

DESCRIPTION OF THE COURSE OF STUDY

Course code	12.6-7PIEL-B2.5-PT	
Name of the course in	Polish	Pielęgniarstwo wielokulturowe
	English	Multicultural nursing

1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

1.1. Field of study	Nursing
1.2. Mode of study	Full-time
1.3. Level of study	Master's degree
1.4. Profile of study*	General academic
1.5. Person/s preparing the course description	Kazimiera Zdziebło, PhD Translation: Sylwia Głowala, PhD
1.6. Contact	sylwia.glowala@ujk.edu.pl

2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

2.1. Language of instruction	English
2.2. Prerequisites*	the content of the scenarios teaching in the education standards in college

3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

3.1. Form of classes	Lectures (L), classes (C)	
3.2. Place of classes	Lecture halls at UJK, didactic room at UJK	
3.3. Form of assessment	Graded credit	
3.4. Teaching methods	Information lecture, seminar lecture, discussion, subject exercises	
3.5. Bibliography	Required reading	<p>1. Majda A., Zalewska-Puchała J., Ogórek-Tęcza B.: Pielęgniarstwo transkulturowe. PZWL, Warszawa 2010.</p> <p>2. Krajewska-Kułak E., Wrońska I., Kędziora-Kornatowska K.: Problemy wielokulturowości w medycynie. PZWL, Warszawa 2010</p> <p>3. Poznańska S., Płaszewska-Żywko L.: Wybrane modele pielęgniarstwa. UJ. Kraków 2001</p>
	Further reading	<p>1. Europejska Konwencja o Ochronie praw Człowieka i Podstawowych Wolnościach (Dz. U. 1993, nr 61. poz. 284)</p> <p>2. Kwiatkowska A., Grzymała-Moszczyńska H., Psychologia międzykulturowa [w:] J. Strelau, D. Doliński (red.): Psychologia. Podręcznik akademicki, GWP, Gdańsk: 2008.</p> <p>3. Szopski M., Komunikowanie międzykulturowe, WSiP, Warszawa: 2005.</p>

4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<p>4.1. Course objectives (<i>including form of classes</i>)</p> <p>C1- knowledge of cultural and religious determinants in medicine and knowledge of transcultural nursing care</p> <p>C 2 - shaping the ability to analyze the behavior of charges (person, family, group and environment) through the prism of religious, ethnic and cultural behaviors and beliefs.</p> <p>C 3 - promoting the provision of sensitive, competent and culturally compatible care - taking into account cultural differences</p> <p>C 4 - shaping an attitude free from stereotypes, prejudices and discrimination as well as tolerance and respect for religious and cultural differences,</p> <p>C 5- shaping cultural awareness and sensitivity to understand one's own cultural attitudes, professed values, practices and behavior at work</p>
<p>4.2. Detailed syllabus (<i>including form of classes</i>)</p> <p>4.3.</p> <p>Lectures</p> <p>1. Culture and subculture, cultural dimensions, migration processes, forms of acculturation - basic concepts</p> <p>2. Interpersonal and intercultural communication</p> <p>3. Protection of human rights</p> <p>4. Prejudice, discrimination, racism.</p> <p>5. Model of cultural competences</p>

6. Cultural determinants of health behaviors.
7. Transcultural nursing care - theories and models.
8. Cultural and religious conditions in medicine

Classes

1. Religious determinants of health care for patients professing Catholicism
2. Cultural and religious conditions of health care for Jehovah's Witnesses, Roma,
3. Cultural and religious conditions, cultural and religious health care for religious patients
Judaism, Islam, Hinduism, Buddhism.
4. Cultural and religious conditions of religious health care professing Orthodoxy,
Greek Catholicism and Protestantism.
5. Cultural nutritional determinants.
6. Cultural determinants of drug addiction
7. Cultural determinants of sexual behavior
8. Cultural determinants of transplantology, transfusiology and euthanasia.
9. Cultural conditions of old age

4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
within the scope of KNOWLEDGE: Student:		
W01	characterizes cultural and religious conditions in medicine and transcultural nursing care;	PIEL2P_W66
within the scope of ABILITIES: Student can:		
U01	adjusts care to the individual needs of the patient in the context of cultural conditions	PIEL2P_U52
U02	analyzes religious and cultural determinants in health care	PIEL2P_U59
within the scope of SOCIAL COMPETENCE: Student:		
K01	critically evaluates his own and other people's actions, while maintaining respect for world-outlook and cultural differences;	PIEL2P_K2

4.4. Methods of assessment of the intended learning outcomes

Teaching outcomes (code)	Method of assessment (+/-)																							
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning					
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes					
	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01	+										+						+							
U01											+						+							
U02											+						+							
K01											+						+							

*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes

Form of classes	Grade	Criterion of assessment
lecture (L) (including e-learning)	3	Presence at all classes. Passing the test at the level from 61% to 68%.
	3,5	Presence at all classes. Passing the test at the level from 69% to 76%.
	4	Presence at all classes. Passing the test at the level from 77% to 84%
	4,5	Presence at all classes. Passing the test at the level from 85% to 92%
	5	Presence at all classes. Passing the test at the level from 93% and more
classes (C)* (including e-learning)	3	Presence at all classes. Passing the test at the level from 61% to 68%, effort in class, group work
	3,5	Presence at all classes. Passing the test at the level from 69% to 76%, effort in class, group work
	4	Presence at all classes. Passing the test at the level from 77% to 84%, effort in class, group work
	4,5	Presence at all classes. Passing the test at the level from 85% to 92%, effort in class, group work
	5	Presence at all classes. Passing the test at the level from 93% and more, effort in class, group work

5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	20	
<i>Participation in lectures*</i>	10	
<i>Participation in classes, seminars, laboratories*</i>	10	
<i>Preparation in the exam/ final test*</i>		
<i>Others (please specify) e.g. e-learning)*</i>		
<i>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</i>	30	
<i>Preparation for the lecture*</i>	15	
<i>Preparation for the classes, seminars, laboratories*</i>	15	
<i>Preparation for the exam/test*</i>		
<i>Gathering materials for the project/Internet query*</i>		
<i>Preparation of multimedia presentation</i>		
<i>Others *</i>		
<i>TOTAL NUMBER OF HOURS</i>	50	
ECTS credits for the course of study	2	

**delete as appropriate*

Accepted for execution (date and legible signatures of the teachers running the course in the given academic year)

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