



Medical competence training with a fun factor

International doctors of medicine in Mecklenburg-Western Pomerania are learning online en route to recognition of their international qualifications and to support their day-to-day work.



IQ | GOOD PRACTICE in a nutshell

Addressees for transfer:
Training providers, organisations such as hospitals

E-learning course “Kompetenztraining für internationale Ärzt*innen” (“Competence training for international doctors of medicine”)

As part of a blended learning concept, the project IQmed MV prepares participants for the knowledge test needed for full recognition of their qualification in Germany. Competence training includes specialist and practical seminars, case discussions, lectures on healthcare and issues relating to liability under law, as well as intercultural seminars. Mecklenburg-Western Pomerania has a large geographical area, so in order to reach as many participants as possible a blended learning concept has been developed with significant e-learning elements and is increasingly being used. This has led to the creation of a multifaceted training programme which helps to refresh medical knowledge to state examination level.

Project:
IQmed MV– Competence training for international doctors of medicine

Provider:
Mecklenburg-Western Pomerania Medical Council

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More information is available at
www.aek-mv.de/iqmed

All previously published IQ Good Practice examples can be found at
www.netzwerk-iq.de

Starting point/challenge

Since 2015, the Medical Council of Mecklenburg-Western Pomerania has been supporting international doctors on their path to achieving full recognition of their international qualifications in Germany with the funding project IQmed MV – Competence training for international doctors of medicine. The multifaceted training programme in the IQ Network Mecklenburg-Western Pomerania helps to refresh medical knowledge to state examination level. Medical, communication and cultural competencies are trained in a practical way and consolidated for the long term alongside work. Mecklenburg-Western Pomerania has a large geographical area and in order to reach as many participants as possible and to optimize learning effects, blended learning concepts combining digital e-learning and face-to-face concepts were required. The aim in this regard was also to improve learning material in the area of German for medical practitioners at level B2/C1 where existing learning materials were inadequate.

Implementing the e-learning

When producing programmes for web-based learning – or Web Based Training (WBT) – project stakeholders first had to clarify the target group’s training requirements. The next challenge involved sourcing authentic language material and implementing the exercises using the technically advanced authoring software “Lectora”. Films, worksheets and course outlines were prepared in addition to the WBTs for doctors preparing for the specialist language examination, the knowledge test, or generally for day-to-day work in Germany. In total, 14 digital self-study modules have been available on the ILIAS learning platform since the end of February 2022. Even in this highly specialised area of technical language, the modules are based around fun learning. A combination of education and entertainment (edutainment) means that the teaching methodology focusses on motivation. Four doctors



support learners through modules such as “Empathie im Patientengespräch” (“Empathy in patient consultation”) or “Schmerzen erfragen” (“Asking about pain”). The design is visually appealing with lots of pictures, audio and videos. Learning content is practised in very varied exercises and, in the process, learners can significantly expand and develop their specialist language skills. The e-learning offers are available anywhere at any time and can also be used by participants during pandemic restrictions. For teachers looking for additional materials when running courses for international doctors and preparing participants for the specialist language examination or knowledge test, the project provides a digital media library containing worksheets, practice sheets, videos and selected lesson plans.

Conclusion

The competence training in Mecklenburg-Western Pomerania has created innovative job training methods for international doctors of medicine in order to support them in using flexible learning on their path to recognition. There are now over 100 registrations for the online modules annually and around a quarter of these are lecturers.

Consolidating content, vocabulary and grammar

The e-learning module “Empathy in the patient consultation” shows the importance of open and sensitive communication

Dr. Daniel Steinbach is a member of the virtual team of four doctors which participants meet in the e-learning module “Empathy in patient consultation”. The medical practitioners provide their international colleagues with practical tips for everyday work in the profession. For example, they present patient dialogue and explain slang expressions such as “the patient feels knackered” or “the patient doesn’t want to go under the knife”. “The learning module ‘Empathy in patient consultation’ is about emphasising the importance of open and sensitive communication between the doctor providing the treatment and the patient. It is also about developing central strategies for empathetic consultation techniques,” says Birke Dockhorn, an e-learning project assistant. The complex topic is introduced in short film

sequences. Content, vocabulary and grammar are then developed further via numerous motivating exercises. A final test then consolidates the knowledge acquired for the long term. Other topics from everyday work as a doctor of medicine, such as understanding and reacting to symptoms or asking about pain, also prepare participants in a



virtual way for professional work. Besides the e-learning modules, the competence training for international doctors of medicine also provides teachers with an extensive media library. The teachers can use the materials, integrate the web-based training in their teaching, and introduce learners to the modules. “Our digital media provide ongoing support for specialist language training as the 14 self-study modules can be used at any time and can be worked through on multiple occasions,” explains Silke Stock, an e-learning project assistant from IQmed MV. “In order to achieve the best possible learning outcomes, we are combining face-to-face learning with online support for language acquisition. Integrated learning or blended learning is particularly effective at using the strengths of both methods.”

Three questions for Danny Bever, project coordinator of the subproject IQ med MV in the IQ Network Mecklenburg-Western Pomerania

“Web Based Training courses are a creative beacon for us”



What is innovative about the e-learning courses in competence training?

The innovation comes mainly from combining face-to-face teaching, digital self-study modules, and hybrid learning activities. The asynchronous teaching and learning materials can be worked on at any time and independently of location. The same applies to the electronic documents, links and tests stored on the ILIAS learning platform. The web-based

training courses are designed to be appealing both graphically and in terms of content and represent a creative beacon for us. They are prepared using the “Lectora” authoring software, come in a fresh and motivating design, and are focused in terms of content on specific learning targets in the different skills areas.

Is the concept transferable?

All-round compatibility is a key criterion which is considered in the

design phase. Our e-learning concepts have already proven that they are transferable. Participants and lecturers are using our modern teaching and learning offers. Teachers are integrating them successfully in their own course curricula. Web-based training courses, teaching videos such as the short film “Insult” and the extensive teaching material can be a great source of ideas for a topic. They offer useful introduction scenarios, complementary sequences of exercises and ways to consolidate and follow up on what has been learned to prepare international doctors of medicine in the best possible way.

For how long can the concept be used?

When selecting topics, we pay attention to learning content which is universally valid and relevant for the long term. The benefit of digital learning material is primarily that it can be accessed repeatedly. In addition to learning at your own pace, this also meets the need for repetition. Learners can therefore work on content and exercises as often as required until knowledge enters their long-term memory where it is then permanently retrievable.

Publication details

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www.netzwerk-iq.de

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Network IQ

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