

GOAL AND SUMMARY

The Latino Health Elective is geared towards students with an intermediate-to-advanced level of Spanish who want a focused experience caring for Spanish speaking patients and studying the health of Latino communities. To participate, students should be able to take a history and conduct a physical examination in Spanish. Students will work in a variety of clinical settings including outpatient primary care, chronic disease management clinic, and specialty care. Students will explore health disparities, as well as educate themselves regarding barriers to health care and community resources available to Latino patients throughout Boston. During the four-week rotation, the student will be expected to investigate and present a topic agreed upon with the course director.

You must contact the course director before signing up for this elective to determine the appropriateness of the elective for you and your level of Spanish proficiency.

OBJECTIVES

By the end of the Latino Health Elective, the BUSM student will be able to:

- Improve her/his proficiency in providing medical care in Spanish (B, C, A)
- Assess her/his own ability to provide medical care in Spanish and identify how to continue to improve this capability (B, C, A, E)
- Define the role of interpreters in clinical encounters (C, S)
- Describe the most significant health disparities affecting selected Latino communities (R, E, S)
- Explain the barriers Latino communities face in the United States healthcare system (R, E, S)
- Discuss available community resources for Latinos living in the Boston area (S)
- Describe particular challenges faced by Latino elders (U, R)

Present project on a health topic of relevance to the Latino community (C, R, E)

CURRICULUM

The curriculum includes (see also separate document with the block's template):


- Clinical sessions – two sessions each week at EBNHC Family Medicine, one session each week in specialist clinics at EBNHC or BMC, chronic disease management individual and group visits twice a block at EBNHC, interpreter services session
- Community agencies – two sessions each week with community based groups serving Latinos
- Literature review – topic selected jointly with course director in second week of the clerkship with time provided for investigation throughout block and oral presentation in fourth week
- Language skills – up to one session each week can be devoted to independent Spanish language study, course director has available languages books for loan and recommendations for conversational practice opportunities

- Selected readings – provided at start of the clerkship for independent reading and analysis followed by discussion with course director; this discussion will allow the course director to assess your understanding of the material and will be a component of your evaluation:

Population Health

Healthy People 2020

- <http://www.healthypeople.gov/2020/>
- Select tab - 2020 Topics & Objectives
- Select tab – Social Determinants of Health

The Institute of Medicine. *Disparities in Health Care: Methods for Studying the Effects of Race, Ethnicity, and SES on Access, Use, and Quality of health care*, 2002. Available from <http://www.iom.edu/~media/Files/Activity%20Files/Quality/NHDRGuidance/DisparitiesGornick.pdf> [PDF - 108 KB] 

Latino Health Issues – National

Centers for Disease Control – Hispanic or Latino Populations

- overview of demographics, causes of death, disparities
- <http://www.cdc.gov/minorityhealth/populations/REMP/hispanic.html>

Healthy People 2010 snapshot for the Hispanic Population

- goals for improvement and disparities updates
- http://www.cdc.gov/nchs/data/hpdata2010/hispanic_snapshot.pdf

Unnatural Causes – documentary series and discussion guide

- Video clip - http://unnaturalcauses.org/video_clips_detail.php?res_id=215
- http://unnaturalcauses.org/assets/uploads/file/UC_DiscussionGuide_3.pdf

Latino Health – Massachusetts

Health Status of Hispanic Adults in Massachusetts by Spoken Language Preference

- medical conditions and perceptions of health
- <http://www.mass.gov/eohhs/docs/dph/behavioral-risk/hispanic-language.pdf>

Migration

[Torres JM](#), [Wallace SP](#). Migration circumstances, psychological distress, and self-rated physical health for Latino immigrants in the United States. [Am J Public Health](#). 2013 Sep;103(9):1619-27.

Cultural Competency

[Kutob RM](#), [Bormanis J](#), [Crago M](#), [Senf J](#), [Gordon P](#), [Shisslak CM](#). Assessing culturally competent diabetes care with unannounced standardized patients. [Fam Med](#). 2013 Jun;45(6):400-8.

Group Medical Visits

[Homer CS](#), [Ryan C](#), [Leap N](#), [Foureur M](#), [Teate A](#), [Catling-Paull CJ](#). Group versus conventional antenatal care for women. [Cochrane Database Syst Rev](#). 2012 Nov 14.

[Housden L](#), [Wong ST](#), [Dawes M](#). Effectiveness of group medical visits for improving diabetes care: a systematic review and meta-analysis. [CMAJ](#). 2013 Sep 17;185(13):E635-44.

Medical Conditions

Asthma

Environmental Protection Agency summary

http://www.epa.gov/epahome/sciencenb/asthma/HD_Hispanic_Asthma.pdf

ADHD in Children

[Morgan PL](#), [Staff J](#), [Hillemeier MM](#), [Farkas G](#), [Maczuga S](#). Racial and ethnic disparities in ADHD diagnosis from kindergarten to eighth grade. [Pediatrics](#). 2013 Jul;132(1):85-93.

Adolescents/STIs

[Lee YM](#), [Dancy B](#), [Florez E](#), [Holm K](#). Factors related to sexual practices and successful sexually transmitted infection/HIV intervention programs for Latino adolescents. [Public Health Nurs](#). 2013 Sep-Oct;30(5):390-401. doi: 10.1111/phn.12039. Epub 2013 Apr 29.

Obesity

Statistics on prevalence

<http://minorityhealth.hhs.gov/templates/content.aspx?lvl=3&lvlID=537&ID=6459>

[Taveras EM](#), [Gillman MW](#), [Kleinman KP](#), [Rich-Edwards JW](#), [Rifas-Shiman SL](#). Reducing racial/ethnic disparities in childhood obesity: the role of early life risk factors. [JAMA Pediatr](#). 2013 Aug 1;167(8):731-8.

Language Proficiency

[Bauer AM](#), [Alegría M](#). Impact of patient language proficiency and interpreter service use on the quality of psychiatric care: a systematic review. [Psychiatr Serv](#). 2010 Aug;61(8):765-73.

[González HM](#), [Vega WA](#), [Tarraf W](#). Health care quality perceptions among foreign-born Latinos and the importance of speaking the same language. [J Am Board Fam Med](#). 2010 Nov-Dec;23(6):745-52.

[Lion KC](#), [Thompson DA](#), [Cowden JD](#), [Michel E](#), [Rafton SA](#), [Hamdy RF](#), [Killough EF](#), [Fernandez J](#), [Ebel BE](#). Clinical Spanish use and language proficiency testing among pediatric residents. [Acad Med](#). 2013 Oct;88(10):1478-84.

Spanish Language Resources – Books loaned during clerkship

The Boston Women's Health Collective [Nuestros Cuerpos, Nuestras Vidas](#). 2000.

Dozier, Eleanor and Iguina, Zulma [Manual de gramatica, Grammar reference for students of Spanish](#), 3rd edition 2003.

Murkoff, Heidi and Mazel, Sharon Que puedes esperar cuando estas esperando 2010.

Werner, David, Thuman, Carol, Maxwell, Jane Donde no hay doctor 2012.

EVALUATION

In the final week of the course the student will have a formal evaluation with Dr. Elizabeth Ferrenz of her/his achievement of the stated objectives. The student will have an observed clinical encounter with observation checklist completed. The final project presentation will be evaluated based on depth of investigation and oral presentation skills.