

**COURSE DATA****DATA SUBJECT****Code:** 44721**Name:** The individual and migration**Cycle:** Master's Degree**ECTS Credits:** 20**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2259 - Master's Degree in Migrations	Facultat de Psicologia i Logopèdia	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2259 - Master's Degree in Migrations	Individuo y migración	COMPULSORY

**COORDINATION**

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**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 students 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 students 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

It is recommended that students have completed the previous two modules.

## COMPETENCES / LEARNING OUTCOMES

### 2259 - Master's Degree in Migrations

Acquire adequate knowledge of biological differences between the sexes, gender differences and social equality.

Acquire adequate knowledge of cross-cultural dialogue in healthcare, gender differences and social equality.

Adopt a coherent and integrated stance regarding the disagreements among theorists.

Apply knowledge and skills to understand a field of study related to migration and master related research skills and methods.

Be able to apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) migration-related contexts.

Be able to communicate conclusions (and the knowledge and rationale underpinning these) to specialist and non-specialist audiences clearly and unambiguously.

Be able to create and promote international cooperation policies.

Be able to design, manage and assess programmes for assisting human groups with population mobility.

Be able to develop a critical spirit that allows students to have a broad and global view of migration.

Be able to distinguish the personality processes involved in the social interaction of individuals from different cultures.

Be able to handle the analysis of the migratory and acculturation processes in groups, families and individuals.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Be able to interpret data tables and make sense of them in relation to the theoretical models of human mobility that produce them.

Be able to promote a culture of peace and to spread democratic values.



Be able to recognise the role of culture in explaining and predicting individual behaviour.

Be able to use knowledge to promote cultural relativism over ethnocentrism, based on a respectful analysis of differences.

Be capable of developing effective migration policies.

Be capable of generating "best practices" in the field of international cooperation and development.

Be capable of promoting social cohesion through the fight against discrimination, exploitation and social inequalities at the local, national, European and international levels.

Be capable of promoting the principles of equal opportunities between men and women and accessibility to the labour market for disadvantaged groups.

Be prepared to identify, prevent and respond to child sexual abuse, gender-based violence and human trafficking.

Be prepared to manage and coordinate migration issues.

Demonstrate critical and self-critical reasoning within the field of study, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within this specific field of study; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Demonstrate knowledge and understanding that provides a basis or opportunity to be original in developing and/or applying ideas, often within a research context.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know how to apply social and interpersonal skills that enable appropriate peer relations and the resolution of interpersonal conflicts.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to conceive, design and develop scientific research on the phenomenon of migration that allows for an adequate professional teaching and research practice.

Know how to critically assess the content taught in the subjects from both a sociocultural and an individual perspective, to apply this content to future professional practice.

Know how to generate alternative hypotheses to the usual ones according to the prevailing theoretical models of human mobility.

Know how to raise awareness and prevent xenophobic, racist and dogmatic behaviour and attitudes among both the host population and the different migrant groups.

Know the main models of psychology of personality and prediction in relation to the cultural change that



can be derived from them.

Learn about socio-health scenarios, health profiles and critical areas, cross-cultural relations and health rights.

Learn autonomously, making informed decisions in different contexts, making judgements based on experimentation and analysis and transferring knowledge to new situations.

Propose creative and innovative solutions to complex situations or problems specific to the field of knowledge, to respond to different professional and social needs.

Que los estudiantes manejen los hechos y datos empíricos sin llegar a conclusiones rápidas y prematuras.

Students should be aware of the different cultural beliefs about coping with illness and maintaining health. Relation between perceived acculturative stress and mental health.

Students should be familiar with the theoretical models from different areas of knowledge and become accustomed to working with facts and empirical data to corroborate the hypotheses derived from these models.

Students should develop a global view of the migration process, with special emphasis on the effects of the context on the migrating individual and group.

Students should understand the historical perspective and the conceptual definition of terms related to migration.

Understand the effects of acculturative stress on the mental health of individuals.

## 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.

Subjet 1: ECTS: 4; Language of instruction: Spanish

### 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.



Subjet 2: ECTS: 4; Language of instruction: Spanish

### 3. Emigration as a process of personal change: psychological implications

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.

Subjet 3: ECTS: 4; Language of instruction: Spanish

### 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.

Subjet 4: ECTS: 4; Language of instruction: Spanish

### 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 persons.

Subjet 5: ECTS: 4; Language of instruction: Spanish

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Without teaching	0,00
Theory	200,00
<b>Total hours</b>	<b>200,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	10,00
Individual or group project	110,00
Independent study and work	115,00
Preparation of lessons	30,00
Preparation for assessment activities	15,00
Resolution of case studies	20,00
<b>Total hours</b>	<b>300,00</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.

### EVALUATION SYSTEMS

SE1.- Assessment of theoretical and practical contents through oral, written or skills performance tests. This section constitutes 80% of the final grade.

SE2.- Oral or written presentation of reports, individual or group work, clinical cases, problem solving and handling of diagnostic tests. This section constitutes 20% of the final grade.

Both assessment systems can be retaken in the second sitting.

Minimum requirements: To pass the subject, both in the first and second sitting, the student must obtain a minimum grade of 5 points out of 10 in the final grade.

## REFERENCES

- -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.
- -Baraldi, C.; Barbieri, V.; Giarelli G. (2008). 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.
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- -Farias Huanqui, P. (2003). Manual de atención primaria a población inmigrante. Jaypyo editores, Madrid
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- -I.Organización Mundial de la Salud. II.War Trauma Foundation. III.Visión Mundial Internacional



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- -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.