

# 跨文化臨床學習的教育價值：醫學生如何透過反思深化全球視野

Educational Value of Cross-Cultural Clinical Learning :  
How Medical Students Deepen Their Global Perspectives



醫學系急診學科：徐祥清，張雋曦，楊朝鈞，黃一修

## Introduction

International clinical electives (ICEs) enhance global health competence and intercultural learning, yet how students interpret short-term overseas experiences remains underexplored, especially in East Asian contexts. This study examines how Taiwanese medical students construct meaning from one-month international clinical electives through structured video reflection.

## Methods

This qualitative study adopted an interpretivist approach using reflexive thematic analysis. Participants were 25 sixth-year medical students from National Cheng Kung University who completed a one-month international clinical elective during the 2024–2025 academic year across seven countries.

Prior to departure, students attended a faculty-led preparatory course and underwent an English interview to clarify learning goals and readiness. Upon returning, students submitted a 3–5 minute video-recorded reflection guided by structured prompts addressing cultural encounters, clinical learning, personal challenges, and professional development.

## Result

Three interrelated themes emerged from the analysis: (1) The Body as a Site of Learning – Overseas settings challenged internalized norms of endurance and bodily suppression, reshaping students' understanding of professionalism.

- (2) Restructuring Space and Relationships – Inclusive spatial practices and mentorship reduced hierarchical distance and supported learning.
- (3) Cross-Cultural Epistemic Shift – Students recognized that clinical reasoning and “good practice” are culturally situated rather than universal.

## Discussion

The findings suggest that international clinical electives function as powerful sites of the hidden curriculum, where implicit professional norms become visible through contrast and disruption. Overseas experiences challenged students' previously internalized assumptions about professionalism, hierarchy, and “good” clinical practice, creating opportunities for critical reflection.

Video-based reflection played a key role in facilitating transformative learning by capturing emotional tone, bodily expression, and tacit meanings that may be overlooked in written narratives. When supported by intentional educational design—including pre-departure preparation and structured reflection—short-term international electives can foster deep professional, cultural, and personal learning rather than superficial exposure.

## Conclusion

With intentional preparation and guided reflection, short-term international clinical electives can foster global perspective, cultural humility, and professional growth. Reflection-based design is key to transforming overseas exposure into meaningful educational outcomes.

**Table.** Main themes, subthemes, students' perceptions, and associated theoretical lenses derived from video-recorded reflective narratives. Students' perceptions represent synthesized interpretations rather than direct quotations.



Main themes	Main themes	Students' perceptions	Theoretical lens
<b>Theme 1.</b> The Body as a Site of Learning : Disciplining and Liberating the Hidden Curriculum	Subtheme 1.1 Unlearning Physiological Suppression	Overseas practice challenged beliefs that professionalism requires suppressing bodily needs.	Hidden curriculum ; Transformative learning
	Subtheme 1.2 Embodied Practice and Skill Acquisition	Hands-on participation increased confidence and professional legitimacy.	Hidden curriculum
<b>Theme 2.</b> Restructuring Space and Relationships : Deconstructing the Hidden Script of Hierarchy	Subtheme 2.1 Commensality as an Equalizer	Shared meals softened hierarchy and enabled open communication.	Hidden curriculum
	Subtheme 2.2 Reframing Authority and Mentorship	Supportive mentorship reframed authority as relational rather than hierarchical.	Hidden curriculum ; Transformative learning
<b>Theme 3.</b> Cross-Cultural Epistemic Shift : Unveiling the Implicit Values in Clinical Practice	Subtheme 3.1 Divergent Clinical Rationalities	Clinical competence was recognized as culturally defined.	Transformative learning
	Subtheme 3.2 The Tangibility of Medical Heritage	Medical heritage fostered global professional belonging.	Transformative learning