



UNIVERSIDAD DE CORDOBA

FACULTAD DE MEDICINA Y ENFERMERÍA

GRADUADO EN ENFERMERÍA

2024/25 YEAR

**TRANSCULTURALIDAD, SALUD Y
GÉNERO**

Course details

Course name: 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:** <https://moodle.uco.es/>

Coordinating teacher

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Brief description of the contents

The course aims to introduce students to the framework of scientific-humanistic knowledge (developed by the discipline of Transcultural Nursing) to acquire competencies that will enable them to provide culturally specific and universal nursing care to individuals, families, groups, and communities of diverse origins and orientations.

At the same time, it would stimulate reflection on the role of women in health and on gender and health as cultural constructs.

Finally, it would facilitate access to different perspectives that pursue more equitable nursing care within a globalized socio-economic-cultural context.

Prerequisites

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.

Study programme

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 environment.

Desde estas bases, se realizarán los siguientes 15 seminarios:

1. ¿Qué es ser humano? Implicaciones para los Cuidados de la Universalidad / What does it mean to be human? Implications for Universal Care.

2. Tipos de Cooperación / Types of Cooperation.

3. Mediación intercultural: Petición de Cambio de Conducta / Intercultural mediation: Asking for a Change of Conduct.

4. TSG/THG and Social Determinants of Health (Scape Room).

5. Pensamiento Crítico y TSG / Critical Thinking and THS.

6. Mediación intercultural: TSG y Tabú / THG and Taboo.

7. Población Refugiada y Cuidados / Refugee Population and Caring.

8. Sombreros de Pensar / Thinking Hats: An Alternative Way of Thinking.

9. Aula Invertida / Flip Classroom.

10. Masculinidades y Salud / Masculinities and Health.

11. Violencia de Género I / Gender-Based Violence I.

12. Violencia de Género II / Gender-Based Violence II.

13. Simulación (Práctica) / Simulation (Training).

14. Simulación (Examen) / Simulation (Test).

15. TSG Aplicada / THG Applied.

Por causas relacionadas con una mayor pertinencia docente o, incluso, por acontecimientos sobrevenidos, se podrá proponer la sustitución de alguno de estos seminarios por otros de distinta temática relacionada con la asignatura, siempre con el consenso de profesorado, estudiantado y coordinación de grado del centro.

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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	16	18
<i>Information processing activities</i>	-	3	3
<i>Oral communication activities</i>	-	3	3
<i>Projects based on the course contents</i>	26	-	26
<i>Reading comprehension, listening, visual, etc. activities</i>	-	2	2
<i>Summary and consolidation activities</i>	-	3	3
<i>Tutorial action activities</i>	2	-	2
<i>Written expression activities</i>	-	3	3
Total hours:	30	30	60

Off-site activities

Activity	Total
<i>Exercise and problem solving activities</i>	30
<i>Information processing activities</i>	50
<i>Information search activities</i>	10
Total hours	90

Results of the training and learning process

Knowledge, competencies and skills

- 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.

Assessment methods and instruments

Intended learning outcomes	Examination	Group or individual globalizing projects	Oral means
<i>CB1</i>	X	X	X
<i>CB2</i>	X	X	X
<i>CB3</i>	X	X	X
<i>CB4</i>	X	X	X
<i>CB5</i>	X	X	X
<i>CEM10</i>	X	X	X
<i>CEM11</i>	X	X	X
<i>CET10</i>	X	X	X

Intended learning outcomes	Examination	Group or individual globalizing projects	Oral means
<i>CET12</i>	X	X	X
<i>CET4</i>	X	X	X
<i>CET5</i>	X	X	X
<i>CET7</i>	X	X	X
<i>CET9</i>	X	X	X
<i>CU2</i>	X	X	X
Total (100%)	50%	35%	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.

General clarifications on instruments for evaluation:

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). Once achieved, 90% attendance will be valid for the rest of the calls.

The guide and contents of the Group or individual globalizing projects (GIGP) 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 Oral means (OOMM) 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

GIGP and OOMM.

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

To pass the exam, you must score at least five on evaluating the multiple-choice questions and five on the reflection questions.

In case of not reaching the minimum mark in any of the forms of evaluation, a maximum of 4 will be marked.

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:

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.

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.

Sustainable development goals

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

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The methodological strategies and the evaluation system contemplated in this Teaching Guide will respond to the principles of equality and non-discrimination and must be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required. Students must be informed of the risks and measures that affect them, especially those that may have serious or very serious consequences (article 6 of the Safety, Health and Welfare Policy; BOUCO 23-02-23).
