

Theoretical Foundations of Vulnerability

Code: 44458
ECTS Credits: 6

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

Contact

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Jesus Adrian Escudero

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Ainhoa Flecha Fernandez Sanmamed

Carlos Angel Ordas Garcia

External teachers

Manuel Lillo

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.
- To describe the main aspects of health management in the nursing context to advanced practice.

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 is distributed in different blocks, each with different work themes:

- Ontological, epistemological and philosophical aspects of vulnerability research.
 1. Contextualization and great threats to vulnerability.
 2. Positivism and post positivism.
 3. Bioethics.
 4. Taking care within the framework of contemporary ethics.
- Currents of thought developed in the last decades related to the understanding of vulnerability.
 1. Feminism.
 2. Intersectionality.
 3. Gender perspective.

- Critical analysis of the social and cultural determinants that directly impact the health-illness of vulnerable collectives, from an epidemiological and social perspective.

1. Immigration.
2. Multiculturalism.
3. Social determinants of health.
4. Diversity of social realities.
5. Social exclusion.
6. Influence of culture on the sanitary environment.
7. Advanced practice nursing and healthcare management.
8. Models and theories of advanced practice related to the cultural aspect.

Methodology

The content of the module will be carried out in 4 weeks, this content being virtual and face-to-face.

Different teaching-learning activities will be carried out:

- Asynchronous virtual theoretical sessions with audiovisual support given by the teaching staff. These sessions will be made available to students on a weekly basis, according to the module schedule.
- Discussion seminars. Sessions that will be held at the end of the theoretical blocks in a virtual synchronous and/or face-to-face manner. They can be done 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. To work on the theoretical contents and seminars of each block, an autonomous work is required by the students.

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 differentiated evaluation activities:

- Attendance and active participation (30%): necessary activity to achieve the objectives established in the module. Participation and attendance are evaluated at different times throughout the module. The

note will be obtained by assessing aspects such as: number of connections on the virtual campus, interventions in the different blocks, downloads of teaching material, attendance at activities, participation in seminars, etc.

- Virtual multiple-choice written objective test (40%): this evaluation will be carried out by means of written responses to open and/or closed multiple-choice questions with different response options, related to theoretical content and seminars. It will be done once module I is finished.
- Delivery of reports / Assignments (30%): delivery of assignments and activities carried out related to theoretical content and seminars.

The evaluative activities are removed to fit in different moments according to calendar.

OBTAINING THE FINAL GRADE OF THE MODULE:

The following will be considered:

- Excellent (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 evaluated competences and carry them out independently with some evidence.
- Approved (AP). The students can reach the evaluated competences with supervision.
- Suspense (SS). The students have not reached the evaluated competences.
- Not evaluable (NA). The students have not carried out the activities scheduled to achieve the competencies.

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

- From 0 to 4.9 = Suspense
- 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 Honors

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

3.- It will be considered non-evaluable and will be scored as zero, when the student body has not taken one of the assessment 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 subject may take a final exam or a final virtual recovery test. In order to be entitled to the final recovery test, students must have submitted all the assessment tests.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and active participation in virtual class	30%	1	0.04	1, 2, 3, 4, 5
Delivery of reports / written work	30%	1	0.04	1, 2, 3, 4, 5
Objective written test of virtual multiple answers	40%	2.25	0.09	1, 2, 3, 4, 5

Bibliography

Rogers, A.C. (1997), Vulnerability, health and health care. *Journal of Advanced Nursing*, 26: 65-72.
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Sellman, D. (2005), Towards an understanding of nursing as a response to human vulnerability. *Nursing Philosophy*, 6: 2-10. <https://doi.org/10.1111/j.1466-769X.2004.00202.x>

Yasmin Gunaratnam. (2013) Cultural vulnerability: A narrative approach to intercultural care. *Qualitative Social Work* 12:2: 104-118.

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