



# NEW ADVICE FOR AN OLD PROBLEM: GUTSY STRATEGIES WITH PRE-HEALTH STUDENTS

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# Pre-health students are driven

- They want to go abroad
- They want to have “experiences”

## But

- They often don’t know what they don’t know
- They think they have more to offer than they really do
- They want to “help”



*“Too often students and others travel to other countries with the attitude that they are a cowboy, saint or hero. This doesn’t help anyone, especially themselves”.* Dr. Stephen Swanson

#### Tufundishane Collaborative



### Fostering Intentional Partnerships In Medical Education

Tufundishane (tu-fun-deh-SHAWN-ay) is a Swahili word that means **“let us all teach one another”**. The Tufundishane Collaborative is based on our shared value of learning together with and from our international colleagues.

Health care providers who regularly practice in under-resourced settings have much to teach our U.S.-based global health residents. And our U.S. residents can give back by sharing their knowledge of current topics in therapies, physiology and pharmacology.

The Collaborative aims to:

- facilitate a collaborative, reciprocal teaching and learning opportunity for U of M residents and physician trainees (called assistant medical officers) in Arusha, Tanzania
- fund a continuous faculty presence at Selian Lutheran Hospital who will act as a preceptor to visiting U of M residents



# Challenges

- Overconfidence and/or naïve
  - Medical errors
- Privileged and judgmental

## New 'Doctors Without Licenses' Program Provides Incompetent Medical Care To Refugees

NEWS IN BRIEF • Doctors • Healthcare • News • ISSUE 50•08 • Feb 25, 2014



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## Overconfidence as a Cause of Diagnostic Error in Medicine

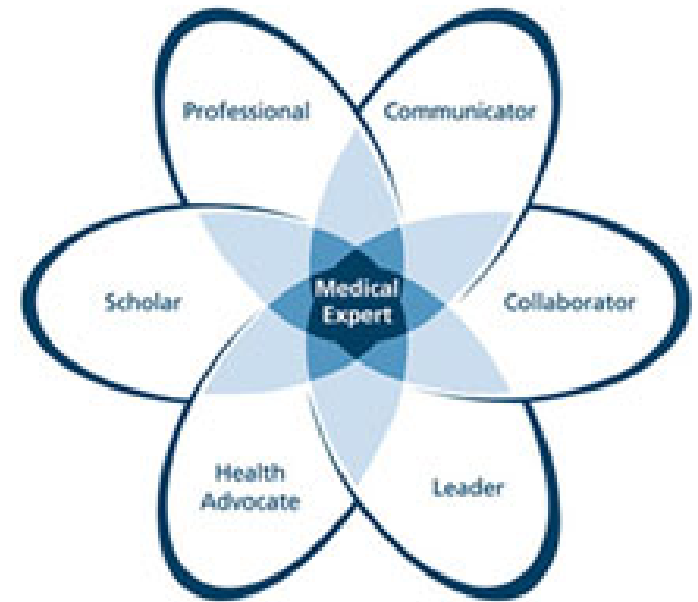
Eta S. Berner, EdD , Mark L. Graber, MD

# The Old Effort

- Educate them about the ethics of doing the wrong thing
- Educate them about the legalities of doing the wrong thing
- Educate them about the personal risks of doing the wrong things
- When all else fails scare them!!

# The New Effort

- Teach them about “competencies”

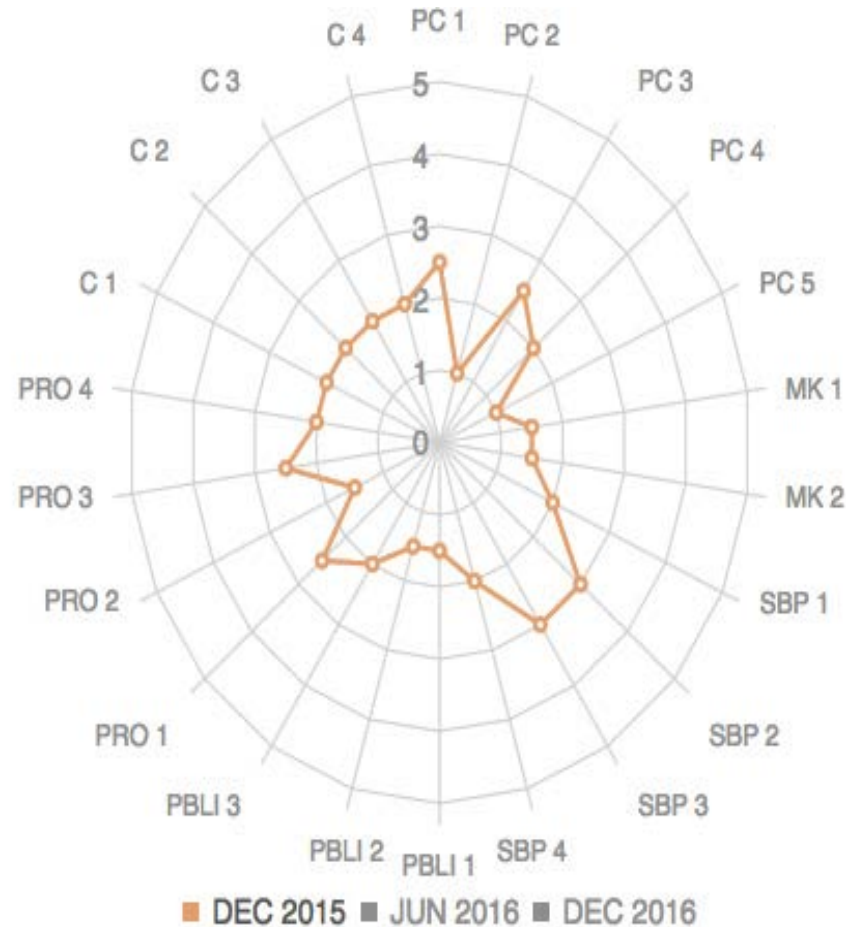


CANMEDS

# Competency Based Education

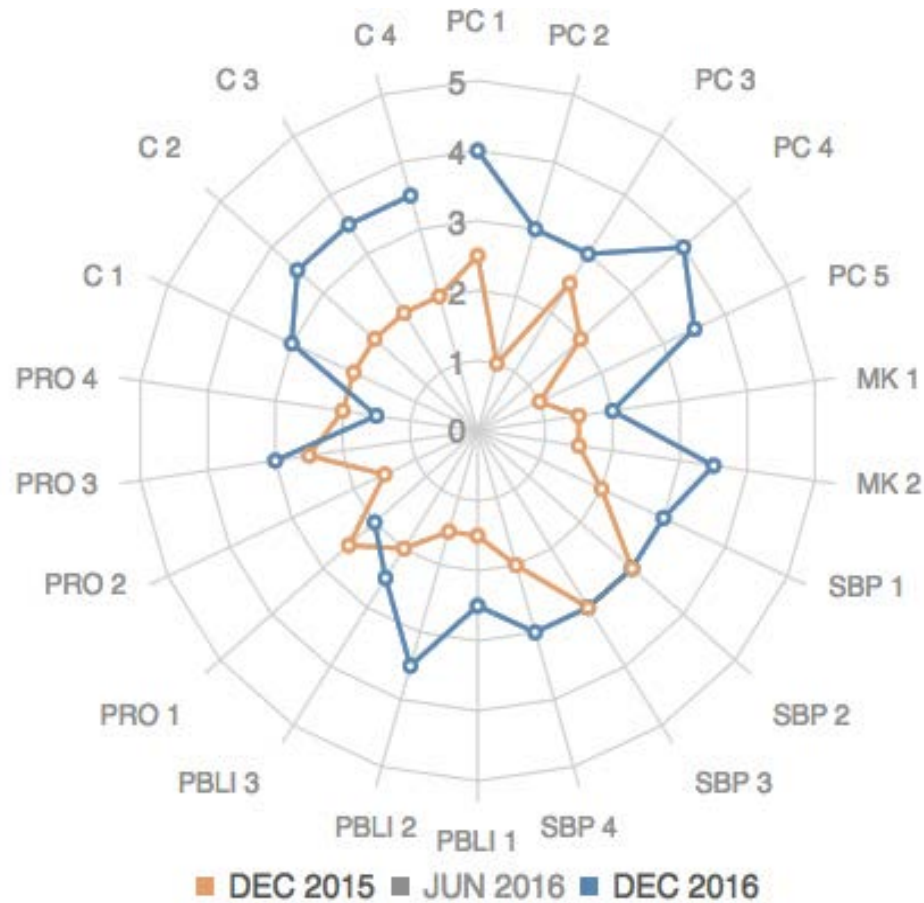
- **Competency-based medical education (CBME):** An approach to designing medical training that is focused on outcomes in the form of the abilities of graduates.
- **Competency:** An observable ability of a health professional that develops through stages of expertise from novice to master clinician.
- **Entrustable professional activity (EPA):** A key task of a discipline that can be entrusted to an individual who possesses the appropriate level of competencies.
- **Milestone:** The expected ability of a health professional at a stage of expertise.

# Resident A- Year 1

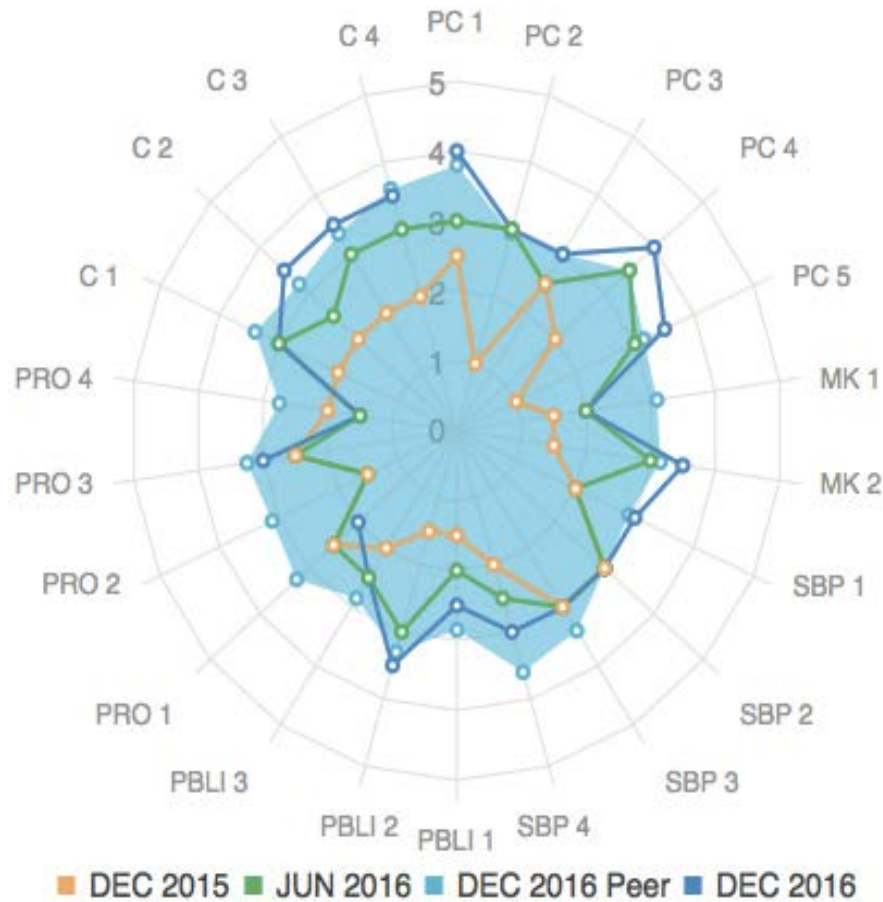




# Resident A- Year 2



# Resident A- Year 2- compared to cohort



# Competencies in the Health Professions

## Types

- Interprofessional Practice Competencies
- Global Health Competencies
- One Health Competencies
- Pre-health competencies
- Discipline and specialty specific

## What they measure

- Knowledge
- Skills
- Attitudes/Qualities

# Knowledge - Content

AAMC	IPE	GH	OH
Living systems	Roles and responsibilities	Global burden of disease	Management
Human behavior	Scope of practice	Globalization of health and healthcare	Global Burden of Disease
Scientific inquiry		Social determinants of health	
Quantitative reasoning		Systems thinking	Systems thinking
Critical Thinking		Health equity and social justice	Systems thinking
		Program Mgt	Planning Mgt
		Socio culture and political awareness	Policy and regulation

# Skills, Attitudes, Qualities

AAMC	IPE	GH	OH
Service Orientation			
Social Skills	Professionalism*	Professionalism	Professionalism
Teamwork	IP Teamwork		Teamwork
Communication/ Listening/feedback	x	x	X informatics
Capacity for improvement	Self awareness	Self awareness	professionalism
Cultural competence	Cultural diversity	Cultural humility	Cultural sensitivity
	Networking	Systems thinking	Systems thinking
	Cooperation &collaboration		Collaboration
	Collaborative leadership	Capacity building	Leadership
	Conflict mgt		

# What now?

- How to use the competencies to
  - A) Talk to students about what they should be learning and doing
  - B) Develop programs that teach to the competencies
  - C) Evaluate programs and students competency



# Table Conversations

- What kinds of global experiences exist that will help student develop the competencies identified below?
- What specific activities can help to develop the competencies?
- What are some tools being used to measure competency development?
- What kinds of programs or opportunities could be created to help students build the competencies?



# Summary Conversation

## In Summary.....



# What should we be promoting?

- **Learning** abroad...not doing
  - For the purpose of gaining **knowledge**
  - To positively shape **attitudes**
  - To acquire **appropriate skills**
    - “Maintain competence in one’s own profession appropriate to scope of practice.”
    - “Recognize one’s limitations in skills, knowledge, and abilities.”
  - To grow in **self awareness and professionalism**

# Resources

- <https://www.staging.aamc.org/initiatives/admissionsinitiative/competencies/>
- [https://ipecollaborative.org/uploads/IPEC-2016-Updated-Core-Competencies-Report\\_final\\_release\\_.PDF](https://ipecollaborative.org/uploads/IPEC-2016-Updated-Core-Competencies-Report_final_release_.PDF)
- <https://www.ncbi.nlm.nih.gov/pubmed/26088089>
- <https://umabroad.umn.edu/professionals/faculty/globalhealth>
- <https://www.healthcareers.umn.edu/about-us/what-we-offer/advisers-and-counselors/gaps-toolkit-homepage>
- One Health Core Competencies- email [todd0002@umn.edu](mailto:todd0002@umn.edu)



# Thank You!

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# Competency Measurement Tools

- **Professionalism**
    - Conscientious Index CI
  - **Communication**
  - **Cultural Competency**
- 
- **Systems learning**

# How to operationalize

## **Before study abroad**

- Program development
  - Design programs with core competencies in mind
- Program advising and selection

## **During study abroad**

- Program activities, reflection, assessment

## **After study abroad**

- Re-entry
  - Coach students on how to talk about the competencies gained, how to highlight these in resumes or applications