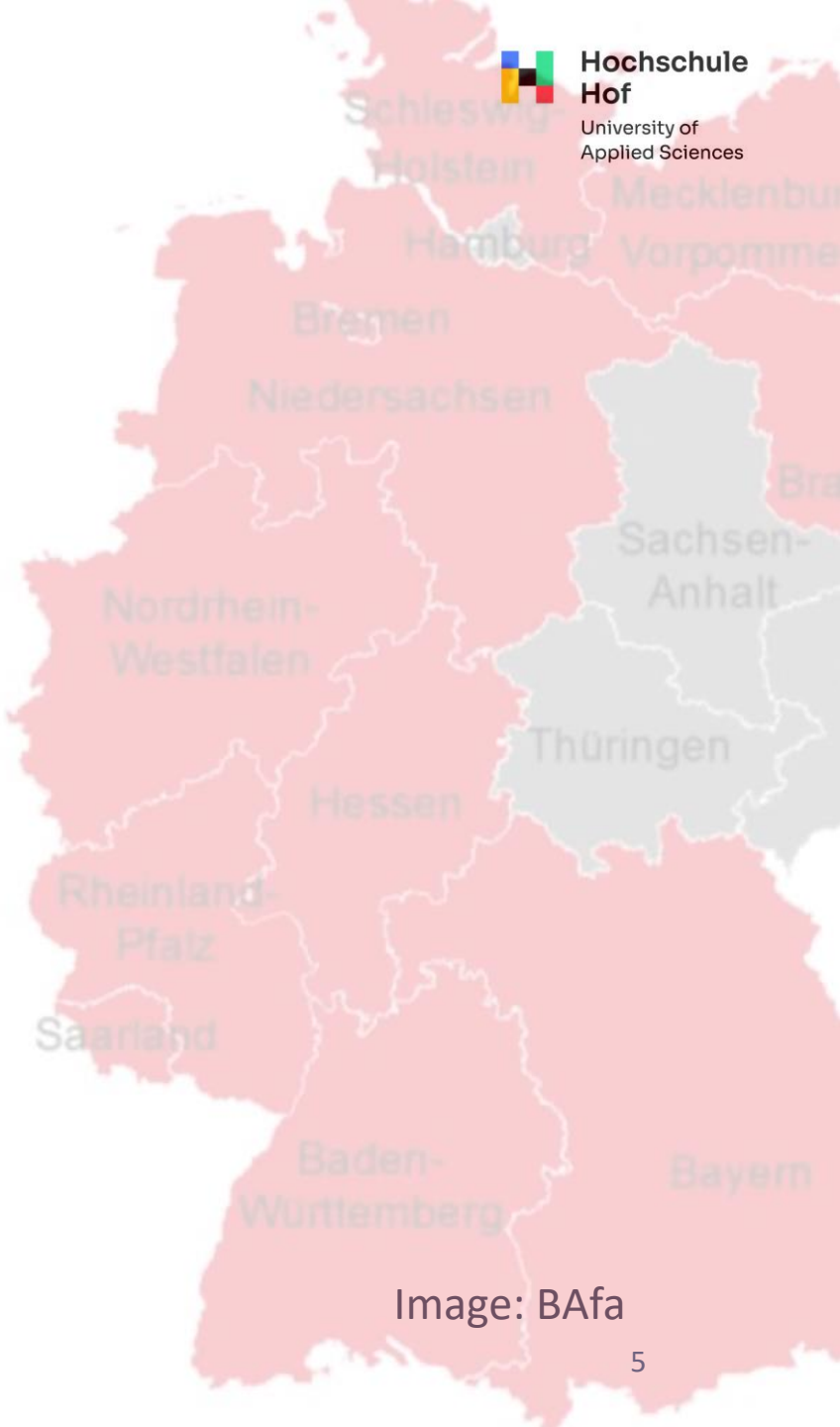


Image: BAfa

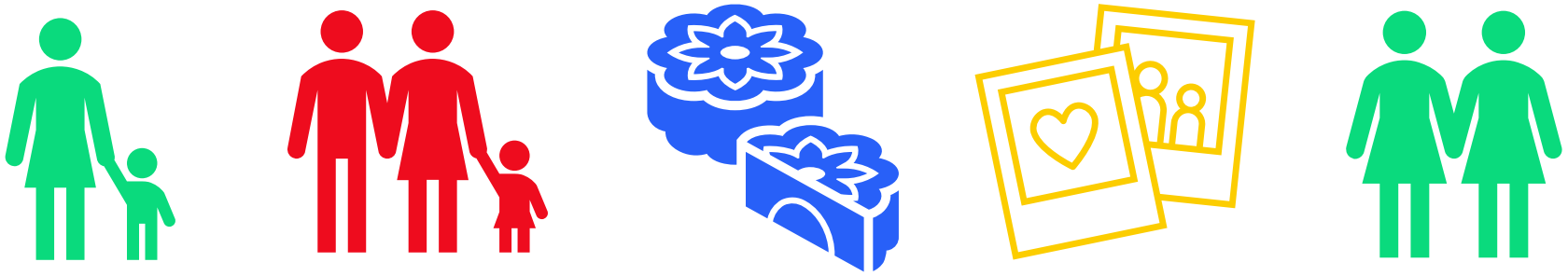
Starting thesis II of the lecture

II. "Macro-analytical work with cultural dimensions leads to overgeneralisation: One obtains abstract average values that say nothing about concrete individuals and concrete everyday cultural behaviour within a culture, let alone about intercultural action" (Bolten 2001, p. 130).

"This registers cultural specifics, but does not necessarily mean that they are understood" (ibid.)



Image: Bilis



Starting thesis III of the lecture

III. We should also not forget the positive impact on the home country and the people living there, but also on the immediate family environment:

- ✓Returning money
- ✓bringing knowledge back home
- ✓Family reunification and positive benefits of our welfare state

A part of the problem definition

- Bachelor's/Master's programmes have so far been neglected in many health professions
- Position, e.g. of nursing in Germany
- Specialisation of nursing was not considered in the Nursing Professions Act
- No progress in the medical field (of nursing actions)
- Unfortunately, no nationwide self-administration of care
- CARE migration not thought through systematically
- Stigmas, prejudices and ignorance about CARE migration

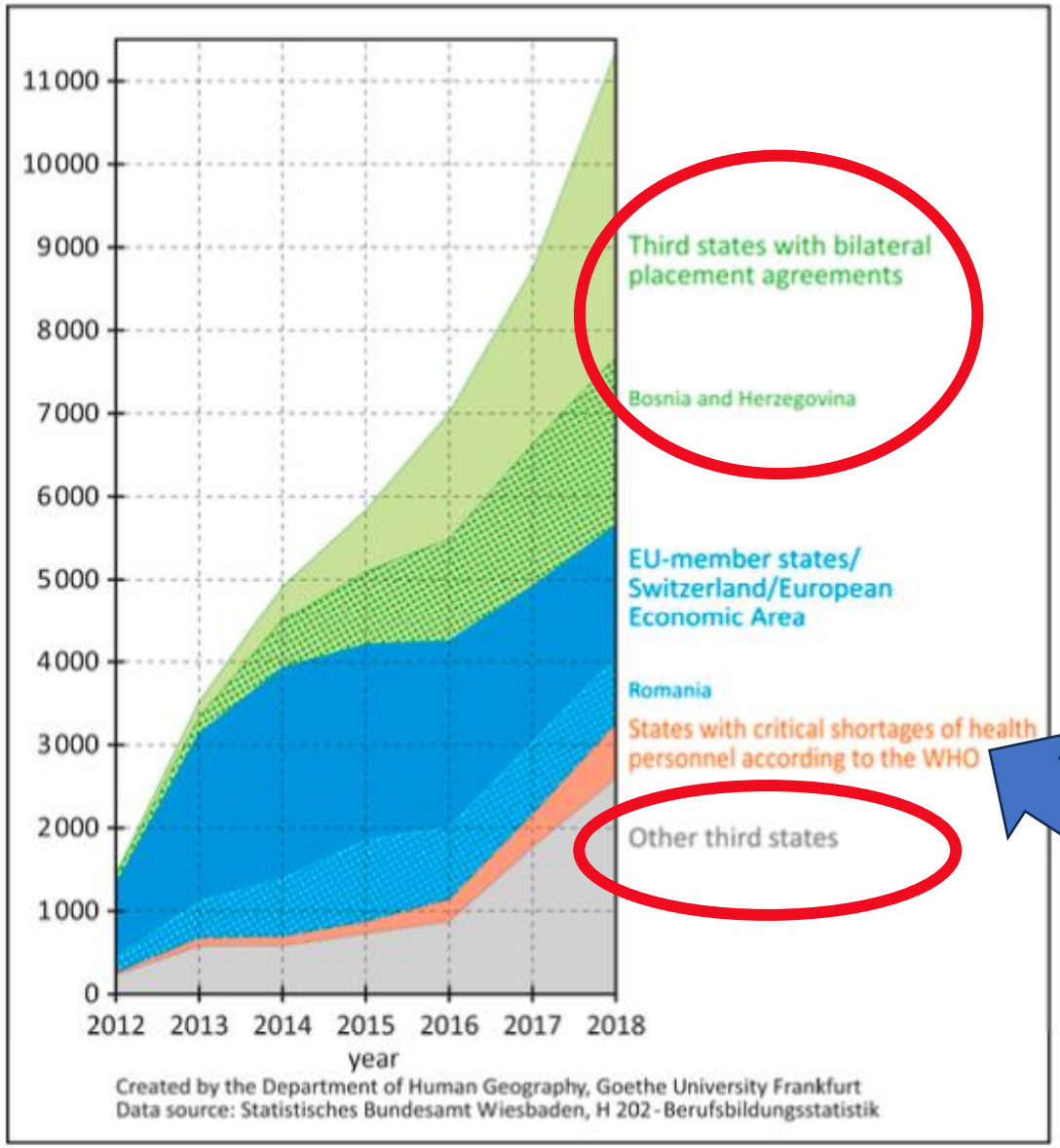


Figure 1. Number of new applications per year for recognition of credentials as registered nurse by region and selected states, 2012–2018.

steigend!

Number of new applications per year

(Kordes, Pütz, Rand, 2020)

Challenges

- Language
- Cultural Gaps
- Ethical aspects:
  - Agencies/brokers
  - Exploitation interest
- Shortage of skilled workers in the country of origin (care drain/ care extraction)
- Examinations/preparatory courses/ pass rates (expectations)
- Serious efforts for recognition of achievements/degress/competences instead of "arrogance".

Avoid frustrations!

- Care an health profession in Germany is different in parts than in the home country
- Understanding of health and illness
- Examination for a frequently lower level than in the home country (Bachelor, Master)
- Special skills are not used, lack of concepts in skill and grade mix
- Migration to German/English-speaking countries after a short period of time

Two challenges - or does one challenge influence the other?

Culture

Degrees

https://www.anerkennung-in-deutschland.de/html/de/hochschule.php

https://anabin.kmk.org/filter/faq/studium.html

There are less Nurses with a bachelor degree in Germany!

Cross Cultural Theory I

Culture: Understanding Culture?An Attempt at Delimitation(Tylor, E., 2010):

Culture is very complex, including knowledge, faith, art, morality, law, custom and all other skills and habits necessary as a member of society.

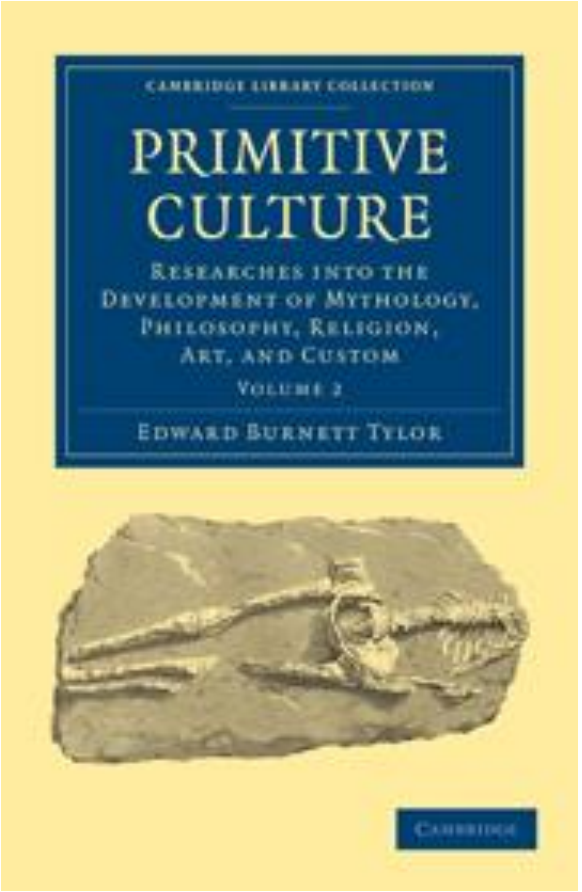


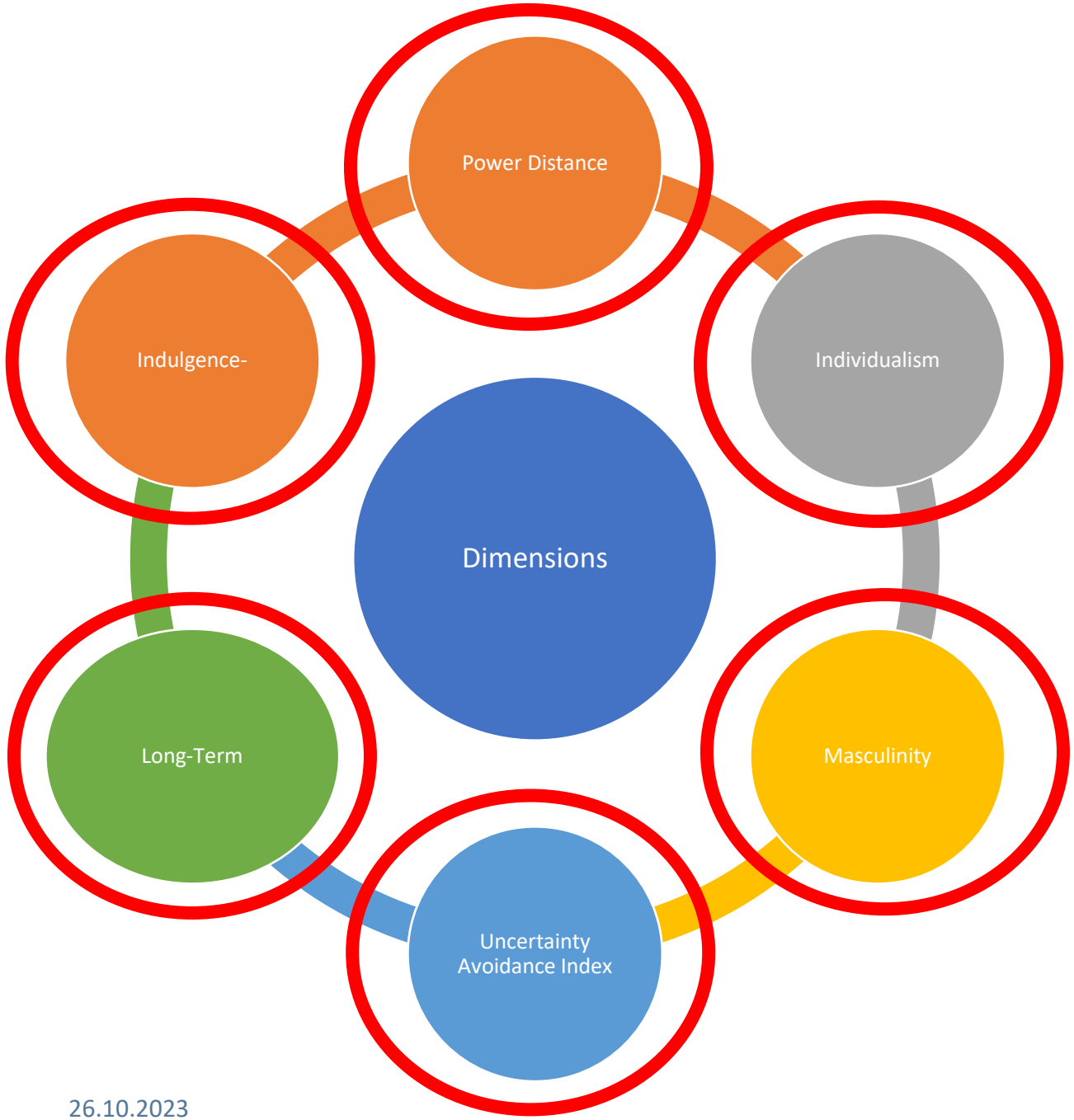
Image: Opengecko

Cross Cultural Theory II

Iceberg model (Edward Hall)



Image: Opengecko



- Power Distance Index
- Individualism vs. Collectivism
- Maskulinity vs. Feminity
- Uncertainty Avoidance Index
- Long-Term vs. Short-Term Orientation
- Indulgence vs. Restraint

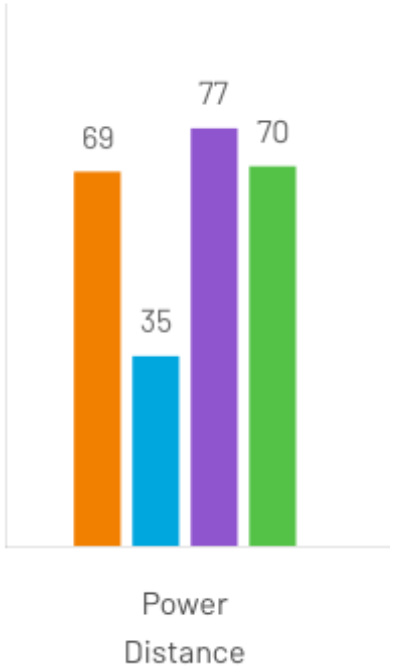
Image: Own (inspired by Hofstede, 2001; Minkov, 2010, 2020; Almutairi, Heller, Yen, 2020, 2022)

Examples of cultural gaps

- Individuality vs. collectivism, e.g. punctuality, (over-)regulation in Germany.
- Power Distance: overestimation of power relations, e.g. error culture towards colleagues and superiors, hierarchies
- Understanding of care/medical orientation
- Understanding of health and illness
- Structured planning versus improvisation/ short-term and long-term planning
- Indirect communication
- Gender aspects (masculinity, femininity)

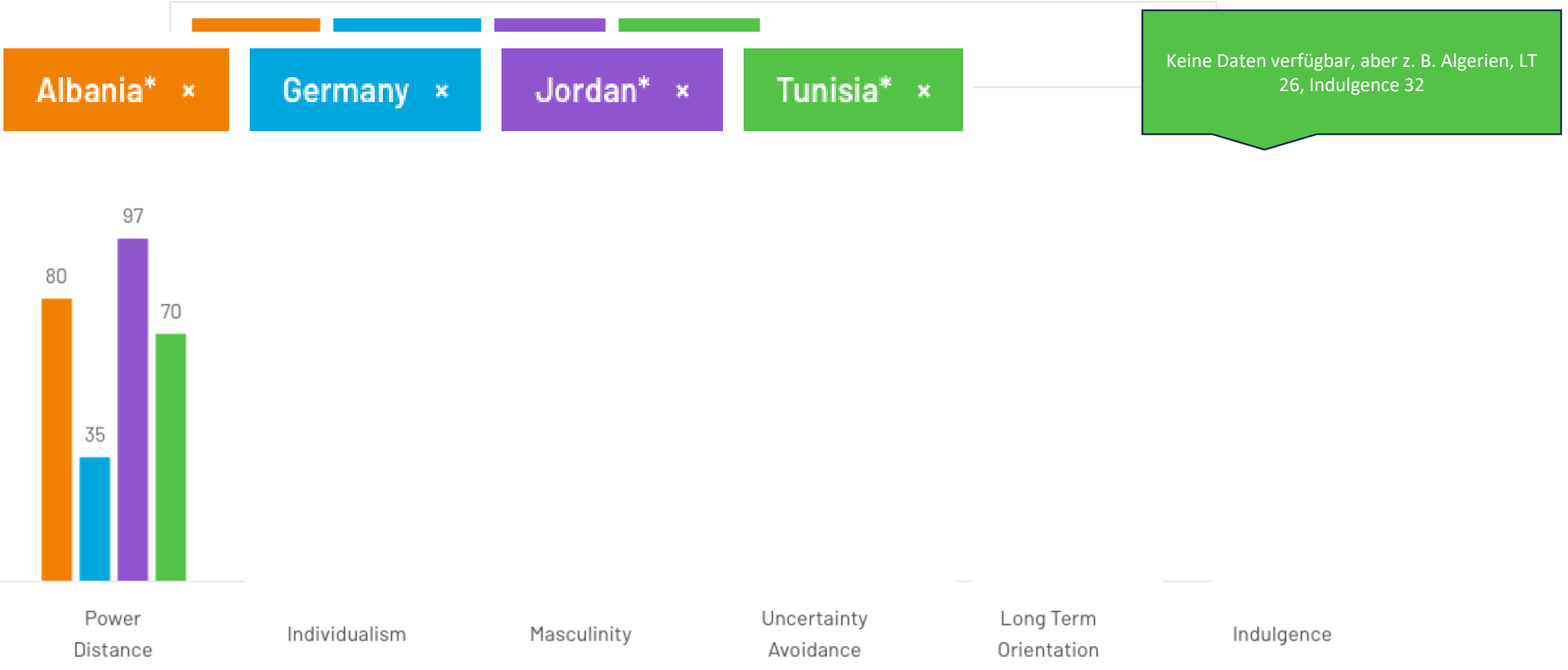
A comparison of selected examples:

Brazil × Germany × India × Vietnam ×



Erstellt mit: https://www.hofstede-insights.com/country-comparison-tool

A comparison of selected examples:



https://www.hofstede-insights.com/country-comparison-tool

Efforts and approaches



Intercultural Trainings

“Language and Sensibilisation”



Intercultural Management

„on boarding“ „warm welcome“



Additional paths in education: tie in with the Bachelor's degree, specialisation, create appropriate roles and interfaces in practice!

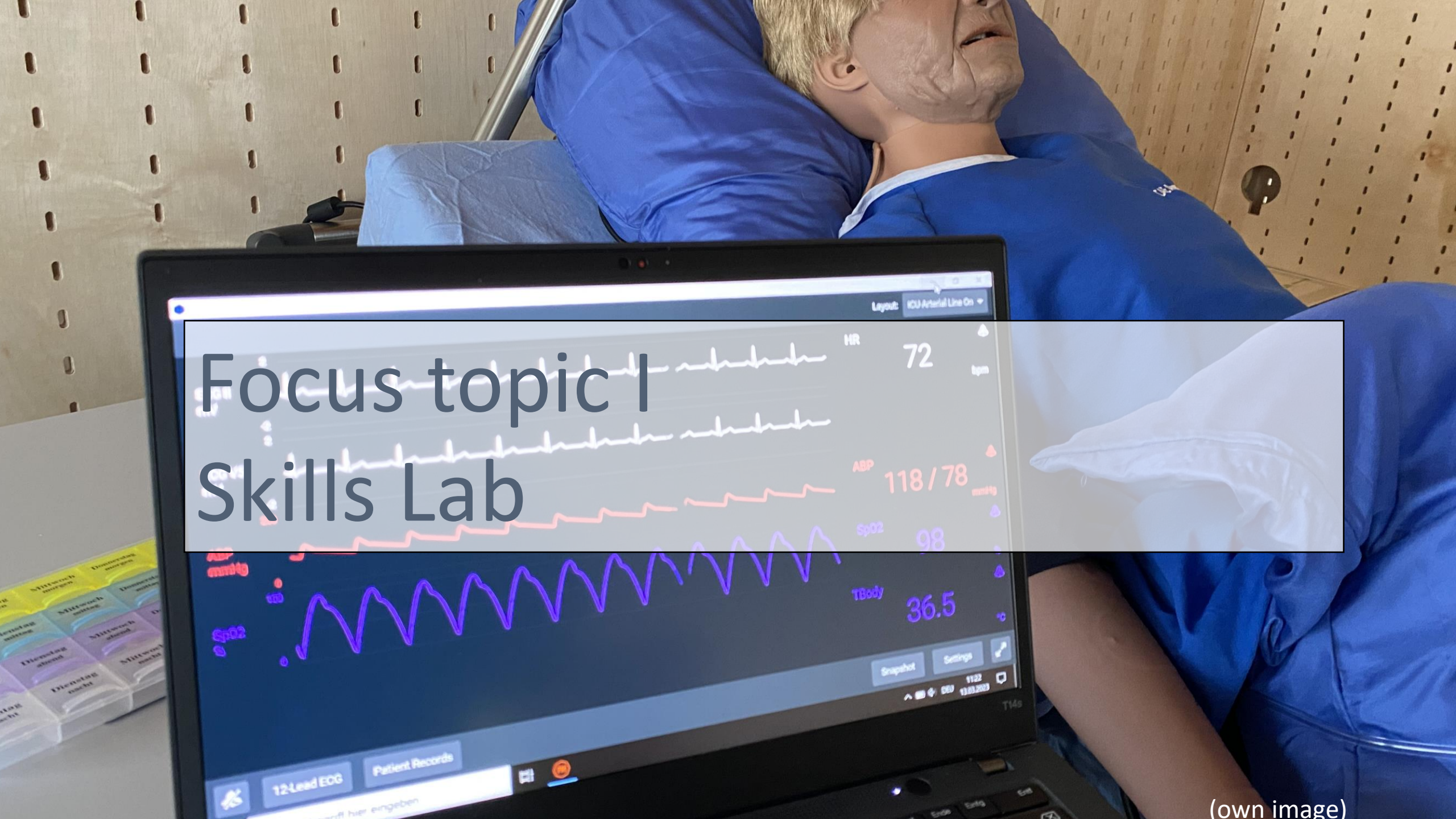


real labour market integration in a systematic skill- and grade-mix

Efforts and approaches

- ✓Clarify understanding of culture and increase visibility of 'hidden aspects':
- ✓Staff development measures Educational institution, care staff, care migratorz. B. Case Studies, Intercultural Trainings/ Skills Trainings
- ✓Establish guidelines
- ✓Establish skill and grade mix centres (Drossel et al., 2022)
- ✓Appreciation of the degree from home: Activity profiles/ Differentiation: Nursing skill and grade mix

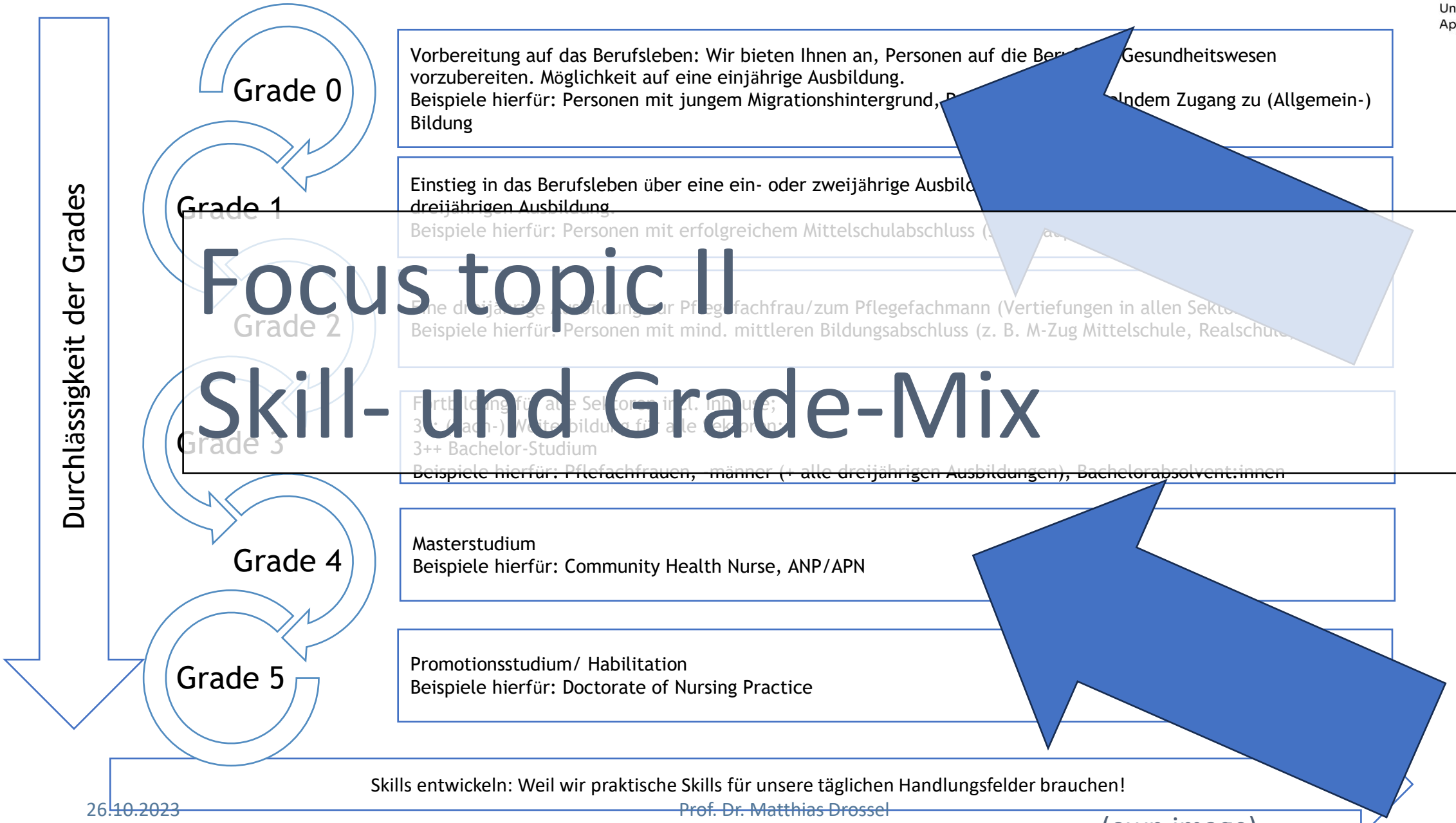
Focus topic I
Skills Lab



(own image)

Hochschule Hof
University of Applied Sciences

Focus topic II
Skill- und Grade-Mix



(own image)



Focus topic III
new courses of study/ further education opportunities

Literature

- AlMutairi, S., Heller, M., & Yen, D. (2020). Reclaiming the heterogeneity of the Arab states. Cross Cultural & Strategic Management, 28(1), 158-176
- AlMutairi, S., & Yen, D. (2022). An exploratory examination of the influence of national culture on cross national diffusion: A case study on the MENA region. Cogent Business & Management, 9(1), 2016554.
- Bolten, J.: Kann man Kulturen beschreiben oder erklären, ohne Stereotypen zu verwenden? Einige programmatische Überlegungen zur kulturellen Stilforschung, in: Bolten/Schröter 2001, S.128-142
- Drossel, M. Feick, F., Springs, M. (2022). Das erste Skill-&Grade-Mix Center® in Deutschland an den Bamberger Akademien für Gesundheits- und Pflegeberufe - ein Best Practice Beispiel. Lehren und Lernen im Gesundheitswesen (Oktober, 2022). doi: 10.52205/llig/25
- Drossel, M., Feick, F., & Kolb, H. (2022). Bildung neu denken: Skills-& Grade-Mix Center. *Pflegezeitschrift*, *75*(9), 50-53.
- Hofstede, G., Hofstede, J. G., & Minkov, M. (2020). *Cultures and organizations: Software for the mind*. McGraw-Hill.
- Hansen, K.: Kultur und Kulturwissenschaft, Paderborn 2000, 2. Aufl. (UTB)
- Kordes J, Pütz R, Rand S. Analyzing Migration Management: On the Recruitment of Nurses to Germany. *Social Sciences*. 2020; 9(2):19. https://doi.org/10.3390/socsci9020019
- Jackson, T. (2020). The legacy of Geert Hofstede. *International Journal of Cross Cultural Management*, *20*(1), 3-6.
- Tylor, E. (2010). *Primitive Culture: Researches into the Development of Mythology, Philosophy, Religion, Art, and Custom* (Cambridge Library Collection - Anthropology). Cambridge: Cambridge University Press. doi:10.1017/CBO9780511705960

Bilder/Fotos/Webseiten

- Bild BAfA: Bundesagentur für Arbeit, Folie 5: https://statistik.arbeitsagentur.de/Statistikdaten/Detail/201806/arbeitsmarktberichte/fk-engpassanalyse/fk-engpassanalyse-d-0-201806-pdf.pdf?__blob=publicationFile
- Bild Bilis, Kulturen, Folie 6: https://bilis.com/de/blog/uebersetzung-und-kultur-eine-konstruktive-wechselbeziehung/
- Bild Opengecko, Iceberg, Folie 13: https://opengecko.com/geckoview/wp-content/uploads/2011/03/Cultural-Iceberg-opengecko_thumb.jpg
- Bild Opengecko, Primitive Culture Buch, Folie 12: https://opengecko.com/geckoview/wp-content/uploads/2011/03/Cultural-Iceberg-opengecko_thumb.jpg
- Folie 16/17: https://www.hofstede-insights.com/country-comparison-tool

Hochschule

y of
Sciences

DU im Fokus! DEINE Entwicklung!

Grade 0

Vorbereitung auf das Berufsleben: Wir bieten DIR die Orientierungsmöglichkeit und Zugang zu den Gesundheitsberufen! Proud to be a Nurse! Lerne es kennen warum Pflege ein toller Beruf ist!
EINFACH AUSPROBIEREN! TRAINING OHNE REUE (und ohne Patientengefährdung ;-))! Hallo! MARHABA! SALAM!

Grade 1

DEIN Einstieg in das Berufsleben über eine ein- oder zweijährige Ausbildung mit einer tollen AUSBILDUNGSVERGÜTUNG. Denn Pflege ist es WERT!
Und du hast sogar die Möglichkeit auf Verkürzung einer dreijährigen Ausbildung. DU hast einen Mittelschulabschluss/Hauptschulabschluss? Warum zögerst DU noch? Bewirb DICH bei uns!

Grade 2

DU wirst eine proud NURSE. Eine dreijährige Ausbildung zur Pflegefachfrau/zum Pflegefachmann (Vertiefungen in allen Sektoren möglich: Vom Kind bis zum Hochaltrigen, Krankenhaus, häusliche Pflege oder Pflegeeinrichtung) Beispiel

Grade 3

Wir bieten DIR Fortbildungen, Weiterbildungen und Studiengänge auf Bachelorniveau, die eine Expertise (z. B. Weiterbildungen) integrieren. Eine proud NURSE zeichnet sich nämlich dadurch aus, dass sie den Pflegeempfängern die best-verfügbare Pflege anbietet! Praxisnah! DEIN Weg, den DU wählst! DEIN Allgemeinbildungsabschluss spielt dabei keine Rolle mehr! Denn DU schaffst das mit uns!

Grade 4

DIREKTE Patientenversorgung. Das ist unser Ziel! Auch auf **Masterniveau** geht es uns um die Versorgung unserer Pflegeempfänger. Praxisnah ohne die Theorie zu vernachlässigen!

Grade 5

Promovieren? Was? Theoretiker? Nunja – auch promovierte brauchen wir! Auch hier die direkte Versorgung von Pflegeempfängern im Fokus! Durch die erweiterte Expertise in der Forschung und dem Transfer von Forschungsergebnissen in die Praxis schaffen wir eine Weiterentwicklung! In anderen Berufen längst normal! Klar, nicht jedermanns Weg. Aber vielleicht DEIN Weg?

Skills entwickeln: Weil DU praktische Skills für DEINE tägliche Arbeit brauchst!