International Clinical Rotations:

Brainstorming a Process for a Successful Experience

David Brissette, MMSc., PA-C and Rosana Gonzalez-Colaso, PharmD, MPH
Yale Physician Associate Program

Physician Assistant Education Association Forum
Portland, Oregon
November 7, 2009
Agenda

• Introduction and Background

• Focused Group Discussion

• Summary
Disclosures

None
International Clinical Rotations

- Selective Opportunity
  Rewards vs Challenges

- Elective curriculum
  Individual student learning needs

- Same evaluation regardless of location
  Faculty site visit
PAEA Statistics

• PAEA International Rotation Survey 2008
  Response Rate: 73.8% (99/134)

• PA Programs with Active Sites: 46%

• Percentage of Students per PA class: 10%

Geographic Distribution

Active International Rotation Sites
Total N= 87 *

- Latin America and Caribbean: 34%
- Africa: 26%
- Asia: 14%
- Europe: 14%
- Australia: 12%

*2008 International Rotation Survey
Response Rate: 73.8% (99/134)
International Rotations Demand

Percentage of Yale PA Class on International Rotations by Year

- 2005: 10%
- 2006: 17%
- 2007: 28%
- 2008: 13%
- 2009: 37%

*2008 PAEA International Rotations survey
Response Rate 73.8%
A Pathway to Develop New Sites

- Identify students’ and program’s interests
- Develop international relationships
- Follow a process to validate the rotation sites
Identify Interests

- Continents, countries
- Location settings
- Economics
- Health care delivery
- Language
- Scope of practice
- Type of experience
- Cost-utility
Develop Relationships Abroad

• PA Program

• Foreign Institution

• Student
Develop Relationships Abroad

• **PA Program**
  - Alumni
  - Foreign trainees
  - Visiting professors

• **Foreign Institution**
  - Non-Government Organizations
  - Hospitals, Universities, and/or Government

• **Student**
  - Global Health Education Consortium
  - Centre for International Health and Development
  - Web Searching
Contract for Success

PA Student

Foreign Institution

PA Program
Our Process Before the Rotation

- Shared goals and expectations
- Student application process
- Preventive measures
Our Process During the Rotation

• Communication between parties

• Weekly student’s reflections

• Site visit
Our Process After the Rotation

• Debriefing

• Dissemination

• Post travel evaluations
Focused Discussion Instructions

• Using the case studies in the handout, please discuss with your group what elements of our process - or yours - could help navigate potential challenges while students are abroad.

• Feel free to use the checklist to summarize your discussion.

• A slide show with pictures and students' reflections will be displayed in the meantime.
Summary

• What are your findings?

• What else could be added to the previously described process?

• Would you like to share a story of your own program?
References


