



The Florida State University
College of Medicine

BMS 6824

Cross Cultural Medicine

Spring 2012

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Instructors

Course Director

Elena Reyes, PhD
Office Rm 1310-J Phone (850) 644-5066
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Office hours by appointment

Faculty

Panama

Ken Brummel-Smith, MD
Mark Stavros, MD

Mexico-Texas

Angel Braña, MD
Suzanne Harrison, MD
Isidore Flores, PhD
Ann Millard, PhD

Immokalee

Elena Reyes, PhD
Karen Myers, ARNP
Javier Rosado, PhD
Kim Driscoll, PhD
Karimu Smith-Barron, MD

Course Staff:

Michelle Carter
Dept of MHSS
michelle.carter@med.fsu.edu
644-3457

Course Overview

Course Goals



The goal of this course is to expose students to delivery of primary care in a cross cultural setting. This is a cultural immersion experience where students work and live in the community that they are serving. The students are expected to participate in the planning and organization of the outreach activities consistent with the service learning component of the course. During the clinical phase of the course, students practice primary care alongside FSUCOM faculty and physicians from Panama, Mexico-Texas border and Immokalee. The patients served are all in rural or in underserved areas. Students learn about the healthcare system and delivery of services in the respective sites. They are exposed to issues of public health and disease commonly found in those communities as well as the psychosocial aspects of patients' lives. Students work with persons of a different language and culture who are of similar backgrounds to patients who live in Florida.

Learning Objectives

1. Demonstrate use of culturally appropriate delivery of care in a primary care and public health setting.
2. Review delivery of healthcare services in Panama, Mexico-Texas border, and Immokalee.
3. Be familiar with public health issues that result from migration and have an impact on the US /Florida healthcare system.
4. Demonstrate ability to use interpreters or use a language other than English to conduct a medical interview.
5. Demonstrate respect to the customs of the local community in which the student is practicing.
6. Recognize how social issues including socioeconomic status and cultural norms, impact health and healthcare in the communities visited.

Course Format

The course format includes lectures, small group discussions, preparation for clinical week, and clinical work. In preparation for the clinical week, students review readings on cross cultural care and engage in discussions about the culture and general health care issues pertinent to their sites. The clinical work takes place during Spring break. Students are expected to attend FSUCares Grand rounds presentation on 3/31/11.

Competencies

FSUCOM – Competencies –Cross Cultural Medicine BMS 6824		
Competency Domains	Competencies Covered in the Course	Methods of Assessment
Patient Care	<ol style="list-style-type: none"> 1. Demonstrate the ability to assess the “patient’s unique context” (including family, community, cultural, spiritual, historical and legal factors) and incorporate that information into his/her care. 2. Understand the purpose and limitations of screening and diagnostic tests and utilize this understanding appropriately in clinical situations. 3. Demonstrate ability to educate patients about their health. 	Observation by clinical faculty; reflection paper
Medical Knowledge	Discuss the systemic relationship of health and illness beginning at the molecular level and extending to global health concerns.	Small group discussions; Grand Rounds presentation
Practice-based Learning	<ol style="list-style-type: none"> 1. Obtain and utilize public health information (demographic, cultural and socioeconomic information) to improve the health of the community and/or practice. 2. Recognize and demonstrate the ability to address the unique needs of patients from underserved environments 	Small group discussion; written reflection; faculty observation; Grand Rounds presentation
Communication Skills	Demonstrate culturally and linguistically appropriate interviewing skills with patients from diverse backgrounds (including appropriate use of an interpreter).	Faculty observation
Professionalism	Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and families, to the health of the individual and the health of the community.	Faculty observation
System-based Practice	Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a nonjudgmental approach to patient care.	Written reflection paper; Faculty observation
NOTES:		

Policies

Americans with Disabilities Act

Candidates for the M.D. degree must be able to fully and promptly perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. However, it is recognized that degrees of ability vary widely between individuals. Individuals are encouraged to discuss their disabilities with the College of Medicine's [Director of Student Counseling Services](#) and the FSU Student Disability Resource Center to determine whether they might be eligible to receive accommodations needed in order to train and function effectively as a physician. The Florida State University College of Medicine is committed to enabling its students by any reasonable means or accommodations to complete the course of study leading to the medical degree.

[The Office of Student Counseling Services](#)

Medical Science Research Building

G146

Phone: (850) 645-8256

Fax: (850) 645-9452

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center

97 Woodward Avenue, South

Florida State University

Tallahassee, FL 32306-4167

Voice: (850) 644-9566

TDD: (850) 644-8504

sdrc@admin.fsu.edu

<http://www.fsu.edu/~staffair/dean/StudentDisability>

Academic Honor Code

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. (Florida State University [Academic Honor Policy](#))

Attendance Policy

The College of Medicine has detailed attendance policies as they relate to each cohort and events that conflict with course schedules. **See pages 28-30** of [FSUCOM Student Handbook](#) for details of attendance policy, notice of absences and remediation.

Cross Cultural Medicine Attendance Policy

1. Students are expected to attend all class meetings.
2. Students are expected to attend all activities scheduled on site that are of an educational nature. Students are expected to stay with the group for the entirety of the scheduled class time on site (Mar 3-10, 2012 for Panama and Texas-Mexico; March 2-8, 2012 for Immokalee).
3. Students are expected to be prompt and on time for all scheduled activities and clinical work.
4. Students are expected to attend FSUCares Sponsors presentation on 3-15-12 (5:30pm). If there is a schedule conflict with another FUSCOM academic activity, please notify course director, *prior to trip*.

Professionalism

Whether doing clinical work or touring a community, students are representatives of the FSUCOM and expected to dress and act according to the local culturally appropriate norms.

Dress Code

Shorts may be used outside of work hours only – not for any patient contact. No shorts or t-shirts depicting alcohol, drugs, sexual innuendos or offensive language are to be used at any time during the trip – whether seeing patients or for touring. No revealing clothing is acceptable. The ultimate decision about appropriateness of dress is made by the faculty at each site.

Students are expected to follow the recommended dress code for each site:

Panama

Casual dress (long pants for both men and women) or scrubs, closed shoes (sneakers are fine) for clinical work. Business casual attire for any visits to agencies, hospitals or government offices for educational tours. FSUCOM name tag. Jeans and t-shirts are fine for touring.

Texas-Mexico border and Immokalee

White coats and closed shoes for clinical work. Business casual attire for any visits to agencies, hospitals or government offices for educational tours. FSUCOM name tag. Jeans and t-shirts are fine for touring. Jeans and FSUCares t-shirts are fine for outside outreach activities (such as health fairs).

Travel Preparation

Before departure students must have

Immunizations

Students must have met their FSUCOM requirement for immunizations necessary for clinical placements (See FSUCOM Student Handbook). Additionally, all students must have the necessary immunizations recommended for entry to Panama or Mexico. For travelers immunization information go to the CDC site. <http://www.cdc.gov/travel/camerica.htm#vaccines>

Passport

Students traveling to Panama must take a current Passport.

If Passport is from a country other than United States, it is the responsibility of that student to check with Immigration services regarding any necessary visas for entry to Panama or Mexico.

Registration with the US Embassy or Consulate

You are required to register with the embassy/consulate in your country of destination.

Panama: Panama City

Follow the link below to register.

Provide proof of registration by 2-2-12.

Email proof to michelle.carter@med.fsu.edu

www.travel.state.gov/travel/tips/registration/registration_1186.html

Health Insurance

Florida State University requires that all students participating in FSU sponsored international travel obtain international health insurance. This applies to the Panama students. Check with your health insurance provider to update your policy to include international health coverage. You will also need to be sure that your policy includes emergency medical reunion @ \$1000/ evacuation @ \$50,000 / repatriation of mortal remains @ \$15,000/ hospital @ \$10,000 / medical @ \$100,000.

You may be able to update your own health insurance to include the requirements. Affordable insurance is also available at (for approximately \$34). www.hthstudents.com/students/sa_brochure.pdf

You will need to provide evidence of the required coverage in order to insure the completion of your registration process for academic credit.

International Student Identification Card

Can be obtained at the University Center – A (stadium) – 5th floor. You'll need to take a passport size photo and an identification. Cost: \$22.

Grading

Assignments and weights

Service

1. Students are expected to actively participate in the preparation for the trip, including helping with the 5K Fundraiser, collection and sorting of donated money and supplies, packing and other preparatory activities requested by the course faculty and FSUCares leadership.
2. Students are expected to participate in preparation of service projects for each site.
3. Students are expected to participate in outreach service efforts at each site.

Assignments

- A. Students from all three sites are expected to prepare a joint group Powerpoint for a Sponsors presentation the week following the trip. The presentation needs to include:
1. No more than 20 slides (including Title and recognition slides)
 2. Overview of the history of the three sites.
 3. Reality of access to care at the three sites (Why we go there)
 4. What FSUCares has accomplished at the three sites.
 5. Impact on students views about their future practice.
 6. Culturally appropriate recommendations for delivery of services to immigrants from Latin America in Florida.

The title for Sponsor event is: FSUCares Outreach: Preparing a Culturally Appropriate Workforce through Service Learning

- B. Personal reflection paper: 1-2 page (double-spaced, 12 pt font)

Due: 3/30/12 Midnight. Use Assignment tab on Blackboard to post paper. You may choose to write on the entire week's experience or select experience(s). The focus of the paper should be: *"The impact of the Cross Cultural Medicine course on my professional development – where do I need to go from here?"* (HINT: you may want to consider writing in a journal during your trip to help with this assignment).

Required Reading

White, MT & Cauley, KL. (2006) A caution against medical student tourism. Virtual mentor, 12, 851-054. *

Currie, R & Pust, R. (2006) Pragmatic principles of pharmaceutical donation. Virtual Mentor, 8, 801-807. *

Abbasi, NR & Godkin, M. (2006) Limits on student participation in patient care in foreign medical brigades. Virtual Mentor, 8, 808-813. *

Hargreaves, MK, Arnold, CW, Blot, WJ. Community Health Centers in Satcher, D. & Pamies, RJ (Eds) Multicultural Medicine & Health Disparities, 2006, 485-494.

**Available on Blackboard*

NOTE: Virtual Mentor Volume 8 has several articles on international medical volunteerism. If you are interested in reading further: www.virtualmentor.org

Please check Blackboard site frequently as updates will be posted throughout the semester.

Grading Scale

FSU COM has adopted a pass/fail grading system for the first and second years. See [page 31 of Student Handbook](#) for details. In order to achieve a grade of Pass, a student must:

1. complete all course requirements:
 - a. class attendance
 - b. class participation in small group discussions
 - c. participation in service learning preparation activities
 - d. completion of reflection paper
 - e. preparation of Sponsors presentation
2. receive a rating of "Meets expectation" in all categories of the Evaluation Form completed by elective faculty. (See appendix)

Appendix

Cross Cultural Medicine

Faculty Evaluation of Medical Student

Student _____ Evaluator _____

Your comments are particularly important and may be useful in the Dean's Letter as part of the student's residency application

Comments on Overall Performance:

	Unsatisfactory	Meets Expectation	Excellent
Student exhibited positive interpersonal behavior with peers and faculty in the group			
Student exhibited respectful interpersonal behavior with patients			
Student was open to learning and applying culturally competent clinical care			
Student showed evidence of using competent interviewing skills in encounters with patient			
Student applied the biopsychosocial model in discussion / presentation of patients			
Student made reasonable attempts to interview patients in native language of patient or appropriate use of interpreter.			
Student was respectful of the needs of the group and collaborative during the week with the group			
Student incorporated information from the readings in discussions / patient care			

Provide explanation for any *Unsatisfactory* rating.