

## Map of the extent of existing internationalisation and global health\* teaching and learning activities in the MBBS course Curriculum

Theme 1: Human health & Disease					
Graduate Medical Profile outcome	Specific outcome	Teaching activity or experience	Unit location	Global health Objective **	Key word
1. Understands the scientific basis of health and disease	1.4 Describes the pathogenesis and clinical manifestations of a range of specific common diseases	Rabies & lyssavirus lecture  Tropical Medicine 3 wk Selective	CAM 304  Yr 4		Tropical disease, HIV Malaria, TB dengue Parasitic diseases
	1.5 Understands the use of common therapeutic interventions in health care				
2. Understands the relevance of basic science to the clinical setting					Differential diagnosis (and interpretation of lab tests) in different settings
4. Demonstrates the ability to systematically elicit and interpret clinical symptoms and signs	4.1 Demonstrates the ability to take a systematic history in all clinical settings				Clinical history in diverse populations

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	4.2 Demonstrates the ability to examine a patient on both a regional and a systems basis				Physical examination
5. Demonstrates the ability to perform clinical procedures, especially those required in life saving situations	5. 1 Demonstrates the ability to perform all clinical procedures outlined in the “clinical procedures” section of the learning portfolio document				
6. Understands the limitations to scientific knowledge	6.3 Understands the role and contribution of medical science to overall concepts of health and disease in individuals and populations				Pandemics- SARS, Avian influenza  Zoonosis
	6.4 Understands the effect that social, mental and spiritual factors have on health and disease				

Theme 2: Communication & Collaboration					
Graduate Medical Profile outcome	Specific outcome	Teaching activity or experience	Unit location	Global health objective	Key word
7. Demonstrates an understanding of the therapeutic relationship between patient and doctor	7.2 Demonstrates respect for patients differing cultures and values, and understands how these effect the therapeutic relationship	Cultural respect practices and differences workshops x2 DHHS & Migrant Resource Centre	CAM 101		Multi-cultural health Cultural competence & safety Interpreters
		Dignity and diversity case study Our cultural norms and expectations lecture AM BW	CAM 101 CAM 102		
		Wholistic and general practice approach to refugee & migrant health CB	CAM 102		
		Dignity lecture Cross cultural knowledge and practices lecture	CAM 201 CAM 101		
		Cultural competence lectures 2 (EDS) Kids and Family Program	CAM 201		
		Online module/peer discussion on Multicultural Health	CAM 101 CAM 304/5		
		Elective Program – 5 <sup>th</sup> yr Symposium, 4 <sup>th</sup> yr orientation, Pre-departure workshop ^  Use of Interpreters workshop NC Intercultural consultation Wshop NC	CAM 434/435/436  CAM 532 CAM 43\$		
9. Demonstrates the ability to work collaboratively with colleagues in the healthcare team setting	9.1 Understands theoretical concepts of teamwork	Rural week			Teamwork
	9.2 Demonstrates the ability to work in teams with other medical students/doctors	Perspectives on Aging-seminar series			
10. Understands the principles of leadership and providing a leadership role, where appropriate to health care teams	10.2 Identifies the application of leadership skills in a health care team environment	Doctors as Activists Forum BW	CAM 202		Leadership Entrepreneurialism Activism

Theme 3: Community Health & Disease					
Graduate Medical Profile outcome	Specific outcome	Teaching activity or experience	Unit location	Global health objective	Key word
<b>11. Understands the Australian Health care System including its funding, planning and major national priorities and contrasts this with the global context of healthcare provision.</b>	11.8 Compares and contrasts the Australian health care system with those in SE Asia, Europe & North America	Indian Medicine lecture Chinese medicine lecture <sup>DA</sup>	CAM 101 CAM 101		Health systems
<b>12 Understands the social, political, economic, environmental, cultural and spiritual factors that impact on the health of individuals and communities</b>	12.1 Understands the WHO definition of health and its relevance to 21 <sup>st</sup> century Australia	Reflective essay: What does health mean to me? The social gradient and health outcomes	CAM101 CAM 101		Definition of health
	12.2 Understands the principles of primary health care	Introduction to health promotion lecture Health determinants & PHC lecture	CAM 101 CAM 101		Primary health care
	12.3 Critically appraises health related political policies	Workshop: Doctors & activism Humanitarian health care & MSF lecture	CAM 201 CAM 101		Geo-political effects on health
	12.6 Understands the relationships between the environment (natural and man made) and the health of individuals and communities	Medicine & environment lecture Occup. & environmental health (climate change, disasters) MD Social & environmental determinants of health lecture MD Global health Workshop NC	CAM201 CAM 201 CAM 101 CAM 432		Climate change Zoonosis Biodiversity Disasters

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<b>13 Understands the principals involved in the effective utilisation of hospital and community based resources and networks</b>	13.1 Understands the burden of disease upon populations	Refugee Health CD- self directed and as part of workshops Migrant health lecture CVD epidemiology in developing countries Refugee CBL 4 <sup>th</sup> yr LCS Filed visit MRC and Refugee clinic LCS	CAM 201  CAM201  CAM 201 CAM 435 CAM 435		Refugee health, Multicultural health
	13.5 Understands the roles of community based/charitable organisations in the provision of healthcare	Humanitarian health care – MSF lecture Career pathway lecture	CAM 201  CAM 101		Health systems
<b>14. Understands the various roles of the doctor in health promotion, health maintenance, disease prevention and treatment at both population and individual patient levels</b>	14.2 Understands the concepts of health promotion, health maintenance and disease prevention	Rural week Introduction to health promotion lecture MD Health promotion/research project tutorial MD	CAM 201  CAM 101  CAM 305		Health promotion
	14.5 Understands public and population approaches to health and healthcare	Intro to Population health lecture Urban health lecture  Population health & national health priority areas Public health lecture MD	CAM 101  CAM 101  CAM 102  CAM 102		Population health Public health

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15 Demonstrates an understanding of knowledge generation and application through community based research and education programs	15.2 Understands the means by which medical practitioners can engage with their community in research and education programs including the identification of barriers and strategies to overcome these	Rural week  Primary care rotation – research project	Yr 2  Yr 4		Research
	15.3 Understands methods that allow interaction with other health professionals in the community around research education collaboration				Collaboration
16 Understands the special needs of certain communities including access and equity issues	16.1 Understands the socio-cultural perspectives of health and health care needs of Aboriginal and Torres Strait Islanders	“Walk with us” program Yr 1 Riawunna staff- cultural awareness and safety 2 x3 hr W/shop Lecture: Health inequalities  Community visits CBLs Lecture : Intro to Aboriginal health	CAM 101    CAM 101		Aboriginal health Remote health
	16.3 Understands the cultural practices of non-Western people around traditional healing methods and practices				Multicultural health
	16.4 Understands how the context of health care setting influences clinical practice	Kids & Family Program “Far from Care” Issues and solutions seminar CBLs	102-304 CAM 101		Multicultural health Global patterns of disease Remote and rural health Culture shock

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Theme 4 Personal & Professional Development					
<b>17. Demonstrates a commitment to compassionate, professional and ethical behaviour</b>	17.2 Demonstrates the ability to gain informed consent for medical procedures	Lecture: Intro to bioethics Lecture: Varieties of ethics Lecture: Ethics in everyday life Lectures: Professionalism 1 & 2 + discussion Lecture: Paying organ donors Lecture: Individual v Family Lecture: Competent refusal of care Lecture: Confidentiality & privacy Lecture: Reporting of bad behaviour by colleagues Lecture: Consent	CAM 101 CAM 101 CAM101 CAM101  CAM 102 CAM101 CAM101  CAM101  CAM201 CAM101		Ethics Professionalism
<b>18. Demonstrates the ability to recognise one owns strengths and weaknesses and to be open to assistance from others when needed</b>	18.1 Demonstrates the ability to critique their own performance				Self reflection
	18.2 Demonstrates the ability to recognise the limitations of their own expertise in caring for a patient				Self reflection
<b>20. Understands the need for respect for the inherent dignity of every human being and demonstrates its relevance to medical practice</b>	20.1 Demonstrates the ability to explore their own reactions to patients with physical or mental disability, social disadvantage, aging and death in terms of the normative aspects of health and their own personal value system	Lecture : How useful is the concept of dignity Lecture: Autonomy & its limits Lecture: Health inequalities Lecture: Equality & justice	CAM201  CAM201 CAM201 CAM 201		Ethics Professionalism

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<b>21.Understands the principles of quality improvement, risk management, and patient safety</b>	21.1 Understands concepts of open disclosure and safety and quality principles in terms of trust, ethics and systems	Lecture: Medical uncertainty & medical error	CAM 201		Ethics
<b>23 Understands and applies concepts of reflective practice</b>	23.1 Demonstrates a commitment to life long learning, self-appraisal and reflection	Guide to Reflective learning- Booklet Respect and reflective learning lecture Perspectives on Aging seminar series	CAM 101 CAM 202		Reflective learning
	23.2 Demonstrates ability to define their own learning needs in a given situation	Career pathway lecture- including remote & indigenous health	CAM 101		Personal development



Theme 5 Integration					
Graduate Medical Profile outcome	Specific outcome	Teaching activity or experience	Unit location	Global health objective	Key word
<b>24. Demonstrates an ability to apply critical and creative thinking to a range of problems</b>	24.1 Creates and defends reasonable, individualised differential diagnoses for a variety of patient presentations				Clinical reasoning in different contexts Epidemiology of disease in different environments Infectious diseases
	24.3 Enunciates and defends appropriate ethical positions in relationship to proposed actions in a variety of clinical situations.	See 17 Lecture: Ethics and EBM	CAM102		Ethics
<b>25 Demonstrates an ability to integrate and synthesise disparate material to arrive at the most appropriate solution to a problem</b>	25.1 Understands the principles of evidence-base healthcare, health economics and decision analysis	Lecture: Health service economics & justice	CAM 210		Health systems Geopolitical effects on health Business
<b>26 Demonstrates the ability to develop, in consultation an appropriate patient centred management plan</b>	26.1 Enunciates the extent and limitation of contributions by other health professionals to the management of a given patient	Rural week Career pathway lecture- including remote & indigenous health	CAM 101		Teamwork
	26.2 Outlines the appropriate medical interventions for a variety of patient presentations, in various clinical settings				Context of treatment

Shaded grey areas pertain to internationalisation

## Definitions

### *\*Global health*

Global health is an area for study, research & practice that places a priority on improving health and achieving equity in health for all people worldwide. Global health emphasises transnational health issues, determinants and solutions; involves many disciplines within and beyond the health sciences and promotes inter-disciplinary collaboration; and is a synthesis of population based prevention with individual-level clinical care (Kaplan et al 2009) Global health is seen as the harmonisation of international and domestic –health concerns (Donaldson & Banatvala 2007)

*Internationalisation* is the institutional or university approach to developing graduates fit to practice in the global workplace, and with competencies in a wide range of generic graduate attributes, including those of global citizenship (The National Graduate Attributes Project , 2009 Murdoch-Eaton et al 2011)). Global citizenship is variously defined in the literature but central is the understanding, acceptance and practice of culture.

In this Curriculum map there has been a deliberate emphasis on the relevant graduate attributes associated with intercultural competence ie 7 & 1. For the purposes of our MBBS course, internationalisation has been further interpreted to emphasise a transformative process (Murdoch-Eaton et al 2011) where :

- a) our international students are optimally accepted & integrated and ,
- b) all our students understand and practice inter-cultural competence through ‘critical culturism’ (Reitmanova 2011)

## References

- American Academy of Family Physicians. Global Health: Recommended Curriculum Guidelines for Family Medicine Residents AAFP Reprint No. 287
- Donaldson L & Banatvala N (2007) Health is global: proposals for a UK Government-wide strategy. Lancet 369: 1689-90
- Haupt, ER, Pearson, RD, Hall, T (2007) Three Domains of Competency in Global Health Education: Recommendations for All Medical Students Acad Med 82 (3) 222-225
- Kaplan JP et al (2009) Towards a common definition of global health Lancet 373: 1993-95
- Murdoch-Eaton D, Redmond A & Bax N (2011) Training health care professionals for the future-internationalism and effective inclusion of global health training. Med Ed
- The National Graduate Attributes Project. Final Report 2009
- <http://www.itl.usyd.edu.au/projects/nationalgap/resources/GAPpdfs/National%20Graduate%20Attributes%20Project%20Final%20Report%202009.pdf> Sourced 10<sup>th</sup> May 2011

## Documents used to build this map:

- A review of indigenous health in the Faculty of Health Science Lyell Wilson 2010
- Public health : Discipline review Maureen Davey

**Notes:**

Other attributes (not covered by current graduate profile)

- concerned with issues of values: equity, quality, humanity and healthcare, and are able to act as advocates for the disadvantaged and dispossessed ; able to achieve a breadth of education with a tolerance for ambiguity and for differing views . Values discussion mostly occurs in Theme 4.
- Emersion, adjustment and working into different cultural environments- including the concept of culture shock

By the end of the course students would have been exposed to 70 cases in depth, many of them containing themes or patient types (eg refugees , patients of diverse ethnicity) relevant to internationalisation or global health

^The 4<sup>th</sup> yr Elective Program spans a wide range of graduate attributes and is not confined to just attribute 7.

\*\* Global health learning objectives from these sources can be aligned with UTAS graduate attributes :

- American Academy of Family Physicians. Global Health: Recommended Curriculum Guidelines for Family Medicine Residents AAFP Reprint No. 287
- Houpt, ER, Pearson, RD, Hall, T (2007) Three Domains of Competency in Global Health Education: Recommendations for All Medical Students Acad Med 82 (3) 222-225

- **Key words in global health**

Access to health care Global cooperation Global citizenship Health equity Burden of disease Multidisciplinary care and teamwork Climate change Biodiversity Transnational concerns Urbanisation Training & distribution of health care workforce International health Public health Pandemics Tobacco control Chronic disease Micronutrient deficiencies Injury prevention	Migrant worker health Migration of health workers Indigenous health Health systems Infectious and tropical diseases esp. TB, HIV, Dengue, TB , Parasitic diseases Zoonosis Child health Ethics Professionalism Self reflection Global patterns of disease Geo-politics	Health promotion Community development Regional development Cultural awareness and safety Poverty Pandemics Refugee health Travel health Activism
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