

## 1. OVERVIEW

<b>Subject area</b>	Cultural and Health Anthropology
<b>Degree</b>	Bachelor's Degree in Nursing
<b>School/Faculty</b>	Biomedical and Health Sciences
<b>Year</b>	1st
<b>ECTS</b>	3 ECTS
<b>Type</b>	Basic
<b>Language(s)</b>	Spanish
<b>Delivery Mode</b>	On campus
<b>Semester</b>	Semester 2

## 2. INTRODUCTION

Approaching the study of care from an anthropological perspective allows us to understand the different conceptualizations that human beings have given to the phenomenon of caring throughout History. And Anthropology is the science that studies the individual in its sociocultural framework, as a product of a certain context and also as its producer, as a biological species and also as a social animal, in its past and also in its present. The phenomenal breadth of its object of study forces this discipline to use the methods of the natural, social and human sciences.

Why study it?

Modern societies are characterized by plurality and multiculturalism, ours is no exception. Advances in the scientific field have made it possible to extend life expectancy, which translates into the coexistence of different generations in the same space and time. Furthermore, the dynamics of migration processes have made it possible for the same society to house people from different cultures. All of this translates into a multiplicity of circumstances, ways of understanding life and also of living it, of interpreting health and also illness.

These circumstances place the nursing profession in a new era of care provision plagued by new challenges that must be faced head-on. Therefore, understanding the implications underlying the growing diversity of needs, conceptions, values, habits and cultural practices will allow future professionals to carry out their work consciously, respectfully and efficiently.

Hence the importance of providing students with the tools that allow them to face the human challenges that they will undoubtedly encounter in their working lives. With regard to Anthropology, these tools are: reflection on concepts related to the profession (health, illness or care, for example), raising awareness of the different sociocultural realities and questioning the lines of action that omit the richness that characterizes the human species.

## 3. SKILLS AND LEARNING OUTCOMES

**Basic skills (CB, by the acronym in Spanish):**

- **CB1:** Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- **CB2:** That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.
- **CB3:** Students have the ability to gather and interpret relevant data (normally within their area of study) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- **CB4:** That students can transmit information, ideas, problems and solutions to both a specialized and non-specialized audience.
- **CB5:** Students have developed the necessary learning skills to undertake further studies with a high degree of independence.

**General skills (CG, by the acronym in Spanish):**

- **CG3:** Know and apply the theoretical and methodological foundations and principles of nursing.
- **GC4:** Understand the interactive behaviour of individuals in terms of gender, group or community, within their social and multicultural context.
- **CG7:** Understand people without prejudice, considering their physical, psychological and social aspects, as autonomous and independent individuals, ensuring respect for their opinions, beliefs and values, guaranteeing the right to privacy, through confidentiality and professional secret.
- **CG9:** Promote healthy lifestyles and self-care, supporting the maintenance of preventive and therapeutic behaviours.
- **CG12:** Know the ethical and deontological code of Spanish nursing, understanding the ethical implications of health in a changing global context.

**Cross-curricular skills (CT, by the acronym in Spanish):**

- **CT03:** Awareness of ethical values: Student's ability to feel, judge, argue and act in accordance with moral values in a coherent, persistent and autonomous way.
- **CT04:** Communication skills: That the student be able to express concepts and ideas effectively, including the ability to communicate in writing with conciseness and clarity, as well as speak in public effectively.
- **CT05:** Interpersonal understanding: That the student is capable of active listening in order to reach agreements, using an assertive communication style
- **CT10:** Innovation-Creativity: That the student is able to devise new and different solutions to problems that add value to problems that arise.

**Specific skills (CE, by the acronym in Spanish):**

- **CE6:** Apply health care information and communication technologies and systems.
- **CE11:** Identify, integrate and relate the concept of health and care, from a historical perspective, to understand the evolution of nursing care.
- **CE12:** Understand from an ontological and epistemological perspective, the evolution of the central concepts that make up the nursing discipline, as well as the most relevant theoretical models, applying scientific methodology in the care process and developing the corresponding care plans.
- **CE13:** Apply the nursing process to provide and guarantee the well-being, quality and safety of the people cared for.
- **CE14:** Know and apply the principles that support comprehensive nursing care.
- **CE15:** Direct, evaluate and provide comprehensive nursing care to the individual, family and community.

**Learning outcomes (RA, by the acronym in Spanish):**

- **RA1.** Perform the nursing assessment of the adult patient by interview.
- **RA2.** Perform the nursing assessment of the adult patient by physical examination: observation, auscultation, palpation and percussion.
- **RA3.** Relevant knowledge of anthropological medical models.
- **RA4.** Perform the following basic care procedures, applying universal biosafety standards: mobility and body posture, prevention of risks due to immobility, patient hygiene and dressing.

The following table shows how the skills developed in the subject area relate to the intended learning outcomes:

<b>Skills</b>	<b>Learning outcomes</b>
<b>CB3, CG3, CG4, CG12, CE6, CE14, CE15</b>	<b>RA1.</b> Perform the nursing assessment of the adult patient by interview.
<b>CB3, CB5, CG7, CG9, CG12, CE6, CE13, CE14, CE15</b>	<b>RA 2.</b> Perform the nursing assessment of the adult patient by physical examination: observation, auscultation, palpation and percussion.
<b>CB1, CBE, CT3, CE11, CE12, CE14</b>	<b>RA3.</b> Relevant knowledge of anthropological medical models.
<b>CG4, CG9, CT3, CT4, CE13, CE14, CE15</b>	<b>RA4.</b> Perform the following basic care procedures, applying universal biosafety standards: mobility and body posture, prevention of risks due to immobility, patient hygiene and dressing.

## 4. CONTENTS

- **Topic 1.** An Introduction to Cultural and Health Anthropology
- **Topic 2.** The human being. An anthropological perspective
- **Topic 3.** Culture and Symbolism
- **Topic 4.** Family, Relationship and Filiation
- **Topic 5.** Social and Cultural Dimensions of Care

## 5. TEACHING-LEARNING METHODS

The types of teaching-learning methods are as follows:

- Master class
- Cooperative learning
- Communicative tasks
- Problem Based Learning (PBL)
- Simulation environments
- Case method

## 6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

**On campus:**

Learning activity	Number of hours
Master Classes	12
Asynchronous Master Classes	6
Practical exercises	25
Seminars	2,5
Self-study	20
Tutorships	5
Presentations	1
Case analysis	2,5
Knowledge tests	1

<b>TOTAL</b>	<b>75</b>
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## 7. ASSESSMENT

The assessment systems, plus their weighting in the final grade for the subject area, are as follows:

**On campus:**

Assessment system	Weighting
Directed individual work	10%
Briefcase	20%
Oral presentation	20%
Knowledge test	40%
Practical tests	10%
<b>TOTAL</b>	<b>100 %</b>

On the Virtual Campus, when you open the subject area, you can check the guide with the details of your assessment activities, including the deadlines and assessment procedure for each.

## 8. BIBLIOGRAPHY

The works of reference for following up this subject area are:

- Colliere M F. Promover la vida. Madrid: Interamericana; 1993.
- Harris M. Introducción a la Antropología General. Madrid: Alianza editorial; 2004.
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The recommended bibliography is indicated below:

- Kottack CP. Antropología cultural. Madrid: Mc Graw Hill; 2011.
- Marriner Tomey A, Raile Alligood M. Modelos y Teoría en Enfermería. 5ª Edición. Barcelona: Elsevier; 2003.
- Martínez Hernández A. Antropología Médica: Terapias sobre la cultura el poder y la enfermedad. Barcelona: Antrophos; 2008.
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- Perdiguero E, Comelles JM. Medicina y cultura: Estudios entre la Antropología y la medicina. Barcelona: Bellaterra; 2000.

- Sanjuán Quiles A (2012). Cuidados al paciente con alteraciones respiratorias. DAEeditorial: Revisar el capítulo de valoración del paciente (bloque I, tema 2) (Acceso digital ENFERTECA, desde la biblioteca)
- Ball J, Rymer S et al. (2015). Guía Seidel de exploración física. Barcelona: Elsevier. (8ª edición). (antes Guía Mosby)
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- Jensen, S., Serrahima Formosa, L., & Vilaret Fusté, E. (2012). *Valoración de la salud en enfermería: Una guía para la práctica*. Wolters Kluwer/Lippincott Williams & Wilkins Health.
- Lewis, S. M., Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2009). *Enfermería médicoquirúrgica: Valoración y cuidados de problemas clínicos*. Elsevier.