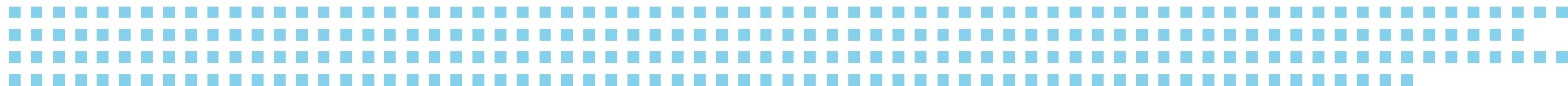


LOOK BEFORE YOU LEAP!

CHOOSING AND CONTINUING
MEDICAL SCHOOL BASED ON A
REALISTIC PICTURE OF THE COURSE
AND THE PROFESSION

Karen Stegers-Jager
RHA - Radboudumc

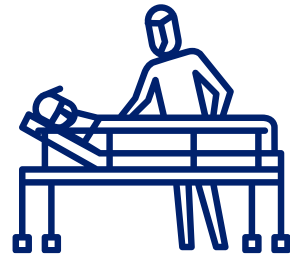


I want to be
a doctor



I want to be a doctor





WHO



WHAT



WHERE



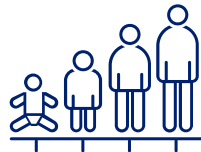
WHO



WHAT



WHERE



WHO



WHAT



WHERE

MATCHING TOOL

- Scenarios about course & profession
- Self-selection (prospective students)
- Coaching (first-year students)
- Aligned with curriculum

Topics

- Studying
- Clerkships
- Social commitment
- Technology
- Academic development

Erasmus MC
Kennismaking studie en beroep
COSCHAPPEN: EEN SPANNENDE TAAK

Bekijk onderstaande video.

Wat zou jij doen in de positie van Koen?
[Download hier](#) de uitgeschreven tekst van de video.

1. Vragen of hij bloed mag prikken onder begeleiding zodat iemand kan ingrijpen als het fout gaat

zeer onwaarschijnlijk onwaarschijnlijk ergzins onwaarschijnlijk ergzins waarschijnlijk waarschijnlijk zeer waarschijnlijk

2. Zijn zenuwen opzij zetten en toch proberen bloed te prikken

zeer onwaarschijnlijk onwaarschijnlijk ergzins onwaarschijnlijk ergzins waarschijnlijk waarschijnlijk zeer waarschijnlijk

3. Vragen of zijn begeleider het kan doen en hij zelf mee mag kijken

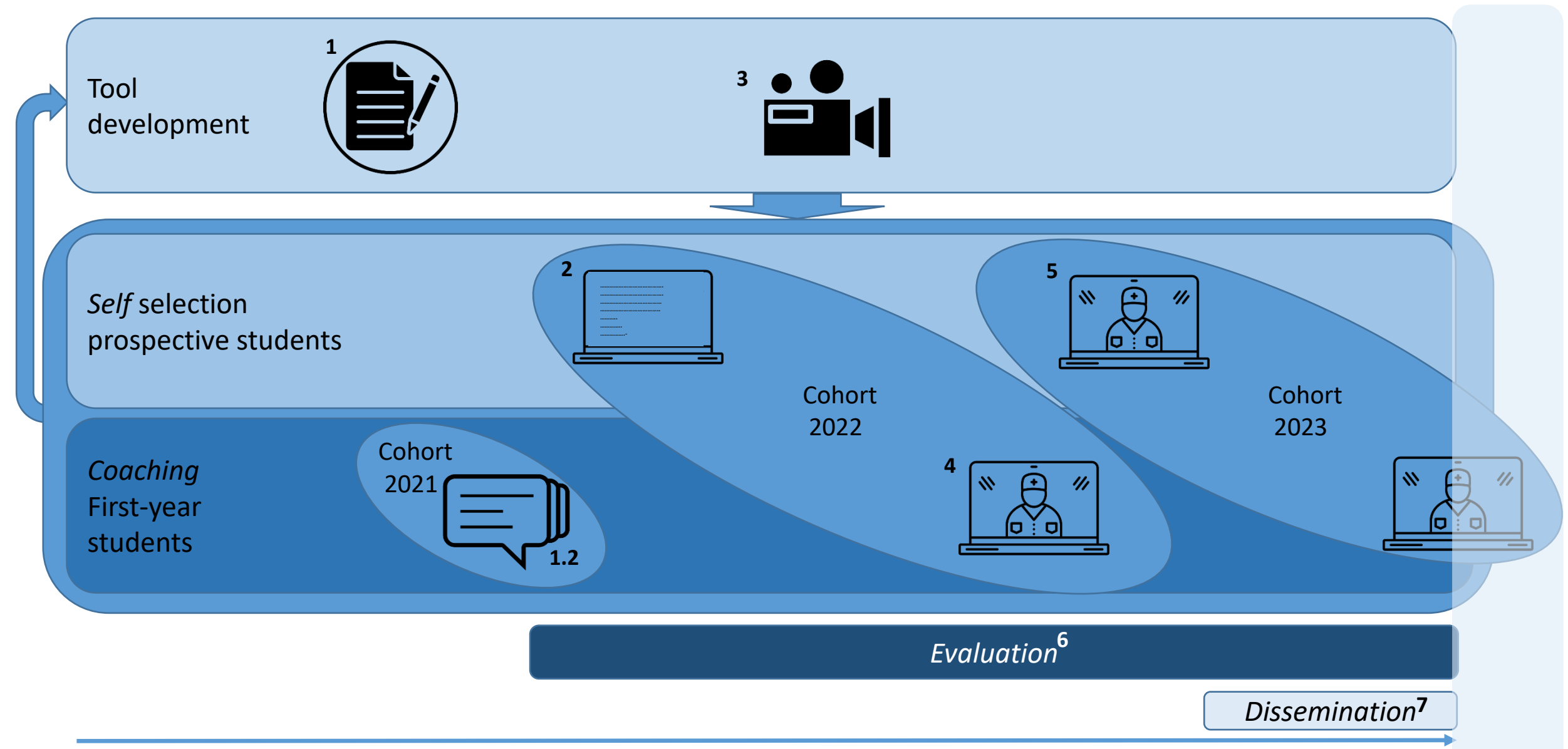
zeer onwaarschijnlijk onwaarschijnlijk ergzins onwaarschijnlijk ergzins waarschijnlijk waarschijnlijk zeer waarschijnlijk

4. Zijn onzekerheid delen met de begeleider en samen overleggen of hij bloed kan prikken

zeer onwaarschijnlijk onwaarschijnlijk ergzins onwaarschijnlijk ergzins waarschijnlijk waarschijnlijk zeer waarschijnlijk

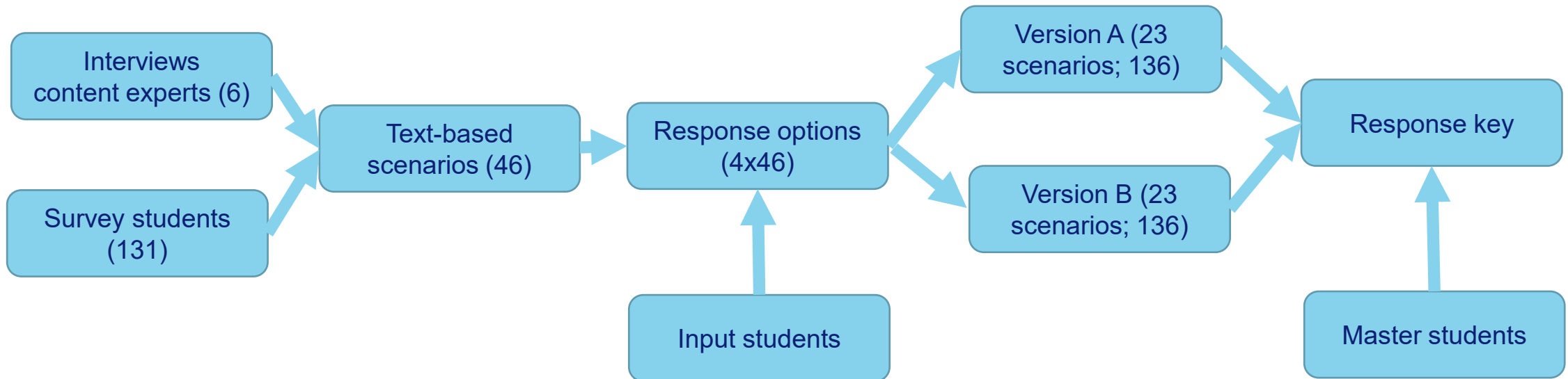
Opnieuw Back OK

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Development pilot tool (may-nov 21)	Pilot (dec-jan 21/22)	Development video tool (feb-sept 22)	Use coaching (oct-dec 22)	Use self-selection (dec-jan 22/23)	Dissemination & knowldege utilization (feb-oct 23)	Use coaching (oct-dec 23)
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PILOT - STEPS



PILOT - TOOL

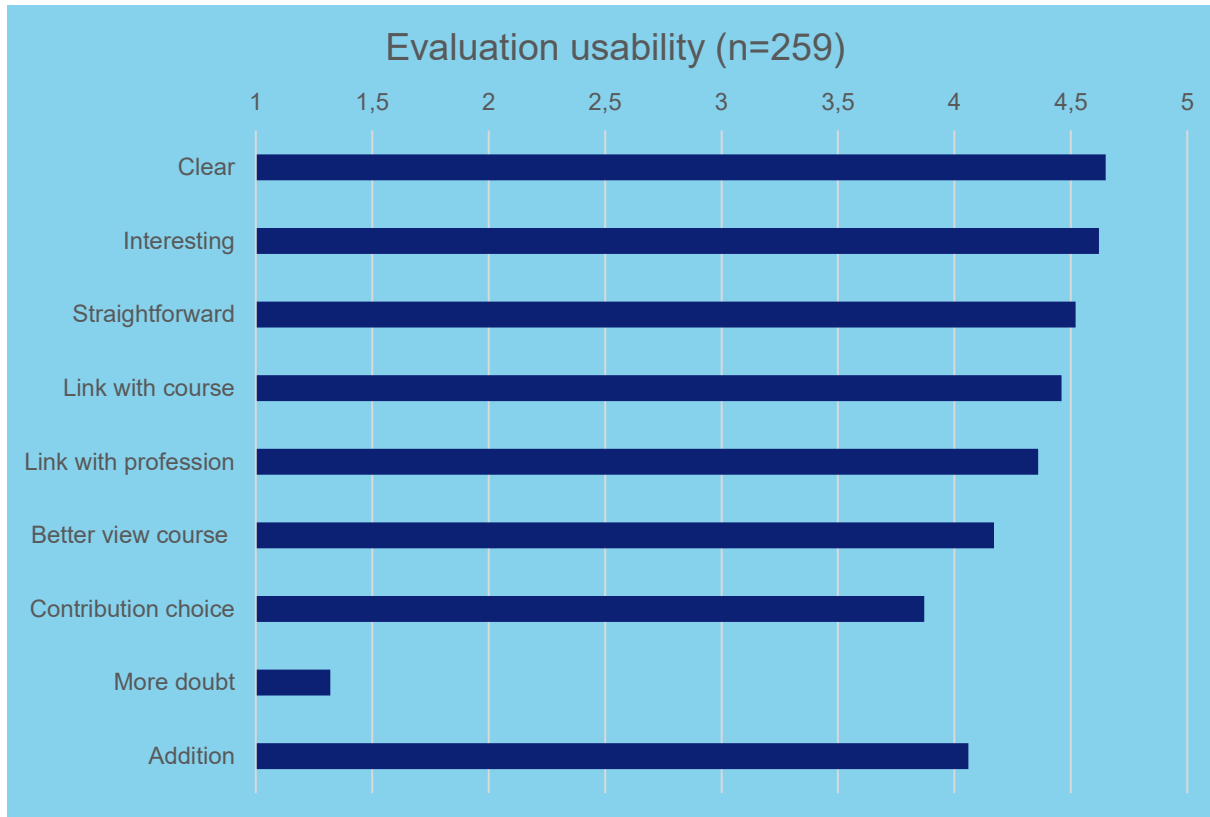
Anjali is deeply affected by the clinical rotations. She faces sick and terminally ill patients and has even experienced a death. She has come to realize that being a doctor involves not only healing people but often also alleviating the suffering of chronically ill patients. She finds it difficult to let go of these intense experiences and sometimes continues to dwell on them long after work hours.

What would you do in the position of Anjali?

- Seeking out colleagues or fellow students with whom she can vent her heart
- Trying to get over her feelings, because that is part of the deal
- Take enough time for relaxation in the form of sports or another hobby
- Look for other job opportunities after medical school



PILOT – EVALUATION



Grade: 8,07

“The test was interesting to take, fun questions and I think it paints a good picture of the different situations I could face.”

“Also, it would be interesting to see after the test how a doctor or students answers the questions, after all, they have already experienced this type of situation.”

VIDEO – STEPS AND TOOL

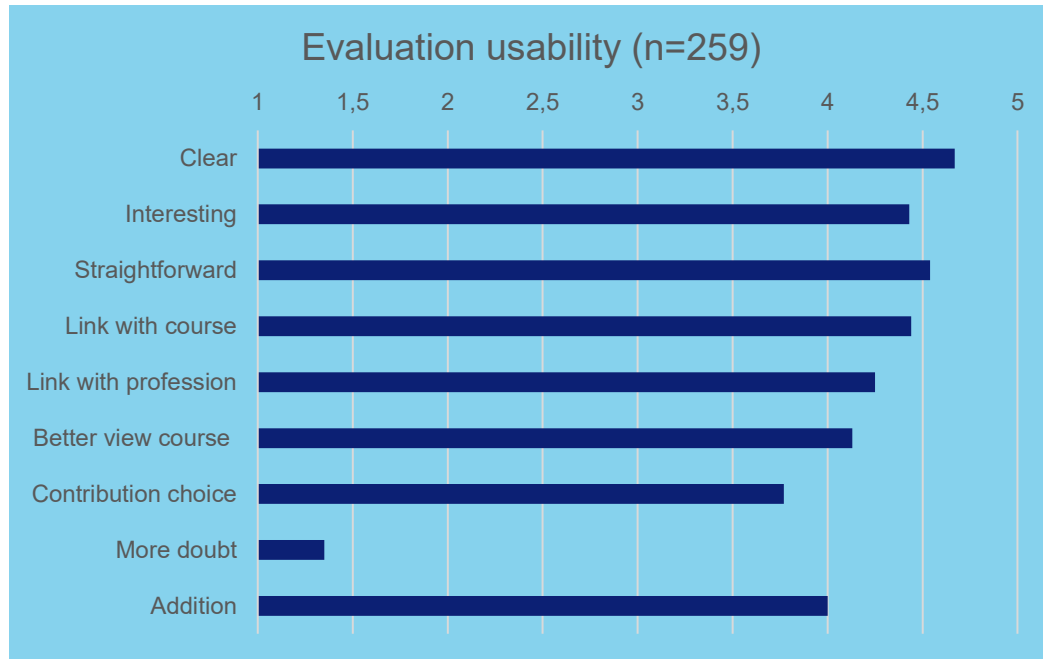


The screenshot shows the 'COSCHAPPEN: EEN SPANNENDE TAAK' interface. It features a video player on the left and a series of four Likert-scale questions on the right. The questions are:

- Vragen of hij bloed mag prikken onder begeleiding zodat iemand kan ingrijpen als het fout gaat
- Zijn zenuwen opzij zetten en toch proberen bloed te prikken
- Vragen of zijn begeleider het kan doen en hij zelf mee mag kijken
- Zijn onzekerheid delen met de begeleider en samen overleggen of hij bloed kan prikken

Each question has a horizontal scale with six points: 'zeer onwaarschijnlijk', 'onwaarschijnlijk', 'ergens onwaarschijnlijk', 'ergens waarschijnlijk', 'waarschijnlijk', and 'zeer waarschijnlijk'. A red dot indicates the selected response for each question. At the bottom right, there are buttons for 'Opnieuw', 'Back', and 'OK'. The interface also includes the Erasmus MC logo and a page number '14 / 32'.

VIDEO – EVALUATION



Grade: 7,99

“Yes, insight in situations that are not really covered in study information activities

“Yes, got more insight in the other side of the course. The social aspects instead of the numbers etc.”

“Yes, how the 'experts' think about these dilemmas. I found that really interesting.”

“Yes, you are forced to think about the less ideal sides of being a doctor”

WHAT'S NEXT?

Evaluation

Quality

- Domain coverage, applicant perceptions, adverse impact

Impact

- Differences participants vs non-participants?
- Perceived engagement with course, confidence study choice?
- More diversity among students?



Dissemination

Toolkit

Twelve tips



TWELVE TIPS *(IN PREPARATION)*

General

1. Take a systematic approach for designing the tool

Objectives

2. Identify the need and objectives for the matching tool
3. Determine your attitude towards diversity: current or future alignment?
4. Use diverse expertise throughout the process

Pilot

5. Find out what is going on amongst students
6. Pay attention to the less known aspects of the course to ensure alignment
7. Foster reflection
8. Collect data on (prospective) student perceptions

Tool

9. Ensure that (prospective) students can recognize themselves in the scenarios
10. Make a realistic trade-off between videos and written scenarios
11. Let (prospective) students compare their answers with experts and other students

Evaluation

12. Use multiple sources to measure the quality and impact of the tool

TAKE HOME MESSAGE

- A matching tool with realistic scenarios can help to better inform prospective and first-year students about the lesser-known aspects of the course and the profession
- Good implementation can contribute to a better alignment between the (expectations) of prospective and incoming students, the program and the needs of society

THANKS TO:



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