



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

Revision: 2.0

Fastställd av: Utbildningsutskottet 2013-01-11

Gäller från: VT 2013

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 its' effects on patients' sense of well-being and 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.

The contents of this course include the concept of culture, Tender Loving Care Perspective, migration and its health consequences, international and national conventions concerning health and how these relate to the concept of culture, and communication within nursing and midwifery care.

Mål

The aim of the course is to deepen the student's understanding of the importance of intercultural communication in the context of nursing and midwifery.

Knowledge and Understanding

Upon completion of the course students will be able to:

- Describe the concept of culture and how cultural factors shape health-related beliefs, behaviour and values.
- Describe health-related aspects of migration, and plausible health consequences.
- Identify international and national health declarations and conventions and discuss their implications in relation to nursing and midwifery care in different parts of the world.
- Describe how communication with patients needs to take cultural diversity as well as socio-economic situation, gender and aspects of violence into consideration.

Skills and Abilities

Upon completion of the course students will be able to:

- Identify how aspects of culture influence communication in caring situations.

- Demonstrate awareness of one's own cultural beliefs, behaviour and values including professional aspects, and how this may affect caring encounters.

Judgement and Approach

Upon completion of the course students will be able to:

- Assess how theoretical approaches such as a Tender Loving Care perspective can be integrated and useful within intercultural communication.
- Reflect upon human rights and dilemmas in care and health promotion.
- Demonstrate ability to reflect on the significance of cultural aspects which have an influence on caring encounters.
- Demonstrate the ability to reflect on possible solutions and actions on how to improve communication when necessary.

Undervisningsformer

The working methods of the course will comprises course introduction, lectures, seminars, group assignments and group discussion. The course is based on collaboration between universities in Sweden, Costa Rica and Indonesia. The course is Internet based and the assignments are performed online, where students from the three universities collaborate

Undervisningen bedrivs på engelska.

Examinationsformer och betygsskala

- Reflective diary
- Individual and group assignments
- Comprehensive understanding/essay

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 after the end of the course. A student who has failed an examination twice is entitled to ask the Education Committee 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§§).

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

Kurslitteratur och övriga läromedel

Se bilaga.

Studentinflytande och utvärdering

Course evaluation related to the aims and learning outcomes of the course is carried out. The result of the evaluation is reviewed by the subject and education coordinators and a course report is published on the web site of the school.

Students have the right to be represented in the committees and decision-making bodies of the school.

Övrigt

The course is developed as collaboration between University of Borås and 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, E< 6.

Bilaga: Litteraturlista för Intercultural Communication with a Tender Loving Care Perspective Related to Migration and Health in Nursing & Midwifery (611N02)

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. 11pp.

Kendrik, K. D. & Robinson, S. (2002). Tender Loving Care' as a Relational Ethic in Nursing *Practice. Nurs Ethics*, 9 (3) 291-300. 10 pp

Kleinman, A. & Benson, P. (2006). Anthropology in the Clinic: The Problem of Cultural Competency and How to fix it. *PLoS Med*, 3(10). 4p

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

Tyer-Viola, A. & Cesario, S. K. (2010) Addressing Poverty, Education, and Gender Equality to Improve the Health of Women Worldwide *JOGNN*, 39, 580-589. 9pp

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 (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

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