



International Medical Student Elective (IMSE) Curriculum

Course Director:

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Course Preceptor:

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Reference Documents:

IMSE Evaluation Guide.doc

IMSE Evaluation Sheet.doc

IMSE Feedback Sheet.doc

Rationale Statement

St. Luke's International University Hospital accepts applications for a visiting elective to expose senior foreign medical students to various aspects of Japanese medical practice and healthcare systems. By opening its doors to foreign students, St. Luke's actualizes part of its mission to provide training to healthcare providers regardless of nationality. Electives for senior medical students in non-native countries help to improve cultural competence. Health is a global issue, and by serving the foreign healthcare trainee community, St. Luke's recognizes the importance of collaboration across world communities as it actively engages and fosters international ties. This is further reflected by a diverse faculty of physicians and researchers in both the clinical and research settings. In spirit and in deeds, it truly is an international hospital.

The act of teaching requires the instructor have mastery over his or her subject matter. Since medicine is a constantly changing and updating field, teachers of medicine must attain and maintain profound knowledge of their specialty. The improved patient outcomes at teaching hospitals has been attributed, at least in part, to this fact

. By serving as a teaching hospital, St. Luke's continues to provide high quality care to its patients.

The international elective at St. Luke's University Hospital also allows the foreign medical trainee to understand the dynamics in which undergraduate medical education and postgraduate medical training changes in an evolving system. As the system continues to adapt and evolve to the changing needs of Japanese society, foreign students will be able to observe this dynamic in real time. By talking with residents and students with whom they interact on the rotation, and comparing the current training paradigm with those of their home countries, international students will be better able to contextualize the importance of medical training systems as they move through their careers.

Given the broad range of backgrounds brought by the various visiting students, a uniform approach to their educational experience at St. Luke's needs to have flexibility to accommodate varying clinical skills and knowledge bases. This curriculum document is a guideline to ensure that **each** visiting student receives a baseline of guidance and instruction upon which to build a successful and consistent experience at St. Luke's. As St. Luke's currently has a prestigious school of nursing and Graduate School of Public Health (from April 2017), curricular documents such as this will lay the foundation of a cohesive, comprehensive, and non-redundant medical education.

I. Introduction

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Purpose of Elective

This elective is designed to provide senior foreign medical students with the following:

- Insight into the Japanese healthcare system nationwide, as well as how it is implemented specifically at St. Luke's International University Hospital.
- Opportunity to interact with students, residents, and faculty in the Japanese medical training system at a tertiary-level Japanese community hospital.
- Strengthening of knowledge base in up to four different area of specialty.
- Sharpening of clinical skills in up to four different areas of specialty.

Goals of Elective

The goals, as expressed by the senior leadership at St. Luke's, are to address cultural, clinical, and research areas of medicine in Japan.

Specifically, the goals are:

- Learn about the Japanese healthcare system, fostering globalism
- Continue clinical learning

Objectives

1. The participant will be able to describe how patients in Japan access healthcare, both inpatient and outpatient.
2. The participant will observe on a daily basis the practice of medicine in Japan in up to four different areas of specialization.
3. The participant will interact on a daily basis with Japanese health professionals at a variety of levels of training and will develop contacts with other trainees from outside of his/her country.
4. The participant will demonstrate proactive participation using readings, personal and professional experiences, and evidence-based techniques contribute to and answer questions that arise during clinical sessions.
5. The participant will use his/her experiences and interactions over the course of the rotation to compare healthcare training, access, and delivery in his/her own country with those of Japan, culminating in a final presentation.

Assessment methods

Students will receive summative feedback provided by their designated faculty mentor/preceptor.

Components of assessment include:

- Direct Observation by clinical attendings
- Direct Observation by preceptor

These methods of assessment are further described in the IMSE Evaluation Guide and IMSE Evaluation Sheet documents.



Instructional Methods

Objective	Venue	Strategy
Japanese healthcare system and practice of medicine	St. Luke's clinical departments (Dept of student's choice)	<ul style="list-style-type: none"> Follow attending or resident physician (observation) 5 days per week. Discuss experiences with faculty mentor at IMSE meeting, who will provide short didactic primers on a variety of systems-based topics. Required readings
Japanese contacts	<ul style="list-style-type: none"> Ward rounds and clinic observation. Resident/student teaching sessions. 	<ul style="list-style-type: none"> Attend all teaching sessions that residents attend. Student will be paired with a language-appropriate resident or attending in each selected clinical department (to be coordinated by the Education Center) to foster discussion.
Information gathering	<ul style="list-style-type: none"> Clinical departments EBM presentation 	<ul style="list-style-type: none"> Final Presentation.
Intercultural comparative medicine	<ul style="list-style-type: none"> Final student presentation 	<ul style="list-style-type: none"> Student presentation comparing/contrasting some aspect of medical practice/systems/education in home country and Japan.

Output

At the completion of the elective, the student will submit:

- Final presentation (PPT file)
- Evaluation of elective, preceptor, and staff (IMSE Feedback Sheet document.)

Duration of elective

4 weeks

II. Structure of the IMSE

Typical day-by-day schedule (subject to change):

	Monday*	Tuesday	Wednesday	Thursday	Friday
8-9AM	Rounds	Rounds	Rounds	Rounds	Rounds
9AM-12PM	clinical	clinical	clinical	clinical	clinical
12-13PM	Lunch	Lunch	Lunch	Lunch	Lunch
13-17PM	clinical	clinical/IMSE ¹	clinical	clinical/IMSE	clinical



* During Week 1, Monday AM will be spent in Orientation.

¹ IMSE sessions will be spent discussing healthcare-specific topics during/after short faculty didactics (see Discussion Topics, below).

Flexibility clause: IMSE sessions can be canceled or moved to different times at the discretion of the faculty mentor depending on their schedule and that of their departments. Also, sessions may be shortened or substituted to attend clinical experiences as agreed upon by the faculty mentor.

Typical IMSE session:

25-30 minutes Didactic of lecture series topic by faculty/preceptor
10-15 minutes Topic discussion
60-120 minutes Protected time for student to do focused reading (textbook), EBM searches, final presentation preparation

IMSE Discussion series:

Throughout the rotation, students will be exposed to a variety of salient topics regarding the medical/healthcare system in Japan. We have selected a few of these as “jumping-off points” for further discussion. Each topic will be presented as a short introductory didactic with follow-up discussion. The following is a tentative schedule of topics, subject to change at the discretion of the preceptor based on relevancy or scheduling of multiple students. In addition, students are encouraged to choose other topics of particular interest to them in order to make the educational experience a fulfilling one. Below each topic is a reading list: students will be provided with these articles prior to the session and are responsible for reading these prior to the meeting.

Session 0*: Orientation: Intro to the Japanese Hospital: Japanese Medicine /Medical Culture

Session 1: Medical Culture in Japan

Session 2: Introduction to the Japanese Medical Education Training System

Session 3: Health Insurance/Economics/Public Health in Japan

Session 4: Primary Care and Preventive Health in Japan

Session 5: Radiology in Japan

Session 6: Final Presentation Brainstorming

Session 7: Final Presentation Preparation
(Student)

Session 8: Final Presentation

* Monday of the 1st week. All other sessions will be held on Tuesday/Thursday afternoons.



Required Items from applicants (*):

- a. Completed application for IMSE.
- b. Letter from the Dean of Students or other officials from the student's school indicating that the student is in good standing,
- c. Letters of recommendation,
- d. Immunization record (need proof of TB skin test 3 months prior to arrival and proof of varicella (2 vaccines or a positive titer)),
- e. Photos
- f. Narrative, provided either by the student or by the school, detailing the level of responsibility and breadth of experience during the student's clinical rotations, experience with EBM, with Japanese Healthcare system
- g. Statement that the student must have malpractice and health insurance coverage and an indication that the student possesses adequate English language or Japanese language skills.
- h. Resume or CV.

The Center for International Cooperation will gather the information and forward it to the program preceptor inquiring whether the student can be accepted into the Elective. The Course Director has the final approval.

Resources for visiting students:

Academic:

Japanese Healthcare system overview. <http://sahswww.med.osaka-u.ac.jp/~agns1/epi/Nazareth/Nazarethtop/Nazareth%20rev2.pdf>

How to read a paper: Statistics for the non-statistician. I: Different types of data need different statistical tests <http://www.bmj.com/cgi/content/full/315/7104/364>

Statistics for the non-statistician. II: "Significant" relations and their pitfalls<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2127270/>

Non-Academic:

Translating websites: http://translate.google.com/translate_t?hl=en

Metro information: http://www.tokyometro.jp/lang_en/index.html

Train schedule information: <http://world.jorudan.co.jp/mln/mlnorikae.cgi>

References

- 1) Mao JJ, Wax J, Barg FK, Margo K, Walrath D. A gain in cultural competence through an international acupuncture elective. *Fam Med*. 2007 Jan;39(1):16-8.
- 2) Allison JJ, Kiefe CI, Weissman NW, Person SD, Rousculp M, Canto JG, Bae S, Williams OD, Farmer R, Centor RM. Relationship of hospital teaching status with quality of care and mortality for Medicare patients with acute MI. *JAMA*. 2000 Sep 13;284(10):1256-62

* List of websites consulted for policies/procedures for accepting foreign medical students:

- Baylor College of Medicine <https://www.bcm.edu/education/schools/medical-school/current-students/course-descriptions/elective-programs/visiting-medical-student>
- Duke Medical School <https://medschool.duke.edu/education/student-services/office-registrar/visiting-students>
- Mount Sinai School of Medicine http://www.mssm.edu/students/handbook/electives/forvisit_students.shtml
- King Edward Memorial Hospital <https://www.electives.net/hospital/4557/preview#overview>



- University of Pennsylvania http://www.med.upenn.edu/globalhealth/intl_students.shtml
- University of Hawaii John A. Burns School of Medicine <https://jabsom.hawaii.edu/ed-programs/md-program/md-curriculum/visiting-4th-year-students/>