

**Students as Co-Creators of Change –
Relationship-Oriented Education**

A Visit from the Cambridge Integrated Clerkship (CIC) Team at Harvard Medical School (HMS) to Witten/Herdecke University, April 15-19, 2024

Including:

Open Plenary (April 15): How to develop Change Agency? Students' Contributions to Meaningful Transformations

Clinical Education Symposium (April 17): The Potential of Students to Contribute to Patient-Centered Healthcare

**Workshop (April 18) in collaboration with the WittenLab. Zukunftslabor Studium fundamentale:
Arts and its Significance for Transformative Learning**

Guest Visitors:

- David Hirsh, Director of the Harvard Medical School CIC, Professor of Medicine, Associate Dean for Undergraduate Medical Education, Cambridge Health Alliance, Harvard Medical School (HMS)
- Elizabeth Gaufer, Director of the HMS Center for Professional and Academic Development, Cambridge Health Alliance, Associate Professor of Medicine and Psychiatry
- Yamini Saravanan, Assistant Professor in Medicine, HMS, Clerkship Director for Primary Care and for Internal Medicine of the HMS CIC
- Tara Singh, Assistant Professor in Obstetrics & Gynecology, HMS, Clerkship Director for Obstetrics & Gynecology of the HMS CIC

Invitation by the *Integrated Curriculum for Anthroposopic Medicine (ICURAM)* in collaboration with:

- The Student Deanery for Medical Education at Witten/Herdecke University and
- WittenLab. Zukunftslabor Studium fundamentale at Witten/Herdecke University

Registration: <https://ibam.uni-wh.de/veranstaltungen/co-creating-health>

Email: students-in-healthcare@uni-wh.de

Monday April 15 at 7.00 pm

(Room: NB E22 ab)

Opening & Welcome Meeting with Students and Staff Members of the UWH:

How to Develop Change Agency? Students' Contributions to Meaningful Transformations

Transformative learning or change agency are in demand and is reflected in UWH's mission statement. But how do we develop change agency that enables us to master contemporary complex challenges together and change ourselves at the same time? How does professional education prepare us for this? And what role do students play in solving such challenges? Are they learners or co-creators? Or both? Is there a specific contribution that students make? What is their expertise? How do we transform our communities of practice into communities of learning?

This open plenary will explore these questions. After an introduction into the topic, different impulse presentations will be given. The event will conclude with a final plenary session.

Schedule

- Welcome and Introduction to the topic (Christian Scheffer)
- UWH Student Initiatives
 - Future Doctor Networks
 - Herzergreifend
 - Initiativlabor
 - Medical Students for Choice
- Studierendengesellschaft (Constantin Loy, Finn Lampson)
- Perspectives from the Chair of Didactics and Educational Research and the Presidium (Jan Ehlers)
- How to foster Change Agency? Perspectives from the Harvard Medical School Longitudinal Integrated Clerkship (David Hirsh / CIC Team)
- Plenary (all)

Tuesday April 16 from 9.00 am to 4.30 pm

Transformative Learning in the Hospital

'If illness is understood as an impairment of the entire personality of the sick person and the healing tendency as the struggle of individuality for self-realization, then the guiding principle of medical and nursing action is: support the sick person in realizing his individual possibilities and in developing new possibilities for realization in the confrontation with his sick body, his fate and the environment. The joint efforts of the hospital staff are based on the idea of the free, self-determining personality.'

This guiding principle was developed by Gerhard Kienle, the main founder of the Gemeinschaftskrankenhaus in Herdecke (GKH) and Spiritus Rector of the Witten/Herdecke University. It describes the task of hospital staff to develop individual and comprehensive support for patients and to help them develop new possibilities. This is a transformative understanding of healing. It stands in contrast to re-paration or re-generation. Something new is conquered from the crisis. In this sense, the hospital is a place where transformative learning is supported for patients on their individual journey.

From this understanding of healing, certain practices have been developed in the GKH:

Obstetrics: Originally, at the time when the GKH was founded, fathers were not present at their children's birth. However, fathers go through a key transformation in that they become fathers, as does the couple who becomes a family. Out of this perspective, the GKH introduced what is now taken for granted, namely that fathers are present at the birth of their children.

A dignified farewell to the deceased: Although many people end their lives in hospital, dealing with death and dying in hospital is often still a taboo subject. A team of nursing staff and volunteers is committed to providing a dignified space for dying and saying goodbye at GKH. This includes laying out the body in a dignified room where mourners have the opportunity to say goodbye in peace and with reflection.

Art therapy: A serious illness often means a deep crisis that is particularly challenging. Various artistic therapies (painting therapy, music therapy, speech therapy, and eurythmy therapy) can help patients work with these challenges creatively.

As these examples make clear, the orientation of an acute hospital towards promoting the creativity in people is an interdisciplinary and interprofessional undertaking. It is from this realization that the name 'Community Hospital' was born, namely that the whole community contributes to the healing process. With projects such as the Clinical Education Ward, students also become part of this co-creative community. The day will include a guided and experiential tour of the projects mentioned.

Wednesday April 17 from 9.00 am to 4.30 pm

Symposium on Clinical Education: The Potential of Medical Students to Contribute to Healthcare

Location: Witten/Herdecke University

Room: FLZ, großer Saal

What potential do medical students have in contributing to healthcare? Typically, students are not seen as having a role in healthcare. They participate in internships in order to learn. Perhaps they engage in small practical activities, but they do not have an impact on the quality of medical care. But what happens when students are integrated into patient care in such a way that they can make meaningful contributions? Learning through contribution or 'value added education' has attracted attention in recent years through various projects which are both educational and meaningful for students, as well as provide valuable support for patients facing critical health situations. Examples at UWH include numerous student initiatives in the healthcare sector and the Clinical Education Wards.

One internationally renowned medical education model in which students have a meaningful role is called the Longitudinal Integrated Clerkship (LIC). This model was largely shaped by a working group at Harvard Medical School, which is participating in this symposium. In LICs, students learn medicine through accompanying a group of patients throughout their healthcare journey over an extended period of time. In consultation and supervision with the respective physicians, students assume a more active role in patient care and have the ability to make positive contributions while learning through case-based teaching. In this symposium, we will jointly explore the potential that lies in allowing students to participate in the healthcare of patients over a longer period of time.

Symposium on Clinical Education: The Potential of Medical Students to Contribute to Healthcare (April 17)

Morning Session

- Welcome from the Faculty, Department of Medicine (Melchior Seyfarth) 9.00-9.15 am
- Introduction: Students as Co-Providers of Care (Christian Scheffer) 9.15-9.30 am
- The Potential of Medical Students to Contribute to Healthcare in Longitudinal Integrated Clerkships (David Hirsh) 9.30-10.15 am
- Discussion 10.15-10.30 am

World Café I: 10.30-12.00 am

- Medical Students as Co-Providers from the Perspective of Operating Disciplines / Surgery (Tara Singh)
- Medical Students as Co-Providers from the Perspective of Internal Medicine (Yamini Saravanan)
- Medical Students as Co-Providers from the Perspective of General Medicine (David Hirsh)
- How to foster Patient-Centeredness and Professional Identity Formation (Liz Gaufer)

Lunch: 12.00-1.00 pm (A lunchtime snack will be offered)

Afternoon Session

- Welcome from the Student Deanery (Marzellus Hofmann) 1.00-1.10 pm
- Transformative Learning at the CIC (Diane Keyes, Hannah-Milena Schmidt-Troschke) 1.10-1.30 pm

World Café II: 1.30-3.00 pm

- Students Contribution to Health Promotion of Patients with Chronic Diseases (Maren Michaelsen, Milena Schmidt-Troschke)
- Students Contribution to Health Promotion of Patients at Risk for Delirium / Vulnerable Patients (Petra Thürmann)
- How to Foster Student Health and Wellbeing During Participation (Tobias Esch, Miriam Thye)
- How to Foster Learning During Participation (Gabriele Lutz)
- The use of Digital Tools in Communication with Students and Care of Patients (Jan Ehlers)

Break: 3.00-3.30 pm

Summary and Outlook: Ideas and first concepts for a Witten Herdecke LIC 3.30-4.30 pm

**Workshop in Collaboration with WittenLab. Zukunftslabor Studium fundamentale:
Arts and its Significance for Transformative Learning (April 18)**

What role do artistic activities play in education? Are they a hobby or is there something more? Can we learn something fundamental through them that will help us in our studies and later careers, or perhaps even in the art of life?

Elizabeth Gaufberg MD, Professor at Harvard Medical School, is a senior consultant to the Association of American Medical Colleges national initiative 'The Fundamental Role of the Arts and Humanities in Medical Education.' She is also a Director of the Harvard Macy Institute Art Museum-based Health Professions Education Fellowship. As part of KULTURZEIT, we will talk with her about the importance of art, particularly in relation to transformative learning, i.e. the ability to shape oneself and the world in a meaningful way. She will focus on art museum-based education (MBE) as an illustrative example of the myriad ways engagement with the arts can lead to transfer of learning to the professional context, including and beyond the field of medicine.

Afterwards, there will be the opportunity to go on an excursion to the Folkwang Museum in Essen (by prior arrangement only!), where we will use art observations to practice our attention and explore how art can be fruitful for us. In addition to Elizabeth Gaufberg, Götz Fabry from the University of Freiburg will accompany and guide us.

Workshop with Liz Gaufberg: 12.00-1.15 pm (Kulturzeit)

Arts and its Significance for Transformative Learning

Excursion to the Folkwang Museum in Essen (2.00-5.00 pm) (prior binding registration to wittenlab@uni-wh.de – only 20 participants)

Students as co-Creators of Change

Schedule For CIC-Team Visit at Witten Herdecke University

Time April 15-18 2024

UWH-Öffentliche Veranstaltungen blau unterlegt

Time	Monday	Tuesday	Wednesday	Thursday	
8.00					
9.00		At The Gemeinschaftskrankenhaus: How to foster meaningful transformations in during critical health situations? Visiting the Clinical Education Ward Experiencing Anthroposophic / Art Therapies Meeting with Attendings	The Potential of Medical Students to Contribute to Healthcare Clinical Education Symposium 9.00am-4.30pm (UWH Campus FEZ, großer Saal)		
10.00				Meeting the Students Deanery Team: LIC as future clinical Education	
11.00				Arts and its significance for transformative Learning (Kulturzeit 12.00-1.15pm) (UWH Campus NB E22ab)	
12.00					Excursion to Folkwang museum: Museum based education
13.00					
14.00					
15.00					
16.00					
17.00			(PBL with Students)		
18.00					
19.00	How to develop Change Agency? Students' Contributions to Meaningful Transformations (UWH Campus NB E22ab)				
20.00			(Running Dinner with Students)		