

Internationalisation of a teaching instance (3 weeks course)

International intended learning outcome(s) (ILOs)	Internationalised content	Internationalised teaching and learning activities (TLAs)	Internationalised Assessment method
<p>By the end of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Define and understand the concepts of trauma and resilience 2. Identify problems linked to social, economic and political determinants of health 3. Compare the care for traumatised patients in Sweden and abroad 4. Evaluate data of highly resilient persons and form tools that can be directed to use to improve the resilience of 	<p>Include course readings and learning materials that explore trauma-related disorders from various cultural perspectives</p> <p>Incorporate articles from international journals in trauma and resilience among people</p> <p>Include materials on social, economic, and political determinants of health</p> <p>Include references to intercultural issues in professional practice</p> <p>Include online tools (Global burden of disease, Dollar Street and Gapminder)</p>	<p>Activities will include international lectures, videos, group discussions and individual exercises and quizzes, to:</p> <ol style="list-style-type: none"> 1. Prepare own reflection on trauma-based diseases based on working/personal experience or a case study. These reflections are to be sent before the course start and can include possible questions students have in relation to trauma and resilience. 2. Read articles and view lectures on the essence of trauma and its common types, as well as resilience. Discuss social, economic and political determinants of health and the care of traumatised patients locally and globally. 3. View videos and read articles focused on highly resilient people then evaluate the data and produce recommendations that can be used to improve the resilience of individuals who have faced trauma 4. In groups, students express their own views based on the local and global policies for care of traumatised patients in Sweden and outside Sweden. 5. Students will discuss policies related to violence, conflict, equity, gender and justify their own opinions. 	<p>Students are asked to carry out an interview with local or international healthcare providers, such as local or international NGOs that work with people at risk of trauma.</p> <p>The interview will focus on the challenges trauma-care providers face when they treat trauma patients and discuss why some develop resilience.</p> <p>Students will have to make recommendations to improve quality of trauma care.</p>



<p>individuals who have faced trauma</p>	<p>Using examples and case studies from different countries and cultures, using students as resources.</p>	<ol style="list-style-type: none">6. Students are asked to reflect on their own culture as well as engage with other cultures in relation to trauma and resilience; how they perceive it and deal with it.7. Take quizzes based on using digital tools (Global burden of disease, Dollar street and Gapminder) to evaluate possible burdens on the global scale, and then compare these impacts on two countries chosen by the student.8. In groups discuss own views in relation to the data of highly resilient patients.9. Comment on peer discussion forums, reflecting on different global and local perspectives.10. Students self-evaluate their development of international perspectives regarding trauma and resilience.	
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