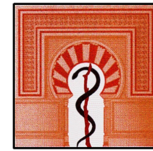




FACULTAD DE MEDICINA Y ENFERMERÍA
GRADUADO EN ENFERMERÍA
2025/26 YEAR
**TRANSCULTURALIDAD, SALUD Y
GÉNERO**



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

Name: VENTURA PUERTOS, PEDRO EMILIO

Department: ENFERMERÍA, FARMACOLOGÍA Y FISIOTERAPIA

Office location: Edificio Sur

E-Mail: md2vepup@uco.es

Phone: 957218092

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, in order for them 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 social determinants of health, its axes of inequality and, especially, on the role of women in the field of health, considering gender and health as cultural constructs. Finally, it would facilitate access to different perspectives that pursue the development of 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 passed the subject Psychosocial Sciences Applied to Health. The so-called inclusive language will not only be a content in the course, but its use will be relevant for the full satisfaction of its objectives.

Study programme

1. Theory contents

PART I: INTRODUCTION TO CROSS-CULTURAL CARE

1. General concepts.
2. Dominant cultural scenario of our care. Implications for health and alternatives.
3. Intercultural communication and mediation as constitutive elements of care.

PART II: CARE IN DIVERSITY, COOPERATION AND MIGRATION

4. Fundamentals of transcultural nursing and its main models.
5. Transcultural perspective of care throughout the life cycle.
6. Pan-ethnic minority groups and non-ethnic cultures: implications for care of ethnic, sexual, and functional diversity.
7. The migration and refugee-seeking process: social and care implications.

PART III: GENDER AS A DETERMINANT OF HEALTH

8. Gender as a social determinant of health.
9. Gender and life care.
10. Medicalization of women and normalization of "inferiority".
11. Research with a gender perspective and health implications.
12. Feminisms and nursing.

2. Practical contents

Based on an active and participatory methodology, the course will be taught through a combination of theoretical and practical classes, featuring faculty presentations, group dynamics, and student work. In the course of the presentation of the different topics, theory and practice will be combined, considering different applications of the discipline of Transcultural Nursing -and, specifically, of a gender and intersectional approach- to the field of Health from each of the didactic units, using the practices as the axis of action. During the practicum, the faculty will verify that students understand the objective of the practicum and that they are actively involved in its development, both in terms of the experimental purpose and the procedures followed. Special emphasis will be placed on completing tasks in group work. The practical classes will serve for the application of the knowledge acquired through various learning tools, encouraging in the students a proactive and reflective attitude in the development of the subject, facilitating the application, research and discovery, plus the development of creativity in problem solving, as well as its adaptability to a changing environment. From these bases, the following 12 seminars will be held:

1. What is inclusion, and what are its languages? In search of answers through inclusive thinking.
2. What is being human? Implications for Universal Care.
3. Social determinants of health and intercultural perspective.
4. Culture shock, acculturation and its strategies.
5. Intercultural communication I: Behavioral Change Request.
6. Intercultural communication II: intercultural strategies in the face of the conspiracy of silence.
7. Caring for diversity through the inverted classroom.
8. Toxic vs. healthy masculinities.
9. Gender Violence I: general considerations, definition and types.
10. Gender Violence II: Attention to Its Victims.
11. Preparation for clinical simulation of transcultural content.
12. Intercultural clinical simulation.

For reasons related to greater teaching relevance or, even, unforeseen events, it may be proposed to substitute some of these seminars with others of a different subject related to the topic, always with the consensus of the faculty, students, and the degree coordination of the centre.

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Methodology

General clarifications on the methodology (optional)

The didactic tools used 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 a content in the course, but its use will be relevant to the full 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 substituting face-to-face teaching with personal tutoring. On the other hand, the teaching staff linked to the course will be attentive to both detecting needs and the adaptation recommendations of the university's Inclusion Area.

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

outcomes of the learning process

Knowledge, skills and abilities

- | | |
|-------|--|
| 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
<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
<i>Total (100%)</i>	<i>50%</i>	<i>35%</i>	<i>15%</i>
<i>Minimum grade (*)</i>	<i>5</i>	<i>5</i>	<i>5</i>

(*)The minimum grade that students must obtain in each of the evaluable activities in order to pass the course shall not exceed 5,0.

General clarifications on instruments for evaluation:

Attendance at 90% of the seminars is compulsory. This will be controlled through class lists. The percentage of absences will be applied to the total number of practical hours. Failure to comply will result in a 4 (suspended) in the 1st ordinary exam, and a complementary work will be carried out for future exams, whose characteristics will be defined by the faculty. Once achieved, 90% of attendance will be valid for the rest of the exams.

The guide and contents of the Globalizing Projects of Individual or Group Character (PGCIG) will be detailed by the teaching staff during the course. Failure to pass this evaluation instrument will result in failing the course until a later call (the details will be agreed upon with the students at the time). The same will be done with the evaluation instrument Oral Means (MMOO).

In the first ordinary call, the exam will consist of multiple-choice questions plus reflection questions. The test will have a total of 50 questions. For every four errors, one success will be subtracted. Each test question will have four answer options. Questions left blank will not be subtracted, regardless of the number of correct answers. The reflection questions will be linked, methodologically, to what was worked on during the course development through PGCIG and MMOO. To pass the exam, the student must obtain at least a 5 in the evaluation of the multiple-choice questions and a 5 in the reflection questions.

In the second ordinary exam, the criteria will be the same as in the first one. If you do not reach the minimum grade in any of the forms of evaluation, you will be graded a maximum of 4.

The evaluation instruments, as well as the dynamics and/or course of the theoretical-practical sessions, may be adapted by the teachers according to the context and needs of the students assigned to the bilingual module, taking into account specific circumstances as needed.

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

Students who do not attend the course or who join the classes later will not be exempted from taking the theoretical and practical activities. To do so, they should contact the faculty when they start the course.

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

In case of not reaching the minimum grade in any of the forms of evaluation, a maximum of 4 will be graded. The partial grades passed in a given call will be respected for the following call. In the following calls, the details of this evaluation instrument will be agreed upon with the students at the time.

Qualifying criteria for obtaining honors:

They will be assigned among the students who have obtained the highest numerical grade. In the case of equal grades, between the highest grades, a complementary evaluation test will be carried out.

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

Other Faculty

Name: MARTÍNEZ ANGULO, PABLO

Department: ENFERMERÍA, FARMACOLOGÍA Y FISIOTERAPIA

Office location: Edificio Sur

E-Mail: n22maanp@uco.es

Phone: 957218092

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).
