

Nursing and Anthropology of Medicine

Code: 104115
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	OT	4	0

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

Prerequisites

None.

Objectives and Contextualisation

The purpose of the subject is to develop a critical knowledge and an open attitude towards cultural diversity in the processes of health-illness-care. The central axis of the subject is based on the definition of illness understood as a cultural phenomenon in itself beyond its pure biological aspect. Disease is a multi-faceted cultural entity where we can distinguish three dimensions: disease (wrong functioning of the human organism) the illness (meanings and representations of the subject in relation to his/her illness or suffering) and sickness (social dimension of the disease).

Competences

- 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.
- Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
- Find, evaluate, organise and maintain information systems.
- Offer technical and professional health care and that this adequate for the health needs of the person being attended, in accordance with the current state of scientific knowledge at any time and levels of quality and safety established under the applicable legal and deontological rules.

Learning Outcomes

1. Acquire and use the necessary instruments for developing a critical and reflective attitude.
2. Arguing the universal health-disease-care concept.
3. Describe the characteristics of different explanatory models of the disease according to the social and cultural context of the person served.
4. Express in a fluent, coherent and appropriate manner the established rules, both orally and in writing.
5. Find, evaluate, organise and maintain information systems.
6. Relate the three dimensions of the disease (disease, illness and sickness) with different models of care (biomedical vs junior).

Content

Medical Anthropology and different theoretical references. Universality of the health-illness binomial.

Explanatory models of the disease: biomedical model versus profane or subordinate models. Hegemony of the biomedical model. Professional roles based on the size of the conflict: power, authority and prestige.

The medicalization process. Standardization vs. deviation.

Therapeutic itinerary and or explanatory model of the disease as concepts of analysis of the processes of health-illness-care.

Methodology

The different methodologies aim to guide the student in acquiring the necessary knowledge and skills that foster a critical attitude and a respectful professional vision against the disease as a process of cultural and social construction. Theory includes expert patient illness narratives (EPIN) in which 3 expert patients on different days will explain their narrative. A fourth day of feedback to the storytellers will be used by the students.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
CLASSROOM PRACTICES (PAUL)	15	0.6	1, 5, 3, 4, 6
THEORY (T)	36	1.44	1, 2, 3, 6
Type: Supervised			
TUTORIALS	15	0.6	4
Type: Autonomous			
SELF-STUDY	82.5	3.3	1, 5, 4

Assessment

The final grade of the subject is the weighted average of each of the assessment activities: written and oral assessments. The weighting will be carried out provided that the minimum mark in each of them assessment tests are equal to or greater than 4. If not presented, it will be rated as Non-Evaluable (NE) and will be quantified as zero (0).

Definition of NON EVALUABLE: It will be understood by Non-valuable that situation in which it has not been carried out 50% or more of the evaluation activities.

Review of tests: The review will consist of an individual tutorial where the student will be given the feedback relation to how it has been evaluated. They have the right to review all the students who have a previous appointment with the teacher.

The eventual treatment of particular cases: It will be carried out from a teaching committee (formed by the coordinator of the subject, and 1 department professor experts in the subject) who will evaluate the particular situation of the student and the most appropriate decisions will be taken.

Students who failed the subject through continuous assessment may submit to a retake exam as long as the student has been assessed for two thirds of the total grade of the subject. This retake exam will include all the matter of the subject.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Objective tests: test of multiple choice questions.	40%	0.15	0.01	1, 5, 3, 4, 6
Objective tests: essay tests of restricted questions	10%	0.6	0.02	1, 2, 3, 4, 6
Oral defense of written works	50%	0.75	0.03	1, 5, 3, 4, 6

Bibliography

Selected References:

1. Kleinman A. (1980). Patients and healers in the context of culture, Berkeley, University of California Press.
2. Kleinman A. (1995). Writing at the margin. Discourse between Anthropology and Medicine. University of California press. Berkeley.
3. Comelles J, Martínez A. (1993). Enfermedad, sociedad y cultura. Madrid: Eudema
4. Rosa M Boixareu. (2009). De la antropología filosófica a la antropología de la salud. Ed Herder. 1ª ed. Barcelona.
5. Martorell MA, Comelles J, Bernal M (eds.). (2009). Antropología y enfermería. Campos de encuentro. Un homenaje a Dina Garcés, II. Publicacions URV, Tarragona.
6. Eisenberg L. (1977). Disease and illness. Distinctions between professional and popular ideas of sickness. *Cult Med Psychiatry*, 1, pp.9-23.

Referral References:

1. Christoph Wulf. Antropología: historia, cultura y filosofía. (2008). Anthropos editorial. 1ª ed, Madrid
2. Martínez A. (2008). Antropología médica. Teorías sobre la cultura, el poder y la enfermedad. Anthropos editorial. Barcelona.
3. Bartoli P. (1989). Antropología en la Educación Sanitaria. *Arxiu d'Etnografia de Catalunya*, 7, pp:17-24.
4. Prat J, Martínez A. Ensayos de antropología cultural. Homenaje a Claudio Esteva-Fabregat. Ed. Ariel.