

STUDY GUIDE

INTERCULTURALITY IN HEALTH CARE

Organised by
UMONS and UFCSPA

1. IDENTIFYING DATA.	
· Course Name.	Interculturality in Health Care
· Coordinating University.	UMONS
· Partner Universities Involved.	UFCSPA
· Course Field(s).	Health care education, interculturality in health care, global perspectives on health care
· Related Study Programme.	/
· ISCED Code.	
· SDG.	SDGs 3, 4, 5, 10
· Study Level.	It is especially suitable for third-year undergraduate and/or graduate students, but the course is open to anyone interested in the topic.
· EUNICE Key Competencies	<ul style="list-style-type: none"> • Green - strongly • Orange- moderately • Red - partially • Blank cell - not at all
EUNICE Key Competencies	Problem solving
	Teamworking
	Communication
	Self-management
	Cognitive flexibility
	Digital competence
	Technical competence
Global intercultural competence	
· Number of ECTS credits allocated.	3
· Mode of Delivery.	self-study, live online and on-campus hybrid sessions
· Language of Instruction.	The main language of instruction will be English. However, some resources will be made available in French or Portuguese. These

	resources will be adapted and supported using English so that participants can get a taste of other EUNICE languages.
· Course Dates.	6 th of October 2025 – 12 th of December 2025
· Precise Schedule of the Lectures.	<ul style="list-style-type: none"> - 10 hours of self-study and asynchronous activities - 14 hours of live online and campus hybrid: <ul style="list-style-type: none"> - 14th of October 2025 from 5 to 6.30 pm CET time - 21st of October 2025 from 5 to 6.30 pm CET time - 28th of October 2025 from 4.30 to 6 pm CET time - 4th of November 2025 from 4.30 to 6 pm CET time - 13th of November 2025 from 4.30 to 6 pm CET time - 18th of November 2025 from 4.30 to 6 pm CET time - 25th of November 2025 from 4.30 to 6 pm CET time - 2nd of December 2025 from 4.30 to 6 pm CET time - 9th of December 2025 from 4.30 to 6 pm CET time - 16th of December 2025 from 5 to 6.30 pm CET time - 6 hours for self-reflective activities as part of the portfolio (assessment)
· Key Words.	Health care education, interculturality in health care, cultural competences for future health care professionals and practitioners, global perspectives on health care
· Catchy Phrase.	Is the concept of health universal or is it culturally grounded? How to respond to people’s health-related needs while respecting their values and preferences? What does “culture” mean and what impact does it have on health care? This hands-on, practice-oriented course aims at helping you gain awareness of the complexities involved in providing health care in an increasingly culturally and linguistically diverse world. Throughout the different activities and units, you will have the opportunity to develop cultural and linguistic awareness as well as communication tools adopted in the health care field.

· Prerequisites and co-requisites.	A B1+ level in English is recommended for this course. Students with a lower level of English are encouraged to contact the course coordinator for a short interview to assess their language skills.
· Number of EUNICE students that can attend the Course.	Up to 10 EUNICE students and 10 UFCSPA students
· Course inscription procedure(s).	For EUNICE students: standard EUNICE procedure IMPORTANT INFORMATION FOR UFCSPA STUDENTS: <i>The registration process will be internal through your university’s system (SIUR).</i> <i>Please contact Prof. Ana Luiza Pires de Freitas analuzaf@ufcspa.edu.br for more details on this.</i>

2. CONTACT DETAILS.

· Department.	Language and Internationalisation Unit
· Name of Lecturer.	Julie Walaszczyk
· E-mail.	Julie.walaszczyk@umons.ac.be
· Other Lecturers.	Ana Luiza Pires de Freitas

3. COURSE CONTENT.

This course is an introduction to the importance of interculturality in health care. Together, we will discuss a broad range of topics and address communication challenges that can arise from interactions with patients:

- Multicultural aspects and health issues
- Communication in health issues
- Global perspectives on health care
- Emerging and hidden identities in the South American and the European contexts
- Language & in/exclusion

4. LEARNING OUTCOMES.

By the end of the course, participants will be able to:

- Understand the different aspects of “culture” and its importance in health care;
- Develop cultural awareness for health care settings;
- Acquire tools and strategies for a reflective approach in future health-related practices;
- Gain communication skills and language awareness for inclusion in health contexts.

5. OBJECTIVES.

Students will have the opportunity to:

- discuss and analyse a number of definitions of culture in the context of health care
- be exposed to situations that implicate cultural variety in health care
- learn from empirical data through interactions on the field of study
- adopt a practice-based approach to the use of communicative tools and linguistic repertoire in health care contexts.

6. COURSE ORGANISATION.

UNITS

- | | |
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| 1. | Intro: Is the concept of health universal? |
|----|--|

2.	Relationship to health and healthcare
3.	Campus interviews
4.	Culture(s) in health and healthcare contexts

LEARNING RESOURCES AND TOOLS.

Learning and teaching material will include:

- Audiovisual resources (videos, podcasts, audio recordings)
- Readings
- Interactive activities (short quizzes, student surveys and reflective exercises)

Tools which will be used:

- Virtual walls
- Collaborative platforms for mind-mapping and blog entries
- Video-conferencing platforms

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

The course will adopt a student-centered approach. It will require active participation and students' willingness to contribute to the course content and resources. The course will consist of preparatory online self-study modules, asynchronous and synchronous, student-led discussions, live (hybrid) seminars and group work activities.

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Assessment will be formative and continuous. It means that learning will be scaffolded, and each stage of the learning process will be evaluated through a specific task or activity. Deadlines will be set early so that students can organize their workload accordingly. All the different activities will make up a portfolio, which will be presented at the end of the course, during an online symposium.

OBSERVATIONS.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Fatigante, M., Zucchermaglio, C., & Alby, F. (2023). Interculturality in institutions: Symbols, practices and identities. Springer International Publishing AG.

