

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **TRANSCULTURALIDAD, SALUD Y GÉNERO**

Code: 100009

Degree/Master: **GRADUADO EN ENFERMERÍA**

Year:

Name of the module to which it belongs: FORMACIÓN BÁSICA COMÚN

Field: CIENCIAS PSICOSOCIALES

Character: BASICA

Duration:

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: @transculturalidadsaludygenero

LECTURER INFORMATION

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None.

Recommendations

It is recommended to have completed the subject Psychosocial Sciences Applied to Health (1st year).

The so-called inclusive language will not only be content in the subject, but its use will be relevant to the satisfaction of its objectives.

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INTENDED LEARNING OUTCOMES

- CB1 To possess and understand knowledge in an area of study that is based on general secondary education, and that is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of the field of study.
- CB2 To know how to apply knowledge to work or vacation in a professional way. To have the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.
- CB3 To be able to collect and interpret relevant data (normally within the student's area of study) to make judgements that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB4 To be able to transmit information, ideas, problems and solutions to either a specialised audience or an unspecialised one.
- CB5 To develop the the skills necessary to undertake further studies with a high degree of autonomy.
- CU2 To know and improve the user's level in the field of ICT.
- CET4 To understand the interactive behavior of the person according to gender, group or community, within their social and multicultural context.
- CET5 To design care systems aimed at individuals, families or groups, evaluating their impact and establishing appropriate modifications.
- CET7 To understand people without prejudice, considering their physical, psychological and social aspects as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy through confidentiality and professional secrecy.
- CET9 To promote healthy lifestyles, self-care, while sustaining preventive and therapeutic behaviors.
- CET10 To protect the health and well-being of people, family or groups being taken care of, guaranteeing their safety.
- CET12 To know the ethical and deontological code of Spanish nursing, understanding the ethical implications of health in a changing world.
- CEM10 To know and to identify the psychological and physical problems derived from gender violence, in order to be able to deal with the prevention, early detection, assistance, and rehabilitation of victims of this form of violence.
- CEM11 To identify, integrate and relate the concept of health and care, from a historical perspective, to understand the evolution of nursing care.

OBJECTIVES

To introduce students in the framework of scientific-humanistic knowledge developed by the discipline of cross-cultural nursing, for acquiring competences that allow them to provide culturally specific and universal nursing care to individuals, families, groups and communities from diverse origins and orientations.

To encourage students to reflect on the role of women in the field of health, and on gender and health as cultural constructs.

To provide students with theoretical perspectives that allow them to develop more equitable nursing care in the future.

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CONTENT

1. Theory contents

PART I: INTRODUCTION TO TRANSCULTURAL CARE

1. Basic concepts: culture, interculturality, multiculturalism, transculturality.
2. Cultural construction of health and disease.
3. Fundamentals of transcultural nursing care.
4. Cultural and political competence in nursing.
5. Intercultural communication. Intercultural mediation in health. Inclusive language.

PART II: DIVERSITY AND CARE / COOPERATION AND MIGRATION

6. Transcultural perspective of care throughout the life cycle: pregnancy and parenting, childhood, adolescence, adulthood, older adults.
7. Pan-ethnic minority groups / Non-ethnic cultures: implications for care.
8. Cooperation and education for development.
9. Sustainable Development Goals and Nursing.
10. Culture, social and caring implications of the migratory process.
11. Refugees and their care.
12. Poverty, sustainability and care.
13. Cultural diversity in society and enterprise: culturally competent professionals and organizations.

PART III. GENDER AS A SOCIAL DETERMINANT OF HEALTH

14. Gender as a social determinant of health.
15. Gender violence. Prevention and intervention. Attention protocols.
16. The care of life: women and sustainability.
17. Medicalization of women and normalization of "inferiority".
18. Research and gender: a bias in health.
19. Masculinities and nursing.
20. Feminisms and nursing.

All contents of this subject are in line, transversally (and sometimes explicitly) with the Sustainable Development Goals of the United Nations Agenda 2030.

2. Practical contents

Based on an active and participatory methodology, the course will be taught through the development of theoretical and practical classes, which will combine the presentation of the contents by the teaching staff with group dynamics and work by the students.

During the presentation of topics, theory and practice will be combined, with different applications of the discipline of Transcultural Nursing - and specifically, of a gender approach - to the field of Health from each of the didactic units, using the practices as the axis of action.

During the practical, the teaching staff will check that students understand the objective of the practice and are getting involved in its development, both in the experimental purpose and in the procedure followed.

Particular emphasis will be placed on the fulfillment of tasks in group work.

The practical classes will apply the knowledge acquired through various learning tools. This fact will encourage students to have a proactive and reflective attitude in the development of the subject, facilitating application, research, and discovery, plus the development of creativity in problem-solving and their adaptability to a changing

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environment.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

No poverty
 Zero hunger
 Good health and well-being
 Quality education
 Gender equality
 Clean water and sanitation
 Affordable and clean energy
 Decent work and economic growth
 Industry, innovation and infrastructure
 Reduced inequalities
 Sustainable cities and communities
 Responsible consumption and production
 Climate action
 Life below water
 Life on land
 Peace, justice and strong institutions
 Partnerships for the goals

METHODOLOGY

General clarifications on the methodology (optional)

The didactic tools employed will be coherent, in substance and form, with the fundamental principles of Transcultural Nursing. In this sense, the so-called inclusive language will not only be content in the subject, but its use will be relevant to the complete satisfaction of its objectives.

Methodological adaptations for part-time students and students with disabilities and special educational needs

Part-time students will complete the training by replacing face-to-face teaching with personal tutoring.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	2	2	4
<i>Group work (cooperative)</i>	-	8	8
<i>Lectures</i>	15	-	15
<i>Text analysis</i>	5	-	5
<i>Text commentary</i>	6	-	6
<i>Tutorials</i>	2	-	2
<i>Workshop</i>	-	20	20
Total hours:	30	30	60

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Off-site activities

Activity	Total
Analysis	20
Group work	10
Information search	10
Reference search	10
Self-study	40
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies

Dossier

EVALUATION

Intended learning	Case study/clinical case discussion/scientific work discussion	Exams	Real and/or simulated tasks
CB1	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X	X	X
CB5	X	X	X
CEM10	X	X	X
CEM11	X	X	X
CET10	X	X	X
CET12	X	X	X
CET4	X	X	X
CET5	X	X	X
CET7	X	X	X
CET9	X	X	X
CU2	X		X
Total (100%)	35%	50%	15%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Method of assessment of attendance:

Compulsory attendance at 90% of seminars. This will be controlled through class lists. Non-compliance will mean a "4" in the 1st ordinary evaluation call (and complementary work will be carried out for future calls whose characteristics will be defined by the faculty).

General clarifications on instruments for evaluation:

The guide and contents of the Real and/or Simulated Task Performance Tests (PETRS) will be detailed by the teaching staff during the course. Failure to pass this assessment instrument will result in failing the course until a later exam session (the details will be agreed with the students at the time).

The same will apply to the practical case study/clinical case discussion/scientific work discussion (SDD) assessment instrument.

The first ordinary exam will consist of multiple-choice questions plus reflection questions in the first ordinary exam. The test will have a total of 50 questions:

Every four errors will be subtracted one correct answer (each error will be subtracted proportionally). Each test question will have four answer options. Questions left blank will not be subtracted, regardless of the number they add up to.

Reflection questions will be linked methodologically to what has been worked on during the subject through PETRS and SDD.

In the second ordinary call, the exam will consist of the same criteria as the first one.

Additional information

If the minimum mark is not reached in any of the evaluation forms, a maximum of 4 will be awarded.

Partial marks passed in a given exam session will be respected for the following one.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Students who are not present or who join the classes later, will not be exempt from carrying out the theoretical and practical activities. These will be notified through the moodle platform and the tutorials. Thus, these students should contact the faculty as soon as they start the course.

Clarifications on the evaluation of the extraordinary call and extra-ordinary call for completion studies:

In the following calls, the details of evaluation instruments would be agreed with the students at the time.

The partial qualifications obtained in a given call will be respected for the following call.

Qualifying criteria for obtaining honors:

With equal qualification, among the highest grades, a complementary evaluation will be carried out by the faculty of the subject

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- Eddo-Lodge, R. (2017). *Why I'm No Longer Talking to White People About Race*. London: Bloomsbury Publishing.
- Gerehou, M. (2021). *Qué hace un negro como tú en un sitio como este*. Barcelona: Península.
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- Malatino, H. (2021). *Cuidados trans*. Manresa: Bellaterra.
- Martín, M. (2021). *Ni por favor, ni por favora: Cómo hablar con lenguaje inclusivo sin que se note (demasiado)* (4.a ed.). Madrid: Catarata.
- Moreno-Preciado, M. (2021). *Transculturalidad, género y salud: Manual de enfermería cultural*. Barcelona: Elsevier.
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- Plaza del Pino, F. J. (2017). *Comunicación, cuidado y vida en la diversidad*. Almería: Universidad de Almería.
- Red Acoge, Peláez, C., & Zaballos, P. (2014). *Guía de competencias para la gestión de la diversidad en los entornos laborales*. Madrid: Red Acoge.
- Rodó-Zarate, M. (2021). *Interseccionalidad: Desigualdades, lugares y emociones*. Manresa: Bellaterra.
- Salazar, O. (2018). *El hombre que no deberíamos ser* (2.a ed.). Barcelona: Planeta.
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- Salazar, O. (2021). *La vida en común*. Barcelona: Galaxia Gutenberg.
- Valls-Llobet, C. (2021). *Mujeres invisibles para la medicina*. Madrid: Capitan Swing.
- Varela, N. (2017). *Feminismo para principiantes*. (3.a ed.) Barcelona: Ediciones B.
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2. Further reading

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Sardar, Z., & Wyn, M. (2004). *Inshallah. Comprender el islam*. Barcelona: Intermón Oxfam

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SETEM Federación. (s. f.). Recuperado 21 de abril de 2017, a partir de <http://www.setem.org/site/es/federacion>

Varela, N. (2019). *Feminismo 4.0 La cuarta ola*. Ediciones B.

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COORDINATION CRITERIA

Joint activities: lectures, seminars, visits ...

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.