This is to invite your interest and participation in the Global Health International Service Immersion (ISI) elective offered to third year Global Health Honors students and Global Health Fellows. This elective is offered through the Center for Community and Global Health, under the supervision of Dr. Amy Blair.

Course Description

The goal of this rotation is to place late-year third-year (M3) students in an international clinical and teaching setting that is both supervised and longitudinal. ISI teams consist of first-year (M1) students, faculty physicians and chaplains. Adding a M3 student to the ISI teams offers opportunities for cross-class teaching before trips occur and in the clinical setting. Preference will go toward M3s returning to their original M1 ISI site, thus providing the M3 student with the longitudinal experience from the pre-clinical to clinical years. Further, late-year M3s will participate more actively in clinical care, providing assistance to the team physicians in both care provision and teaching in the field.

Enrollment preference will be given to those who are in the Global Health Honors program and whose global health scholarly projects are advanced by the elective. Supervision and evaluation of field experience is by ISI faculty physicians and the preparation and teaching is under the direction of the Center for Community and Global Health.

This elective is a four week course comprised of two weeks of field experience in an international setting and two weeks of preparation and teaching of first-year medical students (see Timeline).

Educational Goals and Objectives

See attached educational goals and objectives, learning expectations and evaluation method for the four-week Global Health ISI elective (Appendix 1)

Evaluation Method
Students will be evaluated by the ISI team physician (field experience) and by Dr. Blair on the performance in the preparation components as well as final elective requirements.

**Who May Apply**

This elective is limited to third year students who have committed to the Global Health Honors program and are meeting requirements.

**Site Selection**

1. It is ideal that the student return to the same site as their M1 ISI trip.
2. In the event that we no longer travel to this site, consideration will be given to a new/other ISI trip site that correlates with a scholarly project (i.e. same topic, similar population, etc.)
3. In the event that more than one student applies to return to their initial M1 ISI site, students may be placed at an alternate ISI site that is consistent with that student’s scholarly project initiatives, as space allows.

**Availability**

1. The number of spaces available for ISI elective students varies from year to year. If student interest in ISI electives is higher than the number of spaces available, there will be an interview in addition to the application process.
2. The ISI elective is not considered a four week international elective that would count against the restriction of 8 weeks total of international elective time in the M3-M4 year.

**Timeline**

1. **March M2 year**—In order to participate in the ISI elective the M3 student should elect the M3 tract that ends on an elective block trips will be in May – June.
2. **November M3 year**—Meet with CCGH staff to solidify participation after sites have been selected. *Enrollment in the elective will not be finalized until this step.*
3. **December – February M3 year**—ISI elective students are expected to participate in Auction fundraising with their M3 ISI group, including working the Auction day event.
4. **March M3 year**—Mandatory orientation meeting. Elective students are required to lead a session at orientation, as designated by CCGH.
5. **Withdrawal from the elective after March of M3 year may jeopardize participation in the Global Health Honors program.**
6. **April-May M3 year**—At least one additional meeting with M1 team is required. This meeting should include M3 elective students presenting “Common Clinical Problems and Conditions” that pertain to the country of travel.
7. **May-June M3 year**—ISI Elective occurs

8. See post-rotation requirements that are expected within 30 days of elective completion

**Funding**

Funding of the ISI elective is bound by the general funding guidelines for international elective students:

“General Funding Guidelines

1. Students traveling through Loyola Intramural electives receive a stipend of up to $500 upon completion of the elective. The amount of the stipend may vary depending on the number of students who participate in intramural electives and annual budgets. Upon completion of the elective, students submit receipts for reimbursement, up to the amount of the stipend.
2. While students are allowed to participate in more than one international elective, students may only receive funding for ONE international elective.
3. Students participating in extramural electives may be eligible for funding if there are funds available. This is especially true if the extramural site is in the exploration phase of becoming an intramural site. Discretion for giving additional funds for site discovery and development is handled through the CCGH.
4. If a student receives substantial funding through the organization administering an extramural elective, he or she is ineligible to receive an elective stipend.
5. In the event that the SSOM stipend exceeds student cost, the student will only receive the amount spent on the elective.

**How to Apply**

1) Applicants should complete all required International Elective Forms
   a. Emergency information form
   b. Conditions of Participation in International Clinical Electives form
   c. Acknowledgement of risks and release of responsibility

   Forms accessible through: [http://hsd.luc.edu/global_health/isi-elective](http://hsd.luc.edu/global_health/isi-elective)

   The completed application and supporting forms should be submitted to Lucia Garcia in the CCGH office. *A meeting with Dean Mendez is also required months in advance to ensure proper scheduling.*

2) Applicants should complete the Center for Community and Global Health application form found in myLUMEN under “Elective Registration.”

**Post-rotation requirements**

Within 2 weeks of completing the rotation, you must upload the 2 items listed below onto myLUMEN in the Portfolio section. *This is required for receiving credit and final grade.*
1) Clinical and Community Activity Log (see Appendix 1 for example)

2) 5-10 page reflection on your elective experience. Please address the following items:

   a. A brief description of your experience, from start to finish including, travel, living conditions, clinical, community and leisure activities
   b. What did you learn about the local health care system in relation to the US health care system? If you were in a resource-poor setting, what challenges did this bring to your normal process of diagnosis and treatment?
   c. What are you bringing home with you from this rotation that you will apply to your future practice as a physician?
   d. How did and will this experience influence the kind of person and physician you would like to become?

3) Elective Evaluation found in the student portal.

**Questions?**

If you wish to discuss this option further before applying, do not hesitate to make an appointment to see Dr. Amy Blair, Lucia Garcia or Ginny McCarthy.
### Appendix 1: Educational Goals and Objectives

#### Goal #1- Medical Knowledge

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<th>Specific Outcome</th>
<th>How will you measure these outcomes?</th>
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| 1. Know, understand and apply the basic concepts of the basic and clinically supportive sciences  
   a. Learn the pathogenesis and treatment of diseases common to specific site (HIV/AIDS, TB, diarrheal diseases, vector-borne disease, chronic disease, etc).  
   b. Principles of epidemiology- Understand the demographics, prevalence of diseases which are either less likely to occur in the US or whose presentation are generally not as advanced in the US.  
   c. Principles of health maintenance and disease prevention — Explore the prevention and public health strategies strategies used to stop endemic diseases | 1. Keep a clinical activity log that will include the patients that you have seen  
2. Select a specific endemic disease of interest, observe the diagnosis and management strategies, and being to question how this is applied in the home setting  
3. Speak with patients about prevention strategies and basic healthcare maintenance programs, if any, they have been exposed to, both prior to and after their diagnosis. Inquire about such programs by asking various healthcare professionals.  
4. Demonstrate medical knowledge through teaching of M1 students before the trip and in the clinical setting. |

#### Goal #2: Interpersonal and Communication Skills

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| 1. Work effectively with others as a member of the team in a variety of settings  
   a. Outline roles and goals of various health professional team members--especially within the ISI team (M1 students, M3 students, physician, nurse students, chaplain) and the roles and norms for the host site’s healthcare professionals  
   b. Be aware of strategies for resolving conflicts and communicating effectively with team members  
2. Communicate essential (clinical) information effectively with the team and in consultation with the host site’s medical team  
3. Prepare for field experience while at home through orientation and separate meetings | 1. Begin with team building prior to travel.  
2. Learn the structure of host site’s healthcare team prior to travel and make strategy for social integration as well as integration of workload  
3. At the end of the rotation (post-rotation requirement) reflect on the conflicts and potential conflicts you experienced. Note how they were resolved (if they were) and how they might have been resolved better.  
4. Make recommendations to ISI Planning team on how to prepare future students |

#### Goal #3: Professionalism, Moral Reasoning and Ethical Judgment

| Specific Outcome | How will you measure these outcomes? |
1. **Behave professionally**
   a. Be responsible, reliable, and dependable and treat patients with the same level of respect as patients in the US.
   b. Demonstrate personal integrity, honesty, and self-discipline and in interactions with patients, peers, faculty, residents, and non-physician staff.
   c. Project a professional image in manner, dress, grooming, and speech in all interpersonal relationships.
   d. Demonstrate commitment to service to patients in need.
   e. Examine the role of spirituality and personal values in the context of a different culture.
   f. Demonstrate the ability to exercise sound judgment and function under pressure.

2. **Interact effectively with the patient**
   a. Endeavor to understand the patient's perspective regarding his/her illness.
   b. Respect the patient's rights and privacy.
   c. Recognize the salient legal, ethical, spiritual, cultural and psychological issues that might affect the management of a patient's illness and modify management as appropriate.

3. **Recognize and effectively deal with unethical behavior of other members of the healthcare team taking into consideration cultural differences.**

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**Goal #4. Clinical Skills and Patient Care**

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<td>Gather and record essential and accurate information about patients</td>
<td>1. Treat this rotation like any other clinical rotation and perform H&amp;Ps and present patients to your field attending just as you would any rotation. <em>You will be evaluated on this by an attending in the field.</em></td>
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<tr>
<td>1. Elicit and record other completed history, focused histories, patient fears and concerns, impact of an illness and treatment on the patient and the patient’s family, non-biological factors including family, culture, age, gender, disabilities, and religious beliefs</td>
<td>2. Form broad differentials for diagnosis based on conditions common to your site and experiences in the U.S. <em>You will be evaluated on this by an attending in the field.</em></td>
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<td>2. Perform and record complete screening physical examination. Focus on improving your skills during this rotation as you will have a great opportunity to see advanced pathology as well as work with doctors who have to rely much more on their</td>
<td>3. Adapt management plans to the constraints of your site if resources aren’t available. <em>You will be</em></td>
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3. Organ-specific focused examinations including HEENT, cardiovascular, pulmonary, abdominal. Pelvis, breast, neurological including mental status, musculoskeletal, urologic.

4. Integrate pertinent data to develop a relevant problem list, including organic, psychological and social issues.

5. Generate an initial, prioritized differential diagnosis based on site’s endemic diseases and most common problems.

6. Develop outpatient management plans
   a. Construct appropriate management strategies diagnostic, therapeutic, and educational) for common conditions, both acute and chronic
   b. Develop care plans for patients with chronic with chronic conditions not amenable to immediate care
   c. Recognize and institute appropriate initial therapies for emergency and life-threatening situations
   d. Understand the principles of relieving pain and ameliorating suffering of the patient
   e. Develop diagnostic and treatment strategies that are cost-effective and sensitive to resource limitations present at your site
   f. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical resources available at your site
   g. Perform competently all medical and invasive procedures considered essential for entering any area of graduate medical education
   h. Interpret the results of the most commonly used clinical tests: electrocardiogram, laboratory tests, radiologic tests
   i. Work collaboratively with healthcare professionals including those from other disciplines to provide patient-focused care.

Goal #5: Life-long Learning, Problem Solving and Personal Growth

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evaluated on this by an attending in the field
1. Demonstrate an investigatory and analytic thinking approach to clinical situations
   a. Pursue resources necessary to understand and solve diagnostic and therapeutic problems.
   b. Demonstrate openness to adopting new methods of acquiring information, especially in regards to the physical exam.
2. Demonstrate a commitment to individual, professional and personal growth
   a. Recognize personal limitations in knowledge and experience and need for immediate help/consultation
   b. Faithfully attend recommended conferences, classes, seminars, lectures, and other structured learning opportunities
   c. Accept performance feedback gracefully and modify personal behavior in response to correction
   d. Appropriately confer with and seek advice or assistance from supervisors, advisors, or consultants
3. Analyze practice experience and perform practice-based improvement activities using a systematic methodology--Formulate questions regarding outcomes seen in patient care and consider simple methods of quality improvement, including improved patient satisfaction, decreased complication rates, improved clinical outcomes, and improved access to healthcare for patients from underserved groups

1. Ask questions and take full advantage of this time to grow both professionally and as a person. Record this in your post-rotation reflection.
2. Compare and contrast the outcomes of your care at international site versus US and explore the reasons for those differences
3. Make every effort to learn from all the people you come in contact with. Learn more about the people of at your host site in general and reflect on these experiences through a personal journal.
4. Explore your role as teacher

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**Goal #6: Social and Community Context of Health Care**

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<tr>
<td>1. Appreciate the importance of the many non-biologic factors that influence health, disease, disability, and access to care--Demonstrate understanding of how the patient's family, culture, age, gender, disabilities, and religious beliefs can influence healthcare decisions and outcomes</td>
<td>1. Ask patients about barriers to their health care needs.</td>
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<td>2. Know how types of medical practice and delivery systems differ from one another, including methods of controlling healthcare costs and allocating resources</td>
<td>2. Ask the medical staff at your host site about barriers to providing quality care</td>
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<td>3. Demonstrate knowledge of your host site’s healthcare system, including reimbursement</td>
<td>3. Record instances when you feel limited resources significantly affected care. Include this in your patient log.</td>
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<td>4. Record instances when the healthcare system of the host site did not work in favor of the patient. Compare and contrast that of what the experience would have been in the US.</td>
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<td>4.</td>
<td>Practice cost-effective healthcare and resource allocation while noting how the constraint of fewer resources compromises or does not compromise the quality of healthcare delivered</td>
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<td>5.</td>
<td>Become familiar with the complexities of the healthcare system at your site with regards to patient navigation</td>
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