

REQUIREMENTS

Semmelweis University, Faculty of General Medicine – single, long-cycle medical training programme Name of the host institution (and any contributing institutions): Institute of Behavioural Sciences			
Name of the subject: Interkulturális Egészségügyi Ellátás Integrált Kurzus in English: Intercultural Healthcare Integrated Course in German: Interkulturelle Gesundheitsversorgung Integrierter Kurs Credit value: 2 Semester: <i>(as defined in the curriculum)</i> First and second (It is offered every term)			
Total number of classes per week:	lectures:	practical lessons:	seminars: 2/ week
2			
Type of subject: compulsory <u>obligatory elective</u> elective (PLEASE UNDERLINE AS APPLICABLE)			
Academic year: 2024/25 II term			
Language of instruction, for optional or elective subjects: English			
Course code: AOVMAG1168_1A <i>(In the case of a new subject, this cell is filled in by the Dean's Office, following approval)</i>			
Course coordinator: Prof. Dr. Purebl György Place of work, phone number: SE ÁOK Magatartástudományi Intézet, 1089. Nagyvárad tér 4 Position: Director of the Institute and Professor Date and number of habilitation: : 2019.06.08., reg. number: 05/201905/2019			
Objectives of the course and its place in the medical curriculum: The primary aim of the course is to help students develop intercultural competencies needed not only in their future role as medical doctors working with colleagues and patients from other cultures but in the present as well as students in the multicultural environment of Semmelweis University. To facilitate this aim, the course is integrated, welcoming students from the English, German and Hungarian programmes as well. Besides the knowledge base required to function well in multicultural environments, the course also aims to sensitise students with regards to the values of cultural pluralism. The emphasis on analysing real cases involving cultural diversity in healthcare settings aims to provide a practical, problem based component to the course. Religion is an integral element of culture and the course allocates three classes to help students understand values, norms, beliefs and practices of world religions relevant to health and healthcare. The course also aims to introduce students to the factors that need to be considered in			

intercultural decision making in healthcare settings
<p>Place of instruction (address of lecture hall or seminar room etc.): Nagyvárad téri Elméleti Tömb, 1089 Budapest Nagyvárad tér 4. Elméleti Orvostudományi Központ 1094 Budapest Tűzoltó utca 37-47</p>
<p>Competencies acquired through the completion of the course:</p> <ul style="list-style-type: none"> • Enhancing students' understanding of how culture shapes the health and illness behaviour of their patients to be. • Enabling students to function better in a multicultural environment. • Sensitising students to accept beliefs different from their own.
<p>Prerequisites for course registration and completion: Self assessed English fluency is needed as the course is held in English.</p>
<p>Conditions for concurrent course registration and permission thereof in the case of a multi-semester subject: This is not a multi semester subject</p>
<p>Student headcount conditions for starting the course (minimum, maximum) and method of student selection: Minimum 10 Maximum 30 This is an integrated course held in English. so English fluency is a requirement. Students from the English, Hungarian and German programs may apply.</p>
<p>Detailed course description: <i>(Theoretical and practical instruction must be broken down into lessons (weeks), numbered separately. Please provide the names of lecturers in both types of lessons, indicating guest lecturers. This information is not to be attached separately. CVs of guest lecturers, however, must be attached.)</i></p> <p>All lessons are seminars</p> <ol style="list-style-type: none"> 1. Introduction to intercultural healthcare- basic concepts (Döbrössy Bence) 2. Norms, culture and deviance (Döbrössy Bence) 3. Gender and culture (Döbrössy Bence) 4. Cultural dimensions- comparing cultures (Döbrössy Bence) 5. Cultural diversity in health: The cultural context of illness behaviour (Döbrössy Bence) 6. Religion, culture and health I- the effect of religion on health: studies and pathways (Döbrössy Bence) 7. Religion, culture and health II –Hinduism, Buddhism (Döbrössy Bence) 8. Religion, culture and health III- Judaism, Christianity and Islam (Dr. Péter Orsolya- Döbrössy Bence) 9. The Roma in Hungary (Döbrössy Bence) 10. Culture and Pain (Döbrössy Bence) 11. Intercultural decision making in a healthcare setting-legal issues (Dr. Péter Orsolya) 12. Intercultural Decision making in a healthcare setting Case analysis (Döbrössy Bence) 13. Round table discussion with doctors who have experience in intercultural healthcare (Döbrössy Bence) 14. Summary (Döbrössy Bence)
<p>Related subjects due to interdisciplinary fields (both compulsory and elective) and potential overlaps between subjects: Sociology of Healthcare and Medicine (compulsory) Culture in Medicine-Culture of Medicine (elective) Attention was paid to limit the overlap to a mimimum.</p>

There is some overlap in discussing the concept of culture and illness behaviour
<p>Attendance requirements; conditions under which students can make up for absences and the method of absence justification:</p> <p>75% of the classes must be attended. One absence can be made up by a special assignment</p>
<p>Form of assessment in the study period: (including the number, topics and scheduling of oral and written tests, their share in the overall evaluation, make-up tests and improvement tests)</p> <p>Short tasks will be set for students on Moodle every week. 75% of the tasks must be completed. The tasks are not graded, just accepted or rejected. However completing 75% is required for the signature.</p>
<p>Number and type of assignments for individual work and the deadline for submission:</p> <p>A short assignment is given each week which has to be uploaded on moodle by the next class. 75% of the assignments must be completed. The deadline of the final essay is the Monday of the final week.</p>
<p>Requirements to obtain the teacher's signature:</p> <p>75% of seminars must be attended. One practical absence can be made up by undertaking an extra task set by the teacher</p>
<p>Type of assessment (<i>comprehensive examination, end-term examination, term-grade, term-grade on a three-grade rating scale, no examination</i>):</p> <p>The final assessment is a 1000 word essay with references to be handed in by the end of the term.</p>
<p>Examination requirements: (<i>list of examination topics, subject areas of tests / examinations, lists of mandatory parameters, figures, concepts and calculations, practical skills</i>)</p> <p>What are Hofstede's cultural dimensions? Use examples from cultures you know. How does it relate to health and healthcare? What is cultural pluralism? Give examples relevant to health and healthcare. What are the different theories of deviance? what is the one you like best? How does it relate to health and healthcare? What are the intercultural aspects of gender? How does it relate to health and healthcare? How does culture influence illness behaviour? What are some factors we must pay attention to in intercultural communication in healthcare? How do you provide culturally sensitive healthcare? Describe Roma culture. How does it relate to health and healthcare? What are the mechanisms through which religion may affect health? What is the cultural relevance of pain? Describe the most important health related beliefs and practices of two world religions.</p>
<p>Method and type of grading: (<i>Share of theoretical and practical examinations in the overall evaluation. Inclusion of the results of the end-of-term assessment. Possibilities of and conditions for offered grades.</i>)</p> <p>100% final essay Grades : 0-50 points – 1</p>

51- 60 points -2
61-74 points -3
75-84 points -4
85 points and over 5

List of course books, textbooks, study aids and literature facilitating the acquisition of knowledge to complete the course and included in the assessment, precisely indicating which requirement each item is related to (e.g., topic by topic) as well as a list of important technical and other applicable study aids:

Healthy Diversity: A Manual of Critical Incidents, 2015- freely downloadable from:
<https://healthydiversity.eu/resources/>

Health Care and religious Beliefs, Alberta Health services, 2015

'A melting pot of cultures' -challenges in social adaptation and interactions amongst international medical students. Byrne E, Brugha R, McGarvey A. BMC Med Educ. 2019 Mar 18;19(1):86.

"Pathways from religion to health: Mediation by psychosocial and lifestyle mechanisms.

Morton, Kelly R., Jerry W. Lee, and Leslie R. Martin. " Psychology of religion and spirituality 9.1 (2017): 106.

Gender and Health in Graham Scrambler (ed) Sociology as Applied to Health and Medicine, Palgrave Macmillan 2018

Health and Illness Behaviour in Graham Scrambler (ed) Sociology as Applied to Health and Medicine, Palgrave Macmillan 2018

"The crossroads of culture and health among the Roma (Gypsies)." Vivian, Carrie, and Lauren Dundes. Journal of nursing scholarship 36.1 (2004): 86-91.

Relevant articles will be made available to students on Moodle.

Talking ppts and handouts are provided on Moodle for each class

Signature of habilitated instructor (course coordinator) announcing the course:

Signature of the director of the host institution:

Date of submission: