



RUB

MOBILITY AS A PEDAGOGICAL TOOL TO TRAIN FUTURE PHYSICIANS

T. Schäfer

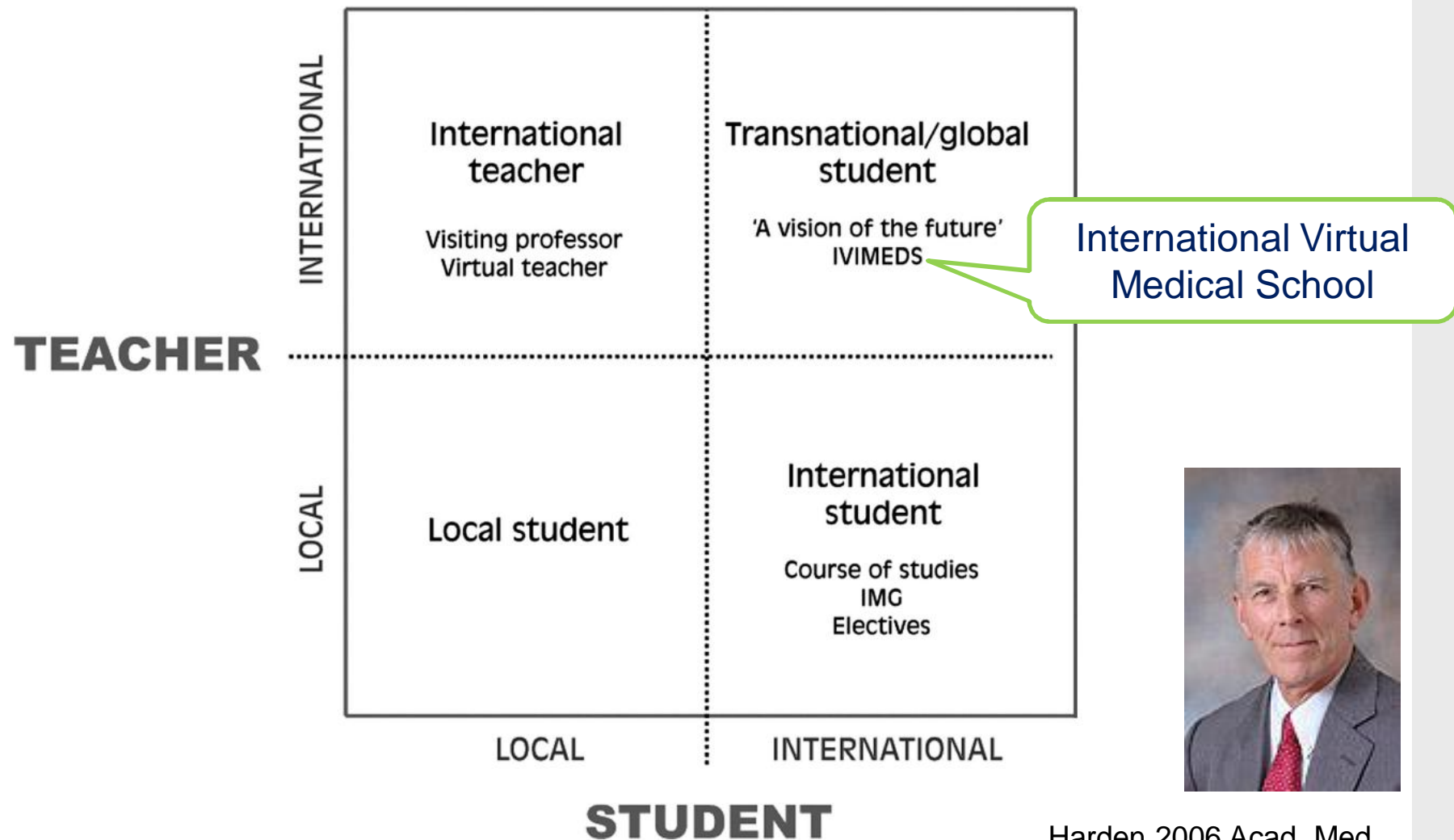
Med. Faculty, Ruhr-Universität Bochum
ECTS MA Annual Meeting, 2013, Pavia



MOBILITY



MOBILITY-DIVERSITY



Harden 2006 Acad. Med.

CATEGORIES OF MOBILITY

- **Groups** (students, researchers, teachers, administrators)
- **Time** (short-term vs. long-term, early vs. late)
- **Level** (horizontal, vertical; developed, developing)

DEFINITION: TOOL

- An item or implement **used for a specific purpose**. A tool can be a physical object such as mechanical tools including saws and hammers or a technical object such as a web authoring tool or software program. Furthermore, **a concept** can also be considered a tool. “Creativity is the tool which allows a child’s mind to grow.”

- Read more:
<http://www.businessdictionary.com/definition/tool.html#ixzz2Rx4Kyt1m>

WHAT IS THE SPECIFIC PURPOSE?



STUDENTS REPORTED...

- 6 domains of meaningful learning outcomes:
 - Medical Knowledge
 - Skills
 - International Health Care Organisation
 - International Medical Education
 - Society & Culture
 - Personal Growth

Niemantsverdriet et al. (2004) Med. Educ.

EVIDENCE?

- Mutchnick et al. (2003) Acad. Med.
- Reviewing 42 papers on CCE

PAPERS

- REVIEW PAPER

Moderator: Amy Blue, PhD

1. What are the outcomes of cross-cultural experiences relevant to students, the medical school and/or the host country?
2. What is the evidence supporting those outcomes, and is the evidence compelling?
3. What are the areas in need of future research regarding cross-cultural experiences during medical training?

EVIDENCE FOR CROSS-CULTURAL EXCHANGES

➤ 4 Domains:

- Professional Development
- Personal Development
- Medical School Benefits
- Host Population Benefits

Mutchnick et al. (2003) Acad. Med.

EVIDENCE FOR CROSS-CULTURAL EXCHANGES

4 Domains	Quantitative	Qualitative
Professional Development	24	53
Personal Development	5	26
Medical School Benefits	4	14
Host Population Benefits	0	4
No. of Studies/Results*	33	97

*no negative results at all

Mutchnick et al. (2003) Acad. Med.

PROFESSIONAL DEVELOPMENT

- Increased **cultural** competence (20+)*
- Deeper understanding by **comparative experience** (15+)
- Increased knowledge ... of **public health** (8+)
- Increased **communication** skills (8+)
- Increased compassion in **clinical care** (7+)
- Increased ... confidence in **clinical skills** (7+)
- Affect on **public service** career orientation (7+)
- Increased awareness of **resource** use (5+)

*Papers reporting

PERSONAL DEVELOPMENT

- Broadened **perspective** (10+)
- Value of **experiential** learning (7+)
- Increased sense of **independence** (6+)
- General **personal growth** (5+)
- Setting of realistic **personal goals** (3+)

MEDICAL SCHOOL BENEFITS

➤ **Attractiveness** of programs offering



HOST POPULATION BENEFITS

➤ (4+)

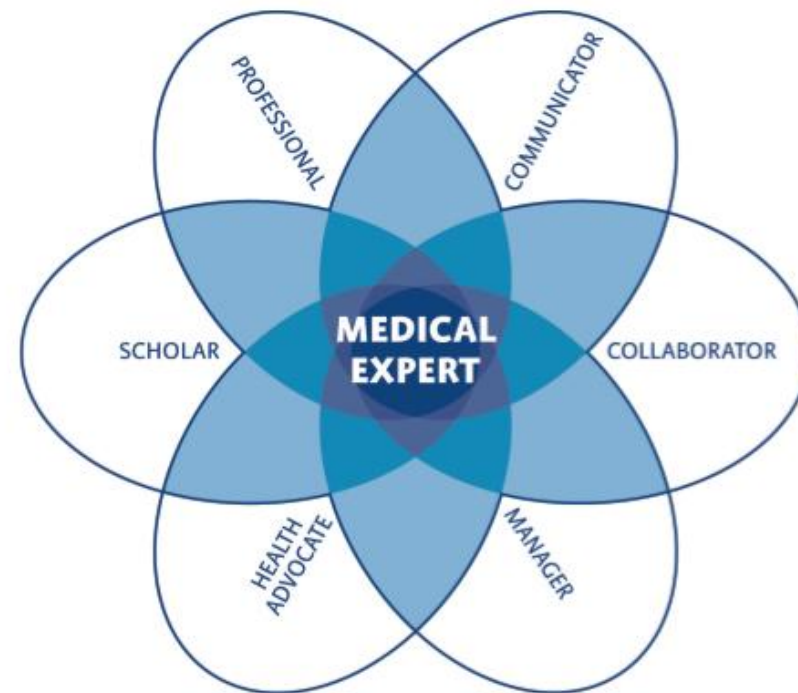


FUTURE RESEARCH

- Evidence „**not** overwhelming“
- **Weaknesses**: selection bias, self-reports, not randomized, outcomes? ...
- **Validated** instruments needed!
- Different **levels** of CCE?
- **Which** measure to achieve **which** outcomes?
- **Negative** effects??

FUTURE PHYSICIANS

- **Medical Experts**
- Communicators
- Collaborators
- Managers
- Health Advocates
- Scholars
- Professionals



THE
CANMEDS
ROLES FRAMEWORK

TO TRAIN FUTURE PHYSICIANS



	Professional Development	Personal Development	Medical School Benefits	Host Population Benefits	Own Safety
Medical Expert	+++		++		
Communicator	+++	+			
Collaborator	++	+	++	++	
Manager	+	+++			
Health Advoc.	++			+++	+++
Scholar	++	++	++		
Professional	++				



RUB

MOBILITY AS A PEDAGOGICAL TOOL TO TRAIN FUTURE PHYSICIANS

T. Schäfer

Med. Faculty, Ruhr-Universität Bochum

ECTS MA Annual Meeting, 2013, Pavia

