

Course title	<b>Transcultural Nursing</b>				
Course Code	<b>NURS409</b>				
Course type	Elective				
Level	Degree (1 <sup>st</sup> Cycle)				
Year / Semester	4 <sup>th</sup> Year / Fall				
Instructor's Name	Dr Alexandros Argyriadis, Dr Maria Tseroni				
ECTS	4	Lectures / Week	3	Workshops / Week	0
Course Objectives	The aim of the course is to familiarize students with the theories and skills of Transcultural Nursing in order to understand the care needs of people from different cultures. It focuses both on internal and external diversity issues and the inclusion of the Other in healthcare.				
Learning Outcomes	<p>After the completion of the course the students are expected to:</p> <ul style="list-style-type: none"> <li>- Explain the concepts and terminology related to Transcultural Nursing, Cultural Self-Evaluation, Religion, Racism, Ethnocentrism, Stereotypes and Intercultural Communication.</li> <li>- Identify the impact of culture on health systems and healthcare.</li> <li>- Recognize the need and importance of patients' spirituality and religiosity in providing culturally sensitive nursing care.</li> <li>- List the components of the workforce employed in the field of Intercultural Health.</li> <li>- Distinguish between health traditions, standards and models as well as health belief systems and types of treatment systems.</li> <li>- Analyze Transcultural Nursing Theoretical Models.</li> <li>- Use different approaches to intercultural nursing care for pregnant women, children and adolescents, adults and the elderly, people with pain and mental illness, refugees and migrants.</li> <li>- Apply Self Assessment of Cultural Competence.</li> </ul>				
Prerequisites	-	Required	-	-	
Course Content (Syllabus)	<ul style="list-style-type: none"> <li>- Transcultural Nursing: History, Concepts, Terminology and Models of Care.</li> <li>- Nurses' Cultural Ability</li> <li>- Evaluation: Confidence and Culture.</li> <li>- Communication in all cultures.</li> <li>- Health: Traditions, Examples, Models, Faith Systems and Types of Therapeutic Systems.</li> <li>- Religious or otherness</li> <li>- Life cycle: reproduction, children, adolescents, adults and older adults.</li> <li>- Pain and intercultural approaches</li> <li>- Mental health and culture.</li> <li>- Refugees and immigrants.</li> <li>- The workforce of Transcultural Health.</li> </ul>				

Teaching Methodology	The teaching of the course is carried out through lectures, (presentations) and group activities. All digital presentations of the lectures are available to the students for study in combination with the recommended textbooks, in the e-learning platform of the University.
Bibliography	<p>(a) <b>Textbooks:</b></p> <p>Giger, J., Haddad, L. (2020). <i>Transcultural Nursing. Assessment and Intervention</i> . UK: Elsevier.</p> <p>McFarland, WA. (2020). <i>Leininger's Transcultural Cultural . Concepts, Theories, Research and Practice</i> . Athens: Konstantara Publications.</p> <p>(b) <b>References :</b></p> <p>Çingöl , N., Karakaş , M., Çelebi , E., &amp; Zengin , S. (2021). Determining the effect of an intercultural nursing course on empathic skill and intercultural sensitivity levels: An intervention study. <i>Nurse Education Today</i> , 99 , 104782.</p> <p>Gradellini , C., Gómez- Cantarino , S., Dominguez-Isabel, P., Molina-Gallego , B., Mecugni , D., &amp; Ugarte-Gurrutxaga , MI (2021). Cultural Competence and Cultural Sensitivity Education in University Nursing Courses. A Scoping Review. <i>Frontiers in Psychology</i> , 12 .</p> <p>Lin, FF, Del Fabbro , L., Needham, J., Sidwell , D., &amp; Shaw, J. (2021). Supporting culturally and linguistically diverse (CALD) undergraduate nursing students undertaking clinical placements in Australia: An exploratory qualitative study of clinical facilitator and CALD student perceptions. <i>Nurse Education Today</i> , 97 , 104712.</p> <p>Mosed , H., Periord , M., &amp; Caboral Stevens, M. (2021, October). A concept analysis of intercultural communication. In <i>Nursing Forum</i> ( Vol . 56, No. 4, pp . 993-999).</p> <p><i>Through the services of the university library, access is provided to electronic repositories of scientific journals and articles, indicatively ProQuest, Cambridge University Press and Science Direct with thousands of scientific journals in the fields of health sciences.</i></p>
Evaluation	<p>The evaluation of the course consists of continuous assessments (coursework: mid-term examination, active participation in the classroom) and final examination.</p> <p><b>Midterm exam: 40%.</b> The written mid-term exam consists of multiple-choice questions, short answer questions and open questions.</p> <p><b>Student participation: 10%.</b> Participation in the classroom includes educational assessments with interactive problem-solving questions.</p> <p><b>Final exam: 50%.</b> The written final exam includes multiple-choice questions, short answers and open questions.</p>
Language	Greek and English