



## 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>	2021 - 2022

### Study (s)

Degree	Center	Acad. year	Period
2228 - M.D. in International Migrations Studies	Faculty of Psychology and Speech Therapy	1	First term

### Subject-matter

Degree	Subject-matter	Character
2228 - M.D. in International Migrations Studies	3 - The individual and migration	Obligatory

### Coordination

Name	Department
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

## OUTCOMES

### 2228 - M.D. in International 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.

## LEARNING OUTCOMES

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

## ADDENDUM COVID-19



**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

The CCA of the master has decided to maintain 100% attendance for the next academic year 2021-2022 with due security measures. Therefore, the conditions of the academic guide will continue to apply. But if, as a consequence of COVID-19, it is impossible to do the teaching and exams in person, the following changes will be applied:

### **1. Contents**

There are no changes in the contents. The contents initially programmed in the teaching guide for the theoretical and practical sessions (paper and pencil tasks) are maintained.

### **2. Volume of work and temporary planning of teaching**

Sessions are held on scheduled days and scheduled times. Therefore, the ECTS credits of the subject are maintained as indicated in the teaching guide. But the 200 hours of theory classes are reduced to about 120 hours. These remaining hours and the 15 hours scheduled for attendance at external events and activities are added to the student's autonomous learning time with the materials uploaded to the virtual classroom.

### **3. Teaching methodology**

- Upload of materials to the virtual classroom
- Proposal of activities for virtual classroom
- Recorded transparencies
- Problems / exercises solved (practical classes)
- Tutoring by videoconference
- Forum in virtual classroom

### **4. Evaluation**

The face-to-face exams of the different subjects that make up this module have been replaced by:



- Adding continuous assessment activities
- Assessment tests through academic work
- Oral exams by videoconference
- Objective tests (test type) in virtual classroom
- Open written test (traditional exam) but distributed in virtual classroom

In the case that tests of essays-summaries are used or oral tests, the level of knowledge that the student shows on the subject will be valued, especially if he expands his argumentation with other consulted texts, his ability to understand, analyze and synthesize, his ability to establish relationships, to argue logically and to express with clarity and rigor the assimilated notions, in addition to the ability to support a personal position on the subject. Likewise, formal aspects such as the coherence of the structure, the correction of written and oral expression and spelling will be taken into account. Those who reduce the essay-summary to a mere paraphrase or repetition of the theoretical materials with the same or similar words will be penalized. In any case, those literal passages taken from other sources must be quoted and the reference indicated.

The Virtual Classroom will be used for the delivery of the essays-summaries or the official mail of the master and the Blackboard Collaborate platform for the oral exams or objective tests. If for any reason the student does not have virtual technical means, they will inform the teaching staff of their situation. In case the difficulties are unsuccessful, during the test, the student must write to his / her teacher / email using the account @alumni.uv.es, identifying and describing the difficulties, in order to be notified of an alternative day, as well as the tool that will be used to proceed by oral examination.

Teachers may require individual or small group interviews via videoconference to verify the degree of participation and the achievement of the objectives pursued in any task carried out. Decline this verification by the student will mean not passing the task / activity in question.

The teachers will use the UV contracted plagiarism detection systems in the evaluation evidence. The manifest "copy" of any test, task, activity or report, whether individual or group, that serves the purpose of evaluation in the subject, will make it impossible to pass the subject.

## **5. Bibliography**

Part of the recommended bibliography is replaced by the teachers' own materials.