

**Culture, Society and Health**

Code: 106103  
ECTS Credits: 6

Degree	Type	Year	Semester
2500891 Nursing	FB	1	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**Contact**

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**Use of Languages**

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Other comments on languages**

Pot haver alguna lectura

**Teachers**

Jorge Casino Antón  
Alba Planella Jimenez  
Caterina Checa Jiménez  
Cristina Casanovas Cuellar

**Prerequisites**

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**Objectives and Contextualisation**

1. To understand the concepts of culture, ethnicity, community, society and race.
2. To understand the Transcultural Nursing Model and the Cultural Competence Model, applying it to the resolution of clinical cases.
3. To understand the characteristics of the Biomedical Model and the Social Sciences Model and the impact on the health of individuals and communities.
4. To know the social determinants of health and discuss the impact on the health / illness of individuals and communities.
5. To understand the concepts of sex, gender, identity and orientation and discuss the impact on the health / illness of people and communities.

6. To identify strategies to reduce discrimination and enhance tolerance towards diversity.

## 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."
- Demonstrate that the interactive behaviour of the person is understood according to their gender, social group or community, within a social and multicultural context.
- Develop critical thinking and reasoning and communicate ideas effectively, both in the mother tongue and in other languages.
- Generate innovative and competitive proposals for research and professional activities.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.

## 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. Analyse gender inequalities and the factors on which they are based in different systems: family system, parents, economic, political, symbolism and educational systems.
4. Identify and explore the conduct that defines the interactive behaviour of the person according to gender, group and community.
5. Identify different explicative models of the health-illness binomial from a social perspective.
6. Identify psychosocial components of individuals and the values and beliefs that identify you as an autonomous, independent person.
7. Identify the factors that determine health and the central inequalities that can be observed in the social structure.
8. Identify the intersection between gender inequality and other types of inequality (age, class, race, ethnic group, sexuality and identity/expression, functional diversity, etc.)
9. Indicate the operations necessary to show understanding and respect for the individual as autonomous and independent individual.
10. Recognise the hierarchical relations that are established as a result of gender in social dynamics and the specificities that can be observed in the social and multicultural context.
11. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
12. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
13. Use theoretical knowledge acquired to establish a relationship of trust.

## Content

1. Conceptual differences between race, ethnicity, culture, community among others.
2. Concepts of sex and gender. What is the gender perspective?
5. Sexist, racist and lgbtqphobic violence. Early detection and prevention. Impact on the health of individuals and communities.
6. Beliefs in health and disease in different cultural groups in our context.
7. The social determinants of health.

8. Ethno-nursing.
9. Cultural competence: awareness, knowledge, skills and need.
10. Biopower. Biomedical model vs. social model.
11. Intersectionality.

## Methodology

The course is divided into two major blocks:

1. Two hours lectures where the theoretical contents will be taught and discussion will be encouraged. These classes are taught in large groups, that is, with all the students enrolled in the subject.
2. Case discussion seminars. These activities are carried out with a medium group and each group is assigned a teacher who will monitor and teach. Attendance at seminars is mandatory.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture	30	1.2	1, 5, 6, 7, 8, 12, 11, 10
Seminar	20	0.8	1, 2, 4, 9, 10, 13
Type: Autonomous			
Self-study	98	3.92	1, 3, 4, 8, 12, 11

## Assessment

The exam is a test with multiple choice questions with a single correct answer. This activity is individual.

At the end of each seminar each student must present a written paper that resolves the issues worked on on a case-by-case basis. In addition, this resolution of the case must be presented orally to the rest of the group and answer the questions / reflections that both teachers and students may ask. This activity is group.

At the end of the course each student must present a self-assessment report in which he critically, honestly and thoughtfully explains what his strengths and weaknesses have been, as well as the causes and possible ways to solve it. This self-assessment must be quantitative and qualitative and always in relation to the achievement of the objectives set by the subject.

Any sign of plagiarism or abuse between classmates or teacher will be reported to the degree coordinator to elevate the event to the appropriate committee and take the necessary measures that may involve the immediate suspension of the subject.

Each activity must be passed with a minimum of 4 points to be able to calculate the final grade. In case of counting the subject will appear as suspended and the student will have to recover in the established dates.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Essays	25%	0	0	1, 2, 3, 4, 9, 10
Oral presentations	25%	0	0	2, 3, 5, 6, 7, 4, 8, 9, 12, 11, 10, 13
Self-assessment	10%	0	0	1, 12, 11
Test	40%	2	0.08	3, 6, 7, 4, 8, 9, 12, 11

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## **Software**

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