

DOMAIN	INTERNATIONAL COMPETENCES	DESCRIPTION	EXAMPLE OF TEACHING/LEARNING ACTIVITY
Language Skills	Writing a text in another language	Student are able to express themselves in writing in at least one language other than the mother tongue, in such a way that they are able to produce a clear, detailed text on a wide range of subjects related to their field of study.	<p>Writing summaries, reports, lab reports, scientific reports, essays, etc.</p> <p>Writing in a learning portfolio.</p> <p>Writing degree project</p>
	Speaking a foreign language	Students are able to express themselves verbally in at least one language other than the first language, in such a way that they present detailed descriptions in work- related contexts, on a wide range of topics, and they are able to participate in a fluent and spontaneous conversation with native speakers.	<p>Making an oral presentation. (presenting)</p> <p>Discussing, debating and arguing. (interacting)</p>
	Being able to understand oral texts in a foreign language	Students are able to understand more complex argumentations and lectures related to their field of study, spoken in at least one language other than the first language, and they are able to replicate the main train of thought.	Listening to lectures, videos, audio excerpts, instructions, etc.
	Being able to understand a written text in a foreign language	Students understand texts written in at least one other language other than the first language and related to their field of study, and they are able to replicate the most important trains of thought.	<p>Reading scientific articles (lay and expert).</p> <p>Collecting and summarising information from different reliable sources.</p> <p>Compiling a portfolio of medical and scientific articles.</p>

DOMAIN	INTERNATIONAL COMPETENCES	DESCRIPTION	EXAMPLE OF TEACHING/LEARNING ACTIVITY (Learning portfolio)
Intercultural Competence 1/2	Cultural self-knowledge	Students know and understand their own frame of reference and worldview and they are able to link these to other view points.	Questionnaires about cultural perceptions and interpretations.
	Cultural flexibility	If necessary students adapt their behaviour and communication style in an intercultural context, and explore alternative behaviour patterns.	<p>Debating and arguing about a medical case from different cultural perspectives.</p> <p>Reflecting on behaviour and communication through questionnaires.</p>
	Cultural resilience	Students will deal with the difficulties and negative feelings that may arise in intercultural encounters in a constructive way.	<p>Debating and arguing about a medical case from different cultural perspectives.</p> <p>Reflect on difficulties of interpersonal communication.</p> <p>Reflecting on communication problems during group work.</p>
	Cultural responsiveness	Students listen to the vision and expertise of others and also accept the relativity of their own vision and ideas.	<p>Ex: Debate and argue about a medical case from different cultural perspectives. (Applying)</p> <p>Ex: Reflect on one's own cultural biases in communicative situations. (Evaluating)</p>

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Intercultural Competence 2/2	Cultural knowledge	Students acquire knowledge about other cultures and employ this knowledge in an appropriate manner with respect for the uniqueness of each individual human being.	<p>Reflecting on healthcare in other cultures and the impact of culture on the provision of healthcare.</p> <p>Identifying cultural/gender stereotypes and deconstructing them.</p>
	Cultural connectivity competence	In an intercultural context, students develop a working relationship with colleagues, patients and other stakeholders and contribute to an atmosphere of trust.	<p>Communicating effectively with professionals from other fields.</p> <p>Reflecting on the role empathy plays in dealing with patients and colleagues.</p>
	Cultural communicative competence	Students examine the specific features of their own communication style, allow for a remedial approach if necessary and explore the communication style of the other.	<p>Reflecting on personal communication style.</p> <p>Reviewing peers' communication style and providing constructive feedback.</p> <p>Role playing: for example, give a diagnosis to a patient with empathy and sensitivity.</p>
	Cultural conflict management	Students regard intercultural conflicts as learning opportunities and they are aware of their own conflict management style.	<p>Taking part in conflict resolution and reflecting on it.</p> <p>Reflecting on the development of group work.</p>
	Multi-perspective approach	Students approach and understand a situation, an issue or a problem from multiple cultural perspectives.	<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 differences in culture affect disease treatment.</p>



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Global Engagement	Forming own opinion regarding societal or international topics	Students are able to develop an informed opinion about international, social and/or political issues.	<p>Explain how health and disease, mortality and morbidity are measured in a population, and how they change over time, and also between data sources.</p> <p>Present and discuss the non-clinical determinants of health, including social, political, economic, environmental, and gender disparities.</p> <p>Examine how economic, social and environmental factors determine the health of a population.</p>
	Expressing own opinion on societal or international topics	Students formulate and communicate their views on international social and/or political issues in a clear and convincing way.	<p>Evaluate how a nation's inequity, policies and level of income determine the health of its citizens.</p> <p>Analyse the concept of a right to health care and its implications at different resource levels.</p>
	Showing social involvement	Students understand how they are personally able to contribute to societal solutions of international problems in a positive way, and they are able to act accordingly, either as an individual or as part of a socially involved organization.	<p>Reflect on their own conceptions and perceptions of a world in change with a focus on global health.</p> <p>Formulate recommendations on an identified global health need.</p>

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International Disciplinary Learning	Being able to situate their discipline within the international context		<p>Explain global health trends, including the Global Burden of Disease and its on-going transition.</p> <p>Discuss and compare the personal, social and economic consequences of disability in low-, middle-, and high-income countries.</p> <p>Describe the major causes of visual impairment worldwide, including background, epidemiology, and management.</p>
	Recognizing the fact that their domain is culturally determined		<p>Describe and compare the variation in the availability and type of care and quality within and between countries over time and compare this to the Swedish health care system.</p> <p>Outline the particular health needs of vulnerable groups and migrants.</p> <p>Discuss how culture affects local understandings of mental illness around the world.</p> <p>Explain the importance of considering the cultural and social contexts of disability.</p>
	Having knowledge of the professional activities of their discipline in other countries		<p>Explain how different professions collaborate and share tasks in healthcare in weak health systems with resource scarcity.</p> <p>Compare and critically evaluate differences in treatment options in low-, middle- and high-income countries for a few selected diseases (such as cervical cancer, HIV, stroke) and make a synthesis of "optimal" guidelines.</p> <p>Discuss the mental health challenges facing low resource settings.</p>