

University of Massachusetts Medical School

eScholarship@UMMS

---

Library Publications and Presentations

Lamar Soutter Library

---

2007-05-03

## Capturing Students' International Experiences: eScholarship@UMMS and International Medical Education

James F. Comes

*University of Massachusetts Medical School*

*Et al.*

Follow this and additional works at: [https://escholarship.umassmed.edu/lib\\_articles](https://escholarship.umassmed.edu/lib_articles)



Part of the [Library and Information Science Commons](#)

---

### Repository Citation

Comes J, Bianco C, Gore SA, Palmer LA, Piorun ME. (2007). Capturing Students' International Experiences: eScholarship@UMMS and International Medical Education. Library Publications and Presentations. <https://doi.org/10.13028/mpw5-cb18>. Retrieved from [https://escholarship.umassmed.edu/lib\\_articles/64](https://escholarship.umassmed.edu/lib_articles/64)

This material is brought to you by eScholarship@UMMS. It has been accepted for inclusion in Library Publications and Presentations by an authorized administrator of eScholarship@UMMS. For more information, please contact [Lisa.Palmer@umassmed.edu](mailto:Lisa.Palmer@umassmed.edu).





# Capturing Students' International Experiences: eScholarship@UMMS and International Medical Education

James Comes, Cecile Bianco, Sally Gore, Lisa Palmer, Mary Piorun

## Introduction

eScholarship@UMMS, a service of the Lamar Soutter Library, is a digital repository offering worldwide access to the scholarly output of the University of Massachusetts Medical School.

The collaboration between eScholarship and the International Medical Education Program was initiated by medical students interested in creating a database of international clinical and language/cultural experiences. Past trip reports were available in one office and in paper format, making it difficult for students to review clinical experiences matching their interests and education.

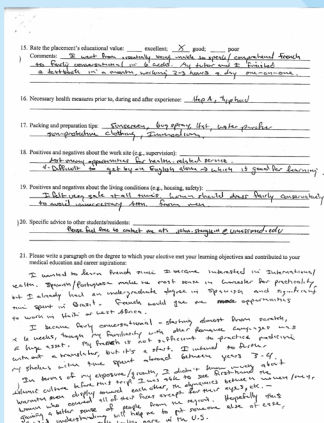
By archiving these trip reports in electronic form, eScholarship offers an efficient means of preserving student experiences, promoting international medical education and enabling the UMMS students to better serve a rapidly expanding immigrant and refugee population in Massachusetts and the United States.

## Transformation & Value Added

Based on the current paper forms, the Library created an electronic record for each report and converted the paper-based supplemental materials into an electronic equivalent. The final database structure allows for searching full-text or browsing by country and year. This online "display case" is accessible to the UMMS campus community. Interested students can use the database to find available international sites and read about the experience of students who have visited a site previously.

**Next Step:** The next phase of the process is to have students enter their reports directly into the system. The Library will review the record and materials and add subject headings.

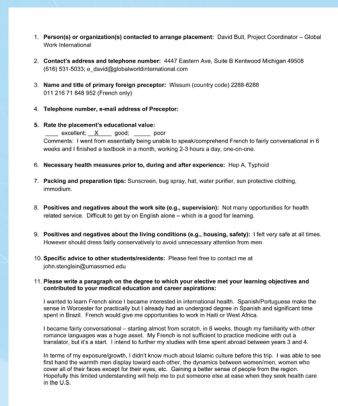
## Before



## Library Staff

Inventoried Files  
Organized Files  
Consistent Naming  
Conversion  
Subject Headings

## After



## Photos

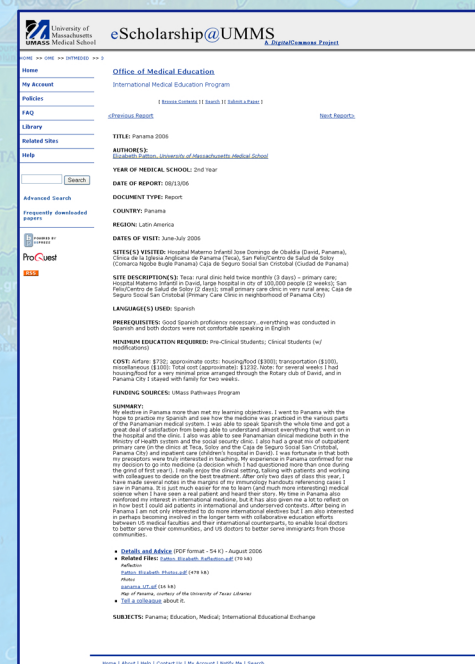


## Blog Entries



## Reflections

*The hospital where I was working was also unlike anything I had ever seen. AIIMS is a large, public hospital and the most prestigious medical school in India. Since the institution is a public hospital, it provides practically free care to all of its patients, although I was surprised to find an additional "private ward" where the patients pay out of pocket where the conditions are quite a bit nicer than the general wards.*



## Advice & Details

**Rate the placement's educational value: Excellent**

Comments: I had a chance to see a great deal, from rural to urban, hospital to small clinic and both branches of Panama's socialized medical system (both Ministry of Health and Social Security), including a health center in the Ngobe Bugle indigenous territory.

### Packing and preparation tips:

A white coat, stethoscope and name tag (like the UMass ID), especially important in David. Need to take good insect repellent for rural areas plus sunscreen... In the rural clinics I wore scrubs or other light cotton clothes – it is very hot and humid. A small notebook and pen to write things down! Also, I took a small bottle of alcohol based gel/soap (like Purel) which is quite handy, not only for clinics which may not have great handwashing facilities but also for long bus trips etc.

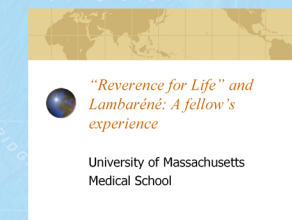
**Necessary health measures prior to, during and after experience:**

Typhoid and Hep A vaccinations. Malaria medication 2 days prior, daily while away, 4 weeks upon return (as advised by Student Health Service). Panama has (in almost all locations) potable water. I took water purification tablets just in case and never had to use them.

## Maps



## Presentations



## Visits by Continent

CONTINENT	COUNTRY	Number of trips	CONTINENT	COUNTRY	Number of trips
Africa	Gabon	1	Latin America	Argentina	2
	Kenya	1		Brazil	3
	South Africa	3		Costa Rica	5
	Swaziland	1		Dominican Republic	1
	Tanzania	1		Ecuador	10
	Uganda	1		Guatemala	5
Asia	India	5	Mexico	2	
	Thailand	1	Nicaragua	4	
	UK	1	Panama	1	
Europe	Portugal	1	Peru	1	
	UK	1	Puerto Rico	1	
			North America	Washington DC	1

UMMS students have done clinical rotations or cultural immersion in 5 continents (23 countries) during 2003-2007. A total of 53 students have participated in the program.

## Results

eScholarship@UMMS offers an efficient and convenient means of promoting student interest in international medical education. More than 50 student trip reports from over 20 countries have been entered into the database. In just four months the site has already had an impact and generated increased student interest.

**"A fantastic resource for our medical students, who have been clamoring for something like this for years"**

Dr. Mick Godkin, Ph.D.; Director of International Medical Education

<http://escholarship.umassmed.edu>  
Lamar Soutter Library - University of Massachusetts Medical