



IO5 GUIDE MODULE

Transcultural Nursing: A European Priority, a Professional Responsibility (TC-Nurse)

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GENERAL DATA

DEGREE: NURSING

SUBJECT: TRANSCULTURAL NURSING

MODULE: Nursing sciences

YEAR: 4

TEACHERS: -

ECTS: 3

Language: English

INTRODUCTION

Care must address all situations and be holistic, as stated by the forerunners of nursing sciences. Therefore, transcultural care allows patients to be approached holistically, considering, in addition to basic needs, culture as another key element for care.

In recent years, discrimination and inequality have affected all areas of life, including health care, and it is therefore essential to acquire competencies that allow us to be culturally competent in order to provide adequate care, regardless of the patient's cultural origin.

COMPETENCIES

- Understand and apply the bases of transcultural nursing and transcultural care
- Identify the optimal nursing activities to act in a more culturally competent manner
- Analyse the different scenarios and issues for migrants using the healthcare system
- Use the English language to communicate with peers and teachers about relevant issues related to transcultural care

INTENDED LEARNING OUTCOMES (ILO)

By the end of this intensive learning programme, the student nurses will be able to:

1. Demonstrate a desire to actively engage in the process of becoming a culturally mindful individual and a culturally safe nursing professional through active participation in teaching and learning, and social activities both inside and outside the classroom.
2. Recognise the detrimental effects of ethnocentrism, cultural stereotyping, prejudice and cultural imposition, which have the potential for decreasing quality of care and generating conflict between culturally diverse clients and health care providers.
3. Critically reflect on their personal identity as individuals and nursing professionals, think about how being in a multicultural environment may influence their behaviour, and demonstrate respect for their peers and teachers and self-confidence.

4. Discuss and compare health-related beliefs, practices and behaviours, as well as biological, psychological and socioemotional characteristics, of selected cultural groups, and reflect on their impact on patients' health outcomes
5. Manage their own emotions and behaviour and demonstrate a degree of comfort and self-confidence in the multicultural learning environment through verbal and/or non-verbal language and active engagement with the courses' activities.
6. Discuss the impact of aspects such as patient empowerment, trust, respect, acceptance and communication on the nurse-patient relationship, and explore the risk/benefits of (lack of) adherence to these principles to the patients' health outcomes.
7. Improve their ability to use both verbal and non-verbal language to effectively communicate with each other and with the teachers, making clear strides to overcome the language barrier; this may include active listening, giving and receiving feedback, conflict negotiation abilities, relationship building and teamwork.
8. Demonstrate improved culturally mindful behaviour towards each other and the teachers during teaching and learning and assessment activities, especially group work, and evidence culturally safe nursing practice through the resolution of specific case studies involving patients, families and/or communities from different cultural backgrounds.

ASSESSMENT TOOLS

Tool	Explanation of tool	ILOs	How to correct	Evaluation criteria	%
Portfolio	This is a repository where students can collect their weekly assignments and reflections about their learning and progress	1, 3 and 7	Rubric	<ul style="list-style-type: none"> • Ability to follow instructions • Ability to express oneself in writing • Ability to explain and apply concepts • Ability to reflect on one's own learning and language ability 	30%
Case study	This is a group project in which students must analyse a clinical scenario and identify problems; they must also suggest how the situation could be improved	2, 4, 6 and 8	Rubric	<ul style="list-style-type: none"> • Ability to analyse case study • Ability to apply theoretical concepts • Ability to work as a group • Ability to present information in an engaging and creative way • Ability to use the English language to communicate 	40%

Peer and self-evaluation	Students fill out questionnaires to reflect on and assess the contributions of each team member to their weekly assignments and group project	1, 3, 5, 7 and 8	Rubric	<ul style="list-style-type: none"> • Willingness to participate • Ability to work cooperatively • Ability to respect others • Ability to respect deadlines • Ability to listen actively and negotiate differences 	20%
Pre/post language assessment	This is a tool that allows instructors to determine the progress that each student has made during the course	5 and 7	Rubric	<ul style="list-style-type: none"> • Use the English language to communicate • Knowledge of relevant vocabulary and grammar • Evidence of improvement during the course 	10%

Note on formative assessment: in addition to the assessment tools listed above, instructors will consistently observe student progress to identify and address any difficulties during tutorials. Students will also receive feedback on daily work from instructors and moderators during class sessions.

Note on attendance and participation: to pass this course, students must consistently participate in activities and attend scheduled activities, since working in groups with others is fundamental for developing certain competencies. Therefore, any student who does not attend or actively participate in 80% of scheduled sessions cannot pass the course. Exceptions will only be made for students who have a serious problem and have proper documentation.

1. FORMATIVE ACTIVITIES.

- Theoretical classes with activities
- Online activities to prepare the content
- Mentoring
- Readings
 - Required bibliography included
 - Other information found on approved data bases or websites

2. TEACHING METHODOLOGIES.

- Lectures
- Online activities
- Practical activities
 - Case study

- Activities during the sessions such as Role-Plays, tests, quizzes and so on.
- Autonomous work

3. LEARNING RESOURCES.

Theoretical and practical content prepared by the course instructors:

1. Introduction to Transcultural Nursing. The CCMEn Model
2. Cultural desire
3. Cultural awareness and self-awareness
4. Cultural knowledge and awareness of the other
5. Cultural sensitivity and social skills
6. Culturally mindful behavior and culturally safe practice

BASIC BIBLIOGRAPHY

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Tosun, B., & Sinan, Ö. (2020). Knowledge, attitudes and prejudices of nursing students about the provision of transcultural nursing care to refugees: A comparative descriptive study. *Nurse Educ Today*. 2020; 85:104294.

Çingöl, N., Karakaş, M., Çelebi, E., & Zengin, S. Determining the effect of an intercultural nursing course on empathic skill and intercultural sensitivity levels: An intervention study. *Nurse Educ Today*. 2021; 99:104782.

RESOURCES

- TC-Nurse learning platform
- Software:
 - <https://kahoot.com/>
 - <https://es.padlet.com/>



- <https://yoteachapp.com/>
- <https://www.zeetings.com/>
- <https://www.menti.com/>
- Webs:
 - <http://www.wacceurope.org/projects/social-media-divide/>
 - <https://www.bricks-project.eu/>
 - <https://www.commonsense.org/education/digital-citizenship/lesson/countering-hate-speech-online>
 - https://www.ilctr.org/wp-content/uploads/2018/10/Teaching-Immigration-with-the-Immigrant-Stories-Project-FINAL_opt.pdf

PLAN:

ECTS = 3

Face-to-face = 28 hours

Online work = 20 hours

Autonomous work = 27 hours

WEEK	FACE-TO-FACE / ONLINE	HOURS	ONLINE	HOURS	AUTONOMOUS WORK	HOURS
1	1. Introduction t Transcultural Nursing. CMENn Model. Language Assessment	4	Online. Pre training sessions.	4	Get familiar with the localization of the course within the platform. Read the syllabus carefully and write down any question you may have. Prepare a schedule for all your assignments and tasks	3
2	2. Cultural desire 6. Culturally mindful behavior and culturally safe practice	4	Online session. Pre training cultural Desire	4	Independent study. Case study preparation Portfolio preparation	3
3			Online session. Pre training cultural awareness	4	Independent study. Case study preparation	3
4	3. Cultural awareness and self-awareness	4			Independent study. Case study preparation	3

	6. Culturally mindful behavior and culturally safe practice				Portfolio preparation	
5			Online session. Pre training cultural knowledge	4	Independent study. Case study preparation	3
6	4. Cultural knowledge and awareness of the other 6. Culturally mindful behavior and culturally safe practice	4			Independent study. Case study preparation Portfolio preparation	3
7			Online session. Pre training cultural sensitivity	4	Independent study. DEADLINE case study	3
8	5. Cultural sensitivity and social skills 6. Culturally mindful behavior and culturally safe practice	4			Independent study. Portfolio preparation	3
9	Oral presentations Language assessment	4			Independent study. Portfolio preparation + DEADLINE	3
10	Revision	2				
TOTAL		28		20		27