

**COURSE DATA****Data Subject**

<b>Code</b>	44721
<b>Name</b>	The individual and migration
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	20.0
<b>Academic year</b>	2024 - 2025

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2228 - International Master in Migrations Studies	Faculty of Psychology and Speech Therapy	1	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2228 - International Master in Migrations Studies	3 - The individual and migration	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
REAL COLLADO, JOSE TOMAS	260 - Medicine
VILLARROYA SOLER, EDELIA	295 - Personality, Evaluation and Psychological Treatment

**SUMMARY**

At the end of the first course, a final conceptual module is proposed. A change in the area of study appears here: health, as well as a paradigm: we go into the study of individual differences. It is here that the student's vision is completed, beyond the conceptual paradigms of social and cultural spheres. Although again prevails the general tonic of the master, that is, starting from the context to reach the specific. It is based on community health with epidemiological and preventive aspects, through the patient medical relationship, to reach the Health Psychology that contemplates both the effects of migratory stress and its impact on sexual life, and all this under the multiculturalism prism. It is intended to train professionals with sufficient knowledge in the health and disease process with a bio-psycho-social perspective, in relation to the migration process and the factors that condition health, taking into account the differences between sexes and culture of origin, together with the influence of variables such as beliefs, myths, values and education. In the second part of the module, an attempt is made to provide the student with sufficient tools to handle the psychological aspects that accompany the change in the



personality of the individual who arrives in a different culture. With special mention to refugees and displaced persons. It is desired that the future migration technician be able to attend and approach these people correctly. At the end of it, it is provided with intervention programs in interpersonal skills adapted to multiculturalism. In addition, the final three themes are examples of developments in personality research and individual differences in the determination of social behavior and change in it caused by acculturation.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

### 2228 - International Master in Migrations Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Que los estudiantes puedan fomentar políticas de cooperación internacional.
- Que los estudiantes sepan sensibilizar y prevenir conductas y actitudes xenófobas, racistas y dogmáticas tanto en la población de acogida como en los diferentes grupos de migrantes.

At the end of the subject the student will have achieved:

- a) Acquire adequate knowledge about cross-cultural dialogue in the field of health, gender differences and social equality.
- b) Learn socio-health scenarios, health profiles and critical areas, cross-cultural relationships and health rights.



- c) Acquire adequate knowledge about biological differences between sexes, gender differences and social equality.
- d) Identify, prevent and act against child sexual abuse. Sexual violence between the sexes and gender violence.
- e) Understand the role of culture in explaining and predicting individual behavior.
- f) To awaken the need for a vigilant attitude towards ethnocentrism, promoting cultural relativism and respectful analysis of difference.
- g) Understand the personality processes involved in the social interaction of individuals from different cultures.
- h) Know the main personality models and the prediction of the cultural change
- i) Know the effects of acculturative stress on the mental health of individuals.
- j) Learn social and interpersonal skills that allow adequate relationships between equals and between sexes.
- k) Know how to critically assess the contents of the subject from a socio-cultural perspective and know how to apply them to future professional practice.

## DESCRIPTION OF CONTENTS

### 1. Attitudes, knowledge and health practices

Socio-sanitary framework of immigration in Spain and in Europe. Migrant health profile. Physical risk factors. Cultural differences and perception of health. Culture and ways of getting sick. The doctor-patient relationship from an interdisciplinary and multicultural perspective. Information and access to services. Current regulations.

### 2. Health and migration psychology

The process of health and disease from the analysis of the geographic and foster aspects of the new place that influence the health condition of the family. Phase of the life cycle of the family. Cultural structure of meanings of the context of origin: cultural values of the family, religious beliefs, rituals. The recognition of group and bicultural identity. Bankruptcy-versus construction of significant social networks. Building a new health. Health by age groups. Migration and sexual and reproductive health.



### 3. Emigration as a process of personal change

Relations between the concepts of culture and personality. From Psychological Anthropology to Transcultural Psychology. Multicultural contact, acculturation and personality: descriptive models. Intercultural change and implications for the concepts of stability, consistency and adaptation of personality. Types and conditioning factors of change. Personal identity and the role of culture. The migrant's personality. Towards a psychological conceptualization of the migrant and emigration, within a multidisciplinary perspective.

### 4. Techniques for training social and interpersonal skills

Social intelligences. The two basic types of social intelligence. Components of interpersonal skills. Components of sociocultural wisdom. Design and analysis of social and interpersonal skills programs.

### 5. Personality, stress and health in the migratory process

Relationships between personality, stress and health. Cultural change: acculturation and psychological costs. Acculturative stress. Approaches to acculturative stress from cross-cultural psychiatry vs. Transcultural Psychology. Mental health and displacement: from internal to international migrations. Frequent stressors and mental health. Models of identity disruption. Adjustment disorder. Affective and anxiety disorders. Post-traumatic stress disorder in refugees and trafficked.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	200,00	100
Attendance at events and external activities	15,00	0
Development of group work	35,00	0
Development of individual work	75,00	0
Study and independent work	75,00	0
Readings supplementary material	40,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	30,00	0
<b>TOTAL</b>	<b>500,00</b>	



## TEACHING METHODOLOGY

Teaching is taught primarily through a system of face-to-face classes, theoretical and practical. The theoretical class allows the introduction and development of the theoretical content of each topic. The practical classes, through the illustration of the contents, facilitate student learning by allowing a more dynamic and close relationship with them. However, it is also important to carry out seminars or other complementary tasks proposed by teachers, such as carrying out work. With this type of tasks, autonomous or group work is encouraged, but also and in a relevant way, the acquisition of skills regarding the presentation and writing of topics. The tutorials are the means through which teachers guide and supervise students in the development of complementary activities, in particular, and resolve their doubts or difficulties related to the subject, in general. In short, through tutorials, which facilitate a closer and more direct relationship, teachers guide students in the construction of their knowledge.

## EVALUATION

Since the contents are evaluated according to their thematic areas, different evaluation methodologies will be used: objective tests, short question exams, development exams and essay formulation.

## REFERENCES

### Basic

- Baraldi, C.; Barbieri, V.; Giarelli G.- *Immigrazione, mediazione culturale e salute*. Franco Angeli Editori, 2008, 240 pg.
- Berry, J.W., Poortinga, Y.H., Breugelmans S. M., Chasiotis, A. y Sam D. (2011): *Cross-cultural psychology: research and applications*. New York. Cambridge University Press.
- Consellería de Bienestar Social. *El Papel del Ámbito Sanitario en la Detección y Abordaje de Situaciones de Desprotección o Maltrato Infantil*. Generalitat Valenciana, 2002
- Farias Huanqui, P. *Manual de atención primaria a población inmigrante*. Jaypyo editores, Madrid, 2003.
- Abramson, L., Seligman, M.P. y Teasdale, J.D. (orig. 1978 trad. 1995).- «Indefensión aprendida en humanos: crítica y reformulación». En M.D. Avia Y M.L. Sanchez (eds.), *Personalidad: aspectos cognitivos y sociales*. Pirámide.
- Palenzuela, D.L. (1990).- *Personalidad y psicología clínica*. Crisol. (Capítulo 3: pp. 47-79). Rhodewalt, F. (Dir.) (2008): *Personality and Social Behavior*. New York. Psychology Press