

Teaching Guide of the subject

Year 2025 - 2026

**CULTURES, SOCIETY AND HEALTH**

Code: 106103

ECTS credits: 6

Titulation	Type	Course	Semester
2500891 Nursing	FB	1	2

Contact	Use of languages
<p><b>Responsible:</b></p> <p>San José Arribas, C. Alicia <a href="mailto:asanjose@santpau.cat">asanjose@santpau.cat</a></p> <p><b>Teaching staff:</b></p> <p>San José Arribas, C. Alicia <a href="mailto:asanjose@santpau.cat">asanjose@santpau.cat</a></p> <p>Brigidi, Serena <a href="mailto:serenabrigidi@gmail.com">serenabrigidi@gmail.com</a></p>	<ul style="list-style-type: none"> <li>Group 1: <b>Spanish</b></li> </ul>

**Prerequisites**

There are no official prerequisites.

**Contextualization and objectives**

This subject is part of the Basic Sciences training module, Sociology subject and is planned in the second semester of the Bachelor's Degree in Nursing.

It integrates the theoretical and methodological tools provided by other basic science subjects, already taken for students, to carry out the analysis of the different topics addressed from the Sociology of Health. The main purpose of this course is to provide a space for discussion of basic concepts of the Sociology of Health where the different perspectives of the social sciences can provide a differential look in the definition of the problems posed by the health-disease-care processes.

### Learning objectives of the subject

1. To analyze the basic concepts about culture and society and their influence on the health of individuals.
2. Identify contemporary social heterogeneity in the face of health-disease-care.
3. Understand the need to incorporate the gender perspective in health.
4. To analyse the impact of social inequalities on people's health.
5. To show the impact of migration on Western professional practice. Nursing cultural competence.

### Competencies and learning outcomes

Competence	Learning Outcomes
<b>SPECIFIC</b>	
<p><b>E04.</b> Demonstrate that he/she understands the person's interactive behavior according to gender, group or community, within his/her social and multicultural context.</p>	<p><b>E04.01</b> Identify the different types of interactions according to belonging to a group, gender or community, within their social and cultural context.</p> <p><b>E04.02</b> Identify the determinants of health and problems related to the environment, in order to care for both people in health and disease situations and members of a community.</p> <p><b>E04.04</b> Identify the determinants of health and the axes of inequality that are observed in the social structure.</p> <p><b>E04.05</b> Analyse the social inequalities that are manifested from the axes of social inequality and the needs that derive from them.</p> <p><b>E04.06</b> Identify different explanatory models of the health-disease binomial from the social perspective.</p> <p><b>E04.07</b> Recognize the relations of hierarchy and power that are established for reasons of gender in social dynamics and the specificities that are observed in the social and multicultural context.</p>
<p><b>E07.</b> Demonstrate that he/she understands people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for opinions, beliefs and values, guaranteeing the right to privacy,</p>	<p><b>E07.10</b> Identify the importance of cultural competence in nursing care.</p>

through confidentiality and professional secrecy.

**E07.11** Identify the way in which people manage health processes, considering cultural aspects, values and beliefs that generate prejudices.

**GENERAL / BASIC**

**G01.** Introduce changes in the methods and processes of the field of knowledge to provide innovative responses to the needs and demands of society.

**G01.03** Acquire and use the necessary tools to develop a critical and reflective attitude.

**G04.** Act in the field of their own knowledge by evaluating inequalities based on sex/gender.

**G04.01** Identify the intersection between gender inequality and other axes of inequality (age, class, origin, racialization, ethnicity, sexuality and gender identity/expression, functional diversity, and others).

**G04.02** Analyse gender inequalities as well as the factors that sustain them from the different systems: the family system, the kinship system, the economic system, the political system, symbolism and the educational systems.

**B01.** Students must have demonstrated that they possess and understand knowledge in an area of study that is based on general secondary education, and is usually at a level that, although supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

**B04.** That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.

## **Content**

### **MODULE 1.**

1. Health and social inequality:
  - Social determinants of health.
  - Inequality and inequity in health.
2. Work and health:
  - The relationship between employment and health.
  - Deterioration in the quality of life of the unemployed.
  - Risk.

### **MODULE 2.**

1. Culture and Society and Health:
  - The importance of cultural visions in the process of health, illness and care.
  - Disease, Illness i Sickness.
  - Ethnomedicine.
  - Biomedicine: Hegemonic Medical Model (MMH).
2. Gender and health:
  - The body.
  - Gender intersectionality: jobs, care and health.
  - Morbidity, mortality and differential etiology.
  - Gender-based violence and nursing intervention.

### **MODULE 3.**

- Health-disease and migration processes:
  - Determinants of migrants' health: cultures and the migration process.
  - Anti-racist and decolonial perspective in health.
  - The practice of health professionals in a contemporary society: culture and competence and considerations on diversity in the clinical interview.

## **Methodology**

The methodological approach of the subject is based on considering that each person is the protagonist of the teaching and learning process. Students must be active and autonomous throughout the process and the teaching staff must support them, providing the information and resources necessary for learning to take place.

Continuous work and a participatory and proactive attitude are required in the various teaching activities. The subject is face-to-face with non-compulsory attendance.

### ***Directed activity:***

There is only one group of theory. The theoretical development of the subject is combined with activities in the classroom, of a more practical nature (individual and/or in groups), in order to consolidate the theoretical contents and achieve the competences of the subject.

### ***Supervised activity:***

Preparation of a tutored work and group oral defence in debate format (individual works will not be accepted). Tutorials can be face-to-face or online, individual or in groups.

The orientation on the work at the beginning of the course includes information about the script, the criteria for the evaluation of the work, the deadline and the oral presentation.

## **Training activities**

Activity	Hours	ECTS	Learning Outcomes
<b>Types: Directed</b> . Theory (TE)	45	1,80	<i>E04.01; E04.02; E04.04; E04.05; E04.06;            E04.07            E07.10; E07.11            G01.03            G04.01; G04.02            B01; B04</i>
<b>Types: Supervised</b> . Tutorials	1	0,04	<i>G01.03            G04.01; G04.02            B01; B04</i>
<b>Type: Self-employed:</b> . Personal study. . Bibliographic research. . Reading articles/reports of interest.	90	3,60	<i>E04.01; E04.02; E04.04; E04.05; E04.06;            E04.07            E07.10; E07.11            G01.03            G04.01; G04.02            B01; B04</i>

***The teaching staff will allocate approximately 15 minutes once the subject is finished to allow them to the students can answer the assessment surveys on the teaching performance and the subject.***

## Evaluation

Students have only one call per academic year to pass the subject.

### **Continuous evaluation**

The objective is to verify the evolution and learning process of the students.

*Assessment instruments:*

- **Preparation of oral and written group tasks** such as presentations, debates, etc. throughout the course on the seminars held, proposed readings or practical activities linked to the three modules.
- **Objective multiple-choice test.** In multiple-choice written tests, the wrong answers are subtracted according to the following formula  $X = \text{correct answers} - (\text{errors}/n-1)$ , where  $n$  is the number of answer choices.
- **Preparation of a group work and oral defense in debate format** (The instructions and rubric indicated in the Moodle virtual classroom).

The grade of the subject is given by the sum of the weightings obtained in each test from a minimum score of 5 out of 10 each.

Final note:

- 25% elaboration of oral and written group tasks
- 25% elaboration of a group work and defense in DEBATE format
- 50% objective test of individual multiple response.

Continuous assessment will represent 50% of the grade of the subject + 50% objective multiple-choice Test individual.

Once the subject has been passed, it cannot be re-evaluated.

**The results of the evaluation tests will be retroacted through the classroom and tutorials where appropriate.**

**The work evaluation rubric is available in the virtual classroom.**

## Qualification

- 0 to 4.9: Fail
- 5.0 to 6.9: Pass
- 7.0 to 8.9: Remarkable
- 9.0 to 10: Excellent (in the event that the student has obtained a grade equal to or higher than 9, he/she may opt, at the discretion of the teacher, for an honors).

### Unique assessment

1. In this subject the student must attend the classroom on the days that the seminars are scheduled.
2. The date of the unique test will coincide with the date of the last continuous assessment test that appears in the daily schedule and in the calendar of training and evaluation activities.
3. The unique assessment will consist of:
  - Test 1, which will consist **of an objective multiple-choice test** and weights 50%.
  - Test 2, which will consist **of the preparation of oral and written group tasks in debate format** with the teacher and weights **25%**.
  - Test 3, which will consist **of the preparation of an individual work and oral defense** and weights **25%**.

### Recovery activity

1. A unique date is set for the remedial activity for all students, whether or not they are eligible for a unique assessment.
2. A remedial activity is proposed for those students who have been previously evaluated for the set of activities whose weight is equivalent to a minimum of 2/3 of the total grade of the subject, and have obtained a final grade lower than 5 and higher than 3.5 out of 10.
3. This test will consist of an evaluation activity of the unpassed test(s).
4. The remedial tests will be determined by the teaching staff.
5. The teacher may exclude from the recovery process those activities that, by their nature, he/she considers not to be recoverable.
  - a. The group oral work and defence in debate format is not recoverable and the grade obtained in this test will be the one that will be used to obtain the final grade.
  - b. The written report and oral group defence may be retrieved in the format decided by the teacher.
6. In the event that the student passes the retake test corresponding to the failed part, the maximum grade of the same will be a 5.
7. The retake grade will replace the grade originally obtained and the final weighted grade will be recalculated.
8. Once the subject has been passed, it may not be subject to a new evaluation.
9. Attendance at scheduled conferences is mandatory. Non-attendance for unjustified reasons will have an impact on one point less than the final grade.

### **Not assessable**

It is considered that the subject will not be assessable at the time that one of these circumstances is met:

1. Not having submitted any continuous assessment activity provided for in the teaching guide.
2. Not have attended any of the practical or compulsory sessions, when these are necessary to assess specific competences and this is indicated in the teaching guide.
3. Not having taken the final test (exam, written or oral test, job defence, etc.), if this represents an essential percentage of the qualification.
4. Not having completed the minimum required participation in training activities (e.g. seminars, presentations, forums, etc.), when these are part of the assessment.
5. Not having submitted the final work or compulsory project, if this constitutes central evidence of the learning of the subject.

### **Exam Review**

Once the final grade has been published, the student can request a review of the assessment test in the given period. Requests for review on dates outside the established limit are not accepted.

### **Procedure in case of copying/plagiarism**

1. Copying **or plagiarism** in any type of assessment activity is a crime, and will be penalised with a 0 as the grade of the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).
2. If during the completion of an individual project in class, the teacher considers that a student is trying to copy or is discovered some type of document or device not authorised by the teaching staff, it will be graded with a 0, with no retake option, and therefore, the subject will be suspended.
3. A work, activity or exam is considered to be "copied" when it reproduces all or a significant part of the work of oneself or another classmate.
4. A work or activity will be considered "plagiarized" when a part of a text by an author is presented as one's own without citing the sources, regardless of whether the original sources are on paper or in digital format.

## The use of Artificial Intelligence (AI) technologies

The use of Artificial Intelligence (AI) technologies is regulated according to the type of work to be performed:

1. In the event that the work aims at personal reflection and meaningful learning by the student, **the use of AI technologies is prohibited** in any of its phases of realization. Any work that includes AI-generated fragments (e.g., summaries, translations, text writing or image creation) is considered academic dishonesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.
2. In other jobs, **the restricted use of AI technologies is allowed** only in those support tasks, such as bibliographic or information search, text correction, translations and other specific situations that are indicated. In these cases, the student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, as well as greater sanctions in cases of severity.

In any case, in the description of each work, the teacher in charge will clearly indicate **whether the prohibited or restricted use of AI applies**.

## Aspects of assessment related to values and attitudes

1. The teacher may reduce the grade of the subject by between 1 and 2 points when the student repeatedly does not respect the indications of behavior in the classroom and/or disturbs the normal functioning of the classroom.
2. "No disrespect for colleagues or teachers will be tolerated. Homophobic, sexist or racist attitudes will not be tolerated either. Any student in whom any of the attitudes described above are detected will be classified as failing the subject."

## Formal aspects of written work

In all activities (individual and group) linguistic correctness, writing and formal aspects of presentation will be considered.

## Other considerations

1. All the evaluation tests will be published in the daily program and in the calendar of the training and evaluation activities.
2. The date of the unique test will coincide with the date of the last continuous assessment test.

3. Students who repeat the subject may request at the beginning of the academic year to take only a final synthesis assessment (Article 117, page 46 of the Academic Regulations of the Universitat Autònoma de Barcelona (Approved by agreement of the Governing Council of 7 July 2022, and amended by agreement of the Governing Council of 1 February 2023)).

*Students in the second or higher enrolment who have taken all the assessment tests the previous year may choose to take assessment with a single synthesis assessment activity. This activity will consist of an exam at the end of the subject coinciding with the written exam of the subject. Students in the second or higher enrolment who wish to opt for the synthesis exam must notify the teaching staff responsible for the subject in writing two weeks before the published date.*

### **Evaluation Activity**

<b>Activity</b>	<b>Weight</b>	<b>Hours</b>	<b>ECTS</b>	<b>Learning Outcomes</b>
<b>Objective multiple-choice test</b>	50%	3	0,12	E04.01; E04.02; E04.04; E04.05; E04.06; E04.07 E07.10; E07.11 G01.03 G04.01; G04.02 B01; B04
<b>Preparation of oral and written group tasks in debate format</b>	25%	2,25	0,09	E04.01; E04.02; E04.04; E04.05; E04.06; E04.07 E07.10; E07.11 G01.03 G04.01; G04.02 B01; B04
<b>Preparation of an individual work and oral defence</b>	25%	2,25	0,09	E04.01; E04.02; E04.04; E04.05; E04.06; E04.07 E07.10; E07.11 G01.03 G04.01; G04.02 B01; B04

## **Bibliography**

### **SOCIOLOGY FOR NURSES 3rd ed**

*Author:* Denny E – Earle S – Hewison A.

*Edition:* Polity Press. 2016. ISBN-13:978-1-5095-0540-1

### **CULTURE, HEALTH, FILM AND TELEVISION**

*Author:* Brigidi S- Comelles JM

*Edition:* Comenius Publications.2016 ISBN 978-84-8424-423-3

### **ANTHROPOLOGY, GENDER, HEALTH AND CARE**

*Author:* Comelles J.M.

*Edition:* Barcelona. Ed. Bellatera. 2010 ISBN 9788472904996

### **NURSING AND ANTHROPOLOGY. Suffering, caregivers and care.**

*Authors:* Comelles J M- Martorell M A - Bernal M.

*Edition:* Barcelona: Icaria editorial, 2009. ISBN: 978-84-9888-002

### **INTRODUCTION TO THE ANTHROPOLOGY OF HEALTH, DISEASE, AND CARE SYSTEMS**

*Authors:* Álvaro Bernalte Benazet - María Teresa Miret García - Silvia Rico Botella

*Edition:* LibrosEnRed, 2007 ISBN: 1597542679

### **MIGRATION AND HEALTH**

*Authors* Ribagorçana JM, Allué X, Bernal M, Fernández-Rufete J, Geli L (comps)

*Edition* Publications of the Rovira i Virgili University. 2010.

## **Teaching platforms:**

- Moodle