

# STUDY GUIDE

## *INTERCULTURALITY IN HEALTH CARE*

**Organised by**

**UMONS & 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.	7, 8	
· SDG.	SDGs 3, 4, 5, 10, 17	
· Study Level.	It is especially suitable for third-year undergraduate on and/or graduate students, but the course is open to anyone interested in the topic.	
· EUNICE Key Competencies	[Indicate the Key Competencies offered by the course.]	
	<ul style="list-style-type: none"> <li>• Green – strongly</li> <li>• Orange - moderately</li> <li>• Red – partially</li> <li>• Blank cell - not at all</li> </ul>	
	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 <sup>th</sup> of October 2026 – 15 <sup>th</sup> of December 2026
· Precise Schedule of the Lectures.	<p><b>10 hours of self-study and asynchronous activities</b></p> <ul style="list-style-type: none"> <li>- 6th October 2026: course starts (asynchronous, self-paced module)</li> </ul> <p><b>14 hours of live online</b></p> <ul style="list-style-type: none"> <li>- 13th of October 2026 from 5 to 6.30 pm CET time</li> <li>- 20th of October 2026 from 5 to 6.30 pm CET time</li> <li>- <b>IMPORTANT:</b> clocks change! There will be a shorter time difference with Brazil from then on. 27th of October 2026 from 4.30 to 6 pm CET time</li> <li>- 3rd of November 2026 from 4.30 to 6 pm CET time</li> <li>- 10th of November 2026 from 4.30 to 6 pm CET time</li> <li>- 17th of November 2026 from 4.30 to 6 pm CET time</li> <li>- 24th of November 2026 from 4.30 to 6 pm CET time</li> <li>- 1st of December 2026 from 4.30 to 6 pm CET time</li> <li>- 8th of December 2026 from 4.30 to 6 pm CET time</li> <li>- 15th of December 2026 from 5 to 6.30 pm CET time</li> </ul> <p><b>6 hours for self-reflective activities as part of the portfolio (final assessment)</b></p>
	Health care education, interculturality in health care, cultural competences for future health care professionals and practitioners, global perspectives on health care

<p>· Catchy Phrase.</p>	<p>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.</p>
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<p>· Prerequisites and co-requisites.</p>	<p>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.</p>
<p>· Number of EUNICE students that can attend the Course.</p>	<p>15 EUNICE students (on top of the 15 UFCSPA students)</p>
<p>· Number of EUNICE students that can attend the course per institution</p>	<p>1</p>
<p>· Course inscription procedure(s).</p>	<p>For EUNICE students: standard EUNICE procedure</p> <p><b>IMPORTANT INFORMATION FOR UFCSPA STUDENTS:</b> The registration process will be internal through your university’s system (SIUR). Please contact Prof. Ana Luiza Pires de Freitas <a href="mailto:analuzaf@ufcspa.edu.br">analuzaf@ufcspa.edu.br</a> for more details on this.</p>

## 2. CONTACT DETAILS.

<p>· Department.</p>	<p>Language and Internationalisation Unit</p>
<p>· Name of Lecturer.</p>	<p>Julie Walaszczyk</p>
<p>· E-mail.</p>	<p><a href="mailto:Julie.walaszczyk@umons.ac.be">Julie.walaszczyk@umons.ac.be</a></p>
<p>· Other Lecturers.</p>	<p>Ana Luiza Pires de Freitas</p>

## 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 different cultural concepts 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

1.	Introduction to the course
2.	Is the concept of health universal?
3.	Discussing health models
4.	Differences of perceptions of illness and disease
5.	Attitudes to pain and health(care)
6.	Ageing and ageism
7.	On-site investigations: putting concepts in practice
8.	Body image: social, cultural and historical changes
9.	Discrimination in the healthcare system
10.	Final symposium

##### 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.

**This is a non-graded course. If you require a final grade for academic recognition in your home institution, please notify the lecturer no later than during the first session.**

#### 8. BIBLIOGRAPHY AND TEACHING MATERIALS.

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