

Cross-Cultural Health

Course Details

Course Designator & Number: TLDO 3895

Number of Credits: 3

Language of Instruction: Spanish

Contact Hours: 45 (to include 25–30 instructor contact hours plus 120–190 hours at the internship site)

Instructor: On-site Faculty

Course Description

The *Cross-Cultural Health* internship course is designed to provide students with the opportunity to become more knowledgeable regarding the local work culture and professional environment in Spain with a focus on cross-cultural health. Through practical internship experiences as well as a literature search, critical reading, data charting, discussions, and written assignments, students will deepen their understanding of the host country's cultural and health context and critically examine their own worldview.

The course is guided by the [Core Competencies for Entering Medical Students](#) (CEEMS) endorsed by the Association of American Medical Colleges. These competencies fall into four categories: interpersonal, intrapersonal, thinking and reasoning, and science. Students will focus on these competencies as they reflect, research, write, articulate, and interact at their internship placements. A strong comprehension of these skills along with the knowledge they provide is necessary to successfully interact in a health care setting, in particular a cross-cultural health care scenario, with people from diverse backgrounds.

The course is designed to guide and support students in their internship experience and to create a foundation for a successful professional career in the field of health care. In addition to gaining a cross-cultural comparative view on health care work, the topics and assignments will deepen students' insights about themselves, their professional expectations, and how to be successful in the health care workplace. Students are expected to make a valuable contribution to the internship site through the completion of major projects or tasks, as well as to understand the work dynamic of their Spanish health care setting, including hierarchy, communication, local management strategy, and differences between Spain and the US.

Course Objectives

At the conclusion of this course, students will be able to:

- Identify and apply Core Competencies for Entering Medical Students necessary to reach future health care career goals
- Analyze and understand how the public health care in Spain is organized with a comparative focus with the US
- Be aware of the principles of international medical ethics and health care communication skills so that they can be observed at their chosen health care internship
- Understand the fundamentals of clinical research and clinical reasoning that will help in the preparation of a health care topic relevant to the chosen internship placement
- Acquire professional skills that are essential to prepare for application to the health care sector in the US, including resume preparation, interview technique, and cross-cultural strategies that will help to realize career aspirations

Methodology

During class contact hours, the student will learn the concepts of cross-cultural health by Spanish health care professionals with extensive clinical and research experience. New knowledge will be consolidated with group activities and discussions, critical reading, and student presentation. The use of medical Spanish will be encouraged with a short glossary of new health care terms and the opportunity to participate in short activities with the instructor in Spanish. The activities of the student at their worksite and the development of their placement topic will be supported by experienced instructors, so that the student develops and applies skills that are essential to develop [Core Competencies for Entering Medical Students](#) (CEEMS).

Although ultimately rewarding, working in another country can be confusing or frustrating. There will be time in most classes to discuss and debrief students' workplace interactions and tasks. Students should be ready to share their experiences and thoughtfully comment on others' experiences. One-to-one tutorial meetings will be scheduled with the student to monitor their progress.

Suggested Readings Recommended by the University of Minnesota

- Bernal-Delgado E, García-Armesto S, Oliva J, Sánchez Martínez FI, Repullo JR, Peña-Longobardo LM, Ridao-López M, Hernández-Quevedo C. Spain: Health system review. *Health Systems in Transition*, 2018;20(2):1–179.:
https://www.euro.who.int/__data/assets/pdf_file/0008/378620/hit-spain-eng.pdf
- British Council (2013). *Culture at Work: The value of intercultural skills in the workplace*. Booz, Allen, Hamilton, McLean, VA.
- [Core Competencies for Entering Medical Students](#)
- Farrugia, Christine; Sanger, Jodi. *Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States, 2013-2016*. 2017.
- Harvard College Writing Center. *How to Write a Comparative Analysis*. Retrieved from <https://writingcenter.fas.harvard.edu/pages/how-write-comparative-analysis>.
- Hofstede Insights. (n.d.). *Compare Countries*. Hofstede Insights <https://www.hofstede-insights.com/product/compare-countries>.
- Cover letters: <https://www.indeed.com/career-advice/resumes-cover-letters/cv-format-guide>
- Writing your CV: <https://www.theguardian.com/careers/careers-blog/international-development-cv>

Selection of articles from e-magazines and newspapers.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Attendance, class participation	10%
Essay (x2; 15 pts each)	30%
Final presentation	35%
Internship reports (7.5 points each)	15%
Site supervisor feedback	10%
Overall grade	100%

Assessment Details

ATTENDANCE & CLASS PARTICIPATION

This course requires that students participate in class discussions. This means that they should contribute to class discussions by relating their experiences, asking questions, and making comments appropriate to the topics discussed.

INTERNSHIP REPORTS

Two reflection logs are required as part of students' internship learning experience at mid-term and final term. The reports should be about 200 words and explain what they do and learn at their internship, including at least two examples of how CCEMS (Interpersonal Competencies, Intrapersonal Competencies, Thinking and Reasoning Competencies, Science Competencies) have been applied at their health care placement. In addition, the student must identify their placement project that will be researched for the final assessed presentation. These reports should be used as a reflection tool. Students should write down their thoughts and feelings as well as any interesting personal observations.

ESSAYS

There will be two assessed essays to be written during the course. The requirements of the essays are listed in the selected units below. The students will be required to analyze health care systems and conduct a literature search of three relevant and recent research articles relevant to their placement topic. The essays should be under 500 words and formatted in APA style.

SITE SUPERVISOR EVALUATION

There will be a final assessment of students' performance by their site supervisor. The assessment will be based on the site supervisor's interaction with them, as well as feedback received from other staff who have had contact with them. The final site supervisor assessment will count toward students' final grade.

FINAL PRESENTATION

The final presentation is a conclusive assignment made on the last week of the course. It is designed to allow students to research in depth on one topic relevant to their health care placement. Students will critically read three relevant academic articles and extract data into a summary charting table to be used for their essay and final presentation. In addition, relevant experiences from the placement should be included in the presentation and CCEMS should be applied in this description. The student will be supported by professionals with experience in scoping review essays and presentation preparations in the health field.

An alternative presentation format describing the roadmap for their future health care career will also be available and assessed by an experienced professional. This presentation should describe:

Skills: Developing new skills and tools to meet the challenges that they expect to face in their career. Use at least one CCEMS from each category and discuss how these evolved over the course of the term.

Cross-Cultural Health Care: Gaining knowledge of cross-cultural health care techniques and practices and how this information and the ethical implications make them a more global workforce-ready candidate. Students will describe how they will use this knowledge in their own society and beyond.

Workplace: Analyzing the structure of the organization, the role and duties performed in the internship, and the organization's position and its importance in the host culture. Students must include a selection of work samples or other artifacts. They should choose artifacts that reflect what they did as well as what they learned during the internship.

Intercultural Awareness: Critically assessing intercultural differences and similarities between Spain's and their home culture. Students should describe two expectations they had about Spain's health care work culture. Are these expectations similar or different than US work culture, and why? Students should also compare their chosen career in Spain to the same career in the US. What are some differences? What are some similarities? Do students have a preference for one country's work norms over the other?

Note: The instructor reserves the right to make changes to this syllabus with adequate notice to the students.

Course Content

UNIT 1

Course Introduction & Health Care Systems (Weeks 1-4)

1.1 Course overview & background

- Internships in Spain: contextualization.
- Learning objectives. Core Competencies for Entering Medical Students (CCEMS).
- Background: Spanish personalities in the medical field.

1.2 Health care system: a comparative overview

- Health care systems, role of health care professionals and careers: comparisons between Spain and US.
- Short activities in Spanish to discuss differences in health care systems and professional careers in health sciences.

During these activities, students will develop the following CCEMS: *Interpersonal Competencies (Teamwork, Oral Communication, Cultural Competences, Social Skills)*, *Thinking and Reasoning Competencies (Critical Thinking)* and *Sciences Competencies (Human Behavior)*.

Key References:

- Gutiérrez-Fuentes JA. Reconocimiento a Cinco Siglos de Medicina Española. Real Academia de Doctores de España, 2019; 1–300.
- [Core Competencies for Entering Medical Students](#)
- Bernal-Delgado E, García-Armesto S, Oliva J, Sánchez Martínez FI, Repullo JR, Peña-Longobardo LM, Ridao-López M, Hernández-Quevedo C. Spain: Health system review. *Health Systems in Transition*, 2018;20(2):1–179:
https://www.euro.who.int/__data/assets/pdf_file/0008/378620/hit-spain-eng.pdf
- Rice T, Rosenau P, Unruh LY, Barnes AJ. United States: Health system review. *Health Systems in Transition*, 2020; 22(4):1– 441:
<https://eurohealthobservatory.who.int/publications/i/united-states-health-system-review-2020>

Assignments:

Essay #1: 500 words. Submission: week 4.

MUST INCLUDE: SPECIFIC TITLE, WORD COUNT, LIST OF REFERENCES IN APA FORMAT IF APPLICABLE

CCEMS developed: Interpersonal Competencies (Cultural Competencies), Thinking and Reasoning Competencies (Critical Thinking, Written Communication) and Sciences Competencies (Human Behavior).

- 1) Explain strengths and weaknesses that you consider in each health care system (Spain and US).
- 2) Propose and explain an ideal health care system that you propose if you could create and implement a health care system. You can review the following [link](#) when you propose your idea about a new health care system to keep in mind the current urgent problems described by the World Health Organization (WOS).

UNIT 2

Ethics, Communication & Fundamentals of Clinical Research and Reasoning (Weeks 4-6)

2.1 Ethics & communication in health care

- Principles of ethics in health care professionals.
- Communication skills in health care professionals.
- Activities to develop practice communication skills in the health care environment.

During these activities, students will develop the following CCEMS: *Interpersonal Competencies (Oral Communication, Cultural Competences, Social Skills, Service Orientation), Intrapersonal Competencies (Ethical Responsibility to Self and Others), Thinking and Reasoning Competencies (Critical Thinking) and Sciences Competencies (Human Behavior).*

2.2 Fundamentals of clinical research & reasoning

- Fundamentals of clinical research and reasoning.
- Activities to develop basic skills in clinical research and reasoning for students in health sciences.

During these activities, students will develop the following CCEMS: *Interpersonal Competencies (Oral Communication)*, *Intrapersonal Competencies (Capacity for Improvement)*, *Thinking and Reasoning Competencies (Critical Thinking, Scientific Inquiry)* and *Sciences Competencies (Human Behavior)*.

Key References:

- World Health Organization. Global Health Ethics: key issues. WHO, 2015;1– 32: https://apps.who.int/iris/bitstream/handle/10665/164576/9789240694033_eng.pdf
- Varkey B. Principles of Clinical Ethics and Their Application to Practice. *Med Princ Pract*. 2021;30(1):17-28: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7923912/pdf/mpp-0030-0017.pdf>
- World Health Organization. WHO principles for effective communications. WHO, 2022: <https://www.who.int/about/communications/principles>
- Drossman DA, Chang L, Deutsch JK, Ford AC, Halpert A, Kroenke K, Nurko S, Ruddy J, Snyder J, Sperber A. A Review of the Evidence and Recommendations on Communication Skills and the Patient-Provider Relationship: A Rome Foundation Working Team Report. *Gastroenterology*. 2021;161(5):1670-1688.e7: <https://www.gastrojournal.org/action/showPdf?pii=S0016-5085%2821%2903320-5>
- Campos-Asensio C. How to develop a bibliographic search strategy. *Enferm Intensiva (Engl Ed)*. 2018;29(4):182-186: <https://www.elsevier.es/en-revista-enfermeria-intensiva-english-edition--430-articulo-how-develop-bibliographic-search-strategy-S252998401830048X>
- European Heart Association. What is Clinical Reasoning and Why is it Important? 2017: <https://www.heartassociation.eu/what-is-clinical-reasoning-and-why-is-it-important/>
- European Heart Association. The Clinical Reasoning Cycle: The 8 Phases and their Significance, 2018: <https://www.heartassociation.eu/the-clinical-reasoning-cycle-the-8-phases-and-their-significance/>
- European Heart Association. Clinical Reasoning and Critical Thinking: Integrated and Complementary, 2017: <https://www.heartassociation.eu/clinical-reasoning-and-critical-thinking-integrated-and-complementary/>

Assignments:

- **Internship Report #1. Submission:** week 5.

- **Essay #2: 400 words. Submission:** week 6.
MUST INCLUDE: SPECIFIC TITLE, WORD COUNT, LIST OF REFERENCES IN APA FORMAT

CCEMS developed: *Thinking and Reasoning Competencies (Critical Thinking, Scientific Inquiry, Written Communication) and Sciences Competencies (Human Behavior)*.

Identify and develop a health topic relevant to your health care placement. You must include three relevant and recent research articles relevant to their placement topic as well as at least three CCEMS that are necessary to work on the health topic you've chosen.

UNIT 3

Public Health in Spain (Weeks 7-9)

3.1 Public health in Spain & relationship to global health

- Public health in Spain: comparisons with urgent health challenges described by World Health Organization (WOS).
- Prevention campaigns in Spain.
- Activities to discuss public health problems.

During these activities, students will develop the following CCEMS: *Interpersonal Competencies (Cultural Competence, Oral Communication, Teamwork)*, *Thinking and Reasoning Competencies (Critical Thinking)* and *Sciences Competencies (Human Behavior)*.

References:

- Ministry of Health. Public Health in Spain, 2022: <https://www.sanidad.gob.es/profesionales/saludPublica/home.htm>
- Ministry of Health. The most important chronic health problems in Spain, 2020: <https://www.sanidad.gob.es/estadEstudios/sanidadDatos/tablas/tabla5.htm>
- ISGlobal. Leading Causes of Death in Spain, 2018: https://www.isglobal.org/en_GB/-/cardiopatia-isquemica-demencias-e-ictus-se-situan-como-las-principales-causas-de-muerte-en-espana
- The biggest threats to global health, according to WHO: <https://www.advisory.com/daily-briefing/2020/01/15/who-health-challenges>

- Health promotion and disease prevention in Spain:
https://administracion.gob.es/pag_Home/en/Tu-espacio-europeo/derechos-obligaciones/ciudadanos/asistencia-sanitaria/prevencion-salud.html#-da151b5cfd86

Assignments:

Internship Report #2. Submission: week 9.

UNIT 4

Professional Career & Final Presentation (Weeks 9-11)

4.1 Professional career

- One-to-one mini in-class tutorials.
- Preparing your health care application letter and resume.
- STAR technique and format, preparation for a job interview.
- Activities to prepare students for their job interviews.

During these activities, students will develop the following CCEMS: *Interpersonal Competencies (Oral Communication)*, *Thinking and Reasoning Competencies (Critical Thinking, Written Communication)* and *Sciences Competencies (Human Behavior)*.

4.2 Preparing for the final presentation

- Delivering professional presentations and improv activities.
- Using your charting literature search table to reach a conclusion.
- Final presentation during the last week of the course (instructions below).

References:

- Carlson School of Management, STAR Techniques Worksheet
- Undergraduate Business Career Center, Carlson School of Management. (n.d.). Interviews. Career Guide. (pp. 55-66). University of Minnesota.
- Farrugia, Christine; Sanger, Jodi. Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States, 2013-2016. 2017.
- <https://www.theguardian.com/careers/careers-blog/international-development-cv>
- <https://www.indeed.com/career-advice/resumes-cover-letters/cv-format-guide>
- <https://brandyourself.com/definitive-guide-to-personal-branding>

Final Presentation:

The presentation consists of an 8-minute oral communication during the last week of the course (week 11) and will be followed by a short question-and-answer session with the instructors. Include examples of your work at your internship site (links to website or social media, a narrative of your completed projects or charts/screenshots, etc.).

The final presentation should be related either to your health care topic developed during the course following critical reading and a charting summary of the data. Students should use and apply the following CCEMS: Interpersonal Competencies, Intrapersonal Competencies, Thinking and Reasoning Competencies, and Science Competencies.

Alternatively the final presentation can describe how the internship experience has helped you to develop new [Core Competencies for Entering Medical Students](#) (CCEMS) skills that you will be able apply to your career roadmap. An emphasis should be made on the following areas:

1. Competencies: What new CCEMS competencies have you developed? How do you consider these competencies are going to be useful for your personal and professional future?
2. Workplace: Summarize your experience in the internship and analyze the role and health care structure of the organization, and the organization's position and its importance in the host culture.
3. Intercultural Awareness: Compare your chosen career in the US with Spain. What are the major differences? Do you have a preference for one country's work norms over the other?

Supervisor's Evaluation

The internship supervisor will assess the student's performance at their workplace.

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance

alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).