“Medical Spanish & Cultural Immersion Course for Junior Medical Students of University of Kentucky College of Medicine – USA.”

A-/ Overview

This is a very intensive Medical Spanish Course focusing on the interaction between the physician or health professional and the patient, with an emphasis on Tropical Medicine as a learning model. Other medical problems and diseases are considered in the Medical Spanish learning models, such as chronic diseases, women and children health in the most common clinical problems. The course is designed to work in little groups in different levels, none Spanish, beginner, intermediate and advanced students are welcome.

The component of tropical medicine which will be studied consists of the following topics: Malaria, Chagas, Leishmania, Dengue, Ophidic Accident and Common Dermatological Fungal Infections. They will be included within the content of clinical scenarios. All topics will be covered before the trip to Tortuguero. Other issues of tropical medicine as chikungunya, zika, yellow fever, cholera, african trypanosomiasis and TB can be included at the request of students.

If you are expecting this course to give you only ‘pre-formulated questions and statements as ‘pocket formula online’ (which are very common on the market now), then this course is not what you are looking for. These formulas are only useful to ask questions to a patient, they do not prepare you to understand the response of the patient. It requires hard work to learn Spanish as a second language, but that is exactly what you will do here.

After evaluating previous sessions of the course, IHCAI has made very important changes and now other aspects of Medical Spanish such as medical interviews with patients are being strongly emphasized. Junior students are advised to work on this aspect, at least in English, before attending the course. As part of this emphasis IHCAI Foundation instructors team will conduct simulated patients practices with real people properly trained. This is a unique opportunity to see the performance of the students under pressure and direct the class content to identified weaknesses. This dynamic will adjust to the knowledge students have according to their level as medical students and Spanish proficiency.

The goal of the international health elective is to offer students an opportunity to learn about health and healing with a more global perspective by living and working in another country. Students will have the opportunity to live in a new and different culture, usually with little of the technical and medical facilities he or she is accustomed to using. The student will have the
opportunity to see a different way of organizing health care to achieve good results in the health situation of the population, as is the case in Costa Rica. In 1992 the Rockefeller Foundation studied how and why some low income countries achieve very good health indicators similar to high income countries at very low costs, Costa Rica was among them. The students will get to know how this was done, and what the threats and challenges of keeping these results are. Currently, the international economic order and economic structural changes are challenging the health system what are Costa Rican and Kerala tow of the Rockefeller selected countries to face these challenging situation.

The resources that are taken for granted in the developed world may be lacking at times. The students have the opportunity to visit hospitals and primary care clinics and discuss with the staff and patients about their opinion of the health care system.

B-/ The Medical Spanish Course

Course Identification

- This is an intensive Medical Spanish Course, focusing on cultural immersion with a Tropical Medicine component as a learning model. Other medical problems and diseases such as chronic diseases and different medical aspects are also considered in the Medical Spanish learning models.
- The course is four weeks (160 hours) session.
- Eligible participants: first and second year medical students at the University of Kentucky.
- Course grants: Medical Spanish & Introduction to Tropical Medicine Certificate.

Course Format

- Intensive grammar and Spanish pronunciation, comprehension and vocabulary sessions from 9 to 12 a.m. and 1p.m to 4 p.m. with two 15 minute breaks. Lunch is at noon. Some social activities can be scheduled outside this timetable.
- Medical record analysis and comprehension. Simulated interviews with peers and standardized simulated patients. Discussion of relevant clinical cases.
- Medical interviews and analysis on 3 different levels of complexity.
We have defined critical points in the geography of human communication, considering all different scenarios in the clinical context:

- Clinic history
- Clinical interview (under normal conditions versus stressful conditions)
- Physical exam
- Clinical rounds and case presentations

The first three correspond to interpersonal communication. The fourth is a group communication. Have different characteristics. We have de-composed these first three elements to generate a thematic inventory of critical issues at level of oral communication with patients, as a guide to be developed with students:

- Surface Anatomy
- Internal anatomy
- Signs and symptoms
- Vital signs
- Anthropometric measures
- Prescriptions
- Laboratory tests
- Medical procedures
- Inform consent
- Management plan, recommendations and case monitoring
- Communicating bad news
- Alternative medicine

Clinical rounds and case presentations (as daily dynamics within a hospital) include more technical medical communication elements. We have decided to use these options as modalities for the Final Presentation. Are options available for groups of more advanced students can learn scientific vocabulary in Spanish, beyond the colloquial vocabulary used in regular dialogue with patients.

Analysis of clinical cases and simulated patients will be educational practices as a tangent that crosses the entire matrix of the course. Common and rare medical problems and diseases are considered in our Medical Spanish learning model, such as chronic diseases and different medical aspects. But our methodology also considers the students particular interests. We want student’s participation is active and not passive.
C-/ The Family Experience

An important part of the IHCAI program is living with a Costa Rican family. Course participants have breakfast and dinner with the family they are assigned to live with. For the beginner students there is a session on “Survival Spanish” and useful hints in the first day, to communicate with the family.

Objective:

- To expose the student to the transcultural experience of living with a family, to enhance the colloquial vocabulary of the student and the understanding of the health culture of the Latin community.
- Create a favorable environment to practice Spanish acquired in a real context with cultural content.

D-/ Materials

We have an own authorship set of teaching materials. These instruments respond to the needs of the development of learning methodology that we implement. All materials are available for students, but teachers will organize delivery according to students’ needs and to process course advance.
E-/ Blog

We have prepared a blog specially designed to be a dynamic tool of the course. This blog aims to provide tools for IHCAI Foundation students who participate in medical Spanish course (P010S). You will find links to sites where you can practice, where you can clarify doubts and expand your Spanish language skills. There are also materials used in class by instructors and schedules. This instrument is constantly being revised and can be very useful for our students.
F-/ Medical History

The Spanish Patient course is a real version of the complete history and physical exam, using the active communicative-interactive method for learning Spanish. You continue having access to the Spanish grammar and composition.

The complexity levels both in Spanish and clinical aspects will vary according to the student level of knowledge.

Objectives:

- Apply techniques for effective communication.
- Negotiate the agenda for the interview.
- Chat in non-biomedical terms and differentiate the colloquial from the scientific terms.
- Be able to see, listen to, understand, and accept the patient.
- Recognize and respond to emotion-laden topics.
- Identify the patient’s health beliefs and cultural constraints to accept treatments.
- Use an appropriate mixture of open and close-ended questions adapted to the Spanish language.
- Allow sufficient time for the patient to answer questions and to understand the meaning of the answer.
- Using appropriate non-verbal cues in a new cultural environment.
- Perform a basic problem-oriented medical interview.
- Chief Complaint and skills to re-question when the vocabulary is unknown or when the pronunciation was not understood.
- History of present illness.
- Essential past medical history.
- Practice communication, interview, and examination skills during the four-week course.
- To establish a presumptive diagnosis and give recommendations.
- To discuss basic lab test results with the patient.
G-/ Patient Interviewing

The simulated patient program is the essential method implemented by IHCAI Foundation in all its transcultural Spanish training programs. IHCAI acknowledges the students requests to work with patients, but ethical and legal issues prohibit exposing patients to students who lack clinical training and fluency in Spanish. The standardized simulated patient model allows the student to interact with community members, using their Spanish, refining their medical knowledge, and practicing their interviewing technique.

We apply these methods as they are described and used in different Canadian, USA and European Universities and programs. The objective of the program is to ensure students, physicians, and health professionals to learn and practice the fine points of communicating with Spanish speaking patients while obtaining important clinical and procedural skills. This course emphasizes the differential diagnostics of tropical diseases; however other clinical scenarios are also included throughout in the course.

Experiential learning is achieved by using real-life scenarios including family, clinical, and social problems with simulated patients as an individual and as a member of a typical family. The simulated patient has been carefully trained to portray the social, emotional, and physical characteristics of an actual patient and family. This technique teaches students how to handle sensitive patient issues, for example how to deal with the differential diagnosis of fever in relation to tropical diseases or other common diseases. It also prepares the student to tackle other chronic diseases, such as cancer, and drug abuse. Delivering bad news and talking to patients who refuse surgery as well as consultations with adults and children after traffic accidents or accidents in the home will be practiced. The simulated patients provide consistent cases for the students in order for them to practice their clinical skills in Spanish and assess what they have learned. A main aim is to assess the comprehension by the student of the patient response to different environments and situations according to his or her cultural, social, and emotional background.

Objective:

- To achieve at least the complexity level 3 for a medical interview and comprehension of the reasoning and comments of the patient about the chief complaint.

H-/ Standardized simulated patient and the level of interview and interaction complexity

The IHCAI P010S is designed to achieve 4 different complexity levels of Medical Spanish. Level 3 of complexity is the highest expected level achieved for an average student. The levels are defined according to the use of different skills and knowledge such as of past, present and future. Also in indicative, imperative, conditional and subjunctive tenses and the colloquial and biomedical vocabulary in conjunction with the type of problems the simulated patient is presenting. A typical interview of the first complexity level should use the present and simple past tense and the vocabulary will not exceed 50 words. The other levels are defined in the same way according to the group average level at arrival. The level of clinical complexity also varies for junior medical students according to their clinical knowledge.
I-/ Peer Interview and standardized simulated patient interviews

This activity is programmed in the class sessions in order to learn through self-corrections and analyze the interviews. Each student is performing an interview with a peer who has prepared to portray a common medical problem using the case history in the course manual. Also, each student is performing an interview with a standardized patient who has a common medical problem.

The correction of experiences is done with the groups and combining the different learning levels and situations. The instructor supervises all the groups meetings and uses a matrix divided into 2 segments: On one hand, a record of the communication problems that occurred during the interview for later discussion. For another, it makes a record of colloquial use of language by the patient for analysis. Finally, we record the successful communication tools used to solve the most relevant issues to strengthen and consider other options to address them. The interview is also performed by the group and the same above described procedures are done.

Objectives:

- Acquire Spanish communication tools to face the most common clinical problems.
- Detect and correct problems of communication in a virtual situation without risk to the patient.
- Reinforce successful communication strategies.
- Share skills and experiences through group work.

J-/ Broadening the perceptive of the Costa Rica health care system

Identification

Is health care a right? As a developing nation, Costa Rica believes that its citizens have a right to health care. How does one achieve an equitable and effective health care system in a developing country – or in any country? Such questions drive this exploration of the Costa Rican universal health care system. Sessions to interact with patients, as well as first-hand excursions to hospitals, and a sub-urban clinic, broaden student perspectives on such issues.

Specifically, this course component addresses the following topics:

- The Costa Rican model and others health care systems. Equality of access to health care system. Visits to public and private hospitals as well as opportunities to talk with physicians and patients about their experiences and visit a suburban clinic to understand how the system works.
✓ “Historical background and Reform of the Costa Rican health care system” presented by Dr. Mario Tristan, Director of IHCAI FOUNDATION. (Interactive Workshop).


K-/ Who is eligible to participate?

Program IHCAI P010S_UKCM is for first and second year medical students at the University of Kentucky. None Spanish, beginner, intermediate and advanced students are welcome.

L-/ Educational Model

In general in all programs IHCAI Foundation uses a mixture of teaching models and techniques since it is necessary to find a balance between the Medical Spanish comprehension and expression, and an introduction to learning about a different and new health care system. The epidemiological profile of the area and the ethical aspects for working with real patients are also taken into consideration.

The course is centered on students’ needs and their variable approach in order to adjust to the different levels of language skills and their adaptation to different cultural – academic aspects. The course will necessarily contain an important emphasis on language skills to comprehend, speak, write, and read Spanish in order to assure an appropriate communication with the patient, community, and health team. It is important for us to improve the new competences when working with Hispanic minorities in the home country. It is also primordial that a new physician can understand the inequalities and the determinant role of poverty in the prevalence and incidence of diseases and their burden in the developing countries. The community component as the “space-population” where the burden of disease has its origin and considering a feasible solution is an essential component of the rotation.

M-/ Where are the locations?

For the Medical Spanish Course the sessions are based in San José Downtown, in the IHCAI Foundation Facilities, with free internet wireless access. More information at:

http://www.ihcai.org/location.htm

For the hospital, primary care clinics in San Jose the students will visit the National Children Hospital, the CIMA SAN JOSE private hospital an urban primary/secondary care clinic: Clinica Carlos Durán and finally a suburban clinic in Guadalupe North.
N-/ Evaluation and Grading

IHCAI faculty of the Medical Spanish Course will evaluate the student’s work during the entire course and other optional and mandatory academic activities. IHCAI will add the IHCAI Foundation seal and the Director’s signature to all evaluations. A student’s initiative will be recognized and highly appreciated in the final evaluation. The students are advised to handle the Home School evaluation form to the IHCAI Foundation staff at arrival or within the next 2 days after the arriving day. Instructors are trained to complete the evaluation forms of the home university and make a qualitative assessment of the initial level and level of Spanish obtained at the end of the experience.

Grades: Pass or Fail.

Our grammar staff is also highly trained in the Common European Framework of reference for language learning, teaching and assessment. At the end of the course we can make a technical assessment of your skills within this theoretical model.

O-/ Tuition

The course tuition per student is: $1710 US (Special rate available only for UK students)

It includes the tuition and the four weeks accommodation. Also the travel to Tortuguero to Pachira Lodge Hotel: http://pachiralodge.com (Three days – two nights / GO-210), the city tour and the visit to the hospitals and clinics. The accommodation includes a single room, breakfast and dinner, laundry service and other miscellaneous services. Also the airport picks up at arrival and transfer to the student host family and the airport drop off at departure.

P-/ Services, health advice and health insurance

The student is requested to present a reasonable proof that he/she possesses travel health insurance protection.

If the participants do not have a travel health insurance we have a recommendation to get one. You can get an online insurance quote for travel health insurance protection. Find an online quote and information about the IHCAI Foundation insurance company for health insurance at:


Costa Rica is safe for malaria, yellow fever and other tropical diseases. However, in rural areas of the country, the water is not completely safe. IHCAI Foundation advises all participants to take precautions and

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to drink bottled water when traveling outside of San José. The water is safe in San José and some important tourist spots, but if you have a fragile stomach you might want to drink bottled water as well.

Costa Rica could eradicate Malaria (Plasmodium vivax mainly) in 1982. However, the country experienced a new Malaria outbreak located in specific areas (Banana Plantations in the Caribbean south) this area is not visited by IHCAI FOUNDATION PARTICIPANTS but, according to national and International recommendations, **no prophylaxis is needed**. Non drugs prophylaxis protections such as repellents are certainly recommended.

Applicants should be aware of the health precautions that the World Health Organization recommends for health care workers and professionals.

IHCAI Foundation staff helps students to get several discounts for traveling and main tourist attractions in Costa Rica. In other countries IHCAI local representative will give advice on student request.

For more information and advice for your travel please visit:  
http://www.ihcai.org/useful_info.htm

Or email us at:  
info@ihcai.org

**Q-/ Schedule and social activities**

According the document in PDF: Schedule IHCAI P010S_UKCM_2017

Optional activity: Remember to bring appropriate clothing and shoes to play soccer!

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Warmest regards,

Program IHCAI P010S_UKCM_2017
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