

SUBJECT TEACHING GUIDE

Qualification: DEGREE IN NURSING Subject: Culture and Health	Type: Elective Teaching timeline: Second semester
Code: 26470	Language: English
Subject Description and Context This subject seeks to boost the intercultural competences of nursing students. Moreover, it prepares them to respond to the growing demand for care for people with different cultural background and ensures they can work in environments or with people with a different professional culture.	ECTS credits: 4.5 Year: 3
Entry Requirements/Recommendations Students wishing to take this subject must demonstrate a basic knowledge of English.	

TEACHING STAFF	Tel.	email
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SPECIFIC COMPETENCES

C1 To act taking into consideration diversity and multiculturalism, so as to be capable of working in other professional cultures and of providing culturally sensitive care.

LEARNING OUTCOMES

- RA 1 Explains the effect of culture on human relations.
- RA2. Uses the models of cultural analysis to be more aware of their own culture and that of others.
- RA3 Identifies false beliefs and stereotypes around immigration.
- RA4. Identifies how culture influences care and people's health.
- RA5. Identifies how culture influences professionals and the health system.
- RA6 Describes the experience of cultural shock and its repercussions for health.
- RA7. Demonstrates sensitivity and empathy for people who have immersed in a different and dominant culture.
- RA8 Identifies strategies for preventing cultural conflict with patients from other cultures.
- RA9. Implements strategies to provide care sensitive to culture.
- RA10. Participates in collaborative learning and shows a respectful attitude in class.

CONTENTS

UNIT I: INTRODUCTION TO CULTURE AND INTERCULTURAL COMPETENCE

- 1.1. What is culture?
- 1.2. Culture as a dynamic process
- 1.3. Generalisations and stereotypes
- 1.4. Perception and unconscious cultural biases
- 1.5. Culture and its influence on health
- 1.6. What is Intercultural competence?; Why intercultural competence in nursing?

UNIT II: INTERCULTURAL COMMUNICATION

- 2.1. Communication styles
- 2.2. The role of communication styles in cultural conflicts

UNIT III: CULTURAL ANALYSIS MODELS AS SUPPORT RESOURCES

- 3.1. Introduction to models of cultural analysis
- 3.2. Hofstede cultural dimensions
- 3.3. Lewis's LMR model

UNIT IV: MIGRATORY PROCESSES IN A GLOBALISED WORLD AND CULTURE SHOCK

- 4.1. Migratory processes
- 4.2. Social perception of immigration: myths and beliefs
- 4.3. Cultural shock and/or acculturative stress
- 4.4. Repercussions of migratory processes on health
- 4.5. Nursing care in migratory processes

UNIT V: PROVISION OF CARE SENSITIVE TO CULTURE

- 5.1. Intercultural nursing Modules
- 5.2. Health Beliefs
- 5.3. Transcultural perspectives throughout the life cycle
 - Childhood care and culture
 - Care for the elderly through different cultures
 - Maternity and culture
 - Transcultural aspects to pain
 - Death in different cultures
- 5.4. Intercultural conflicts in society and in the health system: from tolerable to intolerable

UNIT VI: THE DIFFERENT CULTURES OF HEALTH SYSTEMS

- 6.1. What is professional culture?
- 6.2. Social culture and its influence on health systems
- 6.3. Employment immersion in a different professional culture. Response strategies
- 6.4. Micro, meso and macro analysis as a strategy for analysing professional care practice

UNIT IX: ACCULTURATION OF INTERNATIONAL STUDENTS

THEMED UNIT	TEACHING STAFF	HOURS	SEMINAR HOURS	PRACTICAL COOPERATIVE ACTIVITIES
1	Elena de Lorenzo Urien	7.5	0	0
2	Elena de Lorenzo Urien	4	0	0
3	Elena de Lorenzo Urien	4	0	0
4	Elena de Lorenzo Urien	2.5	0	0
	Mbaye Gil Sanchez	1.5	0	0
5	Elena de Lorenzo Urien	16	0	4
6	Jagoba Zarandona Calvo	3	0	0
ENM	Elena de Lorenzo	2.5	0	0
TOTAL		41	0	4

METHODOLOGY

This subject employs the following teaching methodologies:

- Classes:

Participative methodologies turn the students into active members of the class who are committed to their own learning. Part of the session will involve presentations and participative work accompanied by cooperative/collaborative activities. Teaching strategies such as cultural shock games, analysis of social rumours around immigration, cineforum documentaries, role playing, etc. use fun, reflection and debate to impact personal reference frameworks and enable a reconstruction of intercultural competences. Practical simulation sessions will allow students to experience their future job.

- Cooperative/practical activities:

Students will meet with people from other cultures to develop their intercultural competences (international students, people attending Spanish classes from Vitoria-Gasteiz, immigrant associations, and others).

IN-PERSON WORK (45 HOURS)	
Masterclass	Laboratory practicals/Workshop
41	4

NON-ATTENDED WORK (67.5 HOURS)	
Individual work	Group work
37.5	30

TOTAL	
ECTS	4.5
HOURS	112.5

EVALUATION SYSTEMS

FIRST SITTING: CONTINUOUS EVALUATION SYSTEM

By signing up for continuous evaluation, students must commit to attending at least 80% of teaching sessions and to completing the scheduled activities. Attendance at the intercultural meeting sessions is mandatory. Students who cannot attend classes must contact the responsible to clarify their situation and to establish the evaluation criteria and those for developing their competences.

The continuous evaluation system comprises the following activities:

- PORTFOLIO 80%

The portfolio is a compendium of academic works which demonstrate students' learning outcomes. Students must take part in an analysis of the classwork and reflect on the personal impact and on the implication of what they have learnt on their clinical practice. The portfolio will conclude with a definition of their own culture. They will be assessed on whether they show evidence of having read books, articles and the media and/or analysed videos. The portfolio can be prepared individually or in pairs.

- GROUP WORK 15%

Students must work on a project about the intercultural perspective of a certain social group or country. The work will be conducted in groups of 5 students. They should introduce the country or culture and address aspects such as maternity, raising children, care for children and the elderly, the perception of health, pain and death, diet, religion, and the type of communication.

- **CLASSROOM PARTICIPATION 5%**

Student participation will be assessed based on their classroom interventions and reflections, contributions of reading material, and proposals and analysis of videos, documentaries and current situations in the media.

The relationship between the competences, learning outcomes, activities and evaluation system is summarised in the following table:

COMPETENCES	LEARNING OUTCOMES	EVALUATION ACTIVITIES	% FINAL SCORE
C1	RA 1, RA2, RA3, RA4, RA5, RA6,RA7, RA8,RA9	Portfolio	80%
	RA9	Group work on a specific culture	15%
	RA10	Participation in collaborative learning and respectful attitude in class	5%

WITHDRAWAL FROM CONTINUOUS EVALUATION

Students who have participated in the continuous evaluation system and wish to be evaluated through the final evaluation system must present their withdrawal from continuous evaluation in writing to the teacher who manages the subject within 9 weeks following the start of the subject as per the school's academic calendar, in accordance with art. 8 'Evaluation system' of the Official Basque Bulletin of 13/03/2017.

FIRST SITTING: FINAL EVALUATION SYSTEM

Students who, with good reason (employment issues, gender-based violence, childbirth, adoption, caring for children under three years old under their charge, caring for dependent relatives, students with a disability of 33% or greater, elite athletes, artistic/cultural events requiring travel or a significant commitment, combining their workload with other advanced studies or with their role in politics, trade unions, student representation, associations, NGOs or others), cannot participate in the continuous evaluation system or who have not been able to complete the necessary percentage of classes or the practicals with people from other cultures, may make a request to the subject manager for one final test that comprises 100% of their score.

Those who have attended more than 50% of the sessions will be offered the option of submitting a portfolio that demonstrates their learning outcomes via reading and analysis of literature, analysis of films and videos, and a project about a culture. The session with people from another culture and subsequent analysis are mandatory.

Under the final evaluation system, the following activities will assess the scope of students' competences:

- **PORTFOLIO 80%**

The portfolio is a compendium of academic works which demonstrate students' learning outcomes. Students must take part in an analysis of the classwork and reflect on the personal impact and on the implication of what they have learnt on their clinical practice. The portfolio will conclude with a definition

of their own culture. They will be assessed on whether they show evidence of having read books, articles and the media and/or analysed videos.

- **GROUP WORK 20%**

Students must work on a project about the intercultural perspective of a certain social group or country. The work will be conducted in groups of 5 students. They should introduce the country or culture and address aspects such as maternity, raising children, care for children and the elderly, the perception of health, pain and death, diet, religion, and the type of communication.

The relationship between the competences, learning outcomes, activities and evaluation system is summarised in the following table:

COMPETENCES AND LEARNING OUTCOMES	ACTIVITIES/EVALUATION	% OVERALL SCORE
C1	Portfolio	80%
RA 1, RA2, RA3, RA4, RA5, RA6,RA7, RA8,RA9		
RA9	Project on a specific culture	20%

Students who do not attend the exam or final tests will be graded as “Not submitted”.

RESITS: GUIDANCE AND WAIVER

Students who attend resits, having already participated in continuous evaluation, will retain their score for participation in collaborative learning and respectful attitude in class. They will resubmit the failed part, whether the portfolio or the project about a specific culture, correcting these based on the feedback from the first sitting. Students who resit a final evaluation will do so under the same conditions and requirements as those for the final evaluation in the first sitting.

Students who do not attend the exam or fail to submit the final evaluation activities in the resit will be graded as “Not submitted”.

Students who do not pass the subject may not carry over their score for the evaluation strategies passed into the next academic year.

INFORMATION SOURCES

Core bibliography

- * Andrews MM, Boyle JS, Collins JW. Transcultural concepts in nursing care. Philadelphia: Wolters Kluwer; 2020
- * Jongen C, McCalman J, Bainbridge R, Clifford A. Cultural competence in health: A review of the evidence. : Springer; 2018
- * Matsumoto D, Juang L. Culture and Psychology. Belmont, Canada; Wadsworth International Edition, 6th ed 2017
- * Purnell LD, Paulanka BJ Transcultural health care: a culturally competent approach. London; F.A. Davis, 3ªed;2008

Further reading

- * Sam DL, Berry JW. The Cambridge handbook of acculturation psychology. Cambridge: Cambridge University Press; 2006

- * Hofstede G. Cultures and Organisations: Software of the Mind International Cooperation and Its Importance for Survival. Madrid: Alianza editorial; 1999.
- * Zolbina E, Basabe N, Páez D. The Adaptation of Foreign Immigrants in Spain: Overcoming Cultural Shock Revista de Migraciones. 2004; 15; 43-84.
- * Sabatier C, Berry J. Immigration and Acculturation In: Bourhis RY, Leyens JP. Estereotipos, discriminación y relaciones entre grupos. Madrid: McGraw-Hill Interamericana; 1996.
- * Moghaddam FM, Taylor DM, Wright SC. Social Psychology in cross-cultural perspective. New York: WH Freeman and Co. Pub; 1993.
- * Ruiz de Alegria B, Lara P, Rodríguez I, Ocejo M. To learn from others: with regard to a cross-cultural investigation Metas de Enfermería. 2006; 9 (9): 22-6.
- * Duffy ME. A critique of cultural education in nursing. J Adv Nurs. 2001; 36(4): 487-495.
- * Rohrbach C. Finding a Universal and Cultural Care Invest. educ. enferm. [online]. Jul/Dec. 2007, vol.25, no.2 [cited 18 July 2008], p.116-121. Available on the World Wide Web: <http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0120-53072007000200011&lng=es&nrm=iso>. ISSN 0120-5307.

Electronic resources

- * Index Foundation <http://www.index-f.com/>
- * Association for Foreign Professionals in Álava. <http://www.prestaturik.com/>
- * IMISATE website for the integration of the immigrant population in the Basque community healthcare system from a transcultural perspective <http://www.ehu.es/imisate/asociaciones.html>
- * Cultural atlas <https://culturalatlas.sbs.com.au/>
- * Cultural Competence in Healthcare <https://azhin.org/c.php?g=682744&p=4899137>
- * Country comparison by Hofstede <https://www.hofstede-insights.com/country-comparison/>

COMMENTS

Various documentation related to the subject will be made available to students on eGela at the start of the course.

TUTORIALS

Requests for tutorials with the subject teaching staff should be made by email to the subject manager: elena_delorenzo@ehu.eus Tutorials should ideally be requested for groups of 3-4 students. Tutorials are not intended to substitute class attendance.