



Intercultural Communication with a Tender Loving Care Perspective Related to Migration and Health in Nursing & Midwifery

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7,5 högskolepoäng

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Ladokkod: 61IN02

Version: 1.0

Fastställd av: Utbildningsutskottet 2011-09-02

Gäller från: VT 2012

Nivå: Grundnivå

Huvudområde (successiv fördjupning): Vårdvetenskap med inriktning mot omvårdnad (G2F)

Utbildningsområde: Vård

Ämnesgrupp: Omvårdnad/omvårdnadsvetenskap

Förkunskapskrav: Svensk legitimation som sjuksköterska eller Vårdvetenskap 1-60 högskolepoäng

Betygsskala: Underkänd, Godkänd eller Väl godkänd

Innehåll

The course focuses on a Tender Loving Care (TLC) perspective related to intercultural communication and effects on health.

In a nursing and midwifery context and practice TLC offers meaning and resonance to the 'lived experience' of giving and receiving care. It includes the ethics in relationships, the dynamics that exist between carers and cared for, as well as an awareness of the human needs and behaviour i.e. the total needs of a patient and an extensive knowledge of disease processes and recognition of the patient as an individual and a member of society. TLC ensures and enhances the self-esteem through emotional growth and empowers the individual to bring forth her/his own inner strength to combat difficulties, for both patients and caregivers.

Mål

The aim of the course is to deepen the student's understanding of the importance of intercultural communication with a Tender Loving Care perspective in the context of nursing and midwifery.

Knowledge and Understanding

Upon completion of the course students will be able to:

- Describe how intercultural communication process affects human communication and interaction.
- Reflect upon Tender Loving Care perspective.
- Describe main definitions and concepts of migration, including minorities and its health consequences.
- Identify international and national conventions concerning health determinants related to culture, value, beliefs, and spiritual aspects in nursing and midwifery care.

Skills and Abilities

Upon completion of the course students will be able to:

- Demonstrate awareness about how to communicate with people taking into consideration socio-economic situation, gender, cultural diversity, people with special needs, and aspects of violence.

Judgement and Approach

Upon completion of the course students will be able to use intercultural communication to:

- Critically reflect on how Tender Loving Care is integrated in intercultural communication.
- Critically reflect upon human rights, ethical aspects, and dilemmas in health care and health promotion.

- Have an awareness of the impact of culture and of one's own role and responsibility regarding patient's health and safety.

Undervisningsformer

The working methods of the course will comprises course introduction, lectures, seminars, group assignments and group discussion. The course is partly based on collaboration with exchange universities in Costa Rica and Indonesia. Some assignments are therefore performed online together with teachers and students from these universities.

Undervisningen bedrivs på engelska.

Examinationsformer och betygsskala

- Reflective diary
- Individual and Group assignments
- Seminar
- Essay

Compulsory course elements:

Course introduction, individual writing, group discussion, seminars and reflective diary.

Students are entitled to five examination opportunities: three examination opportunities are given within the frame of the course and two examination opportunities are given within a year. A student who has failed an examination twice is entitled to ask the Board of School of Health Sciences to appoint another examiner. The student should submit a written request. The course grade is based on a complete assessment of the students' knowledge and skills. The grade is determined by a teacher specially appointed by the higher education institution (an examiner). (The Higher Education Ordinance, Chapter 6, 18-19§§).

ECTS grades are used at student's own request: A= Excellent; B = Very Good; C = Good; D = Satisfactory; E = Sufficient; FX = Fail; F= Fail

Studentens rättigheter och skyldigheter vid examination är enligt riktlinjer och regelverk vid Högskolan i Borås.

Kurslitteratur och övriga läromedel

Se bilaga.

Studentinflytande och utvärdering

Kursutvärdering i relation till kursens mål genomförs. Resultatet av utvärderingen granskas av ämnes- och utbildningsansvariga och en kursrapport publiceras på institutionens hemsida.

Studenter har rätt att vara representerade i institutionens beredande och beslutande organ.

Övrigt

Nätbaserad kurs med studenter från tre världsdelar - Costa Rica, Indonesien och Sverige. Via lärplattform utbyter studenterna kunskap, reflektioner och tar del av varandras erfarenheter.

The course is developed in a collaboration and cooperation with University of Costa Rica, San Jose, Costa Rica and Universitas Gadjah Mada - Yogyakarta, Indonesia. The prerequisite is a learning management system to enhance the collaboration and interaction between participants' i.e. students as well as teachers in the participating universities.

The Course syllabus is separately approved by the collaborating universities: the Board of the School of Nursing, Faculty of Medicine, Universitas Gadjah Mada and the Board of the School of Nursing, Faculty of Medicine, Universidad de Costa Rica.

Specific admission requirements for the collaborating universities:

Indonesia: Students finished the theoretical part of the basic nursing
Registered Nurse or Registered Midwife

Costa Rica: Students have to be in their last year of the theoretical part of the basic nursing
Registered Nurse or Registered Midwife

Grades given by the collaborating universities:

Indonesia: The CSU grades used are A=4, B=3, C=2, D=1, E=failed

Costa Rica: The credit grades used are A=10, B=9, C=8, D=7, F<7

Bilaga: Litteraturlista för Intercultural Communication with a Tender Loving Care Perspective Related to Migration and Health in Nursing & Midwifery (61IN02)

N.B. this list might be revised before the start of the course

Adata-Sandström, S. (1998). *Internationalisation in Swedish undergraduate nursing education: Its interpretation and implementation in the context of nursing with Tender Loving Care*. (Thesis). Helsinki: Department of Education, University of Helsinki. Selections.

WHO (2002). *World Report on Violence and Health 2002*.
Retrieved from www.who.int/entity/violence_injury_prevention/violence/world_report/en/

WHO (2003). *International Migration Health and Human rights*. Health & Human Rights, Publication Series, Issue 4, December 2003. 35 pp.
Retrieved from <http://www.who.int/hhr/activities/publications/en/>
<http://www.who.int/hhr/activities/en/FINAL-Migrants-English-June04.pdf>

WHO (2005). *International Health Regulations*. Second Edition , 74 pp.
Retrieved from: <http://www.who.int/ihr/9789241596664/en/index.html>
http://whqlibdoc.who.int/publications/2008/9789241580410_eng.pdf

WHO (2006). *Improving Health Systems and strengthening health systems 2006*. WHO, Making Health Systems Work" working paper series. 29 pp.
http://apps.who.int/gb/ebwha/pdf_files/WHA64/A64_12-en.pdf
http://www.who.int/management/working_paper_5_en_opt.pdf

WHO (2008). *Human Rights, health and poverty reduction strategies, 2008*. 73 pp.
Retrieved from http://www.who.int/topics/human_rights/en/
http://whqlibdoc.who.int/hq/2008/WHO_HR_PUB_08.05_eng.pdf

WHO (2009). *Milestones in health promotion: Statements from global conferences 2010*. 42 pp.
Retrieved from <http://www.who.int/healthpromotion/milestones.pdf>

WHO (2010). *Health of migrants – The way forward. Report of a global consultation*. 112 pp.
Retrieved from http://www.who.int/hac/events/consultation_report_health_migrants_colour_web.pdf

WHO (2010). *The World Health Report*. 20 pp.
Retrieved from http://www.who.int/whr/2010/10_summary_en.pdf

Robertson, E. (2003). *Aspects of foreign-born women's health and childbirth-related outcomes: An epidemiological study of women of childbearing age in Sweden*. (Thesis). Stockholm: Karolinska institutet. Selections.

Articles

Gebru, K. & Willman, A. (2010). Education to promote culturally competent nursing care: A content analysis of student responses. *Nurse Education Today*, 30, 54-60. 6 pp

Grant, J. & Luxford, Y. (2011) 'Culture it's a big term isn't it'? An analysis of child and family health nurses' understandings of culture and intercultural communication. *Health Sociology Review*, 20(1). 10 pp.

Parratt, J., A. & Fahy, K. M. (2007). Including the nonrational is sensible midwifery. *Women and Birth*, 21, 27-42. 6 pp.

Oudshoorn, A. (2010). Power and empowerment: Critical concepts in the nurse-client relationship. *Contemporary Nurse*, 20(1). 10 pp.

Articles, research reports and other material may be added to this list.

2011-08-24 ERO/BMH
Course Syllabus Committee: 2011-08-24