UAB
Universitat Autònoma de Barcelona

Culture, Society and Health

Code: 101778
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	FB	1	1

Contact

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Teachers

Jorge Casino Antón

Juan Leyva

Caterina Checa Jiménez

Rosa García Sierra

Prerequisites

None

Objectives and Contextualisation

GENERAL AIM

To identify how culture and society influence the health of people and their families.

SPECIFIC AIMS

To analyze the basic concepts of culture and society and the impact on the health of people and communities
To explain medicalization processes
To reflect on how social inequalities influence the health of people and communities
To describe the professional roles of the nurse from clinical-cultural competence

The course has a close complementarity relationship with some topics of the Scientific Methodology and Bio-Statistics course, that will be used to understand the critical reading of the articles sought

Competences

- "Demonstrate an understanding of people without prejudice: consider physical, psychological and social aspects, as independent individuals; ensure that their opinions, values and beliefs are respected and guarantee their right to privacy, through trust and professional secrecy."
- Acquire and use the necessary instruments for developing a critical and reflective attitude.

- Demonstrate that the interactive behaviour of the person is understood according to their gender, social group or community, within a social and multicultural context.
- Respect diversity in ideas, people and situations.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Analyse for different situations the available health and social health resources.
3. Identify psychosocial components of individuals and the values and beliefs that identify you as an autonomous, independent person.
4. Identify the factors related to health and the environment to attend people with health issued as members of a community.
5. Identify the psychosocial components of individuals as well as the values and beliefs that identify them as autonomous and independent people.
6. Respect diversity in ideas, people and situations.

Content

- Concepts of culture, society, ethnicity, community
- Health inequalities: immigration, gender, economics
- Professional roles: power, authority, prestige
- The social construction of health and illness
- Values and beliefs
- Sex, gender, and health
- Social and cultural diversity and discrimination
- Body medicalization
- Institutional vs. non-institutional treatments
- Clinical-cultural competence

Methodology

Specialized seminars

These seminars are based on the Mixed Group Problem Based Learning methodology and are carried out through classroom and tutored sessions in the classroom to analyze a problem situation that leads to learning. Through this situation/problem, the student acquires skills to identify problems, prioritize and search for information, make decisions and evaluate their activity.

The first session is done with the entire class group with a teacher and the remaining two in seminars specializing in small groups of approximately 25 students, with one teacher each.

The role of each student is active because he/she is responsible for the process of his / her learning. The role of the teacher is that of facilitator/guide and guide of each student in this process.

First session

The first session is carried out with the entire group of the class.

Step 1. Analysis of the situation (50 minutes). First work in groups
The purpose of this group work is that, based on the knowledge that is available, (recovering previous knowledge) all that is considered to be learned must be identified and that it is related to the problem raised as well with the learning outcomes.

The group must prepare a list of questions that have arisen in the analysis of the situation. Next, with the list of questions, a priority order must be established based on their relevance related to the learning outcomes.

Step 2. Putting questions in common (30 minutes). First plenary session.
A representative from each group shares with the rest of the class two or three questions by writing them on the board. They are subsequently analyzed, sorted by subject and/or following the nursing care process and prioritization is made in relation to relevance to learning outcomes.

Break: (15 minutes)

Step 3. Work plan (35 minutes). Second work in groups
The objective is to develop a work plan in accordance with the questions prioritized in the plenary. Finally, possible sources of information should be identified.

Step 4. Discussion of the work plan (40 minutes). Second plenary session.
The objective is to design the work plan that will have a common part for all the groups and those aspects that could be of interest to each group in particular. To do this, a representative of each group shares with the rest of the class the questions, the work plan elaborated and the possible sources where they will look for information.

Step 5. Selection of study topics (10 minutes). Plenary session
The teacher recommends those subjects that he considers to be of individual study. Information sources can be suggested.

Each group will have to send their work plan to the corresponding teacher.

The following sessions are held in 4 groups of approximately 25 students, with the corresponding teacher.

Second session

In a small group, individual search strategies and query sources used are used to critically evaluate the information collected (reliability of the sources, research methods used, statistical methods applied ...). The planned plan of work is discussed, where the components of the group must have the opportunity to explain the information they have studied. With this in common, the students are training for the critical evaluation and correction of their prior knowledge, while developing the ability to critically evaluate their reasoning of the problem.

Third session

In a small group, the problem situation worked is analyzed and a synthesis of the learning and goals achieved is analyzed. It is about answering the following questions:

- What has new learners working on the problem?
- How is this learning related to the objectives?
- What new principles or concepts have been discussed?
- What have you learned?
- From what has been learned, what will help you to understand different problems or situations in the future?
- Which learning areas were identified but not worked?
- All questions that allow identification of knowledge achieve what is still pending. This third session is finalized with self-evaluation, peer review and teacher assessment.

Theory

After the completion of each case, there will be a class of synthesis of theoretical content that will help to homogenize the knowledge and to highlight/clarify the most relevant contents. This activity may include the participation of experts from both the academic, clinical and expert fields.

Individualized meetings

Individualized tutorials may be made by contacting the teacher in advance.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
LECTURES	15	0.6	2, 3, 4, 5, 6
SPECIALIZED SEMINARS	35	1.4	2, 3, 4, 5, 6
Type: Autonomous			
PERSONAL STUDY	92.5	3.7	2, 3, 4, 5, 6

Assessment

The evaluation system is organized into 3 modules, each of which will have a specific weight in the final grade:

1. Attendance and active participation in the seminars (35%)

In this module, there is a continuous and formative assessment. The overall weight will be 35%

The following dimensions are evaluated: responsibility, learning abilities, communication, and interpersonal relationships.

This evaluation will be conducted at the end of each SESP.

2. Written evaluation using objective tests (45%)

The objective test (exam) represents 45% of the final grade. Its aim is to evaluate the acquisition of knowledge of the subject and the autonomy to consider the analysis of a problem. This evaluation will be carried out by means of the written answer to open and/or closed questions related to the theoretical contents and the situations worked in the SESP. This test will also evaluate transversal competencies such as written expression, coherence, and management of the selected knowledge. This evaluation activity will be carried out at the end of the course.

3. Oral defense of work (20%)

With a global weight of 20%. Presentation by students, with computer support, of one case-scenario. Students must send their presentation through the virtual campus and print 1 copy of the presentation to the teacher. This evaluation activity will be carried out at the end of the subject.

OBTAINING THE FINAL QUALIFICATION:

The following will be considered:

Excellent (EX). The student has attained the competencies evaluated and carries out them autonomously doing their justifications with pieces of evidence.
Remarkable (N). The student has attained the competencies evaluated and carries out them autonomously with some pieces of evidence.
Approved (AP). The student can achieve the skills evaluated with supervision.
Suspense (SS). The student has not achieved the competencies evaluated.
Not evaluable (NA). The student has not performed the established activities in order to achieve the competencies.

The final grade of the subject will be the weighted average of each of the assessment activities. According to agreement 4.4 of the Board of Governors 17/11/2010 of the regulations of evaluation, the qualifications will be:

- From 0 to 4.9 = Suspensions

- From 5.0 to 6.9 = Approved
- From 7.0 to 8.9 = Notable
- From 9.0 to 10 = Excellent
- From 9.0 to 10 = with honors

The requirement to obtain the final grade is to have been presented to all the evaluative parts and to have obtained a minimum score of 4 to each one of them.

It will be considered non-evaluable and will be classified as zero when the student has missed 3 or more ABP sessions and/or has not been submitted to one of the assessment tests.

The student has the right to review the evaluation tests. For this purpose, the dates will be specified through Moodle.

The assessment of special and particular situations will be carried out by an evaluation committee set up for this purpose in order to design, in the event of a final recovery test. Students who have not passed the course through continuous assessment may submit to a final exam or a final recovery test. To be entitled to the final test of recovery the student must have submitted to all the evaluation tests.

It is mandatory to attend 80% of the seminar classes and 90% of the theoretical classes. Without exceptions, each lack of assistance will remain from the final mark 0.5 points.

Any sign of academic dishonesty, such as plagiarism or manipulation of evaluation documents, etc., or any discriminatory, violent or disrespectful attitude towards colleagues and/or teachers, will imply the immediate failure of the course.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and participations to seminars	35%	4	0.16	1, 2, 3, 4, 5, 6
Oral presentation	20%	1	0.04	1, 2, 3, 4, 5, 6
Written assessment through exams	45%	2.5	0.1	1, 2, 3, 4, 5, 6

Bibliography

Given the fact that one of the general competencies that the student intends to acquire is to develop strategies for autonomous learning (CG2), and that the activity is based mainly on the Problem Based Learning (PBL) method, the bibliography is not specified.

In PBL, the student must become both competent in the search of information and in critical reading. In the first session, students, depending on their work plan, find out what the appropriate sources of information for their work plan. In the second session, they explain the difficulties they have encountered in the search and confront the findings and evidence. Depending on this shared work they reason the suitability or not, of the same.

These are the fundamental reasons why it is not considered appropriate for teachers to present a specific list of bibliography.

Internet resources

http: // www.msc.es/

http://gencat.cat

Libraries of the UAB (either Medicine or social sciences, humanities, and philosophy)

Books, paper and electronic journals

Databases: Cuiden, Cuidatge, Cuidado, Pubmed, and Scopus, among others.