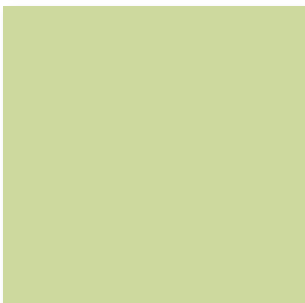


# EFFEKTE EINES INTERNATIONALEN STUDENTENAUSTAUSCHES ZUM MULTIPERSPEKTIVISCHEN VERSTÄNDNIS VON GESUNDHEITSSYSTEMEN ANHAND EINES BEISPIELPATIENTEN

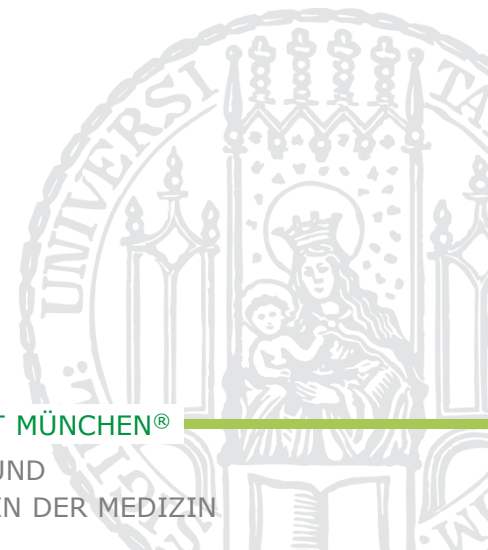
03.10.2015 – GMA 2015

Daniel Tolks, Martin R. Fischer



# AGENDA

1. Hintergrund
2. US-EU-MEE Projekt
3. Methoden
4. Ergebnisse
5. Schlussfolgerung
6. Ausblick



# EINLEITUNG

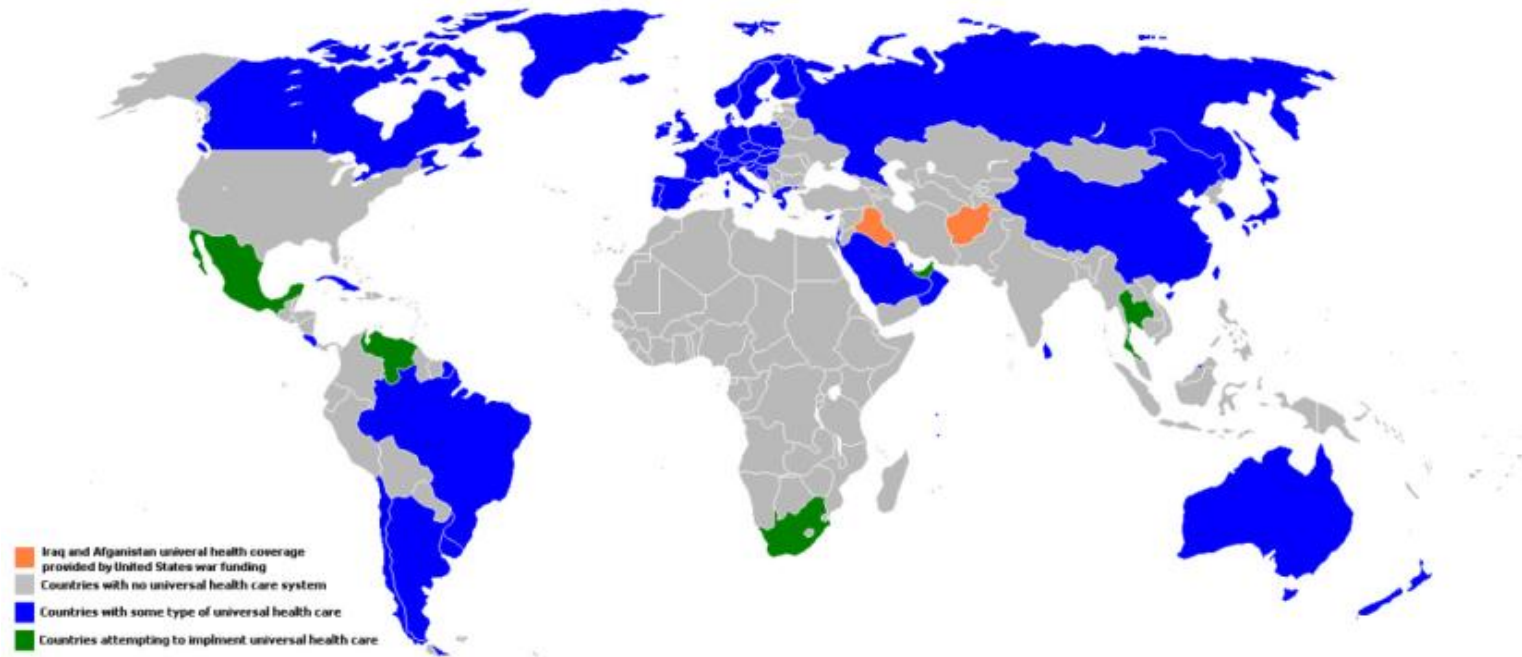
- Interesse an Gesundheitssystemen anderer Länder ist kein Phänomen
- Lord Chamberlain wurde Ende des 19- Jahrhunderts gefragt, was denn Global health für ihn bedeuten würde (Ming 2001).

„Make the tropics safe for the white men.“



The Rt. Hon. Joseph Chamberlain

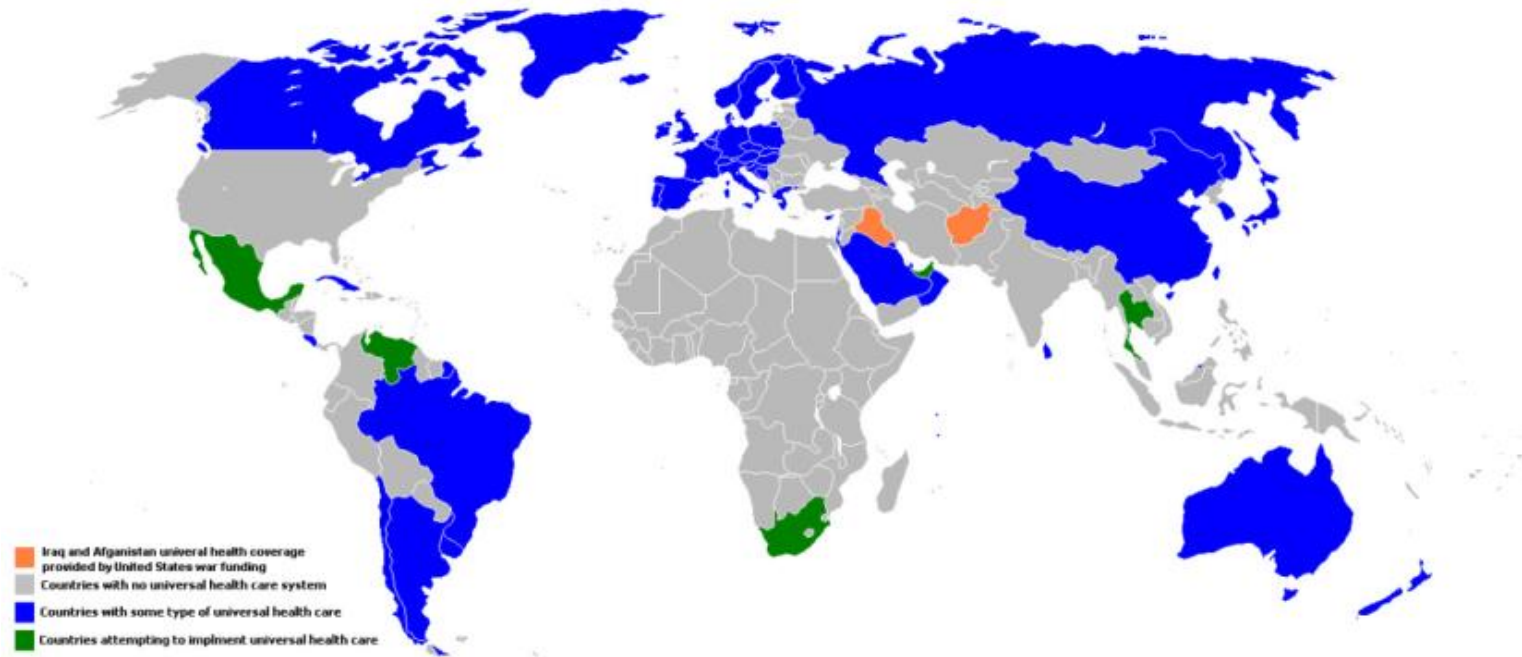
# HINTERGRUND



- Die neuen Herausforderungen für Die Gesundheitssysteme können nur durch Kiooeration aller Disziplinen in den Gesundheitssystemen gemeistert werden (Finkel & Fein 2006, Frenk at al. 2010, Grüters-Kieslich 2013, WHO 2006 etc.).
- Es gibt nur sehr wenige Curricula, die auf die Vermittlung von Wissen über den internationalen Gesundheitssystemvergleich abzielen (Battat et al. 2010)



# HINTERGRUND



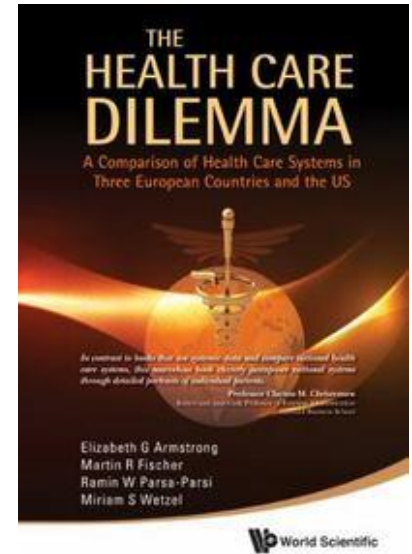
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- Es gibt nur sehr wenige Curricula, die auf die Vermittlung von Wissen über den internationalen Gesundheitssystemvergleich abzielen (Battat et al. 2010)
- Es gibt kaum Daten über die Effekte von internationalen Austasuchprogrammen in der Medizin(McAllister et al. 2009, Balladin et al. 2010)

# DAS US-EU-MEE- PROJEKT



# US-EU-MEE

- United States–European Union Medical Educational Exchange Program
- Teilnehmende Universitäten
  - University of Cornell and Dartmouth (United States)
  - University of Copenhagen (Dänemark)
  - University of Lund (Schweden)
  - Ludwig-Maximilian-University (Deutschland)
- Begleitung eines Patienten im Gesundheitssystem des jeweiligen Landes
- Fallbeschreibung am Ende des Austausches



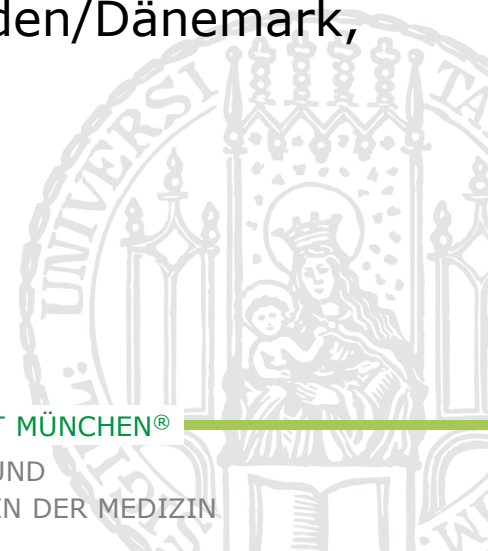


# EFFEKTE EINES INTERNATIONALEN STUDENTENAUSTAUSCHES ZUM MULTIPERSPEKTIVISCHEN VERSTÄNDNIS VON GESUNDHEITSSYSTEMEN ANHAND EINES BEISPIELPATIENTEN



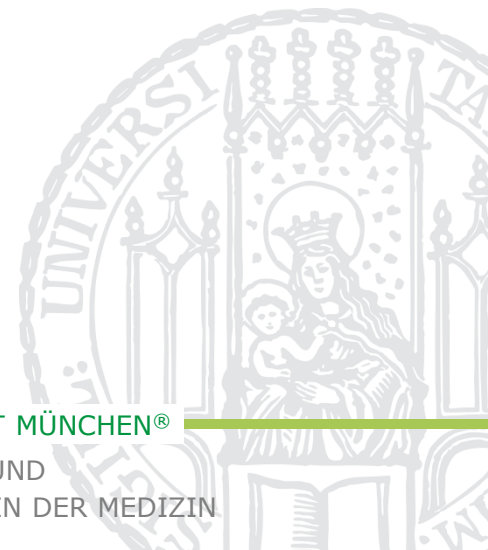
# FRAGESTELLUNG

- Kann das internationale Austauschprogramm US-EU-MEE...
  - Wissen über Gesundheitssysteme vermitteln
  - einen förderlichen Einfluss auf die kritische Auseinandersetzung mit Gesundheitssystemen ausüben
  - die Einstellung zum ärztlichen Berufsbild sowie das berufsspezifische Verhalten beeinflussen
  - Und bestehen dabei Unterschiede bei den Studierenden, abhängig von dem Gast- und Heimatland (Schweden/Dänemark, USA, Deutschland)?



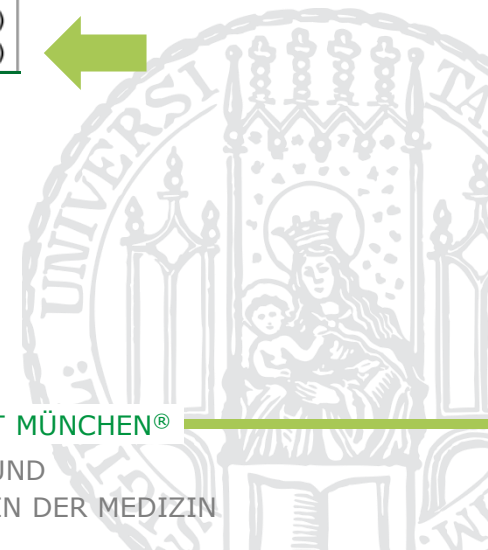
# METHODS

- Fragebogen (12 items, Likert- scales (1 - 7, 1=not at all; 7= great deal); 4 open-ended-questions) von 1998 bis 2012.
- 72 Teilnehmer; Rücklaufquote: 63,63% (n=42).
- Datenanalyse mit SPSS 21 (Deskriptive Statistik, Explorative Faktorenanalyse, t-Test)



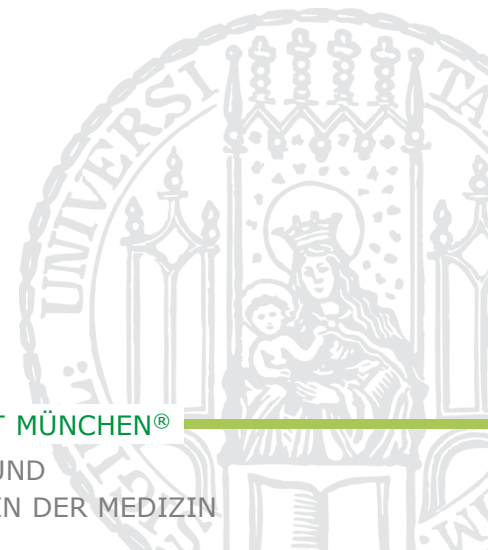
# QUESTIONNAIRE

| Fragebogen  | M (SD)      |
|---|-------------|
| 1. US EU MEE helped me understand how different health care delivery systems work from the patient and the physician point of view. | 6.67 (.53)  |
| 2. US EU MEE increased my understanding of how health care financing systems impact on the delivery of health care.                 | 6.52 (.63)  |
| 3. US EU MEE made me more critical of my own country's health care system   | 6.12 (1.04) |
| 4. US EU MEE made me more critical of the host country's health care system   | 5.26 (1.64) |
| 5. Did US EU MEE increase your willingness to advocate change in your own country's health care system?                             | 5.95 (.99)  |
| Has US EU MEE influenced your present behavior as a physician with respect to:  |             |
| 6. - communication with patients  | 4.00 (1.82) |
| 7. - communication with other physicians?   | 4.60 (1.45) |
| 8. - communication with nurses and other members of the health care team?   | 4.02 (1.68) |
| 9. - the use of health care resources?  | 5.52 (1.38) |
| 10. - the information needed to solve a problem?  | 4.62 (1.70) |
| 11. -interpretation of the media on health care issues?   | 5.86 (1.26) |
| 12. - Did US EU MEE impact on your choice of career?  | 3.57 (1.94) |



# RESULTS

- Hohe Ausprägungen in allen Items
- Unterschiede zwischen Studierenden aus den USA und Europe (t-Test)
  - Die Studierenden aus Europa zeigten höhere Ausprägungen in den Item „Critical view towards the health care system of the host country“ ( $t(40) = -2,625, p = ,012$ )
  - Die Ergebnisse bei den US-Studenten zeigten höhere Ausprägungen bei den Items Kommunikation The results of the students from the US showed significant higher scores at the items regarding the communication towards
    - Patients ( $t(40) = 2,536, p = ,015$ )
    - Physicians ( $t(40) = 2,418, p = ,020$ )
    - Other health care personel ( $t(40) = 2,692, p = ,010$ )



# OPEN-ENDED QUESTIONS

- *Question 1: If you were able to change one thing about your **own** country's health care delivery or financing system, what would it be? (most mentioned aspect)*



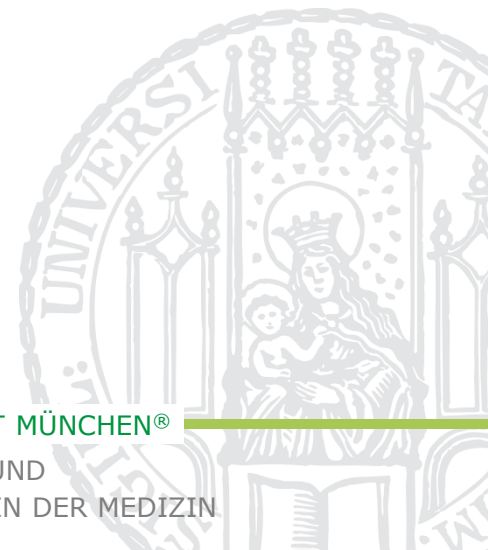
Universal Health  
Care



Effectiveness






Lowering of costs



# OPEN-ENDED QUESTIONS

- *Question 2: If you were able to change one thing about your **host** country's health care delivery or financing system, what would it be? (most mentioned aspect)*

| Home country  | Host country          |
|---|-----------------------|
|  Better collaboration    | Universal Health Care |
|  Universal Health Care  | Better collaboration  |
|  Universal Health Care |                       |

# SUMMARY

- An international student exchange project has a (self reported) high impact on knowledge gain, improves the critical view towards health care systems and attitude towards the occupational profile
- Students from the US benefit more in communication skills, European students improve their critical view towards health care systems
- The aspect „Universal health care“ is the most important factor for all students



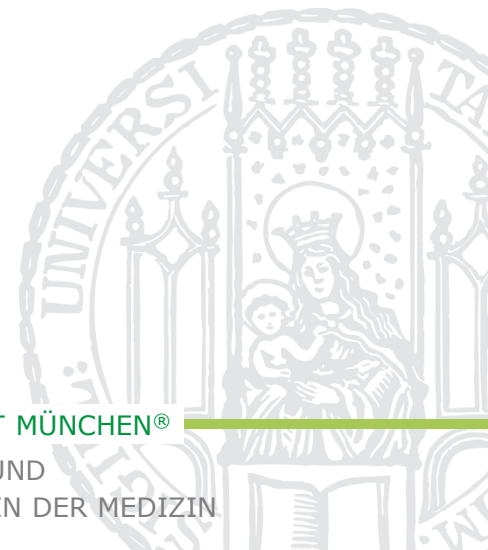


# TAKE-HOME MESSAGE

- It is important to do more student exchange projects in a structured way
- It is important to see other health care systems to understand and get a critical view towards the own health care system



Francisco José de Goya – Aun Aprendo (I Am Still Learning)



Why do the students from US benefit more in communication skills?  
Any suggestions?

**THANK YOU FOR YOUR TIME!**

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Medizin

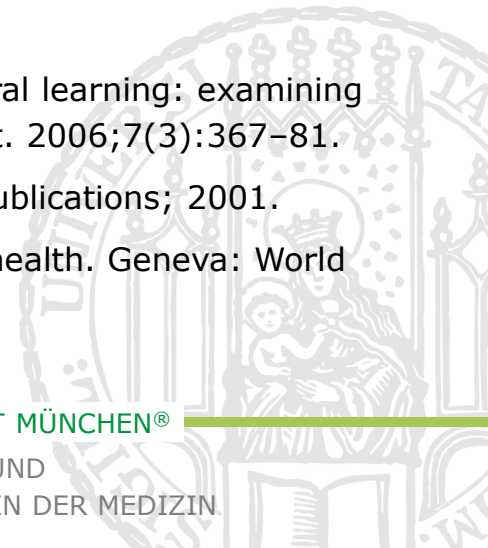
E-Mail: [daniel.tolks@med.uni-muenchen.de](mailto:daniel.tolks@med.uni-muenchen.de)

Internet: [www.klinikum.uni-muenchen.de](http://www.klinikum.uni-muenchen.de)



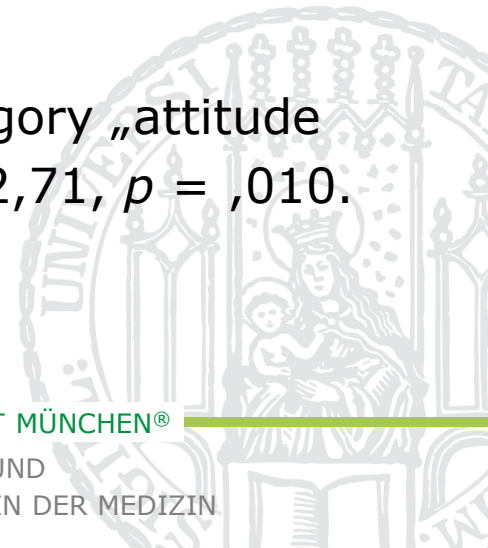
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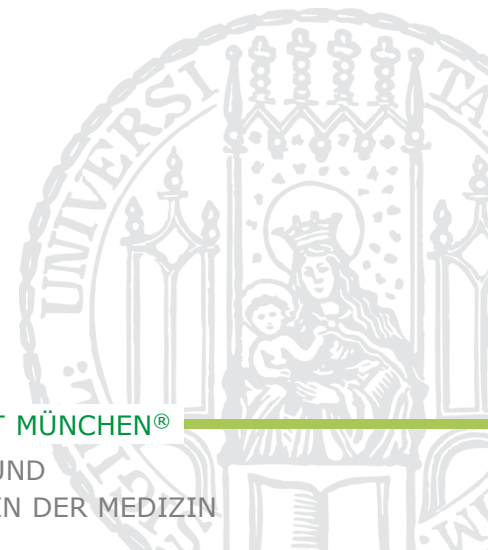
# EXPLORATIVE FACTOR ANALYSIS

- Explorative factor analysis
- Attitude towards the occupational profile  $M=4,6$ ;  $SD=0,59$  (cronbach  $\alpha = ,888$ )
- Critical view towards health care systems  $M=6,4$ ;  $SD=1,34$  (cronbach  $\alpha = ,686$ )
- Higher rate in the group of the US regarding the category „attitude towards the occupational profile“ ( $p = ,010$ ).  $t(40) = 2,71$ ,  $p = ,010$ .



# RESULTS

- High scores in all items
- Differences between students from the US and Europe (t-Test)
  - The students from Europe showed higher results in item critical view towards the health care system of the host country ( $t(40) = -2,625, p = ,012$ ).
  - The results of the students from the US showed significant higher scores at the items regarding the communication towards
    - Patients ( $t(40) = 2,536, p = ,015$ ),
    - Physicians ( $t(40) = 2,418, p = ,020$ )
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# OPEN-ENDED QUESTIONS

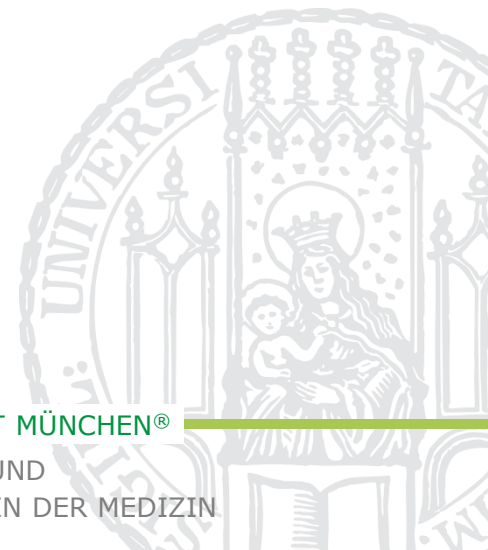
- *Question 2: If you were able to change one thing about your host country's health care delivery or financing system, what would it be? (most mentioned aspect)*

|             | Home                             | Host                             |
|-------------|----------------------------------|----------------------------------|
| USA         | Better collaboration<br>(3/15)   | Universal Health Care<br>(22/26) |
| Scandinavia | Universal Health Care<br>(9/14)  | Better collaboration<br>(2/12)   |
| Germany     | Universal Health Care<br>(11/11) |                                  |



# CONSEQUENCES FROM THE PROJECT

- More collaboration between all participants (Dropbox, tutors)
- Cases are used for a curriculum teaching international health care system comparison



# OPEN-ENDED QUESTIONS

- *Question 3: How could the US EU MEE experience be improved?*
  - *More student collaboration*
  
- *Question 4: Which aspects of the US-EU-MEE experience were most beneficial?*
  - *Knowledge gain (health care systems), international collaboration*

