

Glocal Competence Profile for Medical Educators

Knowledge

Levels of attainment	Descriptors	Examples of teaching and learning activities
Initiation	<p>I can identify issues related to diversity and identity, social justice and equity, globalisation and interdependence, sustainable development, peace and conflict, human rights, power and governance in relation to my discipline and context.</p> <p>I can engage with glocal issues and relate them to their impact on my local context.</p> <p>I can integrate various means of creating, critiquing, and exchanging knowledge.</p>	<p>Identifying cultural/gender stereotypes in healthcare.</p> <p>Reflecting on healthcare in other cultures and the impact of culture on the provision of healthcare.</p>
Independent	<p>I can ensure reciprocity by mutually generating and exchanging knowledge, ideas and resources within and across cultures and intellectual traditions.</p> <p>I can engage critically with sense-making when colleagues/students exploit their own experiences as sources of knowledge.</p> <p>I can promote a collaborative approach, based on equity and inclusion.</p>	<p>Researching the impact of cultural/gender stereotypes on the quality of healthcare provision.</p> <p>Reflecting on the role empathy plays in dealing with patients and colleagues.</p>

Impact	<p>I can reflect in depth about critical similarities, differences, and intersections between my own and others' cultures so as to demonstrate a deepening or transformation of my original perspectives.</p> <p>I can use skills to negotiate cross-cultural situations or conflicts in interactions inside or outside the classroom effectively.</p> <p>I can demonstrate understanding of fundamental concepts and methods that produce knowledge about plural societies and systems of classification.</p>	<p>Reflecting on medical cases and their treatment in different cultural settings and in low-, middle-, and high-income countries.</p> <p>Reflecting on how culture affects disease diagnosis and treatment.</p>
Innovation	<p>I can adopt and model a perspective that is anti-racist, anti-sexist, anti-imperialist and pro-social justice.</p> <p>I can embed knowledge perspectives, cultural immersion, language acquisition, as well as outward, inward and virtual mobility in my pedagogical approaches.</p> <p>I can use comparative, intersectional, or relational frameworks to examine the experiences, cultures, or histories of two or more cultural groups within a single society or across societies, or within a single historical timeframe or across historical time.</p>	<p>Formulating recommendations for medical professionals to think critically about how white male bodies are positioned as the norm.</p> <p>Collaborating in a project to examine how treatment varies across the world taking COVID-19 as an example.</p>

Skills

Levels of attainment	Descriptors	Examples of teaching and learning activities
Initiation	<p>I can reflect upon and update my worldview.</p> <p>I can understand the role culture plays in teaching and learning in higher education.</p> <p>I can adapt to an intercultural mindset and work flexibly with people from different cultures.</p> <p>I can communicate and adjust social and academic registers of language to the demands of my specific learner groups.</p>	<p>Communicating effectively with professionals from other fields.</p> <p>Simulating treatment options to patients from diverse linguistic and cultural backgrounds.</p>
Independent	<p>I can analyse how people's norms, beliefs and values shape their worldviews and the knowledge they accept as truth.</p> <p>I can accommodate the diverse learning needs of my students.</p> <p>I can foster positive intergroup contact, reflect on how to address prejudice, and manage critical incidents.</p> <p>I can adapt course design so that it includes intended language, culture and content learning outcomes.</p>	<p>Analysing norms, beliefs and values shape their worldviews and the knowledge they accept as truth.</p> <p>Discussing past medical practice and how to address any lack of inclusivity.</p>

Impact	<p>I can integrate collaborative dialogue into my pedagogical frameworks.</p> <p>I can develop approaches or strategies based on learner-centred pedagogies that recognize and value students' diverse educational, linguistic, and cultural backgrounds.</p> <p>I can design and facilitate teaching and learning in an interactive, learner-centred way that enables exploratory, action oriented and transformative learning.</p> <p>I can merge language, culture and content learning skills into an integrated approach at course level.</p>	<p>Co-designing assignments and rubrics for assessment with your students.</p> <p>Discussing how healthcare should be given to use all genders and races where possible and appropriate.</p>
Innovation	<p>I can understand my place in the world relative to historical, geopolitical, and intellectual trends, including the geographic, socio-cultural, economic, and ecological influences on these trends.</p> <p>I can demonstrate understanding of the basis of human diversity and socially-driven constructions of difference: biological, cultural, historical, social, economic, or ideological.</p> <p>I can promote inclusive behaviour and can challenge exoticism, stereotypes, and misinformation directly.</p> <p>I can merge language, culture and content learning skills into an integrated approach at programme level.</p>	<p>Analysing the concept of health as a Human Right and its implications for countries at different income levels through the lens of the SDGs.</p> <p>Collaborating across professions on a project to design an action-oriented guide to perform home visits to pregnant women and their infants throughout pregnancy and infancy in indigenous communities.</p>

Attitudes

Levels of attainment	Descriptors	Examples of teaching and learning activities
Initiation	<p>I can use appropriate language and communication methods that consider others' points of view and respect differences.</p> <p>I can understand myself as a cultural being whose beliefs, values, and assumptions shape and are shaped by one's society and environment; awareness of others reflects the ability to recognize others as similarly complex cultural beings.</p>	<p>Practising inclusive language and communication methods that consider others' points of view and respect differences.</p> <p>Reflecting on how a student's cultural being (beliefs, values, and assumptions) shape understanding of health or ill health.</p>
Independent	<p>I can understand the connection between my own personal behaviours and their impact on global systems.</p> <p>I can analyse and explain the impact of culture and experience on my own world view and behaviour, including the assumptions, biases, prejudices, and stereotypes that I make.</p>	<p>Connecting personal behaviours and their impact on global health systems and medical practices.</p> <p>Analysing and explaining the impact of culture health behaviours, including the assumptions, biases, prejudices, and stereotypes that are made.</p>
Impact	<p>I can support the transformation of intercultural experiences toward intercultural learning for my students.</p> <p>I can develop behavioural capacities to act collaboratively and responsibly to find glocal solutions for glocal challenges and to strive for the collective good.</p>	<p>Exploring the impact of representation in medical imagery, models, and life models.</p> <p>Using the Sustainable Development Goals for finding glocal solutions to glocal challenges (for example, tuberculosis control through SDG1 and SDG10, or, antibiotic resistance through SDG3).</p>

Innovation	<p>I can promote intercultural engagement and effective intercultural relations in my learning environments.</p> <p>I can demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species</p>	<p>Discussing how intersecting identities impact on power dynamics and experiences in health care systems, proposing solutions and good practices.</p> <p>Exploring and reflecting on patient lived experiences through literature, cinema, art and drama.</p>
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Internal Outcomes

Levels of attainment	Descriptors	Examples of teaching and learning activities
Initiation	I can view and interpret the world from other cultural points of view and identify my own.	Researching and interpreting doctor-patient relations from across the world.
Independent	I can tolerate ambiguity when responding to new, uncertain, and unpredictable intercultural encounters and adapt my behaviour.	Role-playing scenarios when responding to new, uncertain, and unpredictable medical cases.
Impact	I can develop awareness and sensitivity to others' feelings and emotions and how these are expressed across cultures.	Reflecting on patients' feelings and emotions, and how these are expressed across cultures, when delivering a medical diagnosis.
Innovation	I can accept the relativity of my own ways of seeing, thinking, and doing.	Discussing scenarios/models of how patients' realities, clinicians' mental models, and medical records/journals can misalign to produce distortions in comprehension and treatment.

External Outcomes		
Levels of attainment	Descriptors	Examples of teaching and learning activities
Initiation	I can reflect on my own cultural influences and environments in order to understand my own beliefs and values.	Reflecting on how culture influences own beliefs and values about health.
Independent	I can compare values and beliefs, reconsider my own prejudices, express an interest to continue learning about and with others.	Analysing how communication styles, in the meaning of words and gestures, impact what can be discussed regarding the body, health, and illness, and varies across cultures or socio-economic contexts.
Impact	I can gain knowledge, insight, and understanding of cultural differences and accept that my worldview is not universally shared.	Debating the Right to Health (1946 Constitution of the World Health Organisation) and its entitlements (for example: the right to a system of health providing equality of opportunity, access to essential medicines, or access to reproductive health).
Innovation	I can foster intercultural pedagogical contact and develop skills to negotiate cultural conflicts.	Collaborating on a project that researches whether cultural humility increases patient satisfaction, and care outcomes.

For more information see <https://clilmed.eu>