

## **OST 689: Global Health: Caribbean Communities- Clinical Immersion**

Spring 2025, 03/01/2025 – 03/08/2025

Updated last: 10/18/2024- SVH

### **Table of Contents**

#### [Faculty & Staff Information](#)

[Course Director Biosketch\(es\)](#)

[Contributing Faculty](#)

[Curriculum Assistants \(CAs\)](#)

[Who to Contact with Questions](#)

#### [Course Information](#)

[Course Description & Overview](#)

[Course Objectives](#)

[Textbooks and Resources](#)

[Grading Schema](#)

[Grading Requirements](#)

[Required Component 1](#)

[Required Component 2](#)

[Required Component 3](#)

#### [Policies & Resources](#)

[Academic Support Resources at MSUCOM](#)

[College or University Policies with Which Enrolled Students Must Be Familiar](#)


[Student Feedback](#)

[Course Schedule and Changes to Schedule or Requirements](#)

#### [Addendum: Course Schedule](#)

## Faculty & Staff Information

### Course Director Biosketches

Contact Information	Biosketch
 <p><b>Arpon Shahed, D.O., MBT</b>  <a href="mailto:shaheda1@msu.edu">shaheda1@msu.edu</a>            517-884-3788            Primary Site: EL            Office Hours: Tuesday and Thursday, 10am to 3pm. Other days/times available by request.</p>	<p>Arpon Shahed, D.O, M.B.T, focuses on global health, family community medicine, osteopathic outreach, and medical education. During his medical training he helped develop global health curriculums, research projects, project grants, and served as faculty preceptor and lecturer for medical students/residents under MSU Institute for Global Health. Dr. Shahed has additional experience in completing certificates in integrative medicine, faculty development, and medical education which allows him to be the program leader of this clinical offering in the Bateyes of Dominican Republic, as well as for the Costa Rica Clinical program.</p>

### Contributing Faculty

Name	Email	Phone	Location
William Cunningham, D.O	<a href="mailto:Cunni164@msu.edu">Cunni164@msu.edu</a>	517-353-8992	EL
Molly Fillion, D.O	<a href="mailto:fillion3@msu.edu">fillion3@msu.edu</a>	585-748-1294	NY
Robert Fillion, D.O	<a href="mailto:fillion2@msu.edu">fillion2@msu.edu</a>	970-571-3443	AZ
Taylor Kraft, D.O	<a href="mailto:krafttay@msu.edu">krafttay@msu.edu</a>	616-502-8216	IL

### Curriculum Assistants (CAs)

Name	Email	Phone	Location
<b>Sabrina Vieyra Hollenbeck</b>	<a href="mailto:vieyras1@msu.edu">vieyras1@msu.edu</a>	517-884-3788	EL

### Who to Contact with Questions

Question, Need, or Topic	Contact Person
Course - Logistics & Details	Contact CAs for rooms, groups, materials, links, schedule, etc.

Question, Need, or Topic	Contact Person
Course - Overall	Contact Course Directors (in bold above).
Course - Specific Content	Contact Contributing Faculty for the content (see schedule).
Absences	Contact Course Directors (in bold above).
Behavior	Submit exemplary or concerning behavior to the <a href="#">CGPI</a> .
Enrollment	Inquire with <a href="#">MSUCOM Registrar</a> .
Personal/Wellness Needs	Inquire with <a href="#">Wellness &amp; Counseling</a> .
Study Skills or Progression	Inquire with <a href="#">Academic &amp; Career Advising</a> .
Technical Support	Inquire with <a href="#">MSU IT Service Desk</a> . Indicate COM affiliation.

## Course Information

### Course Description & Overview

OST 689: Global Health: Caribbean Communities- Clinical Immersion is an elective course in the D.O. program. It is a 3-credit hour elective that provides students with an overall purpose by enriching students' understanding of Caribbean cultures and healthcare delivery system in the Dominican Republic, Haiti, or Belize. The primary goal of the one-week pre-clerkship elective course is to introduce students to the health care delivery model in underserved areas while experiencing the country's rich culture. Through the course of the week, students will explore the healthcare model by spending their days providing primary care to the local sugar cane field workers and underserved communities. These communities mostly serve to migrants' communities from Haiti. There will be lectures and presentations by health care officials, Haitian and in-country clinicians, and opportunities for students to closely observe and participate in the care of patients while learning about the country's history and culture. The student will be challenged through providing clinical care, lectures, and observation to provide optimal care to the patient with limited resources. An important aspect to this immersion program is to be able to identify cultural norms that may lead to barriers in delivering health care.

### Course Objectives

The American Osteopathic Association has identified core competencies essential for future practice as an osteopathic physician. These are embedded throughout our programmatic and course objectives. By the end of this course, learners should be able to:

Competency	Related Course Objective(s)
Interpersonal & Communication Skills	1. Develop communication skills and techniques with patients and local community, considering language barriers (Creole, Spanish, and other dialects) and how to deliver treatment and health education.
Medical Knowledge	2. Evaluate patients that include but are not limited to the following medical conditions: gastrointestinal, pediatric pathologies, infectious diseases, musculoskeletal complaints, evaluation for future surgical needs, and chronic illnesses
Osteopathic Principles, Practice, & OMM	3. Through ample cultural activities, the students will identify aspects of culture and social determinants of health that may affect current health care conditions and outcomes. 4. OMM will be practiced in the clinical setting when appropriate
Patient Care & Procedural Skills	5. The student will be challenged to provide a thorough history and physical exam in a resource limited setting. Every patient will be reviewed with an attending.
Practice-Based Learning and Improvement	6. The student will develop multiple skill sets by staffing the triage ward, pharmacy, laboratory area, as well as relevant research projects, and providing guidance and education to the patients. Each student will be encouraged to provide a case study at the end of the day to the larger student group of faculty and students.
Professionalism & Leadership	7. Our students will be interacting with medical translators from different medical fields. They will have the responsibility of being ambassadors for MSUCOM and our country.
Scientific Method & Literacy	8. Develop onsite skills to collect and analyze data, summarize the outcomes or findings of the research, as well as any impact or recommendations made.
Societal & Cultural Awareness & Advocacy	9. Develop better knowledge and understanding of the Dominican Republic history and culture, healthy policy, health issues, and healthcare practices. Compare the difference and similarities to the USA health care system

## Textbooks and Resources

Most MSUCOM courses make use of [D2L](#) as a course website to share materials, [Google Calendar](#) to share course schedules, [Zoom](#) to host online meetings, and [iClicker](#) to facilitate audience polling. Visit <https://bit.ly/msucomtech> for reminders on how to access and use these resources. Other course-specific resources include:

Status	Resource
Required	<ul style="list-style-type: none"> <li>• World Health Organization. Familiarize yourself with the WHO goals and also compare Dominican Republic, Haiti, and USA public health statistics. <ul style="list-style-type: none"> <li>○ World Health Organization. (n.d.). Dominican Republic Data. World Health Organization. <a href="https://data.who.int/countries/214">https://data.who.int/countries/214</a></li> </ul> </li> </ul>

Status	Resource
	<ul style="list-style-type: none"> <li>○ World Health Organization. (n.d.-b). Haiti data. World Health Organization. <a href="https://data.who.int/countries/332">https://data.who.int/countries/332</a></li> <li>○ World Health Organization. (n.d.-c). United States of America data. World Health Organization. <a href="https://data.who.int/countries/840">https://data.who.int/countries/840</a></li> </ul> <p>Dzau, V., Fuster, V., Frazer, J., &amp; Snair, M. (2017). Investing in global health for our future. <i>New England Journal of Medicine</i>, 377(13), 1292–1296. <a href="https://doi.org/10.1056/nejmsr1707974">https://doi.org/10.1056/nejmsr1707974</a></p>
Optional	<ul style="list-style-type: none"> <li>● Richards, A., Schmitz, J., &amp; Wipfli, H. (2011). Essentials of Global Community Health: By Jaime Gofin and Rosa Gofin. <i>American Journal of Epidemiology</i>, 173(8), 968–969. <a href="https://doi.org/10.1093/aje/kwr029">https://doi.org/10.1093/aje/kwr029</a></li> <li>● Gofin, J., &amp; Gofin, R. (2011). Essentials of global community health. Jones and Bartlett Publishers. (Any of the articles of this team will give you a closer view to community healthcare services and primary care)</li> <li>● Kidder, T. (2003). Mountains beyond mountains. New York, Random House (inspirational; rights to health; medical care)</li> </ul> <p>Reading materials regarding infectious disease pathology in the Dominican Republic &amp; Haiti (will be shared with students)</p>

## Grading Schema

Course scores will be determined using the following formula:

$$\frac{(\text{attendance} + \text{evaluation} + \text{essay} + \text{debrief})}{(\text{Total Points Possible})} * 100\% = \text{Final Percent Score}$$

Course grades will then be assigned based on those course scores as follows:

- **P or Pass** - Satisfactory performance has been achieved and credit will be granted if a student's final percent score is 70% or higher.
- **N or No Grade** - Satisfactory performance has not been achieved and credit will not be granted if a student's final percent score is below 70%.

Remediation is not offered for this course.

## Grading Requirements

The MSUCOM D.O. degree program incorporates both horizontal and vertical curriculum integration, meaning course activities and assessments require ongoing development and integration of knowledge and skills acquired in previous courses. Required components include:

Required Component	Projected Points	Material to be Covered
Attendance at pre-travel orientation	10	Expectations and introductory information
Evaluation of student performance, professional behavior	5 per day/20 total	Attendance and active participation/engagement at immersive experiences and lectures
1-2 page reflection essay	50	Essay to cover student experience and perspectives based on program goals, due on the following Wednesday upon return
Daily group debriefs	4 per day/20 total	Discussion of patient cases and Dominican culture and history

### *Reflection essay*

Please note that your final reflection essay is due the following Wednesday after your program ends and needs to be e-mailed to: igh@msu.edu. Please note that the course faculty might indicate another email address, and they will notify students in advance.

Guidelines for your reflection essay:

- Your reflection paper should be a paper on your experiences in this elective program that includes: clinical learnings, cultural experience, and personal development.
- No more than 2 pages
- Font: Times New Roman, Size: 12pt. Margins: 1" *Spacing: simple*
- Include a header or a footer with your last name, name of the program or country you visited and program dates.
- Include a title for your paper
- Please e-mail your essay in PDF or WORD document

## **Policies & Resources**

### Academic Support Resources at MSUCOM

Students are encouraged to connect with [Academic and Career Advising](#) (ACA) to access academic, board, and career advising across the 4-year D.O. curriculum. As a way to acclimate to the MSUCOM curriculum, you may access ACA's [On Target](#) website for semester roadmaps, tools needed to be successful in the curriculum, and targeted resources for different learning situations. Each semester's roadmap contains course expectations, tips, potential challenges, notes on longitudinal content and skills integration, and study guides.

## College or University Policies with Which Enrolled Students Must Be Familiar

Policy	Location
Common Ground Professionalism Initiative	<a href="#">MSUCOM CGPI Site</a>
Computer-Based Testing	<a href="#">Student Handbook - CBT Policy</a>
Disability & Reasonable Accommodation	<a href="#">Student Handbook - Diversity and Inclusion</a>
iClicker	<a href="#">Student Handbook - Information Technology Resources</a>
Medical Students Rights and Responsibilities	<a href="#">Office of Spartan Experiences Site</a>
MSUCOM Academic Code of Professional Ethics	<a href="#">Student Handbook - Academic Code of Professional Ethics</a>
Osteopathic Clinical Training & Student Safety	<a href="#">Student Handbook - Osteopathic Clinical Training &amp; Student Safety</a>
Preclerkship Attendance & Absences	<a href="#">Student Handbook - Attendance &amp; Absences</a>
Relationship Violence & Sexual Misconduct & Title IX	<a href="#">Office for Civil Rights &amp; Title IX Education &amp; Compliance Site</a>
Religious Observance Policy	<a href="#">Office of the Registrar Site</a>
Remediation	<a href="#">Student Handbook - Remediation</a>
Student Handbook	<a href="#">Student Handbook</a>

## Student Feedback

MSUCOM values student feedback, using this to model practice-based learning and improvement and to promote continuous quality improvement of learning experiences.

Route	Description
Informal	We invite you to respectfully provide constructive suggestions to Course Directors, Contributing Faculty, or Curriculum Assistants at any time.
Formal	MSUCOM will deploy brief surveys through Medtrics to gain feedback on the Course, Course Directors and Contributing Faculty.

Route	Description
	<p>Additionally, MSU sends an optional Student Perceptions of Learning Survey (SPLS) to enrolled students at the conclusion of each course to gain feedback on the course and Course Directors.</p> <p>The Institute for Global Health (IGH) shares with students a pre departure: <a href="https://msu.co1.qualtrics.com/jfe/form/SV_2!SubkuJ66tvLOm">https://msu.co1.qualtrics.com/jfe/form/SV_2!SubkuJ66tvLOm</a> and post return survey: <a href="https://msu.co1.qualtrics.com/jfe/form/SV_9EnQdEjsoMHB6Tk">https://msu.co1.qualtrics.com/jfe/form/SV_9EnQdEjsoMHB6Tk</a> so they can provide specific feedback on the experience this elective course has over their personal growth and cultural awareness, academic and intellectual growth and internationalization.</p>

### Course Schedule and Changes to Schedule or Requirements

Due to external circumstances (e.g., weather/maintenance closures, clinical obligations, student cohort needs, etc.), course requirements published in the course syllabus and/or course schedule may be subject to change. Timely communication regarding changes will be provided to enrolled students via the course [D2L](#) site, [Google Calendar](#), and/or [MSU email](#). Contact curriculum assistants with questions. Any changes made will be considerate of the [MSU Code of Teaching Responsibility](#) and the [Medical Students Rights and Responsibilities](#).



### Addendum: Course Schedule

Updated last: 10.18.2024

Day/Date	Times	Required Activities	Specific Information	Notes
Friday, February 28	All day	Faculty arrive, transport to hotel		
Saturday, March 01	<b>All day</b>	Students depart US and arrive in Santo Domingo, transport to hotel		Mandatory
Sunday, March 02	<b>Morning</b> <b>Afternoon</b>	Morning, class orientation and welcome, preparation for DR activities Afternoon: Excursion to Santo Domingo, city tour, welcome dinner	Lectures: Patient examination review, pharmacy review/sorting, clinic expectations	Mandatory  Optional excursion but highly recommended
Monday, March 03	<b>All day</b>	Morning: Lecture Afternoon: Lecture	Lectures: The healthcare system in the DR; History of the DR and it's social and health issues, epidemiology of disease in the DR.	Mandatory
Tuesday, March 04	<b>Morning</b> <b>Afternoon</b> <b>Evening</b>	Morning: Visit and clinical work at a Batey Afternoon: Working lunch, continues clinical work Evening: Dance lessons		Mandatory
Wednesday, March 05	<b>Morning</b> <b>Afternoon</b> <b>Evening</b>	Morning: Visit and clinical work at a Batey Afternoon: Working lunch, continues clinical work Evening: Cultural excursion		Mandatory
Thursday, March 06	<b>Morning</b> <b>Afternoon</b> <b>Evening</b>	Morning: Clinical work at Batey Afternoon: Working lunch, continues clinical work Evening: Free		Mandatory
Friday, March 07	<b>Morning</b> <b>Afternoon</b>	Morning: Lecture	Patient case lectures at UCE with MSU faculty	Mandatory

Day/Date	Times	Required Activities	Specific Information	Notes
	<b>Evening</b>	Afternoon: Cultural Activities and final debriefing session Evening: Farewell dinner		
Saturday, March 08	<b>All day</b>	Depart to U.S. Transport from hotel to airport		Mandatory