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Global citizenship: let's connect, create, celebrate!

NESHAT MOKADEM, L. and KERR, A.

2023

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GLOBAL CITIZENSHIP



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RGU Equality Champion



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Lecturer
Clinical Pharmacy
EDI committee

Let's CONNECT, CREATE, CELEBRATE!



What will we cover today



- **WHY** – demonstrate rationale by exploring EDI issues faced by learners
- **WHAT** - To provide attendees with examples of ways to explore own curricula design & delivery
- **HOW** – showcase the design, implementation and evaluation of our Global Citizenship Framework
- **IMPACT?** demonstrate impact on students' awareness, learning & wellbeing

Diversity Journey..East meets West



Celebrating the best of both cultures!

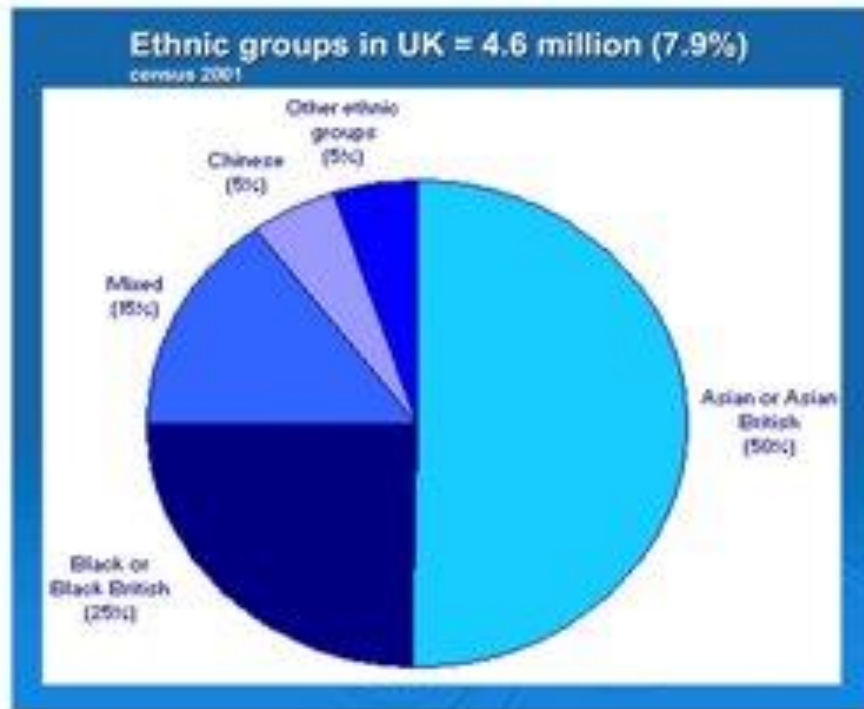


2000 - 2008...

Where is the **diversity** in our curricula???



Sense of Belonging
Sense of Belonging
Sense of Belonging



The why?

"I'm from an ethnic minority background and have always felt like an outsider in my classes..."

The why?

"I've started wearing the hijab & now my white friends blank me out..."

What did our PALS students say?

*“It’s hard to feel a **sense of belonging** or part of the MPharm programme from a social perspective, most events involve alcohol or settings that minority students don’t feel comfortable going to “ 3rd yr MPharm*

*“I noticed a difference in the **diversity of the content and delivery** between post-grad and undergrad level...at undergrad level there isn’t as much consideration of diversity.” Postgrad student*

*“There are wider **societal issues** that affect minority group patients and we don’t cover these in our degree, like my grandparents are Chinese and they struggle with English sometimes & as pharmacists we need to know how to counsel all patients” 4th yr MPharm student*

*“**Student Rep selection process** isn’t anonymized so minority students don’t feel confident to put themselves forward for fear of not getting as many votes” 3rd yr MPharm*

*“Not many staff use pronouns in meetings and emails and it would be nice to see more **staff awareness** around LGBT+ issues“ Research student*



WHAT DID OUR DATA SAY?

Figure 1, Student Achievement Rate by ethnicity for PALS (a) and RGU (b)



PALS DATA:

93% SAR White students

84.3% Asian students

80.4% Black students

GAP – 8.7%

12.6%

RGU GAP

Asian – 15.8%

Audience Reflection....

Do we know how
our students/trainees/
colleagues are feeling in
relation to EDI
considerations?



Equality & Diversity

Equality Reports



General
Pharmaceutical
Council

Delivering equality,
improving diversity
and fostering
inclusion

Our strategy for change
2021-26

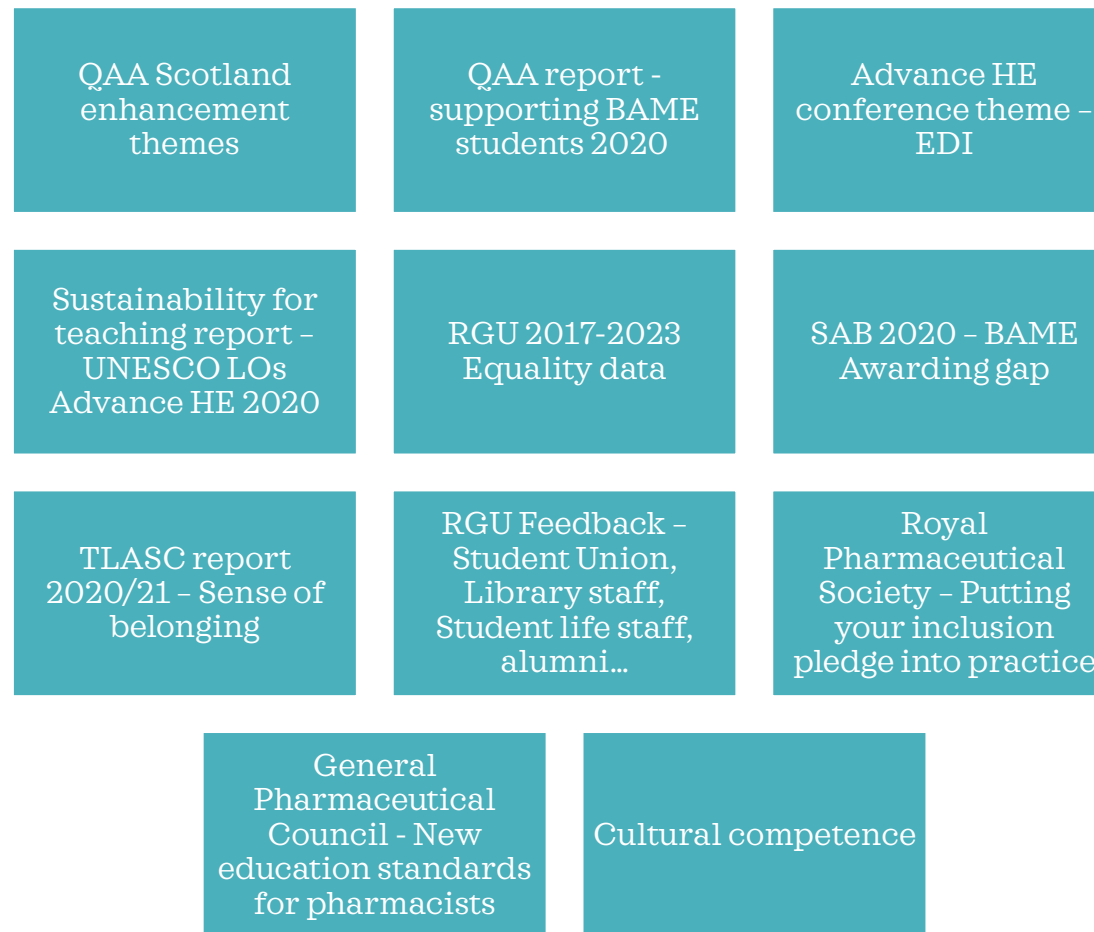


- About Enhancement Themes
- Resilient Learning Communities
- Evaluation of the Enhancement Themes
- Completed Enhancement Themes

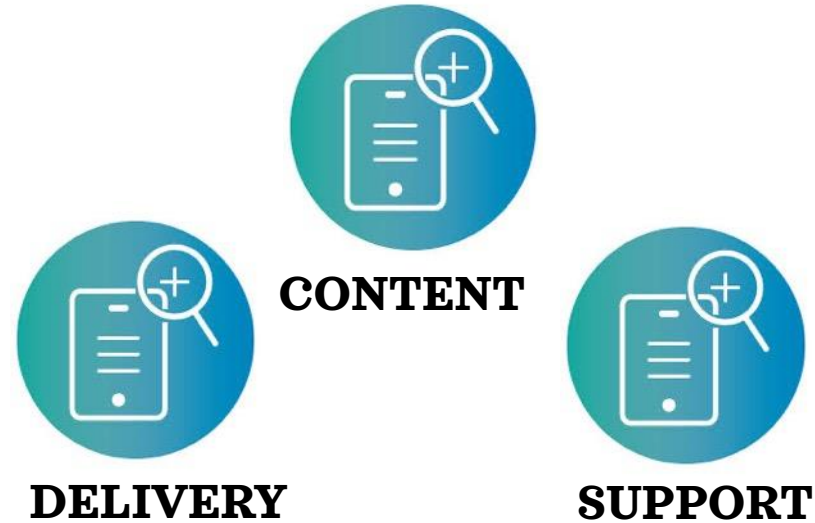
Home > Resilient Learning Communities > Equality, Diversity and Inclusion

**EQUALITY, DIVERSITY
AND INCLUSION**

The rationale – course , Uni, HE sector level



We looked at EDI through THREE lenses....



Bringing together....

- Professional & regulatory bodies/standards
- Institution/organisation level strategies/policies
- Student & staff voices & lived experiences



HOW DID WE BRING COURSES & EDI TOGETHER??



The HOW?

Global Citizenship Framework (GCF)

Co-creating a Culture of



Equity, Diversity, Inclusion and Sustainability

CONNECT
Connecting communities and curricula

CREATE
co-creating diverse curricula

CELEBRATE
Bring your whole self to university!

Design & Implementation



Pilot

pilot content & approach with postgrad students

Feedback

Feedback from postgrad, colleagues, peer review

Implement

Sessions for undergrad students

Evaluate

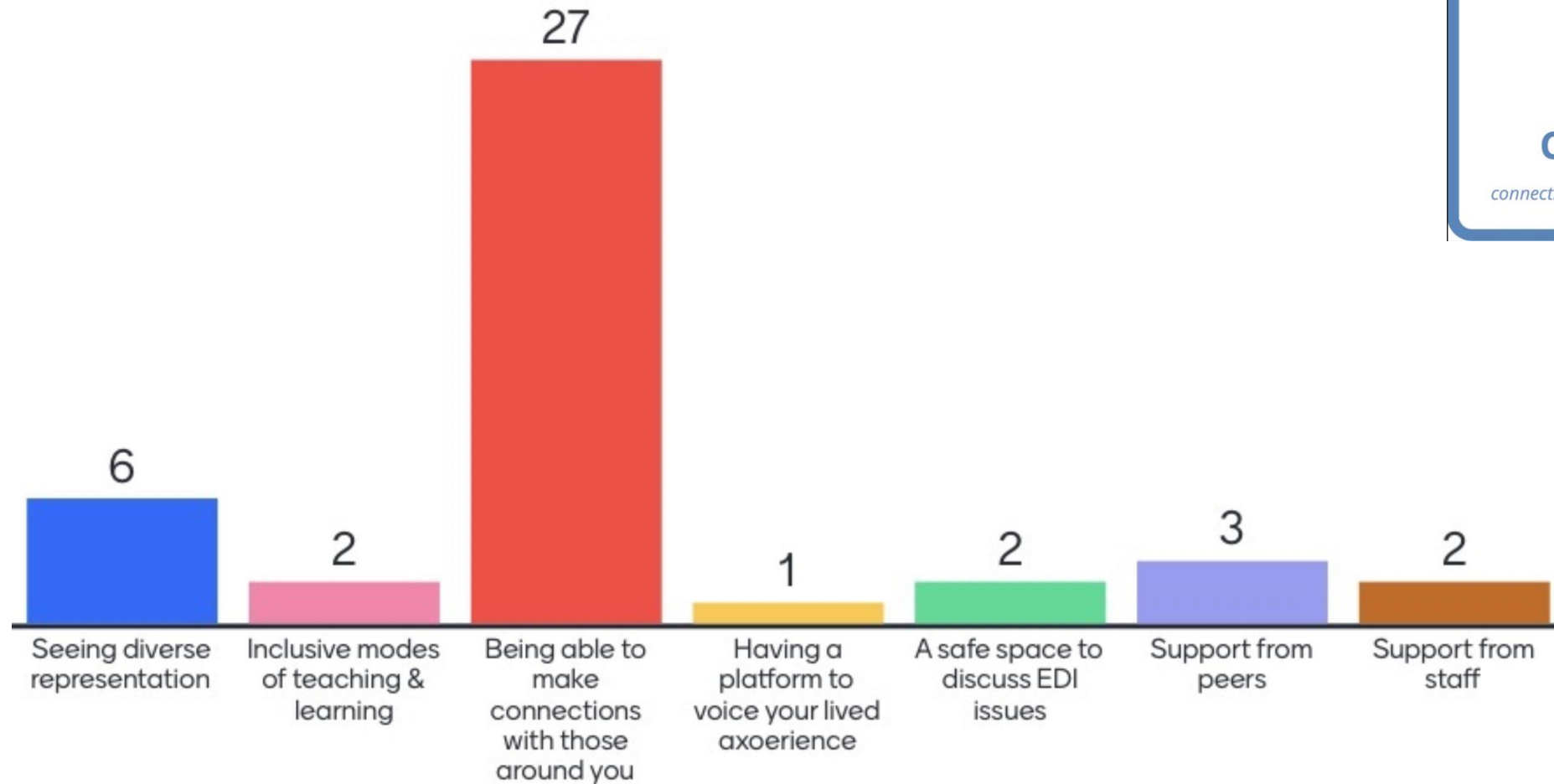
Feedback from EDI student partners - co-creation - other year groups



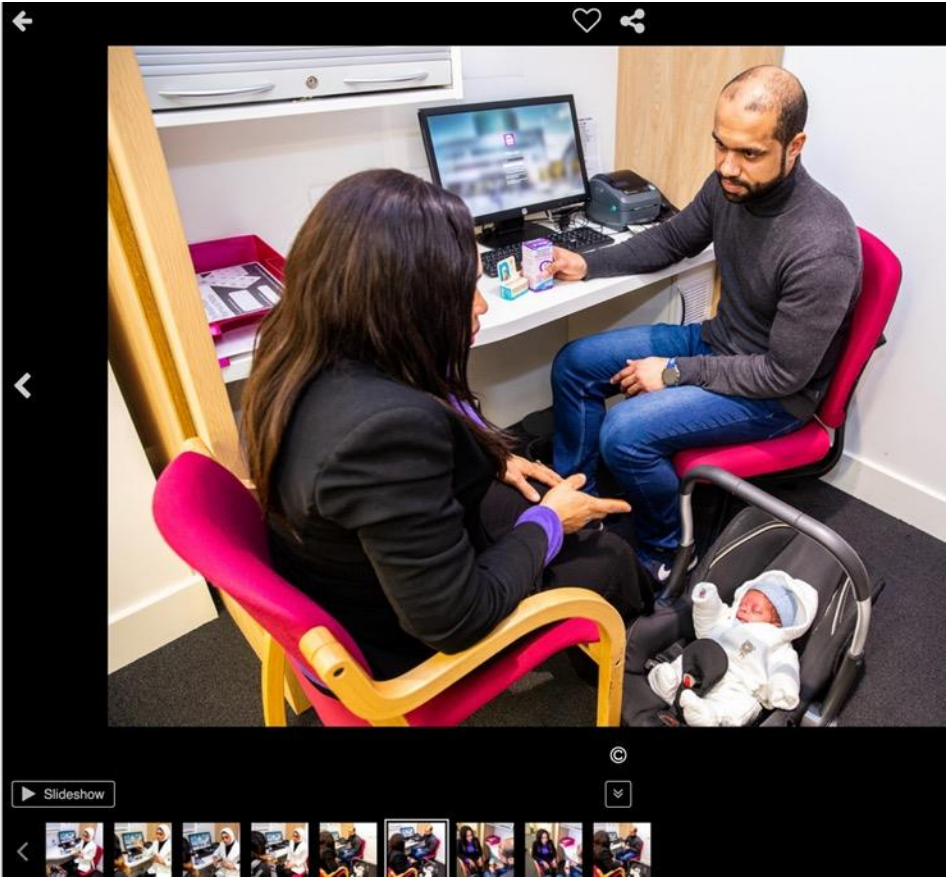
A safe space to connect...

Learners to diverse leaders
and communities,
Lived experiences platform
To share, inspire and learn
Mentoring scheme
Connecting modules

What did our students say?



Building 'learning communities' within & beyond the classroom



Connecting...Diverse Alumni to current Students



Zahra
connecting
from Kuwait



Chidera
connecting
from Nigeria



2021-09-28

A collaborative venture between staff and students to...



Co-create diverse curricula
Global Citizenship
Cross-discipline Collaboration
Authentic Assessments
Inclusive delivery Modes
Creating Resilience in Learning
Bespoke Study skills support
Longitudinal Induction - transitioning to UK study

To bring together all these areas together!

Our Planet

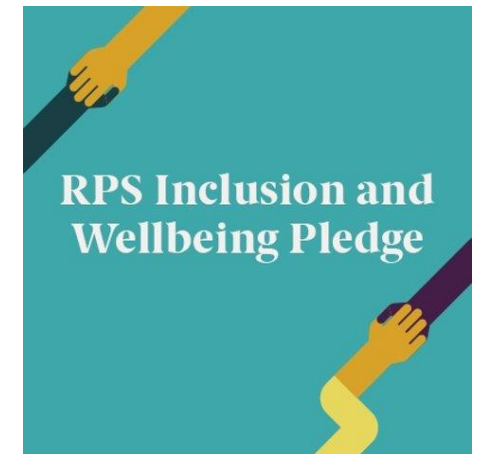


THE GLOBAL GOALS
For Sustainable Development

Our People



Our Profession



A challenge for our teaching team...

Striking the right balance between local and global issues...

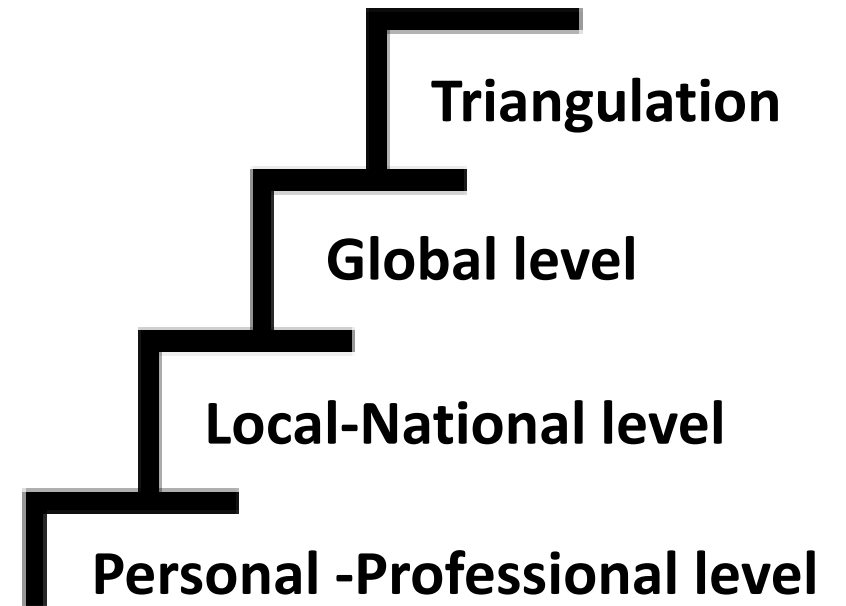


Scotland cannot act with credibility overseas if we are blind to inequality here at home. And our ambitions for a fairer Scotland are undermined without global action to tackle poverty

Nicola Sturgeon
First Minister



Stepwise approach to GCF seminars:



External contributions from Royal Pharmaceutical Society on EDI and Sustainability



Where to **START?!**



CREATE

co-creating diverse curricula

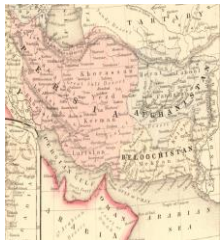
Our Profession - history of the professional body...



CREATE

co-creating diverse curricula

The Pharmaceutical Society received its grant of arms (shield of arms, crest and motto) on 14 March 1844. The two 'supporters' were granted on 27 March 1844. Both grant documents carry a full colour pictorial representation of the achievement.



Galen was born in Pergamum (Bergama, now in Turkey) in 129 A.D. and lived until about 216 A.D. He studied medicine in Alexandria, travelled widely in Egypt and learnt much of the pharmacology of India and Africa. He started his professional career as doctor to the gladiators in Pergamum. He later moved to Rome and eventually served in the Roman Imperial Service. His prolific texts and recipes were used by practitioners until well into the 1600s. He continues to be revered as a 'father of medicine'.

Galen is shown with a gold, hand held steelyard, a weighing device widely used in the Roman period.

Avicenna lived in Persia from 980-1037 A.D. His extensive writings included a 'Canon of Medicine' which fused much of Galen's earlier thinking into a definitive medical discipline. Translated into Latin as early as the 1100s, Avicenna's 'Canon' was published in Venice in 1527. It was subsequently translated into Hebrew and a variety of European languages. Its influence on medical thinking in Renaissance Europe was immense.

Some questions to ask ourselves with DELIVERY...

Q. Do we give students/trainees the opportunity to develop **consultation skills** to deliver person-centred care in diverse patients?

Q. Do students get to engage with diverse **patient volunteers**?

Q. Are our **guest speakers and external visiting lecturers** representing the diversity in our communities?

Q. Do students/trainees have a **platform to discuss lived experiences** or raise EDI related concerns?

Q. Do we **train our personal tutors/trainers** in EDI – microaggressions, intersectionality, allyship...

Q. Do we address EDI as part of **person-centred care**? e.g. How does a person's beliefs affect their engagement with their own health e.g. relationship between pain/death & religious beliefs, prescriber beliefs and decision making

Q. Do we help our graduates to develop **Cultural Competence**?



Our People

Complete our survey on trust in primary care services now

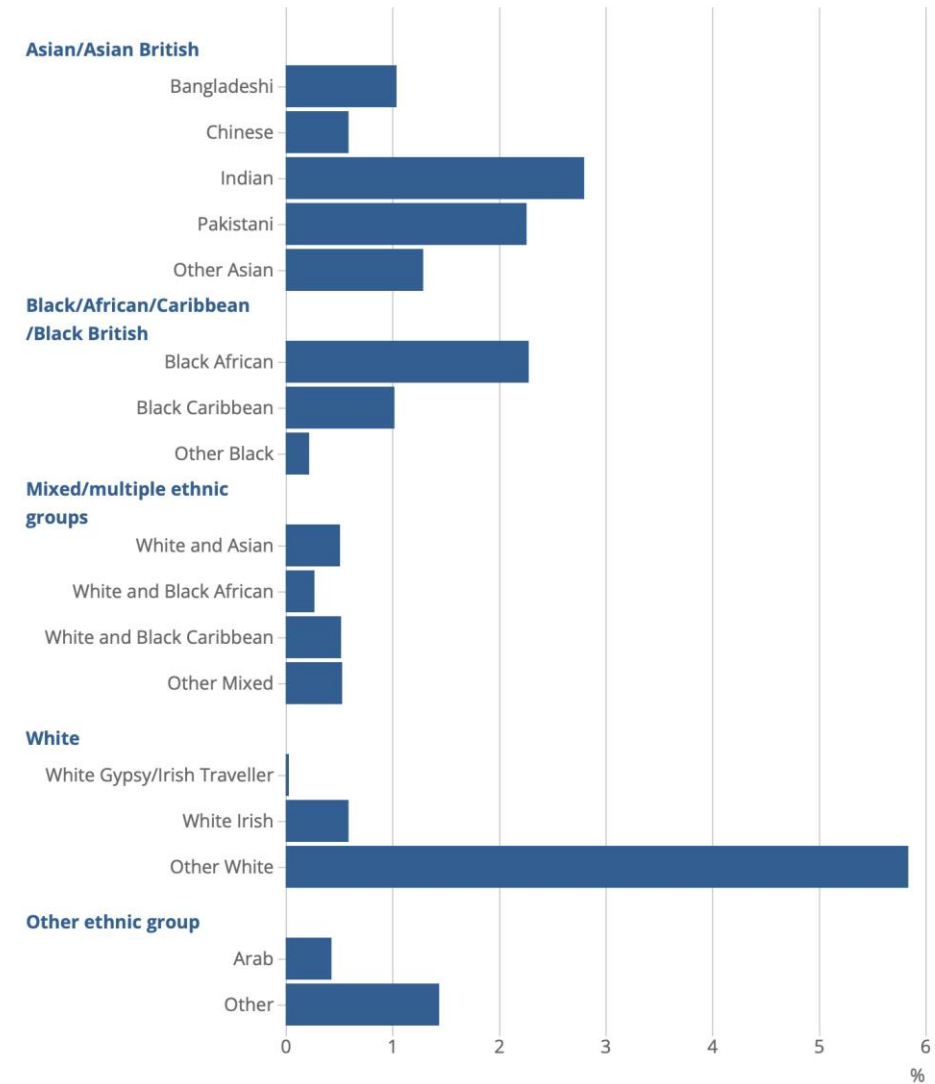
[Click here](#)

14 February 2022

New Review Calls for Radical Action on Stark Ethnic Inequalities Across Healthcare



Ethnic group in England and Wales, 2019 (excluding White British)



Source: Office for National Statistics, 2019 population estimates by ethnic group -



Our People

Q. Do we include a wide range of **conditions** in diverse patients?

- **Jehovah's witness** patients
- **Sickle cell disease**
- **Prostate cancer** in black men
- Diabetes treatment in **Ramadan**
- **Perception of disease** & religious beliefs
- **Neurodiversity**
- **Dermatology** in diverse skin tones...

Challenge – lack of patient volunteer diversity!



NHS

Highland



Meet the Ahmed Family

START
HERE

1

2

6

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Rx

4

5

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3

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7

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END
HERE



?

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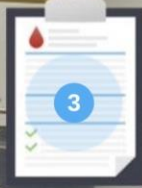
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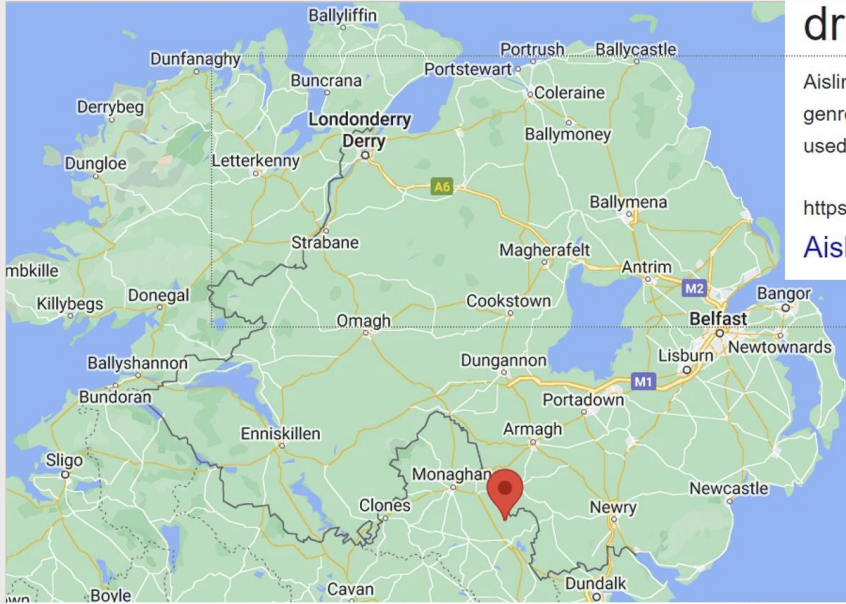
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NURSE

Welcome to Ward 3

Bed 9
Amjad



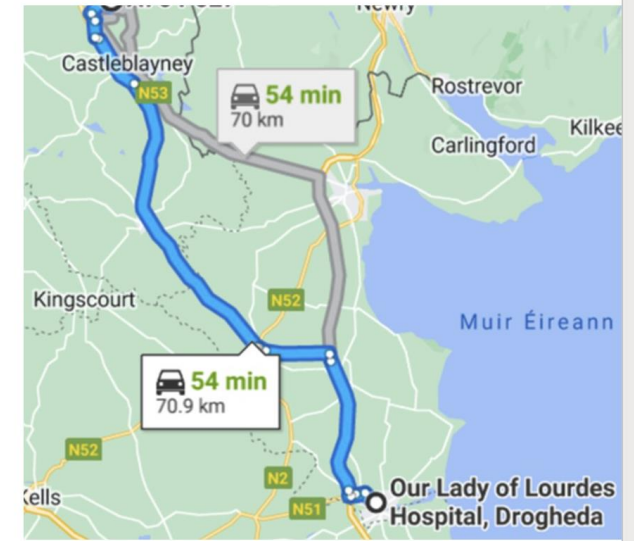


dream

Aisling is an Irish feminine given name meaning **"dream"** or **"vision"**. It refers to an aisling, a poetic genre that developed in Irish poetry during the 17th and 18th centuries. There is no evidence that it was used as a given name before the 20th century.

[https://en.wikipedia.org/wiki/Aisling_\(name\)](https://en.wikipedia.org/wiki/Aisling_(name))

Aisling (name) - Wikipedia



Our planet

MPharm stage 1 GC Seminars

Public Health inequalities in Glasgow – watch party

- Cross-cultural approach to healthcare

Ethnic minority patients – UK picture

Practical Considerations – person centred care

Hidden & visible disabilities - Hearing impairments

Sustainability - UN SDG – competitions!

SUSTAINABLE DEVELOPMENT GOALS



On a personal level...

Ice breaker!



Please consider the origins of your name/surname...



Share these insights with your table....



Then discuss the following Q Do you think your unique background, identity and lived experiences will shape how you practice as a future pharmacist?

Considerations at a PROFESSIONAL level...

List 3 skills and attributes pharmacists need to practice EDI?



Looking at the GLOBAL picture...

If the world were a village of 100...

- We are approaching 8 billion people living on the planet. Where do they live?
- How old are they?
- Who has access to healthcare and clean water?
- Who is literate?

[Watch this video](#)



Formative Learning

SDG CHALLENGE!



- Choose one SDG goal
- Discuss the role of healthcare professionals in addressing the goal
- Design a healthcare initiative to achieve the goal e.g. PH campaign, App, community engagement initiative



SDG Flashcards – with reflective questions

https://www.scottishglobalhealth.org/wp-content/uploads/2021/07/SDG_NHS_Cards_DIGITAL-2nd-2.pdf

Formative learning



GLOBAL CITIZENSHIP

EDI & Sustainability @PALS



**Our People
Our Planet
Our Profession**



Summative Assessment



Triangulation Postgrad seminars

Q. What does GC mean to you?

Q. How can you get involved as a professional ?



A GLOBAL SYMBOL

The Great Green Wall isn't just for the Sahel. It is a global symbol for humanity overcoming its biggest threat – our rapidly degrading environment.

It shows that if we can work with nature, even in challenging places like the Sahel, we can overcome adversity, and build a better world for generations to come.



Growing a new world wonder across the entire width of Africa.



Growing fertile land, one of humanity's most precious natural assets.



Growing a wall of hope against abject poverty.



Growing food security, for the millions that go hungry every day.



Growing health and wellbeing for the world's poorest communities.



Growing improved water security, so women and girls don't have to spend hours everyday fetching water.



The **Great Green Wall of Africa** – inequalities and collaborative initiatives
Nutritional security and climate change – role of Healthcare professionals



Student Learning



'You must be respectful at all times no matter what you believe'

*'Every **profession is important in global sustainability'***

'It was good to be reminded of the different things we need to consider when speaking to patients from different cultures. More about LGBTQ people and neurodiverse people would be good.'

*'Made me aware of the **health inequality in Scotland alone'***

'Made me more aware of the problems globally that we are faced with'

'Importance of working together communication and team working for better living'

'The 100 people video was very helpful for putting global issues into perspective'

'The seminar gave me an insight into lots of different scenarios to consider whilst practicing and ideas of how to deal with them respectfully'

*'We need global equality to help everyone contribute to improving the **SDG goals.'***

*'Raised awareness of how to **adapt to different communities and how to be respectful of their beliefs within pharmacy.**'*

Student Testimonial

*I loved that it was a **creative session** in a **safe space** of a classroom to share, hear different experiences and perspective from other people and to discuss possible solutions, while considering how we could make a lasting positive difference in this area in our future careers.*

*Introducing **EDI** early on in the MPharm program will help create and develop the **awareness** and **culture** of equality, diversity and inclusion that will hopefully be **carried on** into the profession.*

*It also provided a **great opportunity** for **bonding** and **rapport** among a cohort that mostly interact online as a result of the pandemic induced restrictions.'*

1st Year MPharm – EDI Student partner





Audience reflection...

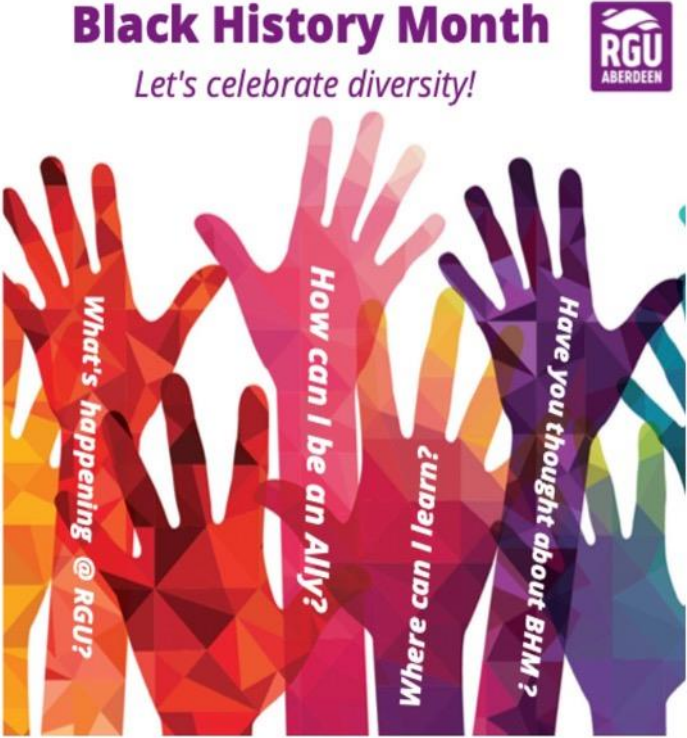
Do we intentionally and mindfully **embed** EDI and sustainability within our teaching and training, rather than as a **standalone**?

Celebrating Global and Individual Diversity...



Nurturing a sense of belonging to
Profession and Uni
Student voice/Allyship
Linking Student union/societies to courses
Social activities without alcohol
Course diversity calendar of celebrations!
Diverse student advisors/advocates
Reward and Recognition

CALENDAR of CELEBRATIONS – Create your own!



SENSE of BELONGING

- Social events that don't involve alcohol – picnics by the river 😊
- App to pronounce names correctly!
- Anonymised class rep pitches
- Platform to raise EDI issues
- Use of pronouns in emails & online meetings
- Personal tutor training



IMPACT Statement:

"This was a great learning experience as [it] covers different patient backgrounds in classes and focusses on diseases that happen across the world. Which prepares us for every kind of situation in practice". MPharm student



- Audience reflection...

- What could you add to your practice in terms of the 3Cs





St Cyrus Beach - Aberdeenshire

Inspiration for connecting through diversity is all around us!

Look around & Be curious...

Why is a beach in Scotland named after a Persian King??

disappeared a long long time ago. Who was Saint Cyrus? Cyrus lived in Alexandria, Egypt during the 3rd and 4th Century AD. He practiced the art of medicine in a workshop which would go on to become a church, administering his healing free of charge and turning many a Pagan to Christianity by saying "Whoever wishes to avoid being ill should refrain from sin, for sin is often the cause of bodily illness." Later in his life he abandoned medicine to live a life of asceticism, giving up sensual pleasure. During the Diocletianic or Great Persecution in the year 303 AD, (the last and most severe persecution of the Christians during the Roman Empire), three holy virgins named Theoctista (15 years old), Theodora (13 years old) and Theodossia (11 years old) were arrested and Cyrus and his ally Wonderworking Unmercenary John, went to the girls to give them strength them to keep the faith and go for martyrdom. History says Cyrus and John were caught in this act and so beheaded on the spot.



Thank you!

Global Citizenship Framework (GCF)

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CONNECT
Connecting communities and curricula



CREATE
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CELEBRATE
Bring your whole self to university!