

Theoretical Foundations of Vulnerability

Code: 44458
ECTS Credits: 6

Degree	Type	Year	Semester
4317584 Nursing Innovation Applied to Vulnerability and Health	OB	0	1

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

Name: Rebeca Gomez Ibañez
Email: Rebeca.Gomez@uab.cat

Use of Languages

Principal working language: spanish (spa)

Teachers

Germán Diestre Ortín
Nina Granel Gimenez
Juan Leyva
Maria Dolores Bernabeu Tamayo

Prerequisites

There are no prerequisites for completing this module.

Objectives and Contextualisation

This module forms the theoretical basis of the master's degree. Therefore, the main objectives of the module are:

- To establish the most relevant theoretical foundations related to vulnerability in the field of health.
- To describe the ontological, epistemological and philosophical aspects of vulnerability research.
- To study the main currents of thought developed in the last decades related to the understanding of vulnerability.
- To analyze critically the social and cultural determinants that directly impact on the health and illness of vulnerable groups.

Competences

- Develop critical reasoning and social commitment to the diverse facets of today's society, based on respect for fundamental rights, equality between women and men and non-discrimination.

- Involve bioethics in diagnosis and intervention in situations that place the population at risk of vulnerability.
- Knowledge and understanding that provide a basis or opportunity for originality in developing and / or applying ideas, often in a research context.
- That students are able to integrate knowledge and handle complexity and formulate judgments based on information that was incomplete or limited, include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
- Understand the theoretical foundations of health and social care processes involving situations of vulnerability

Learning Outcomes

1. Analyse the prejudices and discrimination experienced by vulnerable populations in the short and long term.
2. Demonstrate the ability to analyse the complexity of the situation studied, providing a realistic and appropriate theoretical basis.
3. Demonstrate the ability to establish a conceptual framework appropriate to the situation in question.
4. Develop critical reasoning and social commitment to the diverse facets of today's society, based on respect for fundamental rights, equality between women and men and non-discrimination.
5. Explain the causes and consequences of vulnerability on the basis of existing theoretical models.

Content

The module will be distributed in three different blocks, each with different work topics:

1. Ontological, epistemological and philosophical aspects of vulnerability research.
 - a. Contextualization and major features of vulnerability.
 - b. Positivism and post-positivism
 - c. Constructivism
 - d. Socio-critical theory
2. Currents of thought developed in recent decades related to the understanding of vulnerability.
 - a. Capitalism
 - b. Globalization
 - c. Bioethics
 - d. Feminism
 - e. Intersectionality
 - f. Advanced nursing practice and safety culture
 - g. Models and theories of advanced practice related to the cultural aspect.
3. Critical analysis of the social and cultural determinants that directly impact the health and illness of vulnerable groups, from an epidemiological and social perspective.
 - a. Immigration
 - b. Multiculturalism
 - c. Social determinants of health

- d. Diversity of social realities
- e. Social exclusion
- f. Influence of culture on the health environment.

Methodology

The content of the module will be done in 4 weeks, this content being virtual and asynchronous.

There will be different teaching-learning activities:

- Theoretical sessions with audiovisual support taught by teachers. These sessions will be made available to students weekly, according to the schedule of the module.
- Discussion seminars. Sessions that will take place at the end of each theoretical block. They can be raised individually or in groups. Different activities can be carried out such as debates, case analysis, critical reflection of original articles or current publications / news, etc.
- Autonomous work. In order to work on the theoretical contents and seminars of each block, an autonomous work by the students is required.

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			
Seminar	12.05	0.48	2, 3, 4
Virtual theory	18	0.72	1, 2, 3, 5
Type: Autonomous			
Autonomous work	115.7	4.63	1, 2, 3, 4

Assessment

The evaluation system consists of five different evaluation activities:

- Attendance and active participation in virtual class (10%): activity necessary to achieve the objectives established in the module. Participation and presence are evaluated at different times throughout the module. The grade will be obtained by evaluating aspects such as: number of connections in the virtual campus, interventions in the different blocks, downloads of teaching material, attendance at activities, etc.
- Objective written test of virtual multiple answers (35%): this Assessment will be removed as appropriate by means of the written answer to open and / or closed questions related to the theoretical contents and the seminars. It will be done at the end of the module.
- Delivery of reports / written work (30%): virtual delivery of the work done. It will be delivered on the day of the oral defense.
- Virtual oral defense (10%): virtual defense of the report or written work done.

- Virtual discussion forum (15%): open space for virtual discussion where ideas will be analyzed and confronted, dealing with specific topics of the theoretical content of study. The active participation and dynamism of the students is required.

The evaluative activities are removed to fit at different times according to the calendar.

OBTAINING THE FINAL RATING OF THE MODULE:

The following will be considered:

- Excel • lent (EX). The students have reached the evaluated competences and carry them out autonomously, making their justifications with evidence.
- Notable (N). The students have reached the assessed competences and carry them out autonomously with some evidence.
- Approved (AP). Students can achieve the assessed competencies with supervision.
- Suspense (SS). The students have not reached the assessed competences.
- Not assessable (NA). The students have not carried out the activities programmed to achieve the competences.

1.- The final grade for the module will be the weighted average of each of the evaluation activities. According to agreement 4.4 of the Governing Council 11/17/2010 of the evaluation regulations, the qualifications will be:

From 0 to 4.9 = Fail

From 5.0 to 6.9 = Approved

From 7.0 to 8.9 = Notable

From 9.0 to 10 = Excel • lent

From 9.0 to 10 Honor grade

2.- The requirement to obtain the final grade is to have presented to all the evaluative parts and to have obtained a minimum score of 5 to each one of them.

3.- It will be considered non-evaluable and will be scored as zero, when the students have not taken one of the evaluation tests.

4.- Students have the right to review the assessment tests. For this purpose, the dates will be specified in the Virtual Campus.

5. Students who have not passed the course may take a final exam or a final virtual recovery test. To be entitled to the final recovery test, students must have presented all the evaluation tests.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in virtual class	10%	0.5	0.02	1, 2, 3, 4, 5
Delivery of reports / written work	30%	0.5	0.02	1, 2, 3, 4, 5
Objective written test of virtual multiple answers	35%	2	0.08	1, 2, 3, 4, 5
Virtual discussion forum	15%	0.75	0.03	1, 2, 3, 4, 5

Bibliography

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Alligood, MR. (2013). *Nursing Theory: Utilization & Application*. 5th edition. Missouri. ISBN: 978-0-323-09189-3

Gustafson, DL. (2005) Transcultural Nursing Theory From a Critical Cultural Perspective, *Advances in Nursing Science*, 28 - Issue 1: 2-16.

McCormack, B. & McCance, T. (2010) *Person-centred Nursing: Theory, Models and methods*, 208.
<https://eresearch.qmu.ac.uk/handle/20.500.12289/3451>

Software

It is recommended to use the TEAMS computer program