

## 參加美國解剖學會 2023 年會心得報告

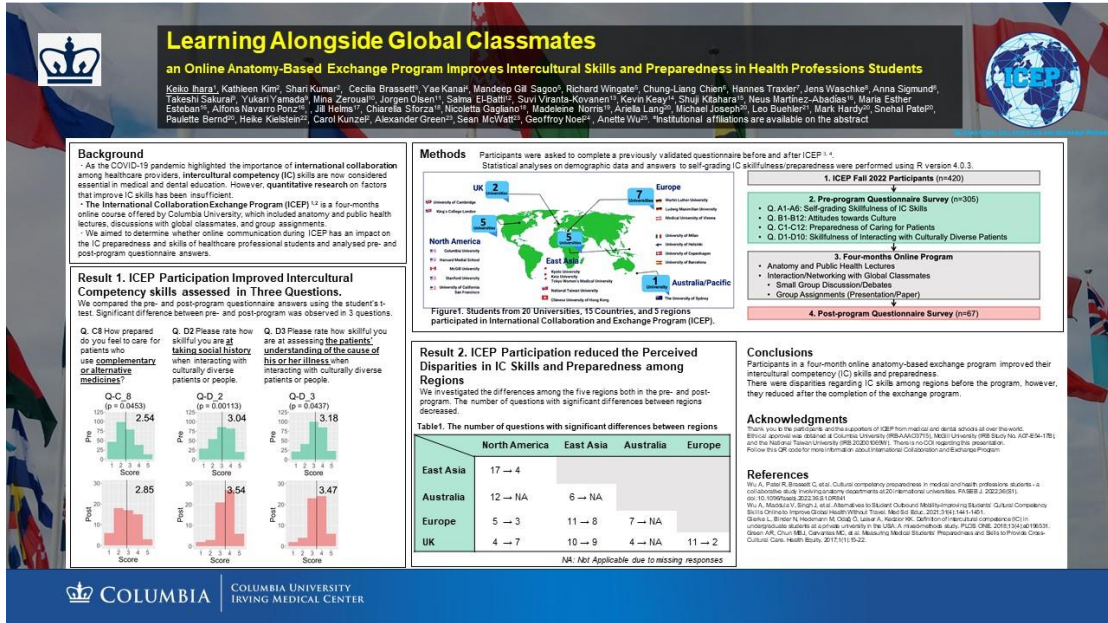
錢宗良

筆者配合執行國科會“以解剖學為基礎之國際合作交流計畫”，於 3 月 22 日至 3 月 26 日前往美國哥倫比亞大學醫學院學術交流移地研究，並於 3 月 25 日參加在華盛頓特區舉辦之美國解剖學會 2023 年會 (Anatomy Connected 2023) (圖一)。

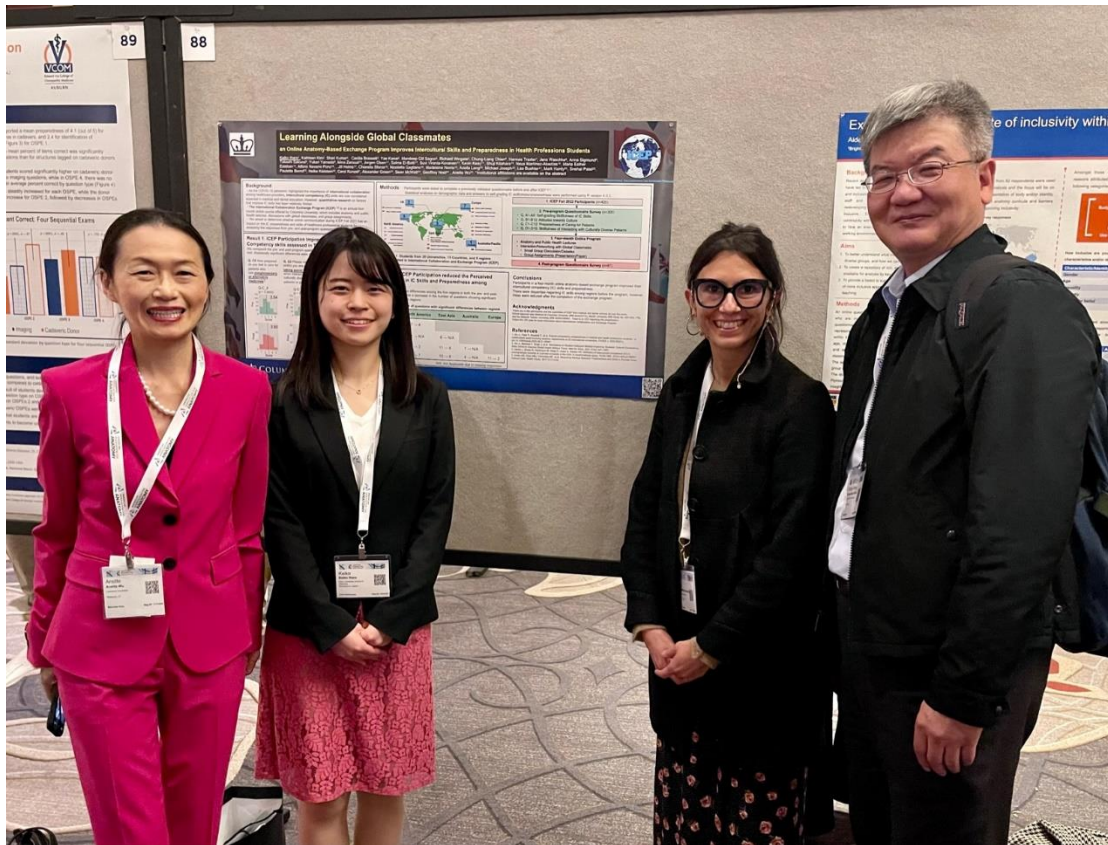


圖一、美國解剖學會 2023 年會 (Anatomy Connected 2023)

筆者參與哥倫比亞大學所規劃國際合作交流 (ICE) 計畫團隊多年，已陸續發表許多與解剖學教育相關之學術論文。本年度藉由參加美國解剖學會 2023 年會，並共同發表海報論文。海報論文題目為“Learning Alongside Global Classmates – an Online Anatomy-Based Exchange Program Improves Intercultural Skills and Preparedness in Health Professions Students” (圖二)。海報論文第一作者為日本慶應大學醫學院學生 Ms. Keiko Ihara。而筆者代表臺灣大學能夠參加此會議，要特別感謝 ICE 計畫主持人 Dr. Anette Wu 的邀請與安排。當天參加的教師部分，還包括來自西班牙巴塞隆納大學的 Neus Martínez-Abadías 教授 (圖三)。在會場與 Dr. Anette Wu 與 Neus Martínez-Abadías 教授，除交流解剖學之教學經驗外，並討論到體質人類學研究的問題。筆者特別強調在臺灣大學醫學院收藏許多不同族群的體質人類學標本，歡迎 Neus Martínez-Abadías 教授來臺參觀並研商可能共同研究方向。

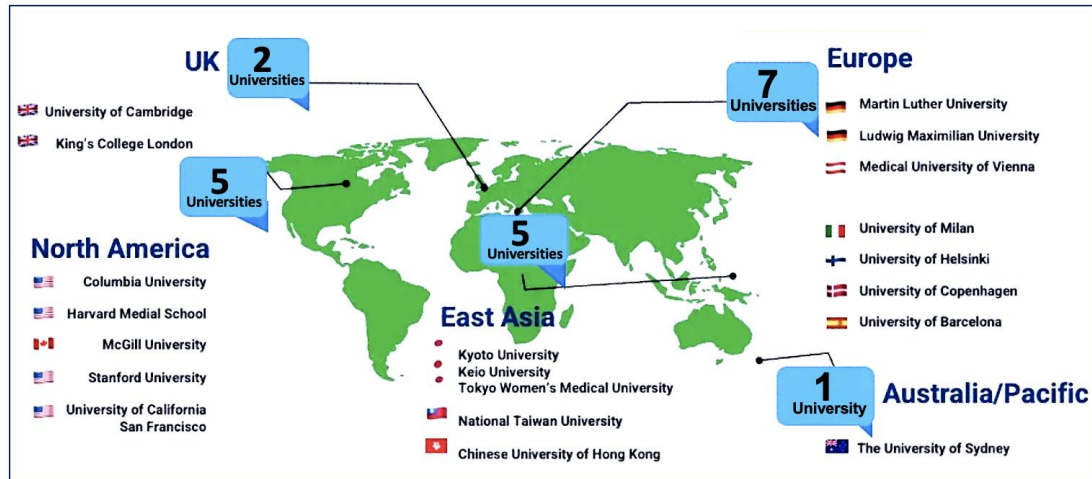


圖二、海報論文題目為 Learning Alongside Global Classmates。



圖三、左起 Dr. Anette Wu, Keiko Ihara (日本慶應醫學生) 及巴塞隆納大學 Neus Martínez-Abadías 教授。

筆者參加本次會議雖僅參加一天，值得特別一提的是在海報上呈現之哥倫比亞大學所規劃國際合作交流（ICE）計畫團隊，亞太地區臺灣大學代表的圖示還把中華民國的國旗標示出來，非常難得（圖四）。



圖四、參與哥倫比亞大學所規劃國際合作交流（ICE）計畫團隊中各國大學。

國際合作交流（ICE）計畫主要源起是美國哥倫比亞大學，與其他 9 個國家（澳大利亞，奧地利，加拿大，丹麥，芬蘭，法國，日本，德國，和英國）中 14 個大學醫學院共同參與由哥倫比亞大學主導的。而目前增加到超過 20 所大學醫學生參與。筆者負責臺灣大學之學生招募、輔導及推薦，並協助研究問卷調查與分析統計，並協助推薦與外籍交換生之基礎研究實習輔導。而特別感謝 Dr. Anette Wu 協助安排各國大學同學交換參與基礎研究實習之實驗室。本年度暑期，臺灣大學有七名醫學生獲得推薦，分別前往哥倫比亞大學或德國大學參與基礎研究實習。期待藉由此國際合作交流（ICE）計畫，參與的同學可提升對國際上各國在基礎科學研究的理解與技能，並藉由國際網絡共同學習的經驗，促成同學對於各國文化上的認識與交流，進而培養成為未來國際醫藥衛生的領袖人才。

附件：

## Abstract

**Abstract Category: No. 112 (Anatomy Education)**

**Title: Learning Alongside Global Classmates – an Online Anatomy-Based Exchange Program Improves Intercultural Skills and Preparedness in Health Professions Students**

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**Objective:** To determine whether an online anatomy-based exchange program has an impact on the intercultural competency preparedness and skills of healthcare professional students.

**Background:** Intercultural competency (IC) skills are now considered essential in medical and dental education, as the COVID-19 pandemic has highlighted the importance of international collaboration among healthcare providers. However, quantitative research on factors that improve IC skills has been insufficient.

**Methods:** Medical and dental students from 20 universities, 14 countries, and five regions (North America, United Kingdom, Australia, Europe, and East Asia) participated in a four-month online course offered by Columbia University. The program was entirely online and included anatomy and public health lectures, discussions with global classmates, and group assignments. A questionnaire about IC skills was developed based on previous work and participants were asked to complete it before and after the course. In addition, a previously validated questionnaire was utilized to compare pre- and post-program effects on IC. Statistical analyses were performed using R version 4.0.3.

**Results:** In total, 305 students completed the pre-program questionnaire and 67 completed the post-program questionnaire. After the program, there were statistically significant increases in mean score on three self-graded questions: 1) preparedness to care for patients who use complementary or alternative medicines ( $P = 0.045$ ), 2) self-graded skilfulness in taking patients' social history ( $P = 0.001$ ), and 3) self-graded skilfulness in assessing the patient's understanding of the cause of their illness ( $P = 0.044$ ). Furthermore, there were fewer questions with statistically significant differences between regions in the post-program survey than in the pre-program survey.

**Conclusion:** Online anatomy-based exchange program with global classmates had significant beneficial effects on self-graded IC skills and reduced perceived disparities in IC skill preparedness among students from various countries.