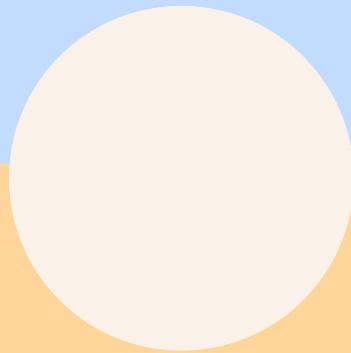


DIVERSITY & SOCIAL  
INCLUSION



# DISI MANUAL MANUAL MANUAL MANUAL



# WELCOME



## DIVERSITY & SOCIAL INCLUSION

### PROGRAM

This program offers a unique opportunity for you to meet with fellow students and teaching staff from different countries and professional backgrounds to listen, discuss and debate the issues around inclusion of the most vulnerable group of people in our societies.

### COORDINATOR

This educational program is coordinated by COHEHRE (Consortium of institutes of Higher Education in Health and Rehabilitation in Europe), which links universities specializing in health care, rehabilitation, and social work to encourage interdisciplinary collaboration.

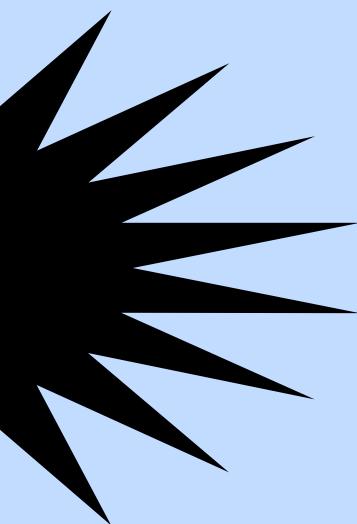
### HOST

DiSI will take place at Universidade Católica Portuguesa Porto in Porto, Portugal.

The program benefits from the extensive expertise of the faculty supported by DiSI's team of experienced international tutors specialised in cultural competence. Through collaboration with hospitals, practitioners from the field, and internships in healthcare facilities, the program ensures that education and training are grounded in expert and scientific knowledge, while maintaining close integration between research and teaching at Universidade Católica Portuguesa Porto..

***We are sure that participation in this course will turn out to be an exciting learning experience for you and will challenge your professional and personal development!***

# NOT YOUR ORDINARY COURSE



The Diversity and Social Inclusion program focuses on increasing **awareness** of various **social inequalities** that stem from the diverse nature of our contemporary societies. It aims to develop **essential skills** in future educators, healthcare professionals, and social workers through a **cultural competence model**, which utilizes a blended learning approach. This model has the potential to enhance sensitivity towards cultural, socio-economic, and health differences, as well as address the unequal distribution of social resources.

In discussions surrounding minority-majority issues, cultural differences alone do not imply unequal status. However, when cultural differences are viewed through the lens of power dynamics between majority and minority groups, they can result in peripheral status or even segregation. Socio-economic disparities are closely tied to differences in health status and access to healthcare. Vulnerable groups often face the challenge of being "invisible" due to their inability to participate in the dominant discourse language of leading institutions. Additionally, integration itself may not always be the optimal solution in every situation, and deeper reflections on this topic are necessary.

Given these considerations, future professionals in the program play a crucial role in bridging social gaps in their everyday work.

Therefore, their training must place a strong emphasis on developing **socio-cultural sensitivity, intercultural communication, and cooperation skills**.

**DiSI**  
**Increasing awareness of social inequalities!**



# DISI PROGRAM

## TWO PARTS

The DiSI program consists of two parts:

- assignments in distance
- face-to-face intensive educational activity



## DISTANCE LEARNING **01.**

The first phase is based on 2 assignments in distance learning, based on an digital learning environment, MS Teams.

In preparation of the field work in Porto, students have to submit assignments in order to be familiar with the situation related to our topics in the host country.

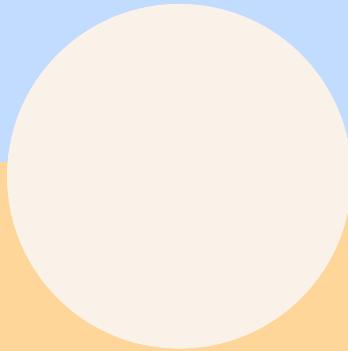
Furthermore, they need to cooperate with other students from different countries via this platform in order to do their task.

## FACE-TO-FACE **02.**

The second phase consists of a 5-day intensive face-to-face educational program held in a multicultural setting. Students will have the chance to visit organizations related to their field and tackle real-world issues coming from diverse backgrounds. This hands-on approach goes beyond mere observation, allowing students to engage with practical cases and work towards interdisciplinary problem-solving.

Through this process, students are encouraged to apply their theoretical knowledge in a multicultural context, providing them with valuable skills for their future careers. Throughout their training, students will utilize project-based methods to create materials like presentations, conduct visits, and carry out interviews.

## DIVERSITY & SOCIAL INCLUSION



During the programme we use 'focused study visits' as a central method to put theory into practice. The urban environment provides a learning context for this assignment.

The exploration of the topics starts with introducing the city and its different neighbourhoods by means of a lecture and a city walk. Students are divided in small groups with respect to mixed professional and cultural background. They receive more detailed information on one specific topic related to social inclusion.

This information contains a 'survival kit', e.g. a map of the neighbourhood, contact information for places of interest, articles and figures on the area and contact information of a 'tutor'. A privileged contact or study visit is the starting point. They have to confront their new experiences with the experiences in their home country.

# DISI METHODOLOGY

# GOALS & LEARNING OUTCOMES

After completing the course:



**01.** The student defines the central concepts of social inclusion; diversity, equality, freedom and responsibility

**02.** The student is able to thematise instances of different social inequalities in key areas of social life: home life, work/school/studying and when having free time.

**03.** The student describes and is aware about the importance of cultural sensitivity, intercultural communication and cooperation skills as core competences for future professionals

**04.** The student is able to apply the knowledge by doing case based interdisciplinary grounded problem solving

# ACCREDITATION

ECTS Grade		Definition	Percentage of Students
A	Excellent	Outstanding performance with only minor errors	10%
B	Very good	Above the average standard with some errors	25%
C	Good	Generally sound work with a number of notable errors	30%
D	Satisfactory	Fair but with significant shortcomings	25%
E	Sufficient	Performance meets minimum criteria	10%
FX	Fail	Some more work required before credit can be awarded	
F	Fail	Considerable further work is required	

## ACCREDITATION

The accreditation of the Course is based on the principles of the European Credit Transfer System (ECTS), which has become the standard in European student exchange. It allows the home institution to incorporate the credits and grades of the students in their curriculum.

The students participating in the IP will be awarded by each institution with 3 ECTS. The assessment is based on a 100 point scale, where 25 points could be awarded for the preliminary module and 75 points for the intensive face-to-face part.

At the end of the course the students get a proof of attendance and a transcript of record undersigned from the course co-ordinators.

## ECTS GRADING SCALE

Examination and assessment results are usually expressed in grades. There are many different grading systems in Europe. To help institutions interpret the grades awarded to exchange students, the ECTS grading scale has been developed by a number of European universities participating in a pilot scheme and is now largely adopted in Europe.

The ECTS grade provides information on the student's performance in addition to that provided by the institution's grade. Please be advised that the ECTS grade does not replace the local grade.

The following chart describes the dual use of the ECTS grading system. For example, the grade A means that the student's performance was excellent, and that s/he was among the top ten percent of students.

# MEET THE TEAM



**FILIP DEJONCKHEERE**

**Coordinator**

MSc in pedagogical and psychological sciences and with special expertise in curriculum development and interdisciplinary programmes in an international perspective. Responsible for the development of international and interdisciplinary programmes and intensive programmes at Artevelde University UAS.



**ATTILA DOBOS**

**Coordinator**

Attila Dobos is assistant professor at the Department of Social Sciences in Semmelweis University, Faculty of Health Sciences. By his background Attila is a cultural anthropologist and philosopher having intercultural hermeneutics as his main research interest.

Other coordinators will be added soon.



## EMI VAN NIEUWENHUYSE

### Tutor

Emi is lecturer in the faculty of Early childhood education in University College Artevelde in Ghent, Belgium. Having podiatry, physical and religion education as background, she's interested in humanity, diversity, children and youngsters.



## ANTÓNIO FREITAS

### Tutor

Nursing Teacher, Specialist in Medical-surgical Nursing, with extended clinical experience in Perioperative and Surgical Environments. Master in Sciences of Education: Curriculum Development and Evaluation specialization. Nursing Degree and Psychology Degree. Currently vice-dean of the Health School of the Setubal's Polytechnic University in Portugal.



## ERICH WEISS

### Tutor

Erich Weiss is International Coordinator and Lecturer in the Bachelor programme Healthcare and Nursing at the University of Applied Sciences for Health Professions Upper Austria. He is known for his student-centered approach and respectful engagement at eye level.



## BURAK KARABEY

### Tutor

Burak Karabey is an associate professor in the Department of Gifted Education at Dokuz Eylül University in Izmir, Turkey. He has been involved in various international and national projects related to Creativity, Innovation, Social Inclusion and teacher training.

Other tutors will be added soon.