



高雄醫學大學

KAOHSIUNG MEDICAL UNIVERSITY

□ ■ □ 未來高醫 引領未來

Integrity 誠信、Intelligence 智慧、Innovation 創新
Integration 整合、Internationalization 國際化、Impact 影響力

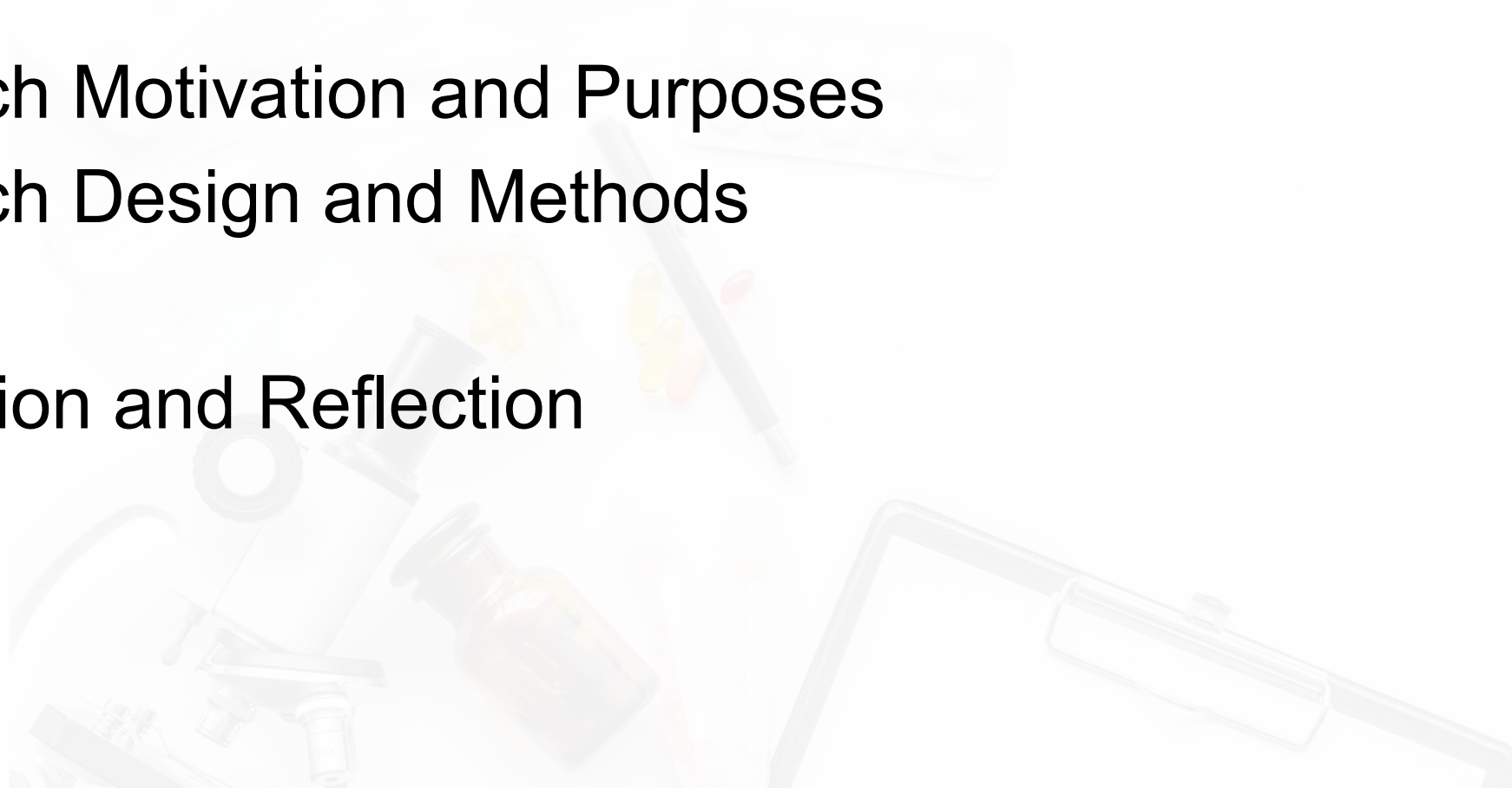
Enhancing Cultural Competency through International Students Exchange Program

Ying-Chun Chou, Athena Yi-Jung Tsai

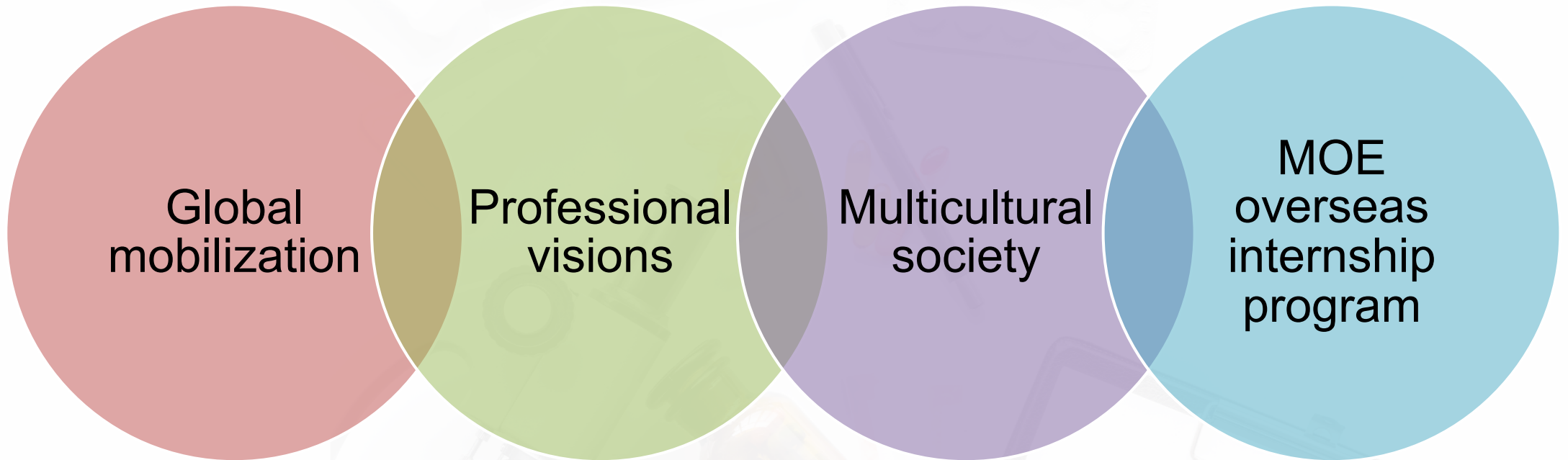
Department of Occupational Therapy, Kaohsiung Medical University, Taiwan

Outline

- Research Motivation and Purposes
- Research Design and Methods
- Results
- Discussion and Reflection

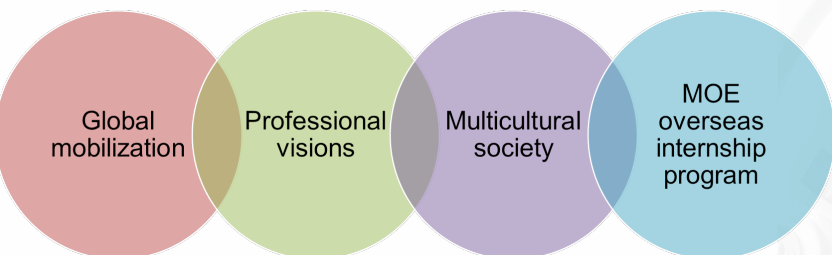


Research Motivation and Purposes



Research Motivation and Purposes

- The willingness to engage in international exchange and active learning/sharing.
- Cultivating an open mind and macro-thinking to integrate into local societies and identify with multiculturalism.
- Core Competencies of globalization: Civic, Cultural, Interpersonal, Emotional, and Networking skills (Tang & Li, 2019; Huang, 2018).
- Global competence is multidimensional: analyzing global/intercultural issues, understanding how biases affect judgment, and communicating effectively across diverse backgrounds (OECD, 2018).
- MOE Overseas Internship Program: Aims to improve students' intercultural communication, professional skills, adaptability, and practical execution (Hsu, 2019, 2021).
- Significant positive correlation between overseas internships, cross-cultural competence, and career self-efficacy.
- Cross-cultural competence serves as a mediator between internship satisfaction and employability (Chen & Wu, 2020).



Research Motivation and Purposes

- A set of behaviors, attitudes, and policies enabling professionals to work effectively in cross-cultural environments (AOTA, 2020). It is a lifelong process with no fixed endpoint due to the complexity of human behavior.
- Integrate global/local assignments, international internships, and inter-professional collaboration (AOTA, 2020).
- Build trust, respect, and effective communication through global partnerships (Witchger Hansen, 2015).
- Clinical Differences: Asian therapists may adopt authoritative roles, while Western therapists emphasize individualism and verbal explanation (Wong et al., 2020).
- Measurement Tools: Effectiveness is often measured via reflective writing, focus groups, and the Cultural Awareness and Sensitivity Questionnaire (CASQ) (Murden et al., 2008; Suyama et al., 2023).
- OT internships are restricted by licensure hours (1,440 hours), limiting overseas opportunities.
- Alternative Approaches: Utilizing Problem-Based Learning (PBL) and "International Buddy" programs to simulate cross-cultural scenarios (Liu, 2020).
- Cultural competence should be integrated into formal curricula, using short-term immersion or clinical reflections to evaluate "Pre-competence" and "Cultural Competence" levels (Wong & Blissett, 2007).

Global mobilization

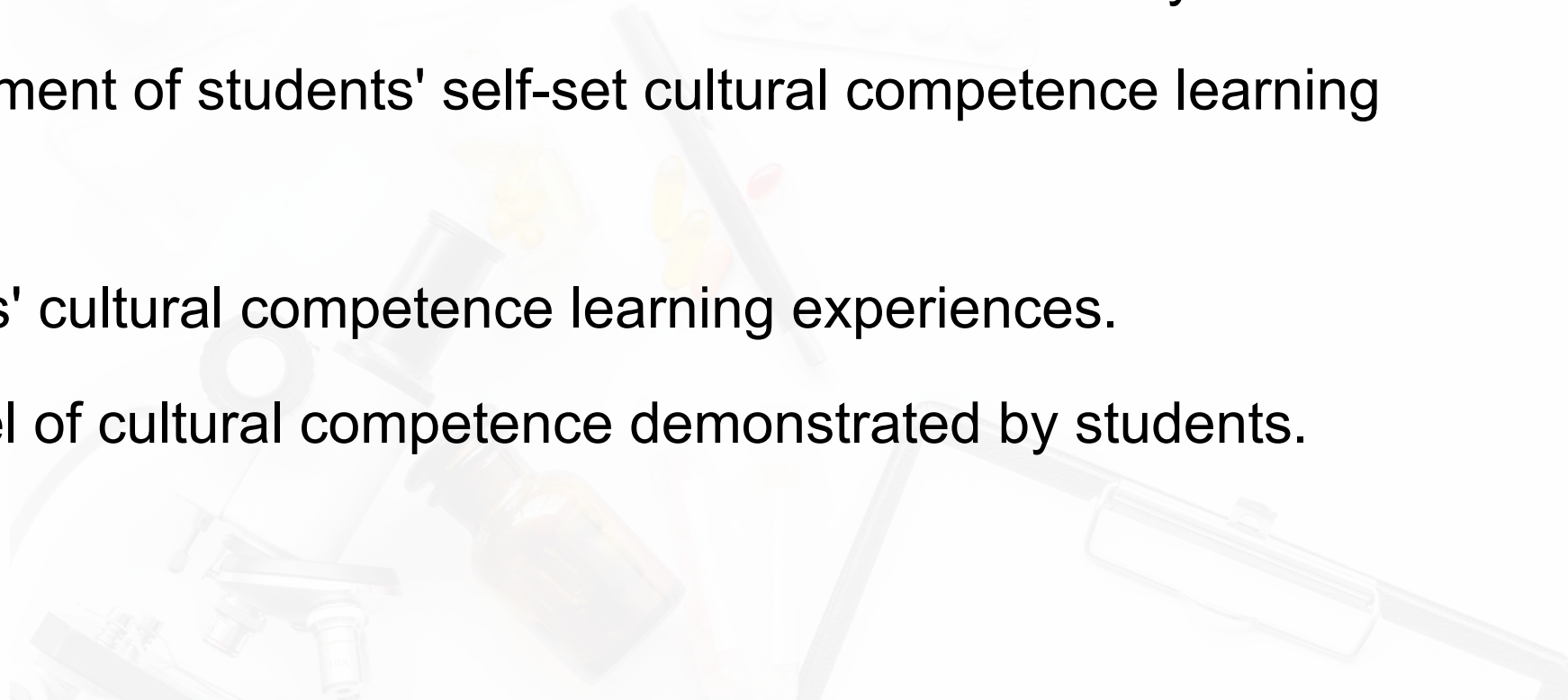
Professional visions

Multicultural society

MOE overseas internship program

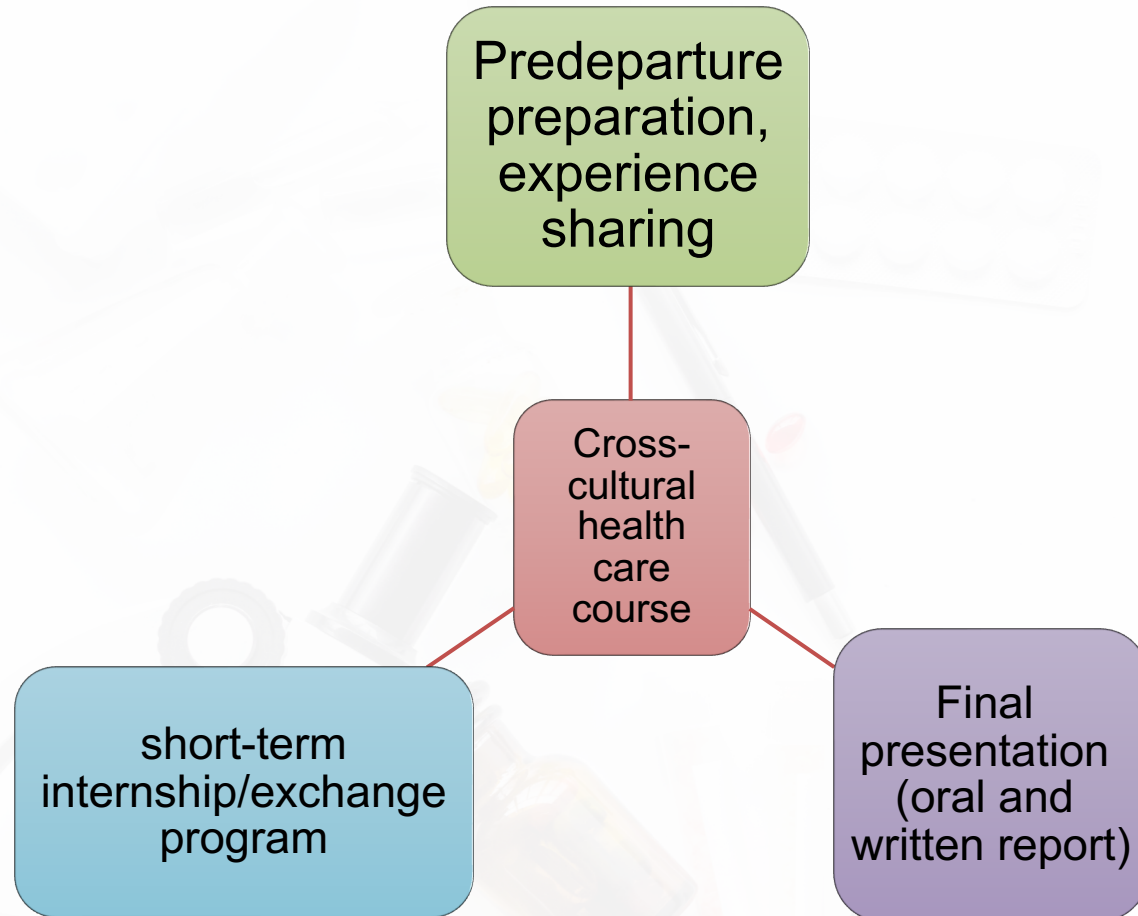
Research Motivation and Purposes

- Purposes of this research
 1. Changes in students' cultural awareness and sensitivity.
 2. Achievement of students' self-set cultural competence learning goals.
 3. Students' cultural competence learning experiences.
 4. The level of cultural competence demonstrated by students.



Research Design and Methods—

Course design



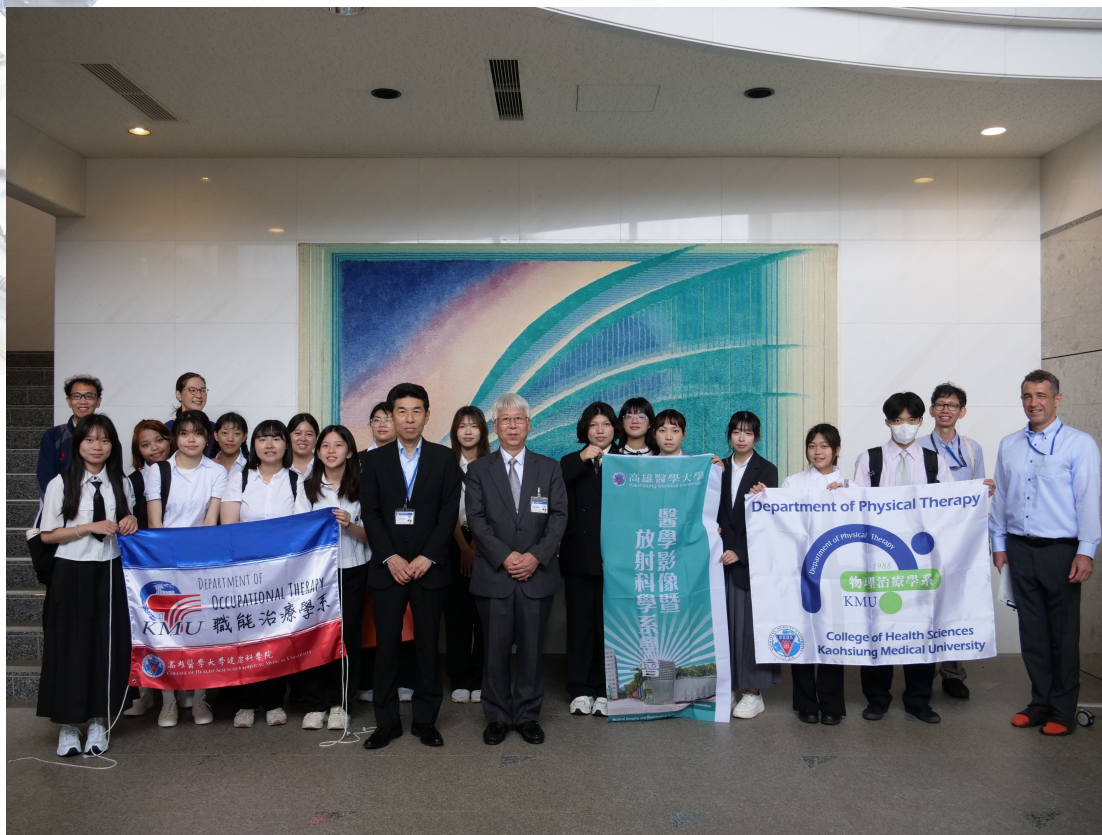
Research Design and Methods—

Ibaraki Prefectural University of Health Sciences, Japan

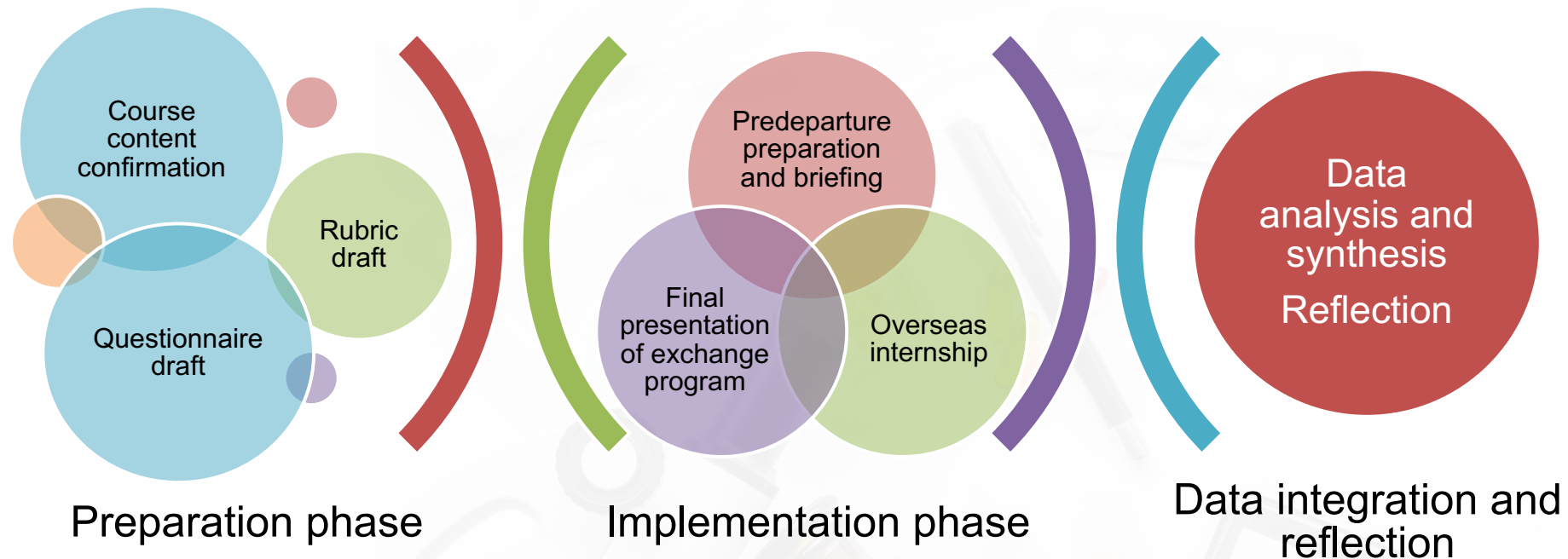
- Participating in courses, student activities, and medical institution visits/internships.

Flying Kids Occupational Therapy and Child Development Centre, Malaysia

- A therapy clinic and special education development center focused on treating children with autism.



Research Design and Methods— framework



Research Design and Methods— participants and sites

- Participants:
 - 12 sophomore students of KMU OT department
 - Gender : one male, 11 females
 - Age: 20.50 ± 1.31 years old
- The sites of students exchange program(5 weeks from the end of June to July):
 - Ibaraki Prefectural University of Health Sciences, Japan (9 students)
 - Flying Kids Occupational Therapy and Child Development Center, Malaysia (3 students)

Research Design and methods— assessment tools

- **Quantitative Data:**
- Cultural Awareness and Sensitivity Questionnaire (CASQ): pre- and post-test
- Medical University Students' Cultural Literacy Scale: pre-and post-test
- The Level of Continuum of Cultural Competence(CCC):pre-and post-test (evaluated by supervisors at the internship sites)
- Goal Attainment Scale (GAS)
- Rubric for reflection assignments: assessed by the first week and one week after internship completion.
- **Qualitative Data**
- Student final reflection assignments
- Focus group interview

各位同學,您好!
 本量表主要目的是為了解各位同學在跨文化情境的體驗中,對於文化素養的感受情形。請仔細閱讀下列每個陳述後依據自己真實的想法和感受,圈選一個最符合的選項。本量表所有的題項都沒有正確的答案,請放心回答即可。

題目	非常不同意	不同意	普通	同意	非常同意
一、文化意識					
1.我能辨識自己文化所承載的價值觀。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.我的行為會受到自己文化內涵的影響。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.我能覺察自己對特定族群的文化有偏見。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.我能察覺我與他人的互動是受到自己文化內涵的影響。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.我認為文化對我個人而言並不重要。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.我認為所有人的文化內涵是相同的。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.我很認同我自己的文化內涵。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
二、文化知識					
8.我認為不同的文化對於個人的健康觀念有差異。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.我認為不同的文化對於個人的教育觀念會有差異。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.我了解不同文化的家庭觀有差異。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.我願意學習與服務地區相關的文化知識。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.我能列舉至少兩個不同文化的差異。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.我認為多了解不同的文化對於自己的專業服務幫助很有限。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.我覺得只要尊重對方,不需要多了解對方的文化。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
三、文化技能					
15.我會根據不同的文化來調整自己與個案或對象溝通的方式。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

題目	非常不同意	不同意	普通	同意	非常同意
16.我能使用對方熟悉的語言或文化來與個案或對象溝通。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.我會依據個案或對象的文化脈絡調整專業服務流程。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.我覺得沒有必要改變服務的方式來配合不同文化的個案或對象。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.處在跨文化情境中我常感到很困擾,因此我會盡量避免與不同文化的人接觸。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
四、文化謙遜					
20.我對其他文化的認識有限。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.我喜歡瞭解他人的文化經驗。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.在服務個案或對象時,我會覺察自己對於特定文化的偏好。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.我覺得我對自己的文化已有足夠的瞭解。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.若不同文化的人質疑我的觀點時,我會有被冒犯的感覺。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
五、文化包容與尊重					
25.我會尊重他人有不同的信仰、價值觀與生活方式。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.我會努力營造多元與包容的互動氛圍。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.我樂於與文化背景不同的人合作。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.我認為有些文化的價值觀不值得尊重。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.某些文化的人很難相處,因此我會避免與他們互動。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
六、文化行動力					
30.我會適時調整專業服務方式以更符合個案或對象的文化需求。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31.我會主動尋找資源以因應文化差異所造成的挑戰。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32.我願意在工作中倡議文化敏感度以尊重個案或對象的文化。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33.我公平對待不同文化背景的個案或對象。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

題目	非常不同意	不同意	普通	同意	非常同意
34.推動文化友善的制度與服務不是我的責任。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35.除非對方提出,我不會主動考慮對方文化的差異。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

填寫日期:

Medical University Students' Cultural Literacy Scale

Hello, students!

The main purpose of this scale is to understand your perceptio during your cross-cultural experiences. Please read each stater based on your true thoughts and feelings, select the option th no right or wrong answers in this scale, so please answer with

Questionnaire

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I. Cultural Awareness					
1. I can identify the values carried by my own culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My behavior is influenced by my own cultural connotations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am aware of my own biases against the culture of specific groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can perceive that my interactions with others are influenced by my own cultural connotations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think culture is not important to me personally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I think everyone's cultural connotations are the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I identify strongly with my own cultural connotations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. Cultural Knowledge					
8. I believe that different cultures have differences in personal health concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I believe that different cultures have differences in personal educational concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I understand that there are differences in family views among different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am willing to learn cultural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

knowledge related to the service area.

12. I can list at least two differences between different cultures.

13. I think knowing more about different cultures is of limited help to my professional service.

14. I feel that as long as I respect the other party, I don't need to understand their culture much.

III. Cultural Skills

15. I will adjust my way of communicating with the client or subject according to different cultures.

16. I can use the language or culture familiar to the other party to communicate with the client or subject.

17. I will adjust the professional service flow according to the cultural context of the client or subject.

18. I feel there is no need to change the way of service to accommodate clients or subjects of different cultures.

19. I often feel troubled in cross-cultural situations, so I try to avoid contact with people of different cultures.

IV. Cultural Humility

20. My knowledge of other cultures is limited.

21. I like to understand the cultural experiences of others.

22. When serving clients or subjects, I

am aware of my own preference for specific cultures.

23. I feel I have sufficient understanding of my own culture.

24. If people of different cultures question my views, I feel offended.

V. Cultural Inclusion and Respect

25. I respect that others have different beliefs, values, and lifestyles.

26. I strive to create a diverse and inclusive interaction atmosphere.

27. I enjoy working with people from different cultural backgrounds.

28. I think some cultural values are not worth respecting.

29. People of certain cultures are hard to get along with, so I avoid interacting with them.

VI. Cultural Action Ability

30. I will adjust professional service methods at appropriate times to better meet the cultural needs of the client or subject.

31. I will actively seek resources to cope with challenges caused by cultural differences.

32. I am willing to advocate for cultural sensitivity and respect for the culture of the client or subject in my work.

33. I treat clients or subjects of different cultural backgrounds fairly.

34. Promoting culturally friendly systems and services is not my responsibility.

35. Unless the other party brings it

up, I will not actively consider the cultural differences of the other party.

Date of Completion: _____

Name of the evaluator:

Date of evaluation:

Please rating the level of cultural competence of the students regarding the key

characteristics described in the table:

Level	Ordinal Value	Key Characteristics
Cultural Destructiveness	1	<ol style="list-style-type: none"> Denial of services or dehumanizing treatment Culturally motivated violence, crime, or genocide
Cultural Ineffectiveness (Incapacity)	2	<ol style="list-style-type: none"> Works ineffectively with individuals of another culture Delivers lower quality care due to cultural barriers Supports stereotypes, maintains bias, or assumes paternal stance
Cultural Neutrality (Blindness)	3	<ol style="list-style-type: none"> Sees no need for culture-specific approaches Demonstrates ethnocentrism (e.g., assumes "all people are the same," expects English or Western norms)
Pre-Cultural Competence	4	<ol style="list-style-type: none"> Recognizes group differences Sees need for cultural knowledge Explores alternative approaches Fails to fully achieve cultural competence
Cultural Competence	5	<ol style="list-style-type: none"> Accepts cultural diversity and its effects Assesses dynamics of cultural differences Adapts services and policies accordingly
Cultural Proficiency	6	<ol style="list-style-type: none"> Integrates cultural knowledge into policy/practice Develops, researches, or disseminates new knowledge Takes responsibility for culturally competent care

Goal Attainment Scale (GAS)

-2: Far below expectations (baseline)

-1: Lower than expected

0: Meets expectations

+1: Exceed expectations

+2: Much exceed more than expected

Score	-2	-1	0	+1	+2	comments
Specific target						
1. I can learn 3 skills that I didn't learn in KMU courses	Learned 0 items	Learn 1-2 items	Learn 3 items	Learn 4-6 items ✓	Learn 7-8 items	I learned about group leading skills, parenting coaching, behavior modification, and floor time for emotional regulation.

If the table is not enough for you to describe your work, it can be expanded.



沉浸式文化學習反思作業評量指標

學生姓名:

作業日期:

評量向度	優秀(20-16分)	良好(15-11分)	尚可(10-6分)	需改進(5-1分)	各向度分數
尊重文化敏感度	沒有任何刻板印象，能尊重並欣賞文化差異，展現高文化敏感度	能理解並尊重文化差異，對於不同文化具備一定的包容度	對文化差異有初步理解，但對於部分文化仍有存有保留態度	缺乏文化敏感度，容易以自我本位角度去評論他人文化	
跨文化溝通能力	能在跨文化環境中進行有效且流暢溝通，展現高度的同理心與包容力	能適當表達並理解他人意圖，偶有溝通障礙但能是適度調整	在跨文化環境中溝通常出現困難，但有意願與人溝通	溝通技巧不足，對文化差異溝通產生明顯障礙	
臨床專業觀察與應用	能深刻觀察並比較不同文化下的 OT 實務，並提出具體應用	能完全描述臨床 OT 實務的文化差異	能部分了解臨床 OT 實務差異，但未能深入分析或應用	缺乏臨床觀察能力，無法連結文化與 OT 實務	
自我覺察與反思能力	能深度覺察自身價值觀與專業角色，表現高度反思能力	有自我覺察並能提出具體學習收穫	需他人提醒和引導才能覺察學習的內容，反思較為表面	無法從經驗中學習，欠缺反思意願或能力	
學習態度與參與表現	主動參與課程與實習活動，態度積極，願意貢獻專業能力	多數時間表現良好，願意與他人合作完成任務	參與度尚可，偶有會出現不夠積極情形	缺乏參與度，影響團體或個人學習表現	
總分					

評量日期:

評量者:

Rubric for learning reflection assignment: Dimensions:

- Respect/Cultural Sensitivity
- Cross-Cultural Communication Skills
- Clinical Professional Observation and Application
- Self-Awareness and Reflection Ability
- Learning Attitude and Participation

Scoring:

Excellent (20-16)

Good (15-11)

Fair (10-6)

Needs Improvement (5-1).

Focus Group Interview Guideline:

1. Reasons for participating and expectations for overseas cultural experience.
2. Culture shock experienced and inspiration derived.
3. Inspiration regarding the OT role and future career development; differences from OT roles known in Taiwan.
4. Personal insights and growth (cite 2-3 examples regarding Cultural Differences, Living Differences, Cultural Identity).
5. Challenges encountered in different linguistic/non-linguistic/cultural contexts and coping strategies.
6. Impressive scenarios interacting with students, teachers, or cases from different backgrounds (cite 2-3 examples).
7. Differences observed in local OT concepts and practices compared to Taiwan; views on these differences.
8. Specific gains for personal growth and professional learning.
9. Difficulties and challenges in cultural adaptation encountered and how they were overcome.
10. Application of this experience to future career development; advice for future participants.




Results

Tools	items	Z test	significance(2-tailed)
CASQ	Importance of cultural factors in OT process	-1.789	0.74
	Education and cultural competence	-2.099	.036*
	Perceived level of cultural awareness	-2.594	.009**
Cultural Literacy Scale	Cultural awareness	-2.448	.014*
	Cultural knowledge	-2.456	.014*
	Cultural skills	-1.745	.081
	Cultural humility	-.479	.632
	Cultural inclusion and respect	-2.797	.005**
	Cultural action	-2.683	.007**
CCC		-3.153	.002**
Rubric		-3.064	.002**

		mean(min-max)
GAS	Cultural Goal Achievement	3.18(2.20-4.00)
	Professional Goal Achievement	2.83(1.33-4.00)
	Personal Goal Achievement	3.10(2.00-3.67)
	Overall Goal Achievement	3.06(2.33-3.75)

* $p < .05$; ** $p < .01$; Non-parametric Wilcoxon sign test

Results



Theme 1: Perception and Understanding of Cultural Awareness

Theme 2: Problem-Solving Ability

Theme 3: Cultural Impact on Professional Practice

Theme 4: Vision for Future Career

Results

Theme 1: Perception and Understanding of Cultural Awareness

Gaining deeper cultural insight through daily observations of transportation, attire, and cultural rituals.

- **Traffic & Behavioral Norms:**

"In Taiwan, we are used to jaywalking or just crossing wherever we want. But in Japan, they are very disciplined and strictly use the zebra crossings." (*Japan, 008*)

"When walking to dinner, I asked, 'Is it okay to walk here?' because I didn't see sidewalks, crosswalks, or pedestrian signals... we had to walk on what looked like the median strip in Taiwan. There were no dedicated pedestrian lanes... even when we saw a signal and tried to press the button, it didn't work. Eventually, we had to watch the car lights and just run across." (*Malaysia, 002*)

- **Social Etiquette & Dress Code:**

"I liked wearing those black pants that unzip into shorts. Once on a train, I unzipped them, and an elderly lady kept staring and frowning, clearly disapproving. From then on, we knew to stick to long pants." (*Japan, 008*)

"We were wearing shorts and skirts... we were told our attire was inappropriate and had to change into local clothing. It was a novel experience for us. At the entrance of a mosque, we were discussing our new outfits a bit too loudly, and a local official scolded us, saying, 'Be quiet!'" (*Malaysia, 003*)

- **Attention to Detail:**

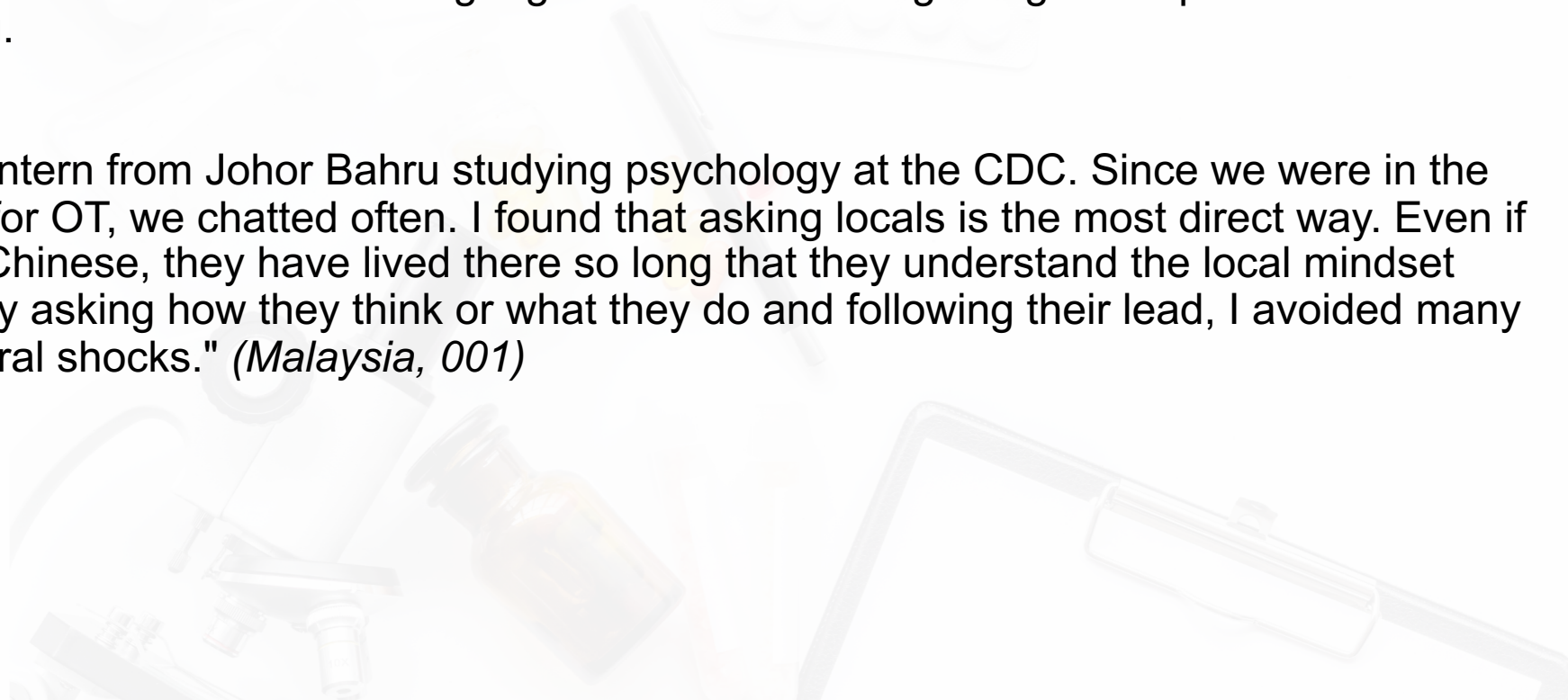
"I observed that Japanese people are very meticulous with details. In Taiwan, we only have parking for the disabled. But in Japan, they categorize it into 4 or 5 different types, including specific spots for the elderly. This helps you understand their attitude and culture toward social care." (*Japan, 011*)

Results

Theme 2: Problem-Solving Ability:

Handling communication across cultural/language barriers and recognizing the importance of relationship building.

"There was a local intern from Johor Bahru studying psychology at the CDC. Since we were in the same environment for OT, we chatted often. I found that asking locals is the most direct way. Even if they are ethnically Chinese, they have lived there so long that they understand the local mindset and speak Malay. By asking how they think or what they do and following their lead, I avoided many difficulties and cultural shocks." (*Malaysia, 001*)



Results

Theme 3: Cultural Impact on Professional Practice

Understanding cultural backgrounds to integrate respect for a client's diet, routine, and lifestyle into therapy.

- "In Taiwan, food is relatively light, but Malaysian food culture is heavy on oil and salt. Naturally, patients receive food like this. It makes implementing dietary control a real clinical challenge." (*Malaysia, 003*)
- "From a cultural perspective, experiencing a different culture gives us more dimensions to understand a client's life when we conduct assessments in the future." (*Japan, 004*)

Results

Theme 4: Vision for Future Career

Contemplating international job markets and being inspired by the role modeling of overseas teachers and peers.

- **Professional Value:**

"In Taiwan, you often hear 'An OT *can* do this,' but in Japan, they say '*Only* OT can do this.' That shift in perspective adds so much value to the profession; it's not just a minor role in healthcare, it's vital." (*Japan, 004*)

- **The "Quiet Hero" Identity:**

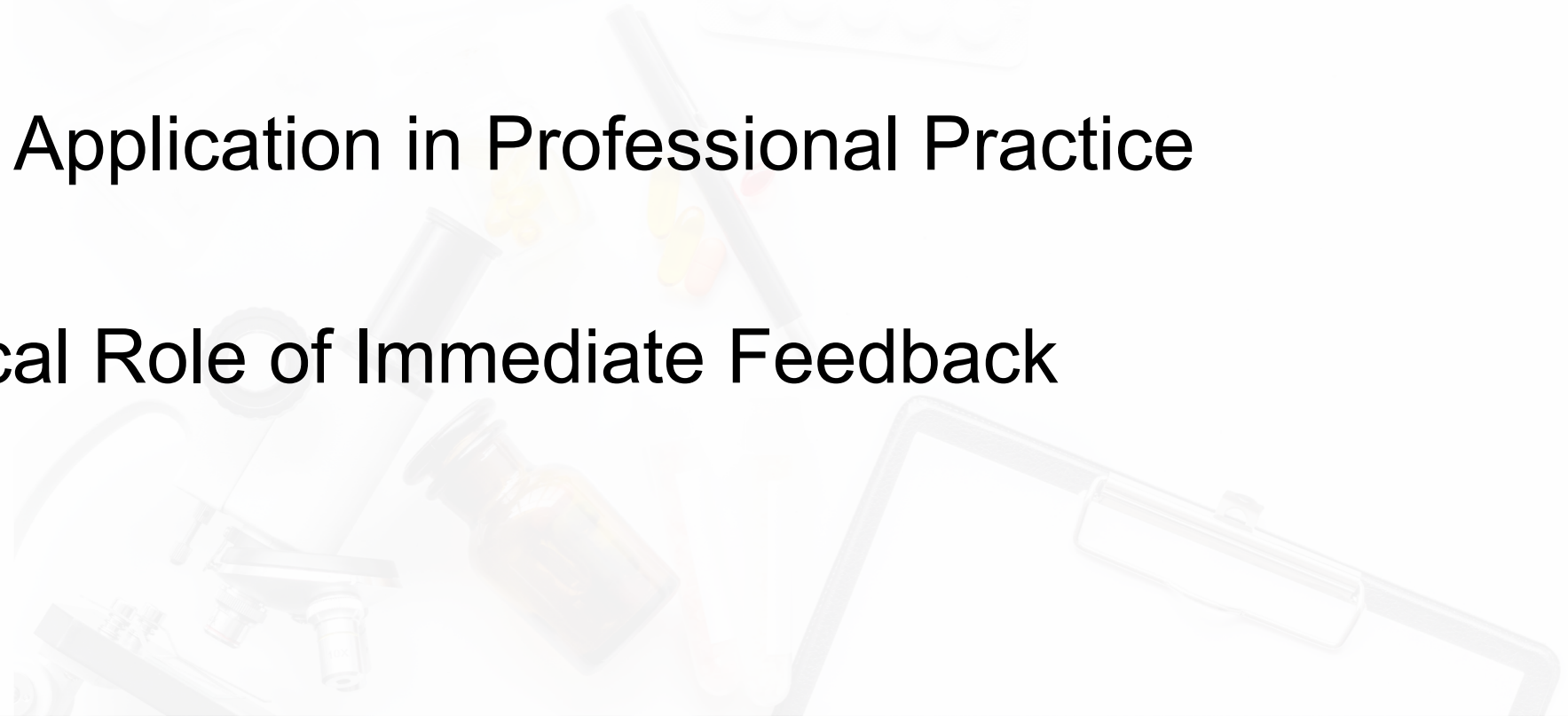
"The Japanese teacher mentioned that in the US, OTs are called 'Quiet Heroes.' People usually credit doctors for recovery, but OTs are the ones truly by the patient's side, watching them improve step-by-step and slowly influencing their daily life. The teacher was beaming with pride while saying this—they truly enjoy and identify with their professional status." (*Japan, 004*)

- **Global Mindset:**

"I might consider working in other countries now. This internship taught me that when treating clients from different backgrounds, I shouldn't just think about their disability or problem, but consider their life, background, and family to truly understand their 'occupation'." (*Malaysia, 001*)

Discussion and Reflections

1. Integrating Cultural Competency into Core Curricula
2. Concrete Application in Professional Practice
3. The Critical Role of Immediate Feedback



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Integrity 誠信、Intelligence 智慧、Innovation 創新
Integration 整合、Internationalization 國際化、Impact 影響力

Thank you for Listening!

