

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

Course Introduction and Application Information

Course Code:	UNI368		
Course Name:	Health Services in Multicultural Societies		
Semester:	Spring Fall		
Course Credits:	<div>ECTS</div> <div>5</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	No		
Type of course:	University Elective		
Course Level:	<div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Dr. Öğr. Üy. EMİNE NUR KAHRAMAN		
Course Lecturer(s):	Asst.Prof..Emine Nur Kahraman		
Course Assistants:			

Course Objective and Content

Course Objectives:	The aim of the course on healthcare services in multicultural societies is to educate healthcare professionals and service providers on effectively communicating with individuals from different cultures, understanding cultural diversity, and coping with this diversity.
Course	This course focuses on developing the skills of healthcare professionals to provide effective

Content:	healthcare services in multicultural societies. Its content covers cultural awareness, communication skills, coping strategies for cultural diversity, cultural competence, and interaction with patients. Students gain practical skills in establishing healthy communication with individuals from different cultures, respecting cultural norms, tailoring healthcare services to cultural needs, and collaborating in a cross-cultural team. Additionally, the course provides practical opportunities for students to apply these skills through real-life scenarios with the aim of reducing cultural errors in healthcare delivery and enhancing patient satisfaction.
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Learning Outcomes

The students who have succeeded in this course;

- 1) Cultural Awareness: Acquiring the ability to identify and understand the cultural characteristics of patients from different cultures.
- 2) Communication Skills: Developing the ability to understand different languages and communication styles, communicate effectively, and overcome language barriers.
- 3) Cross-Cultural Communication: Gaining the skill of cultural sensitivity and respect when interacting with individuals from different cultures.
- 4) Adaptation to Cultural Norms: Developing the ability to tailor healthcare services to the norms and expectations of different cultures.
- 5) Patient Safety: Acquiring the ability to recognize potential errors in cross-cultural interactions and reduce these errors to enhance patient safety.
- 6) Teamwork in Cultural Diversity: Improving collaboration skills with healthcare professionals and team members from different cultures.
- 7) Sensitivity to Health Disparities: Understanding the impact of cultural diversity on health inequalities and developing sensitivity to these disparities.
- 8) Cultural Adaptation Strategies: Developing the ability to manage cultural differences and implement strategies to enhance cultural adaptation.
- 9) Empathy Development: Enhancing the ability to understand the emotional and cultural context of individuals from different cultures and building empathy.
- 10) Knowledge of Various Cultures: Establishing a broad knowledge base about the health beliefs, practices, and illness perceptions of different cultures.

Course Flow Plan

Week	Subject	Related Preparation
1)	Introduction and Overview of the Program Introduction to the program's objectives and content. Impacts of multicultural communities on healthcare services.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
2)	Cultural Awareness and Health Concept of cultural awareness and its importance. Role of cultural awareness in healthcare services.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
3)	Communication Skills and Intercultural Communication Developing communication skills. Strategies for effective	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice.

	communication with individuals from different cultures.	Health Care Analysis, 11, 199-206.
4)	Language Barriers and Solutions Challenges of communication in different languages. Strategies for overcoming language barriers.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
5)	Cultural Diversity and Its Impact on Healthcare Impacts of different cultures on the healthcare system. Strategies for coping with cultural diversity.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
6)	Adapting to Cultural Norms in Healthcare Services Ability to provide healthcare services in accordance with cultural norms. Adapting healthcare services to cultural norms	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
7)	Patient Safety and Cultural Errors Impact of cultural interactions on patient safety. Identifying and reducing potential cultural errors.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
8)	midterm	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
9)	Conflict Management and Resolving Cultural Conflicts Identifying and resolving conflicts in a cross-cultural context. Conflict management in the context of healthcare services.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
10)	Health Inequalities and Cultural Sensitivity Impact of cultural differences on health inequalities. Importance of cultural sensitivity in healthcare services.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
11)	Sensitivity and Developing Empathy Developing sensitivity to cultural differences. Strengthening empathy-building skills.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
12)	Cultural Adaptation Strategies Adapting healthcare services to different cultures. Implementation of cultural adaptation strategies.	Olthuis, G., & van Heteren, G. (2003). Multicultural health care in practice. Health Care Analysis, 11, 199-206.
13)	case based practices	Ritter, L. A., & Hoffman, N. (2009). Multicultural health. Jones & Bartlett Publishers.
14)	case based practices	Ritter, L. A., & Hoffman, N. (2009). Multicultural health. Jones & Bartlett Publishers.
15)	case based practices	Ritter, L. A., & Hoffman, N. (2009).

[illegible]

23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	1	2	3	4	5	6	7	8	9	10
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.										

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations	

	with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	
10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	
11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	
14)	The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	
16)	The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	
17)	The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	
18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	

20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	
22)	The graduate effectively manages individual study and learning processes and career development.	
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	
24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Homework Assignments	1	% 40
Final	1	% 60
total		% 100
PERCENTAGE OF SEMESTER WORK		% 40
PERCENTAGE OF FINAL WORK		% 60
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Course Hours	16	46
Study Hours Out of Class	16	52
Midterms	1	6
Final	1	10
Total Workload		114