**SYLLABUS**

**regarding the qualification cycle FROM …2022……TO…2025..**

1. Basic Course/Module Information

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| Course/Module title | Multiculturalism in Medicine |
| Course/Module code \* |  |
| Faculty (name of the unit offering the field of study) | Medical College of Rzeszow University |
| Name of the unit running the course | Institute of Medical Sciences, Department of Social Sciences |
| Field of study | Nursing |
| Qualification level | Bachelor degree |
| Profile | practical |
| Study mode | Full time |
| Year and semester of studies | 1st year 2nd semester |
| Course type | Required |
| Language of instruction | English |
| Coordinator | Małgorzata Nagórska PhD |
| Course instructor | Małgorzata Nagórska Phd |

\* - as agreed at the faculty

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| Semester  (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
| 1 | 10 |  |  |  |  |  |  |  | 2 |

1.1. Learning format – number of hours and ECTS credits

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

pass with a grade

2. Prerequisites

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| Ground knowledge from sociology and psychology. |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- |
| O1 | Mastering basic knowledge on human rights issues and their regulation and protection in national and international law by students. Pass knowledge about the main religions of the world and national, ethnic and religious minorities in Poland. |
| O2 | Preparing a student to take care of patients of different religions and worldview and coming from different cultural circles. Preparing the student to take action for the benefit of the patient and their family in a situation of religious and cultural differences. The ability to communicate with the patient and their family in a situation of cultural and religious difference. Developing openness and sensitivity to health and social issues in a multicultural society. |
| O3 | Shaping student attitudes to broadening knowledge actively in the field of multiculturalism and using the acquired knowledge in professional practice. |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

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| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | The student knows and understands selected areas of cultural and religious distinctiveness | B.W8. |
| LO\_02 | The student knows and understands the phenomenon of social, cultural, ethnic and gender discrimination | B.W11. |
| LO\_03 | The student is able to consult experts in case of difficulties with solving the problem on their own | K\_K05 |
| LO\_04 | The student is able to perceive and recognize their own limitations in the field of knowledge, skills and social competences and make a self-assessment of deficits and educational needs | K\_K07 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
| Intercultural communication. Processes of cultural adaptation and acculturation. Stereotypes and prejudices / image of the 'stranger' in the media. |
| Health as a socio-cultural value. Cultural and religious conditions in medical care. |
| Judaism - cultural and religious conditions in medical care. |
| Christianity - cultural and religious conditions in medical care. |
| Islam - cultural and religious conditions in medical care. |
| Hinduism - cultural and religious conditions in medical care. |
| Buddhism - cultural and religious conditions in medical care. |
| Jehovah's Witnesses - cultural and religious conditions in medical care. |
| Roma - cultural and religious conditions. Caring for a patient of Roma origin and their family in various situations and periods of life. |

3.4. Methods of Instruction

Lecture supported by a multimedia presentation,

Lecture with discussion

4. Assessment techniques and criteria

Preparing an essay on given topic.

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes | Learning format |
| Lo\_01  lo\_02 | Observation during classes, ongoing feedback | lectures |
| LO\_o3  LO\_o4 | Preparing a presentation on a given topic | lectures |

4.2 Course assessment criteria

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| A positive grade can be obtained only on the condition that each of the learning outcomes has been passed.  Conditions for obtaining credit with a grade from lectures:  1. Participation in lectures.  2. Positive assessment for a presentation on given topic.  *Positive evaluation of the assigned task - 60% of the points obtained*  The evaluation criteria are:  􀀐 number of slides - 20 (+ / 5)  􀀐 compliance of the subject matter presented in the presentation with the learning outcome  􀀐 collecting and presenting the current literature based on the latest knowledge  􀀐 the student's reproductive knowledge in the field of the presented subject and justification of the statement in accordance with evidence-based medicine  􀀐 basic principles of creating multimedia presentations - presenting the title, purpose, essence of the presentation, adapting the presentation to the recipients, percentage distribution of the amount of text contained in the slide, appropriate font, legibility of graphic elements, colours, purposefulness, the animations used, the authorship of the presentation  3. Assessment  Rating range 2.0 - 5.0  􀁸 91- 100% (5.0) - the implementation of the assigned task takes into account the correctness of all the above-mentioned assessment criteria, the student is able to answer the questions asked related to the subject of a presentation and justifies his statement in accordance with the literature used  􀁸 81-90% (4.5) the implementation of the assigned task takes into account the correct number of slides, compliance of the prepared content in the presentation with the learning outcomes, the student is able to answer the questions asked related to the subject of the presentation, but his knowledge goes beyond the material prepared in the presentation  􀁸 71-80% (4.0) the implementation of the commissioned task takes into account the appropriate number of slides, compliance of the prepared and presented content in the presentation going beyond the scope of the literature being the subject of the presentation, with the learning outcomes realized, amount of literature> 5  􀁸 61-70% (3.5) the implementation of the commissioned task takes into account the correct number of slides, only the compliance of the prepared content presented in the presentation with the learning outcomes, the amount of literature <5  􀁸 60% (3.0) - the implementation of the commissioned task only takes into account the compliance of the prepared and presented content in the presentation with the implemented learning outcomes, amount of literature <3 |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

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| Activity | Number of hours |
| Scheduled course contact hours | 10 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 10 |
| Total number of hours | 25 |
| Total number of ECTS credits | 2 |

6. Internships related to the course/module

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| Number of hours | *-* |
| Internship regulations and procedures | *-* |

7. Instructional materials

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| Compulsory literature:   1. Bashir Qureshi, Transcultural Medicine, Kluwer Academic Publishers. 2013. 2. Larry D. Purnell, Betty J. Paulanka. Transcultural Health Care. A Culturally Competent approach. EA Davis company, 2008. |
| Complementary literature: All materials will be given to student by a teacher. |

Approved by the Head of the Department or an authorised person