

POSTER PRESENTATION

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P03.16. Student centered learning to practice patient-centered integrative medicine: the ESPRI2T approach

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Purpose

In 2004, the Integrated Curriculum for Anthroposophic Medicine (ICURAM) was launched to educate medical students in patient-centered integrative care and to develop appropriate didactic formats for that purpose.

Methods

A six-year program was developed with longitudinally integrated modules complementing the regular medical curriculum. The educational strategy behind the program is the ESPRI2T approach. It combines Explorative learning, Supported participation, Patient-based learning, Reflective practice, Integrated Learning, Integrative Approach and Team-based learning. Student participation was assessed based on credit points achieved per year (ctp/y) through the ICURAM (1 ctp = 25–30 hour workload). The impact of the new and innovational didactic formats was evaluated by examining those adopted for use outside the ICURAM.

Results

Fifty-five percent of 412 medical students participated in the program: 16% full participation (>4 ctp/y), 18% partial participation (1–3.99 ctp/y) and 22% occasional participation (0.25–0.99 ctp/y). Five didactic innovations were adopted by the medical school for use in the regular medical curriculum.

Conclusion

The ICURAM program has been widely accepted and appreciated by both medical students and the medical school. The combination of patient-centeredness and student-centeredness as in the ESPRI2T approach presents a

promising means of educating students in patient-centered integrative care.

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