

<b>4<sup>TH</sup> YEAR ELECTIVE TITLE</b> <b>A GLOBAL HEALTH EXPERIENCE</b>		<b>COURSE NUMBER</b> MDC 9070	<b>LOCATION</b> SOUTH AMERICA AFRICA ASIA EUROPE
<b>ELECTIVE DIRECTOR</b> JAVIER I. ESCOBAR, MD	<b>ELECTIVE FACULTY</b> JAMES AIKINS MD (G) CHARLETTA AYERS MD (G) JAVIER ESCOBAR MD (A1,P,S) SONIA GARCIA-LAUMBACH MD SUNANDA GAUR MD (I) ROBERT LIKE MD (T) KAREN WEI-RU LIN MD (T) ABEL MOREYRA MD (A2) YUFANG SHI PHD (C)	<b>ELECTIVE CONTACT</b> CHRISTINA ROZARIO CAB – RM.#7038	<b>CONTACT INFO</b> CHRISTINA ROZARIO TEL: 732-235-6383 FAX: 732-235-6663 EMAIL: <a href="mailto:rozaricm@rwjms.rutgers.edu">rozaricm@rwjms.rutgers.edu</a> <a href="mailto:escobaja@rwjms.rutgers.edu">escobaja@rwjms.rutgers.edu</a>
<b>BLOCKS AVAILABLE</b> YEAR ROUND BLOCKS 1-11	<b>DURATION/WEEKS</b> MIN: 4; MAX: 8	<b>HOURS PER WEEK</b> 40	<b>STUDENTS</b> 10-20
<b>LECTURES/SEMINARS</b> YES	<b>OUTPATIENT</b> YES	<b>INPATIENT</b> YES	<b>HOUSESTAFF</b> NO (FACULTY)
<b>NIGHT CALL</b> No	<b>WEEKENDS</b> No	<b>LAB</b> No	<b>EXAM REQUIRED</b> No

Legend: A1 = San Salvador de Jujuy and Salta, Argentina; A2 = Buenos Aires, Argentina; C= China; G = Ghana; I = India; P = Peru; S= Spain; T=Taiwan

**\*NOTE: Students must meet with Dr. Escobar – and receive approval – prior to registering for this Elective \***

#### OVERALL EDUCATIONAL GOAL OF ELECTIVE

A GLOBAL HEALTH EXPERIENCE TO ENHANCE AWARENESS ON INTERNATIONAL ISSUES RELEVANT TO HEALTH, EXPOSURE TO OTHER LANGUAGES AND CULTURES, KNOWLEDGE OF OTHER HEALTH CARE SYSTEMS

We are in a Global Age. While the world economy was the first to activate this path, academic institutions including medical schools have quickly followed and many are now embracing a global approach. This assumes that international health issues are US health issues. Global health education enhances students' interest in the care of underserved populations and the applied lessons may help improve USA health-care delivery systems. Our work in New Brunswick (Chandler Clinic) has shown that our communities in Central New Jersey are becoming very diverse. We have found that a large number of primary care patients at Chandler and other clinics are recent immigrants from more than ten Latin American countries- a majority of whom speak only Spanish. Demographic information shows that "Hispanics" now make up more than 40 percent of the New Brunswick population. There are also many new immigrants from Asian and African countries. Some of these populations are affected by existing Health Disparities.

Medical Student's Interest: Nationally, surveys show that the international participation of US medical students has quadrupled in the last decade with about 50% of students participating in these activities. Locally, we have detected significant enthusiasm here at RWJMS. About 50 RWJMS medical students had a non-elective summer experience abroad this year.

Here is a list of sites currently available to our students with the name of the contact individual in parenthesis. More sites will be developed in the next several months:

- 1- Zaragoza, Spain – Universidad de Zaragoza (Dr. Javier Garcia-Campayo, Dr. Javier I Escobar)
- 2- Mumbai, India, BJ Wadia Children's Hospital (Dr. Ira Shah, Dr. Sunanda Gaur)
- 3- Kumasi, Ghana, Kwame Nkrumah University (Dr. James Bio, Dr. James Aikins, Dr. Charletta Ayers)
- 4- San Salvador de Jujuy and Salta, Argentina (Drs. Maria Calvo (Jujuy) and DiPasquo (Salta), Dr. Javier I Escobar)

- 5- Lima, Peru, Universidad Peruana Cayetano Heredia (Dr. Patricia Garcia; Dr. Javier I Escobar)
- 6- Shanghai, China, Suzhou University Hospital and Jiao-Tong Medical School (Dr. Yufang Shi)
- 7- Buenos Aires, Argentina, Universidad Nacional de la Plata (Dr. Abel Moreyra)
- 8- Sitapur/Lucknow, India, Sitapur Eye Hospital/King Georges Medical College (Dr. Madhu Bhadauria, Dr. Sunanda Gaur)
- 9- Jodhpur, India, SN Medical College (Dr. Arvind Mathur, Dr. Sunanda Gaur)
- 10- Tainan, Taiwan, Tzu-Chi Medical School, National Cheng Kung University College of Medicine, China Medical University  
(Dr. Karen Wei-Ru Lin, Dr. Robert Like)

RWJMS Faculty Engaged in Global Health who can serve as mentors and help with electives:

Javier I Escobar MD, Associate Dean for Global Health (Argentina, Peru, Spain); Abel Moreyra MD, Professor of Medicine (Argentina); Sunanda Gaur, MD, Professor of Pediatrics (India); Charletta Ayers, MD, Associate Professor of Obstetrics and Gynecology (Ghana); James Aikins MD, Associate Professor of Obstetrics and Gynecology, Cooper Hospital (Ghana); Yufang Shi PhD, Professor of Cell & Molecular Biology (China); Karen Wei-Ru Lin, MD, MS Associate Professor of Family Medicine & Community Health and Robert C. Like MD, MS, Professor of Family Medicine & Community Health (Taiwan).

**OBJECTIVES**

1. Those of the regular clinical outpatient training for medical students, including enhancing the six core competencies described below.
2. Enhancing cultural sensitivity and competence in medical students.
3. Encouraging these students to consider global health careers or practice in communities where there is a shortage of linguistically competent providers.

**Patient Care:** Students will be involved in direct patient care experiences with patients in urban and rural areas of the country they choose. Through these experiences, students will gain knowledge of infectious diseases and other problems common to Latin American, African and Asian populations and will learn how to provide culturally competent care to these patients. They will learn about practicing with limited resources and will get exposure to other systems of care.

**Medical Knowledge:** Students are expected to review didactic materials throughout the rotation that evaluate global health issues.

**Practice-Based Learning & Improvement:** Students will be expected to be active independent learners, reviewing didactic materials and incorporating concepts in literature and clinical experiences in continued patient care. They are also expected to develop a scholarly project.

**Professionalism:** Students will demonstrate attitudes and behaviors that are professional and attentive to the patient's culture and their medical, psychological, and social well being.

**Interpersonal & Communication Skills:** Students will develop interpersonal and communication skills that result in effective interactions with patients from other countries and cultures that may speak other languages. Experiences in Spain and Latin America will complement the current Medical Spanish curriculum.

**Systems Based Practice:** Students will work collaboratively with other professionals in community settings. Through this collaboration, students will understand how health services are provided in other health care systems, some of them quite advanced (e.g., Spain) and others lacking resources.

**BRIEF DESCRIPTION OF ACTIVITIES**

Global Health Electives will be offered in several countries and will follow the guidelines outlined above. Some countries may offer some unique experiences and these will be spelled out in an Appendix to this document. For example, for some students, Medical Spanish would become a primary goal in the international rotations. Others may like to learn about international research collaborations, etc.

Experiential component (Clinical)

This includes working in primary care clinics, hospitals, and community settings under the supervision of a physician. Students will assess the cultural and environmental context in which patients present and elicit the needed information on the subject's medical, social, and personal condition; making or updating a diagnosis; deciding and applying interventions; properly recording information on the encounter. After the clinical time, case discussion will be held with the supervisor.

Scholarly Project (Review Project or Case Presentation Project)

At the beginning of the elective, the student will agree with the mentor on a scholarly project. The project could involve a case presentation or a literature review, 4-6 pages, double spaced. The case presentation, besides the standard sections, should include a discussion of global health issues affecting the presentation, treatment, and prognosis of the case. The literature review must deal with a subject relevant to Global Health in the specific region chosen for the elective. It can also include contrasts and comparisons between the US and the host country's health care systems and lessons learned that can be applied here. In order to receive credit, students will also be required to complete a student feedback form about their learning experience at the global health site.

**METHOD OF STUDENT EVALUATION**

The Evaluation will follow the general parameters in use at the school. The student will carry the "**Global Health Evaluation Form**" abroad (available from Rachel Werner in the Office of Global Health: [wernerra@umdnj.edu](mailto:wernerra@umdnj.edu) or 5-6383) and request their on-site supervisor to complete the form. The student will return the completed "**Global Health Evaluation Form**" to the Office of Global Health with a final version of the scholarly project. Dr. Escobar will use (1) the evaluation the on-site supervisor provided and (2) an evaluation of the scholarly project, to complete the RWJ blue evaluation grade form. This grade will be submitted by the Office of Global Health to the Registrar's Office on the student's behalf.

- Attendance
- Knowledge
- Rapport/Communication/Professionalism
- Scholarly project

**Are there any prerequisites for this elective?** No                      Yes X, please specify: Understanding basic spoken Spanish or the language of the region where the experience will take place.

**Is this elective available to third year medical students as well?**                      Yes X No