Coopération interculturelle et interdisciplinaire liée à la profession

PAB2023-OSAN_

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

CRÉDITS ECTS	VOLUME HORAIRE
3	**24 h**
PRÉREQUIS *Aucun*	CO-REQUIS PAB2024-SSAN PAB2025-SSAN

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-Sage-femme	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 DE COMPÉTENCES INTERRÉSEAUX 2022:

C1. S'IMPLIQUER DANS SA FORMATION ET DANS LA CONSTRUCTION DE SON IDENTITÉ PROFESSIONNELLE

•€€€€€€€ Mobiliser de manière intégrée les savoirs théoriques, scientifiques et pratiques nécessaires à l'exercice de la profession.

•€€€€€€€ Analyser de façon critique sa pratique professionnelle et ajuster ses objectifs d'apprentissage.

•€€€€€€€ Développer une démarche de formation continue et construire son identité professionnelle de sage-femme.

C2. PRENDRE EN COMPTE LES DIMENSIONS DÉONTOLOGIQUES, ÉTHIQUES, LÉGALES ET RÉGLEMENTAIRES DE LA PROFESSION

•€€€€€€€ Respecter la législation, la réglementation et la déontologie propres à la profession de sage-femme.

•€€€€€€€ Adopter une posture professionnelle fondée sur l'intégrité, l'honnêteté et le respect du secret professionnel.

•€€€€€€€ Identifier les enjeux éthiques liés aux situations rencontrées.

•€€€€€€€ Fonder ses décisions et ses actions sur une réflexion éthique respectueuse des personnes et de leurs choix.

C3. PARTICIPER À LA GESTION HUMAINE, MATÉRIELLE ET ADMINISTRATIVE

•€€€€€€€ Utiliser les ressources de manière efficiente, responsable et durable.

•€€€€€€€ Collaborer efficacement avec les différents intervenants de l'équipe pluridisciplinaire et des réseaux de soins.

C7. ASSURER UNE COMMUNICATION PROFESSIONNELLE ENVERS LES BÉNÉFICIAIRES ET L'ENTOURAGE PROFESSIONNEL

•€€€€€€€ Établir une relation professionnelle adaptée avec les femmes, les couples, les familles et les différents partenaires de soins.

•€€€€€€€ Utiliser des techniques de communication favorisant l'écoute, la participation et la prise de décision éclairée.

•€€€€€€€ Transmettre oralement et par écrit des informations structurées, précises et pertinentes.

•€€€€€€€ Développer une relation d'aide empreinte de respect, d'empathie et de non-jugement.

Based on the 2022 Inter-Network Competency Framework

C1. ENGAGE IN ONE'S EDUCATION AND THE DEVELOPMENT OF PROFESSIONAL IDENTITY

- Integrate theoretical, scientific, and practical knowledge required for the practice of midwifery.
- Critically analyse professional practice and adjust learning objectives accordingly.
- Develop a lifelong learning approach and build a professional identity as a midwife.

C2. CONSIDER THE DEONTOLOGICAL, ETHICAL, LEGAL, AND REGULATORY DIMENSIONS OF THE PROFESSION

- Comply with the legislation, regulations, and code of ethics governing the midwifery profession.
- Adopt a professional attitude based on integrity, honesty, and respect for professional confidentiality.
- Identify ethical issues arising from professional situations.
- Base decisions and actions on ethical reflection that respects individuals and their choices.

C3. CONTRIBUTE TO HUMAN, MATERIAL, AND ADMINISTRATIVE MANAGEMENT

- Use resources efficiently, responsibly, and sustainably.
- Collaborate effectively with members of the multidisciplinary team and healthcare networks.

C7. ENSURE PROFESSIONAL COMMUNICATION WITH SERVICE USERS AND PROFESSIONAL PARTNERS

- Establish appropriate professional relationships with women, couples, families, and healthcare partners.
- Use communication techniques that promote active listening, participation, and informed decision-making.
- Communicate structured, accurate, and relevant information, both orally and in writing.
- Develop a supportive relationship characterised by respect, empathy, and non-judgmental attitudes.

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/publications-resources/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-and-online-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-in-development-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
ASAB2052-BIPE — 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
ASAB2052-BIPE — Blended intensive program Erasmus (en anglais)	24 h	English	English

MÉTHODES D'ENSEIGNEMENT ET D'APPRENTISSAGE

Activité d'apprentissage	Méthodes d'enseignement et d'apprentissage
ASAB2052-BIPE — 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-in-the-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

The course unit is composed of a single learning activity, which forms the basis for the assessment of the unit.

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
—	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
ASAB2052-BIPE — Blended intensive program Erasmus (en anglais)	Students work in groups to design a **scientific poster** addressing the theme of the BIP and their case to study. The poster is **presented orally** at the end of the on-site week in the host country before all participating groups and academic coaches.

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.