

PROSPECTUS:

Program IHCAI **P010A** /

“Medical Spanish & Introduction to Tropical Medicine” for Medical Students

Beginner, intermediate or advanced students are welcome.

Medical students from around the world are welcome.

A-/ Overview

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 a chance 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 other countries in Central America the student will learn about the health care limitations and scarce resources and how the populations are affected for this.

The resources that are taken for granted in the developed world may be lacking at times. The students have an opportunity to be of service to the community and to broaden their thinking about future medical research and practice.

The Medical Spanish Course

This is a very intensive Medical Spanish Course focusing on the interaction between the physician or health professional and the patient. Common medical problems and diseases are considered in the Medical Spanish learning models, such as chronic diseases and different medical aspects.

If participants are expecting this course to give them only ‘pre-formulated questions and statements’ as ‘pocket formula cards’ (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 but 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 the participants will do with us.



B-/ The Medical Spanish Course

1. 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 in four weeks session grants four credits (169 hours). Grades: High Honors (Students who get this grade will receive the Exceptional Student award) / Honors / Pass Satisfactory / Fail.
- Eligible participants: Medical students from around the world of different levels of Spanish proficiency (beginner – intermedium – advanced) are welcome.
- Course grants: Intensive Medical Spanish Course & Introduction to Tropical Medicine Certificate.

2. Course Format

- At arrival the IHCAI FOUNDATION faculty evaluates the Spanish proficiency level using the evaluation-standardized test.
- As result of this test student is allocated in one of three levels: 1- Beginner, 2- Intermediate, 3- Advance.
- Intensive grammar and Spanish pronunciation, comprehension and vocabulary sessions and clinical scenarios from 9 to 12 a.m. and 1p.m to 4 p.m. with two 15-minute breaks. Lunch is at noon. Some academics and social activities can be scheduled outside this timetable.
- Lectures and seminars on Tropical Medicine and Costa Rican Health System. (Lectures and seminars are in Spanish for the intermediate and advanced students, handouts are bilingual for all).
- Medical chart analysis and comprehension. Simulated interviews with peers.
- Medical interviews and analysis on 3 different levels of complexity.

3. The Family Experience:

An important part of the IHCAI Foundation 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

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communicate with the family. During the first day, in combination with the host families and IHCAI Foundation staff, transportation will be provided, travel useful information and more important all the security and safety tips.

Objective:

- To expose the student to the transcultural experience of living with a family, to enhancing the colloquial vocabulary of the student and the understanding of the health culture of the Latin community.

4. The Human Body:

Using anatomy images, live models, and other aids, as well as with the intensive student-faculty interaction, the IHCAI Foundation professionals and faculty teach, both scientific and popular anatomical terms in small group sessions. Of course, the interactive multimedia programs are also available but an introduction to Spanish grammar is essential at this level.

Objective:

- To relate the normal physical examination to normal anatomy according to the Spanish terms, using either bio-medical or colloquial terms.

5. 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.

6. Patient Interviewing:

The simulated patient program is the essential method implemented by IHCAI Foundation in all its transcultural Spanish training programs. IHCAI Foundation 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.

IHCAI Foundation is applying 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. The IHCAI P010 course emphasizes the differential diagnostics of tropical diseases; however other clinical scenarios and medical problems 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, adapted to the epidemiological profile of the Hispanic population in the USA and Canada. It also prepares the student to tackle other chronic diseases, such as cancer, and 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.

Communication between physicians, physician assistants, nurses and their patients and families, or between colleagues, has been rarely formally taught or addressed in medical schools or trainings in medical Spanish. This is easily observed in all the Medical Spanish courses. Moreover, in all the medical Spanish books and courses, the attention is given to how to ask a patient questions but no importance is given to the interactions between physician, nurses, physician assistants, and other health professional. When the patient responds to the question with a very

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well formulated and clinically correct question everything is lost if the patient not only says “ sí” “no” “Mañana” or “ayer” but gives much more details and talks more about him- or herself. He or she might also ask a question that the interviewer does not understand. IHCAI Foundation has a lot of evidence that the situation of the patient has not been very comfortable when someone who is not fluent in the language of the patient asks him or her questions. Certainly, the worst is when the student or physician assistant does not understand the patient’s comments and questions. This does not help to foster trust in the medical personnel. IHCAI Foundation trainees can now practice communication, physical examinations, and procedures without putting patients at risk or waiting for a suitable patient to be available.

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.

7. Standardized simulated patient and the level of interview and interaction complexity:

The IHCAI P010 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.

8. 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. Students have 15 minutes to introduce themselves, obtain the chief complaint(s), and develop a history of present illness according to the level of complexity.

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 3 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.

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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.

9. Evaluation and Feedback:

The sessions, both group and individual interviews, allow the instructor to determine the level of student performance in controlled conditions simulating real situations. The evaluation is ongoing and feedback as well.

10. Community Experience:

Cross-cultural and international health, scientific and clinical Spanish with a particular emphasis on tropical medicine are taught throughout the course. This makes this course an interesting hybrid between language and medical, training emphasizing tropical medicine in its natural environment. The community experience can be enriched by the student's initiative and effort. According to the student's performance and necessity the course directors can arrange an individual schedule to participate in home visits with the health team whose daily responsibility is to visit the members of the community.

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11. Location and trips:

The course is based in IHCAI Foundation facilities in San José, Costa Rica.

Address in Costa Rica: Barrio Escalante en el este de San José Centro. De Bagelmens 500 metros al norte y 150 metros al este. Casa blanca a mano derecha No. 3530 (Frente a la Escuela de Arquitectura de la Universidad Hispanoamericana).

Tel: (506) 2234-6354 or (506) 2234-6347.

www.ihcai.org

info@ihcai.org

ybaidal@ihcai.org

www.facebook.com/Global.IHCAI



The course offers 3 field trips:

1. **City Tour** and visit to the bank. This is an introduction component of the first working day.
2. **Visit to clinics and hospital of the Costa Rican Health System.**
3. **Trip to Tortuguero** north Caribbean rain forest (3 days and 2 nights). During this trip they students and faculty will organize a seminar on Evidence Based Tropical Medicine. IHCAI Foundation offers transportation, lodging and food at Pachira Lodge, which recently received an award as the best place in the tropical rain forest (www.pachiralodge.com).

12. Faculty

Spanish Language Department:

Prof. Yuri Baidal / Coordinator.
Prof. Irene Ulloa M.Sc. / Spanish instructor –Grammar emphasis.
Prof. Kattia Elena Barrientos Quirós M.Sc. / Spanish instructor –Grammar emphasis.

Clinical Scenarios and Tropical Medicine and epidemiology training:

Dr. Juan Pablo Solís -IHCAI FOUNDATION CLINICAL CURRICULUM COORDINATOR).
Prof. Marcelo Abarca RT (IHCAI FOUNDATION CLINICAL SCENARIOS COORDINATOR).
Dr. Mario Tristan.- IHCAI FOUNDATION DIRECTOR – GENERAL.

13. Tuition

The course tuition is: **\$ 1860 US**

It includes the tuition, materials, trips and the four weeks accommodation. The accommodation includes a single room, breakfast and dinner, laundry service and a moderate amount of local telephone calls, and other miscellaneous services. Also the airport picks up at arrival and transfer to the student host family and the airport picks up at departure.

Students from:

- University of Connecticut – School of Medicine
- University of New Jersey - Robert Wood Johnson Medical School.
- Harvard University.
- Michigan State University.
- Pacific University.
- Boston University.
- University of Kentucky.
- University of Sydney, Australia.
- King's College London Medical School.

Please contact us to apply a special discount at: info@ihcai.org



14. Application-Registration, initial deposit and full tuition payment

We highly recommend to all participants to complete the on line Application- Registration form at:

<http://www.ihcai.org/aplicacionlinespanishcourse.htm>

If more information or advice is needed please contact us before completing the Application-Registration form at info@ihcai.org

Participants must wire transfer an initial **US\$ 300 deposit** not after 3 days they complete the application form on line. Applicants are urged to read very carefully the confirmation message they will be receiving in the next 24 hours after submitting the application on line.

The balance due after transferring the initial deposit is US \$ 1560 must be paid at arrival. Travelers Checks are welcome.

The initial deposit should be wired to Mr. Yuri Baidal San José, Costa Rica. WESTERN UNION is highly recommended and the sender only needs the following information, **see below for instructions about how to wire your deposit using Western Union:**

:

Receiver: Mr. Yuri Baidal-Sequeira
Address: San Jose, Costa Rica.
Reference Telephone Number: (506) 2227-6564

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15. Services, transportation health advice and insurance

Students are covered by a basic health insurance (hospitalization is not covered) while in Costa Rica but not in the other countries where the program is available. Nevertheless, if you want a more extensive coverage you may contact IHCAI Foundation for other health insurance options. The student must present a reasonable proof that he/she possesses travel health insurance protection which is especially important if the choose other Central America country where the program is available.

You can get an online insurance quote for extending your travel health insurance protection. Find an online quote and information about the IHCAI Foundation insurance company for health insurance at <https://www.worldtrips.com/quotes/default.asp?referid=99690> .

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

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precautions and to drink bottled water when traveling outside of San José. The water is safe only in San José, but if you have a fragile stomach you might want to drink bottled water as well. In other countries in Central America precautions must be taken according to the IHCAI Foundation local office.

Malaria (*Plasmodium vivax* mainly) and leishmaniasis are endemic in some areas of Costa Rica but, according to national and International recommendations, **no prophylaxis is needed**. Non Drugs prophylaxis protections such as air conditioned and repellents are certainly recommended. (**Clinical Evidence, 2003 BMJ Group**). Particularly Air-conditioned accommodation is considered safe. This is only necessary when traveling to the south Caribbean. In other countries in Central America precautions must be taken according to the IHCAI Foundation local office advice.

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

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Warmest regards,

Program IHCAI P010A
Intensive Medical Spanish and Introduction to Evidence Based Tropical Medicine Course
IHCAI FOUNDATION
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International Health Central American Institute Foundation / "Clinica Centroamerica" Regional Evidence Based Practice Training Centre / Centro Colaborador de Centro América del Centro Cochrane Iberoamericano - Central America Branch of the Iberoamerican Cochrane Centre / Cocharne Developing Countries Field Secretariat.

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