

	<b>UČNI NAČRT PREDMETA / COURSE SYLLABUS</b>
<b>Predmet:</b>	<b>Medkulturna zdravstvena nega in družbena neenakost</b>
<b>Course title:</b>	<b>Intercultural Nursing Care and Social Inequality</b>

<b>Študijski program in stopnja Study programme and level</b>	<b>Študijska smer Study field</b>	<b>Letnik Academic year</b>	<b>Semester Semester</b>
Zdravstvena nega / 2. stopnja	Ni smeri študija	2. letnik	4.
Nursing Care / 2 <sup>nd</sup> Cycle	No study field	2 <sup>nd</sup> year	4 <sup>th</sup>

**Vrsta predmeta/Course type** obvezni/obligatory

**Univerzitetna koda predmeta/University course code** 2ZN 2 UN5

<b>Predavanja Lectures</b>	<b>Sem. vaje Tutorial</b>	<b>Kab. vaje Cabinet tutorial</b>	<b>Lab. vaje Laboratory work</b>	<b>Teren. vaje Field work</b>	<b>Samost. delo Individ. work</b>	<b>ECTS</b>
30	30				150	7

**Nosilec predmeta/Lecturer:** izr. prof. dr. Bojana Filej,  
doc. dr. (Republika Poljska) Beata Dobrowolska

**Jeziki/ Languages:** **Predavanja/Lectures:** slovenski/Slovenian, angleški/English  
**Vaje / Tutorial:** slovenski/Slovenian, angleški/English

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:** **Prerequisites:**

Vpis v drugi letnik študijskega programa.	The prerequisite for inclusion is enrolment in the second year of study.
---	--

**Vsebina:** **Content (Syllabus outline):**

<b>Predavanja:</b> <ul style="list-style-type: none"> <li>• Kulturna in družbena raznolikost prebivalstva v Evropi - sociodemografska dejstva.</li> <li>• Človekove pravice in spoštovanje kulturne raznolikosti v zdravstvu.</li> <li>• Osnovni pojmi: kultura, etnična pripadnost, etnične in verske manjšine, socialna neenakost itd. in njihov pomen za zdravstveno nego.</li> </ul>	<b>Lectures:</b> <ul style="list-style-type: none"> <li>• Cultural and social diversity of the population in Europe - socio-demographic facts.</li> <li>• Human rights and respect to cultural diversity in health care.</li> <li>• Basic concepts: culture, ethnicity, ethnic and religious minorities, social inequality, etc., and their meaning for nursing care.</li> </ul>
--	--

<ul style="list-style-type: none"> <li>• Izbira teoretičnih modelov / konceptov zdravstvene nege, ki se nanašajo na medkulturno oskrbo (M. Leininger, J. Campinha-Bacote, L. Purnell).</li> <li>• Kultura, zdravje in bolezen - primeri različnih pristopov in posledic za prakso v zdravstveni negi.</li> <li>• Kulturno pogojeni vzorci delovanja pacienta v družinskem življenju, vloge spolov in proces odločanja v zdravstvenem kontekstu.</li> <li>• Ocena kulturnega ozadja pacienta v zdravstveni negi - koncepti in orodja.</li> <li>• Raziskave na področju medkulturne zdravstvene nege in raziskovalna orodja za proučevanje kulturnih kompetenc v zdravstveni negi.</li> <li>• Vloga medicinske sestre pri preprečevanju socialnih neenakosti pri dostopu do zdravstvenega varstva - posamezne strategije in dejavnosti zdravstvenih organizacij na nacionalni in mednarodni ravni.</li> </ul> <p><b>Seminarske vaje:</b></p> <ul style="list-style-type: none"> <li>• <i>Kulturna identiteta in njen pomen za ljudi.</i></li> <li>• <i>Kulturna občutljivost, zavest in kulturne kompetence v zdravstveni negi - dejavniki, ki zavirajo njihov razvoj.</i></li> <li>• <i>Kulturne kompetence medicinske sestre v tipičnih situacijah v klinični praksi: komunikacija, obveščanje pacientov in pridobivanje soglasja za zdravstveno oskrbo, zdravstveni pregled in fizični pregled, higienski postopki, prehrana, verske in duhovne prakse - na podlagi primerov različnih kultur.</i></li> <li>• <i>Kulturne kompetence medicinske sestre v mejnih situacijah v zdravstveni negi: porodu in rojstvu, umiranju in smrti, obvladovanju bolečin, različnih terapijah in medicinskih postopkih (presaditev, transfuzija krvi).</i></li> </ul>	<ul style="list-style-type: none"> <li>• The selection of nursing theoretical models/conceptions referring to intercultural care (M. Leininger, J. Campinha-Bacote, L. Purnell).</li> <li>• Culture, health and illness – examples of diverse approaches and implications for nursing practice.</li> <li>• Culture-influenced patterns of patient's family functioning, gender roles and process of decision making in the healthcare context.</li> <li>• Cultural assessment in nursing practice – conceptions and tools.</li> <li>• Research on intercultural nursing care and research tools to study cultural competence in nursing.</li> <li>• Nurse's role in preventing social inequalities in access to health care - individual strategy and activities of nursing organizations on national and international levels.</li> </ul> <p><b>Seminars/Tutorial:</b></p> <ul style="list-style-type: none"> <li>• <i>Cultural identity and its meaning for people.</i></li> <li>• <i>Cultural sensitivity, awareness, and cultural competences in nursing care – factors that inhibit their development.</i></li> <li>• <i>Cultural competences of a nurse in typical situations in clinical practice: communication, informing patients and obtaining consent for medical care, health examination and physical examination, hygiene procedures, diet, religious and spiritual practices – based on examples of different cultures.</i></li> <li>• <i>Cultural competence of a nurse in boundary situations in nursing care: procreation and birth, dying and death, pain management, different therapies and medical procedures (transplantation, blood transfusion).</i></li> </ul>
---	---

### Temeljna literatura in viri/Readings:

#### Temeljna literatura/Basic literature

- Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (1992). [Online]. Available at:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/Minorities.aspx> (accessed 17.07.2018)

- Galanti, G-A. (2015). *Caring for patients from different cultures*. Fifth edition. Philadelphia: University of Pennsylvania Press.
- Helman, C. G (2007). *Culture, health and illness*. Fifth edition, London: Hodder Arnold.
- Huff, R. M., Kline M. V., Peterson D. V. (ed.) (2015). *Health promotion in multicultural populations. A handbook for practitioners and students*. Third edition. Los Angeles: SAGE Publications.
- *The ICN Code of ethics for nurses* (2012). [Online]. Available at: [http://www.icn.ch/images/stories/documents/about/icncode\\_english.pdf](http://www.icn.ch/images/stories/documents/about/icncode_english.pdf) (accessed: 17.07.2018)

### **Priporočljiva literatura/Recommended literature**

- Campinha – Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: a model of care. *Journal of Transcultural Nursing*, 13(3), 181-184.
- Leininger, M. M. in McFarland, M. R. (2006). *Culture Care Diversity and Universality. A worldwide nursing theory*. Second edition. Sudbury, Massachusetts: Jones and Bartlett Publishers.
- Purnell, L. D. (2013). *Transcultural health care: A culturally competent approach*. 3rd ed. Philadelphia: F.A. Davis company.
- UN. *Human Rights Office of the High Commissioner* (2010). *Minority rights: International standards and guide for implementation*. New York and Geneva. [Online]. Available at: [http://www.ohchr.org/Documents/Publications/MinorityRights\\_en.pdf](http://www.ohchr.org/Documents/Publications/MinorityRights_en.pdf) (accessed 17.07.2018).

### **Cilji in kompetence:**

*Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*

- usposobljenost za razvijanje kulture nediskriminatornosti in spoštovanje medkulturnih razlik,
- vsestransko in sistematično obravnavo pacienta glede na relevantne fizične, psihične, socialne, kulturne, duhovne in družbene dejavnike,
- aktivno promoviranje zdravja, ocenjevanje tveganja za nastanek bolezni in skrb za varnost ter zdravje ljudi,
- varovanje pacientovega dostojanstva, zasebnosti in zaupnosti podatkov,
- prenašanje enotne doktrine zdravstvene nege in promocije zdravja v prakso.

### **Objectives and competences:**

*The learning unit mainly contributes to the development of the following general and specific competences:*

- the ability to develop the culture of non-discrimination and the consideration of intercultural differences,
- comprehensive and systematic treatment of the patient with regard to relevant physical, psychological, social, cultural, spiritual and social factors,
- active promotion of health, risk assessment and care for the safety and health of people,
- protection of patients' dignity, privacy and data confidentiality,
- transferring the uniform nursing care doctrine and health promotion into practice.

**Predvideni študijski rezultati:****Intended learning outcomes:**

<p><b>Študent/študentka:</b></p> <ul style="list-style-type: none"> <li>• razume koncept »kultura« in razlikovati kulturne modele,</li> <li>• pozna vpliv kulture na zdravje, bolezni in zdravstveno varstvo,</li> <li>• pozna teoretično in pravno podlago za kulturno spoštljivo zdravstveno nego,</li> <li>• prepozna kategorije kulturnih razlik, ki vplivajo na zdravstveno nego,</li> <li>• razvije sposobnosti za ocenjevanje kulturnega ozadja pacientov v zdravstveni negi,</li> <li>• razume dejavnike, ki zavirajo kulturno občutljivost in razvoj kulturnih kompetenc,</li> <li>• pozna kulturne kompetence, potrebne za zagotavljanje oskrbe bolnikov iz kulturno različnih skupin,</li> <li>• analizira vlogo medicinskih sester pri preprečevanju kulturne diskriminacije in socialnih neenakosti pri dostopu do zdravstvene oskrbe.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• understand the concept of “culture” and differentiate the culture-models,</li> <li>• know the impact of culture on health, illness and health care,</li> <li>• know the theoretical and legal foundation for culturally respectful nursing care,</li> <li>• recognise categories of cultural differences that affect nursing care,</li> <li>• develop skills for cultural assessment in nursing practice,</li> <li>• understand factors that inhibit cultural sensitivity and cultural competence development,</li> <li>• know the cultural competences necessary to provide care for patients from culturally different groups,</li> <li>• analyse the nurses’ role in preventing cultural discrimination and social inequalities in the access to health care.</li> </ul>
--	--

**Metode poučevanja in učenja:****Learning and teaching methods:**

<ul style="list-style-type: none"> <li>• <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),</li> <li>• <i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge, portfolio (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo).</li> </ul>	<ul style="list-style-type: none"> <li>• <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving),</li> <li>• <i>seminar tutorial</i>: preparation, presentation and a successful defence of a project/research paper, portfolio (problem solving, case studies, methods of critical thinking, discussion, reflection of experience, evaluation, project work, teamwork).</li> </ul>
--	---

**Načini ocenjevanja:**

Delež (v %)

Weight (in %)

**Assessment:**

<p>Načini:</p> <ul style="list-style-type: none"> <li>• izpit</li> <li>• izdelava, predstavitev in zagovor projektne/raziskovalne naloge</li> </ul> <p>Ocenjevalna lestvica: ECTS.</p>	<p>70 %</p> <p>30 %</p>	<p>Types:</p> <ul style="list-style-type: none"> <li>• exam</li> <li>• preparation, presentation and defence of the project/research paper</li> </ul> <p>Grading scheme: ECTS.</p>
--	-------------------------	--

