Coopération interculturelle et interdisciplinaire liée à la profession

PAB2011-OSAN_

Domaine : **Sciences de la santé publique** Grade académique : **Bachelier : infirmier responsable de soins généraux - Namur**
Niveau de certification : **6** Cycle : **Premier Cycle** Année académique : **2026-2027** (Q2)

CRÉDITS ECTS	VOLUME HORAIRE
3	**24 h**

PRÉREQUIS	CO-REQUIS
Aucun	*Aucun*

IMPLANTATION	DIRECTEUR DE DÉPARTEMENT DU DOMAINE	RESPONSABLE DE L'UE	ENSEIGNANTS INTERVENANTS
Département paramédical de Sainte-Elisabeth	Fabienne Lecris	Geneviève CASTIAUX	Geneviève CASTIAUX

PROGRAMME D'ÉTUDES

Programme	Bloc	Caractère
PA-Bachelier infirmier responsable de soins généraux	2	Choix individuel

Partie 1 Contribution de l'UE au profil d'enseignement du programme et acquis d'apprentissage spécifiques (AAS) sanctionnés par l'évaluation

CONTEXTUALISATION

This teaching unit offers students the opportunity to engage in an intercultural and interdisciplinary learning experience delivered in two phases: an initial online component followed by a mobility period in the host country of the BIP (Blended Intensive Programme). The programme is centred on the theme:

“Meeting Additional Care Needs (ACN) of Disadvantaged Women and Girls: a Holistic, Inclusive, Interdisciplinary, and Collaborative Approach.”

The unit aims to develop students’ relational, intercultural, and collaborative skills within the broader fields of health and care. Through case studies and shared learning activities, participants will explore the specific health and care needs of women and girls facing multiple forms of vulnerability and disadvantage.

Drawing on the definition proposed by the European Institute for Gender Equality (EIGE), the programme examines the realities of groups at greater risk of poverty, social exclusion, discrimination, and violence, including but not limited to ethnic minorities, migrants, people with disabilities, isolated older adults, and children. Particular attention is given to the understanding that vulnerability is not an inherent characteristic of individuals, but rather the result of social, cultural, economic, and political conditions that create inequalities and barriers to access.

The programme further explores how disadvantaged women and girls are often exposed to multiple and intersecting forms of discrimination as well as gender-based violence, while facing limited access to protection, support services, and mechanisms that safeguard their rights. Students will be encouraged to critically reflect on and develop holistic, inclusive, interdisciplinary, and collaborative approaches to care that respond effectively to these complex needs.

The mobility period in the host country provides a unique opportunity to gain insight into local professional practice through field visits, workshops, meetings with healthcare and social care professionals, and intercultural exchanges focused on these issues. This immersive experience fosters a deeper understanding of equity, diversity, and inclusion in health care, while strengthening students’ ability to provide person-centred and culturally sensitive care in diverse professional contexts.

ACQUIS D'APPRENTISSAGE SPÉCIFIQUES (AAS)

Sur base du Référentiel BIRSG 2024 , les compétences suivantes sont travaillées:

- **C3. Assurer une communication professionnelle :** Adopter une posture manifestant une intention de soin ; faire preuve de respect, de reconnaissance des émotions, d'assertivité ; appliquer les standards professionnels de communication
- **C4. Gérer les (ou participer à la gestion des) ressources humaines :** Favoriser un climat de collaboration et d'entraide ; collaborer avec l'équipe pluriprofessionnelle ;
- **C5. Prendre en compte les dimensions écologique, déontologique, éthique, légale et réglementaire :** Pratiquer conformément aux lois en vigueur (secret professionnel, droits du patient, etc.) ; agir selon le Code de Déontologie ; guider sa pratique par la réflexion éthique (advocacy)
- **C6. Construire son identité professionnelle :** Évaluer régulièrement ses apprentissages et compétences par rapport au profil ; argumenter ses choix et besoins de formation ; expliciter l'évolution de son projet professionnel en référence aux fondements de la discipline.
- **C10. Se développer professionnellement :** Exercer une pratique réflexive systématique en se référant à des cadres théoriques; accompagner ses pairs en

OBJECTIFS DE DÉVELOPPEMENT DURABLE

Document annexe à la fiche UE accessible via un lien explicitant en quoi le programme d'études s'inscrit dans une politique de développement durable. Une ou plusieurs UE spécifique(s) pourraient être ciblée(s) dans cette annexe.

Partie 2 Description de l'unité d'enseignement

OBJECTIFS

The overall BIP's expected results will be for the students (specific results will have to be defined day by day):

-Reflecting upon their own beliefs and attitudes towards disabled women and girls,

-Acquiring practical knowledge to work in alliance with disabled women and girls,

-Producing a critical analysis of the actual welfare and care services in Europe,

-Learning to work in a more diverse-sensitive way, as healthcare/social professionals,

-Developing an understanding of humans' rights and ethics challenges in Europe,

-Developing their body of knowledge about professional issues related to disabled women and girls 'care.

CONTENU

Our lectures and works will focus on most of the following selected European topics, distributed among workgroups:

• Related to (disabled) women and girls:

Education: school access, women and girl's work, informal sector, poverty.

Environment: climate change, environmental degradation.

Ethics and human rights: minority groups, physical or mental disabilities.

Gender and sexuality: gender concern, health inequalities, sexual harassment, violence and abuse.

Migration, diversity: immigrants and refugees, spiritual needs, racism, life trauma experience, intercultural sensibility, superdiversity in Europe.

Reproductive health: family planning, healthcare access.

• Related to specific and additional care:

Specific needs: assessing people's needs, empowerment, morbidity prevention,

patient compliance, patient-partner, person-centred care, quality of life, welfare.

Prevention and primary care: community health services, determinants of health, family-centred care, health outcomes, holistic care, primary health care.

Organisation of care: care clustering, care pathways, models of care, social insurance services access, stakeholder participation.

SOURCES ET RÉFÉRENCES

- European Institute for Gender equality EIGE (2016). Glossary and thesaurus. A-Z Index.https://eige.europa.eu/publicationsresources/

thesaurus/terms/1349

- Hénallux (2020). EU Grants : Proposal template (EACEA Erasmus+ IBA): V1.1 – 04.03.2020

- KUL (2023). Blended Intensive programmes. https://www.kuleuven.be/global/erasmus/key-action-1/BIP

- Monash university (2023). Active blended and online teaching.https://www.monash.edu/learning-teaching/teachhq/Teaching-practices/Blended-andonline-

teaching

- United Nations (2020). Why addressing women's income and time poverty matters for sustainable development?

https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2019/World-survey-on-the-role-of-women-indevelopment-

2019.pdf

- United Nations Population Fund (2023). Six UNFPA programmes around the world ensuring "health for all" in a world of 8 billion.

https://www.unfpa.org/news/six-unfpa-programmes-around-world-ensuring-health-for-all

- MPOYI, T. (2021). Population Reference Bureau (PRB). Family planning and the gendered impacts of crises on women: an effective tool across sectors to support women's empowerment and build resilience to shocks.https://www.prb.org/resources/family-planning-and-the-gendered-impacts-of-crises/

SUPPORTS DE COURS

Activité d'apprentissage	Support

ASAB2025-BIP — Blended intensive program Erasmus (en anglais)	All materials identified and collected by the students, as well as resources shared by the institutions visited and by the professionals or speakers who delivered presentations during the programme.

Partie 3 Méthodologie mise en œuvre et éventuel découpage de l'UE

DESCRIPTION DES ACTIVITÉS D'APPRENTISSAGE (AA) AU REGARD DE LEUR STATUT

Activité d'apprentissage	Heures	Langue d'enseignement	Langue d'évaluation
ASAB2025-BIP — Blended intensive program Erasmus (en anglais)	24 h	Anglais	Anglais

MÉTHODES D'ENSEIGNEMENT ET D'APPRENTISSAGE

Activité d'apprentissage	Méthodes d'enseignement et d'apprentissage
ASAB2025-BIP — Blended intensive program Erasmus (en anglais)	The BIP calendar consists of 2 phases: • A virtual program, from January till March 2027 virtual exchanges and work group under the supervision of a teacher. • A physical (in presence) program, during Week 10, from Monday 08/03/2027 till Friday 12/03/2027 (Kauno Kolegija, Lithuania, as hosting institution). It is COMPULSORY for each student to take part to ALL parts of the BIP program (ALL virtual meetings AND full in-presence week)! Virtual program: The virtual program consists of different on-line meetings: -3x2 hours under supervisions of a teacher (launching the meetings, setting the framework, laying the milestones...) -2x2 hours meeting together autonomously (breaking the ice, initial reflections, task-sharing ...) The meetings will be organized through Teams. Working tools: case-studies presentations, online group meetings and discussions. Physical program: The face-to-face program consists of working together a whole week, approximatively from 8.30 am till 5 pm, from Monday to Friday. Students will work under supervision of teachers. There will be lectures by lecturers, witnesses and people-inthe- field, on-field class and visits, case-studies work and presentations, and social/cultural events.

DÉTERMINATION DE LA COHÉRENCE PÉDAGOGIQUE EN CAS DE REGROUPEMENT D'AA FAISANT L'OBJET D'UNE ÉVALUATION DISTINCTE

À définir

Partie 4 Évaluation de l'unité d'enseignement

STRUCTURE DU DISPOSITIF GÉNÉRAL D'ÉVALUATION (EN LIEN AVEC LE PROGRAMME D'ÉTUDES)

Poster instructions:

The poster will present additional care needs AND solutions for the disadvantaged woman of your case. It will present adapted, relevant, and targeted solutions to the analyzed case, based on theoretical references, on all presentation and visits during the in-presence week, and on exchanges during your group meetings.

You may be very creative but be sure your message is clear.

Add the references you used (APA 7th recommended but not compulsory). There must be at least four peer reviewed references in the poster.

Oral presentation of the poster instructions:

Prepare a spoken presentation of 15 minutes duration. All the students of each group should speak in turn.

MÉTHODOLOGIE DE CONSTRUCTION DE LA NOTE FINALE DE L'UE

In the first examination session:

Students are assessed through a group project involving the design of a poster and an oral presentation.

Assessment is based on a criterion-referenced rubric provided in the student's BIP portfolio (group-poster and individual oral presentation skills).

The group project represents 100% of the final mark for this course unit.

During the second examination session:

The student individually revises and improves the poster based on the feedback and instructions provided by their coach.

The student then presents the revised poster individually through an oral presentation, demonstrating their ability to integrate feedback and communicate the project's key findings effectively (poster and individual oral presentation skills).

The individual project represents 100% of the final mark for this course unit.

LA PONDÉRATION DE L'ÉVALUATION DE L'UE À DES FINS DE DÉLIBÉRATION LORS DU CALCUL DE LA MOYENNE

Au sein du programme d'études, lors du calcul de la moyenne, la pondération de l'évaluation de l'unité d'enseignement est effectuée sur base des crédits affectés à cette unité d'enseignement et évalués

MODALITÉS D'ÉVALUATION

Épreuve intégrée	Modalités d'évaluation
—	Evaluation intégrée Active participation to online and presential works, including oral presentation of a poster (by groups): 100% of the final evaluation.

Activité d'apprentissage	Modalités d'évaluation
ASAB2025-BIP — Blended intensive program Erasmus (en anglais)	Evaluation intégrée

MODALITÉS CONCRÈTES D'ÉVALUATION

Une mention sur la fiche informera les étudiants du fait que les précisions sur les épreuves seront disponibles sur Moodle au plus tard 6 semaines avant l'évaluation.