"Enhancing Interprofessional Collaboration and Learning for Strengthening Primary Health Care"

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# TUFH 2021  ABSTRACTS

| Title | INVESTING IN TOMORROW'S HEALTH WORKFORCE-ACADEMIC COMPETENCIES IN IFMSA PROFESSIONAL EXCHANGES |
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| Abstract N$^o$ | **TUFH788** |
| Content | The International Federation of Medical Students' Associations (IFMSA) Professional Exchange program offers more than 17,000 students annually the opportunity to learn about Global Health by undergoing clinical practice in different socio-cultural contexts. To reflect the multi-disciplinary advancement of medical education, a competency framework will be created to enable the tutors to set standards of learning that can be adapted to any department. Methods The resources reviewed to create the framework were: Student Handbooks,; pre-departure and upon arrival training manuals, The students' opinions about the educational outcomes they experienced were collected through a survey containing qualitative and quantitative questions that assessed if they gained CanMEDS-like skills. The learning objectives were compared with the CanMEDS physician competencies, to identify to which extent the seven roles of a physician are covered in an exchange. Results The Student Handbooks analysis showed that 'Leader' and 'Health Advocate' lack correspondent learning objectives, while the training manuals prove interpersonal gaps in all the roles. Primary data from the survey showed all seven roles being covered to various extents, with outcomes related to 'Professional' (84.9%) and 'Medical Expert' (76%) being met the most. 'Health Advocate', 'Scholar' and 'Leader' outcomes were met 67%, 70.6% and 57% respectively. 'Communicator' and 'Collaborator' outcomes met 60% and 70% respectively. Conclusions The analyses justify further improvements to cover all CanMEDS roles competencies in SCOPE exchanges. Our framework will be incorporated in the Student Handbooks, being accompanied by a guide on how to use the competency model. |