COURSE DESCRIPTION

The Medical Shadowing Internship has a 100% practical focus to train interns in pre-medical and global health competencies from a community and public health perspective through practical and observational activities across multiple levels of care in private and public hospitals. Each site includes a defined project and an objective evaluation. The program concludes with a publishable research product (letter to the editor or poster) aimed at submission to the Revista Hispanoamericana de Ciencias de la Salud (UH).

COURSE OBJECTIVES

The major learning objectives of the program are:

- Analyze and compare access to health services in Costa Rica's public and private systems, identifying social and economic disparities that affect timely and equitable care.
- Participate in pre-assigned practical projects within hospital and medical institutions, applying observational and quality-improvement methodologies under professional supervision and academic mentorship.
- Integrate the principles of public, community, and global health through active observation of social determinants, preventive practices, and comprehensive models of care.
- Develop transversal competencies — intercultural communication, teamwork, critical thinking, and professional ethics — in multicultural health practice environments.

Student Outcomes

Upon completion of the Medical Shadowing internship, the student will be able to:
- Apply public, community, and global health principles in real-world scenarios.
- Collect and analyze field data using validated instruments to generate objective indicators.
- Collaborate effectively in interprofessional and intercultural teams.

- Produce a publishable research product, in the format of a concise manuscript/scientific poster adhering to publication standards (APA 7, ethics, data protection) synthesizing internship findings and contributing to scholarly dissemination in the *Revista Hispanoamericana de Ciencias de la Salud (UH)*.

INSTRUCTIONAL METHODOLOGY

Orientation: All participating students will attend an orientation session to familiarize themselves with the program objectives, expectations, ethics, dress code and guidelines.

Internship Placement: Students will be matched with Medical Shadowing internship placements based on their interests, career goals, and academic background. Placements may include but are not limited to: Private Hospitals such as the Clinica Biblica or Hospital Internacional La Catolica.

Each student will be assigned:

- UH Tutor from the School of Medicine and Surgery (Escuela de Medicina y Cirugía)
- One weekly session (60–90 minutes) for discussion and feedback (project progress, life competencies, internationalization challenges, plus two site visits)
- On-site Supervision: Conducted by the professional responsible at each institution (sign-off on checklists or rubrics as applicable).
- Language of Work: Functional Spanish (C1) in host institutions with the prerequisite of SPAN 203 or heritage speaker proficiency and SPAN 388 Medical Spanish

Ethical Note: All activities are quality-improvement and educational screenings or observational studies without personal identifiers. If a site requires local ethics approval, UH will process it through its Scientific Ethics Committee. No unauthorized invasive procedures or independent clinical acts will be performed.

Logistics and Ethical Considerations

All activities remain educational/quality-improvement and observational without personal

identifiers, no unauthorized invasive procedures or independent clinical acts.

Biosafety/confidentiality enforced; international insurance required; host requirements

include:

Proof of COVID-19, Influenza, Varicella (2nd dose or medical letter from a doctor certifying they had chickenpox), pneumococcal, Tdap vaccines

Proof of entrance into Costa Rica (scan of the passport page with entrance stamp and date, once in-country)

Supervision includes regular check-ins, feedback, and performance evaluations focused on professional growth and ethical practice.

COURSE OUTLINE AND METHOD OF EVALUATION (GRADING)

Students will be evaluated based on their performance in both the field and academic components of the program. Evaluation criteria may include:

- Professionalism and ethical conduct
- Communication skills
- Critical thinking and problem-solving abilities
- Collaboration and teamwork
- Initiative and self-direction
- Integration of theoretical knowledge with practice
- Reflection and self-assessment

GRADING

- Compliance with the schedule (attendance):   20%
- Performance in the tasks and activities entrusted: 50%
- Final project (letter to the editor or poster)   30%

TOTAL 100%

Final Project Evaluation Rubric

Name: _____ Points: 28 / _____ Grade: _____

Criteria	Excellent (4)	Proficient (3)	Basic (2)	Below Expectations (1)	Unacceptable (0)
Part 1: Previous Expectations					
Subject	Demonstrates little or no understanding	Reflection addresses most aspects of the	Reflection addresses some aspects of the	Reflection addresses a few aspects of the	Reflection is off-task or makes little reference

	of the writing prompt and subject matter.	topic and/or prompt.	topic and/or prompt.	topic and/or prompt.	to the topic and/or prompt.
Self-Awareness	Student questions own biases, stereotypes, preconceptions, and/or assumptions and definitions. new modes of thinking as a result.	Student questions own biases, stereotypes, and preconceptions.	Students somewhat question own biases, stereotypes, and preconceptions.	Student attempts self-criticism, but the reflection fails to demonstrate a new awareness of personal biases, etc.	Students make no attempt at self-criticism.
Critical Thinking: Analyzing Perspectives	Students exceptionally assess and evaluate. perspectives, knowledge, and opinions gained from the internship and experience.	Student assesses and evaluates. perspectives, knowledge, and opinions gained from the internship and experience.	Students somewhat assess and evaluate. perspectives, knowledge, and opinions gained from the internship and experience.	Students poorly assess and evaluate. perspectives, knowledge, and opinions gained from the internship and experience.	Students accept things at face value; opinions are stated without analysis or support.
Depth of Reflection	Metacognitive: Students examine the learning. process, showing what learning. occurred, how learning occurred, and how newly acquired knowledge or learning impacted existing knowledge.	Analytical: Student applies learning to a broader context of personal and professional life.	Empathy: Student demonstrates thoughts about or challenges to beliefs, values, and attitudes of self and others.	Descriptive: Student demonstrations. acquisition of new content from significant learning experiences but does not apply new content to self.	Demonstrate little or no understanding of the writing prompt and subject matter.

Use of textual evidence and historical context	Use specific and convincing examples from professional practice to support claims in its own writing, making insightful and applicable connections between issues. Fully comprehends and has insight into what has made a difference to own practice.	Use relevant examples from professional practice to support claims in its own writing, making applicable connections between the issues. Understands what has made a difference to own practice.	Use examples from professional practice to support discussion with some connections made between the issues. Understands there has been a difference to own practice.	Uses incomplete or vaguely developed examples to support discussion only partially with no connections made between the issues. Unable to say if there is a difference to own practice.	No examples from the professional practices are used and claims made in its writing are unsupported and irrelevant to the issues at hand. No indication there is no been a difference to own practice.
Language and format					
Clarity and Coherence	The writing is clear, coherent, and well-organized, enhancing the overall readability of the assignment.	The writing is clear and mostly coherent, contributing to the overall readability of the assignment.	Writing lacks clarity or coherence in some sections, impacting on the overall readability of the assignment.	The writing is unclear and lacks coherence, making it challenging for the reader to follow the student's reflections.	The writing is incoherent and makes it difficult to understand the student's reflections.
Grammar and Mechanics	The assignment is virtually free of grammatical errors and mechanical issues, enhancing overall professionalism.	The assignment contains few grammatical errors or mechanical issues, maintaining a professional tone.	The assignment has several grammatical errors or mechanical issues that may slightly detract from its professionalism.	The assignment has numerous grammatical errors or mechanical issues that significantly impact its professionalism.	The assignment is riddled with grammatical errors and mechanical issues, making it difficult

Internship Academic Supervisor´s Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Research Skills and Methodologies	Demonstrates advanced research skills	Demonstrates strong research skills and	Demonstrates basic research skills and apply	Demonstrates limited research skills	Demonstrates little to no research skills

	and effectively applies diverse methodologies to address research questions or objectives.	applies methodologies effectively to address most research questions or objectives.	methodologies adequately to address some research questions or objectives.	and struggles to apply methodologies effectively to address research questions or objectives.	and consistently fails to apply methodologies effectively to address research questions or objectives.
Analytical and Critical Thinking Abilities	Demonstrates exceptional analytical and critical thinking abilities, effectively analyzing data, identifying patterns or trends, and drawing insightful conclusions.	Demonstrates strong analytical and critical thinking abilities, effectively analyzing data, identifying patterns or trends, and drawing reasonable conclusions.	Demonstrates basic analytical and critical thinking abilities, analyzing data and identifying some patterns or trends, but may encounter challenges in drawing conclusions.	Demonstrates limited analytical and critical thinking abilities, struggling to analyze data or identify patterns or trends effectively.	Demonstrates little to no analytical and critical thinking abilities, consistently failing to analyze data or identify patterns or trends effectively.
Professionalism and Ethical Conduct	Demonstrates exemplary professionalism and consistently adheres to ethical standards in all interactions and activities.	Displays professionalism and adheres to ethical standards in most interactions and activities.	Demonstrates basic professionalism and adheres to ethical standards in some interactions and activities.	Demonstrates inconsistent professionalism and occasionally fails to adhere to ethical standards.	Demonstrates unprofessional behavior and frequently disregards ethical standards.
Communication Skills	Communicates effectively and confidently with diverse individuals and groups using appropriate verbal, nonverbal, and written communication techniques.	Communicates effectively with diverse individuals and groups using appropriate verbal, nonverbal, and written communication techniques.	Communicates adequately with most individuals and groups but may occasionally encounter challenges in expressing ideas clearly or articulating thoughts.	Communication is often unclear or ineffective, leading to misunderstandings or difficulties in conveying information.	Communication is consistently unclear or ineffective, hindering effective interaction and collaboration.
Collaboration and Teamwork	Collaborate effectively with colleagues, supervisors,	Collaborates adequately with colleagues,	Collaborate with colleagues, supervisors,	Demonstrates limited collaboration with	Demonstrates little to no collaboration with

	and other stakeholders to achieve common goals and objectives, demonstrating respect, flexibility, and willingness to contribute to team efforts.	supervisors, and other stakeholders to achieve common goals and objectives, demonstrating respect and willingness to contribute to team efforts.	and other stakeholders to achieve common goals and objectives, but may encounter challenges in demonstrating respect or willingness to contribute to team efforts.	colleagues, supervisors, or other stakeholders, hindering the achievement of common goals and objectives.	colleagues, supervisors, or other stakeholders, impeding the achievement of common goals and objectives.
Initiative and Self-Direction	Demonstrates exceptional initiative and self-direction, proactively seeking opportunities to contribute, learn, and take on additional responsibilities.	Demonstrates strong initiative and self-direction, actively engaging in tasks and projects without constant supervision.	Demonstrates basic initiative and self-direction, completing assigned tasks with minimal guidance but may require occasional direction.	Demonstrates limited initiative and self-direction, often requiring significant guidance or direction to complete tasks or projects.	Demonstrates little to no initiative and self-direction, frequently requiring constant supervision or direction to complete tasks or projects.
Reflection and Self-Assessment	Engages in reflective practice regularly, demonstrating insightful self-awareness and a willingness to critically evaluate personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice consistently, demonstrating self-awareness and a willingness to evaluate personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice periodically, demonstrating some self-awareness and a willingness to assess personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice occasionally, demonstrating limited self-awareness and a sporadic willingness to assess personal strengths, areas for growth, and the impact of experiences on professional development.	Engages in reflective practice rarely or not at all, demonstrating little to no self-awareness and an unwillingness to assess personal strengths, areas for growth, and the impact of experiences on professional development.

Internship On Site Supervisor´s Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Communication (Oral & Written)	Professional, error free, timely	Regular communication	Unclear and sloppy	Incomplete and unresponsive	Little or none
Professionalism Appearance & Behavior	Professional attire & behavior	Appropriate	Coaching needed	Casual apparel, indifference	Complaints
Responsibility & Dependability	Met all deadlines, attended all meetings. Good follow-through on projects.	Missed no more than one meeting and deadline. Good follow-through on projects.	Late/missed, rescheduled deadlines, time management challenges. Poor follow-through, needs prompting, and lack of attention to details in work.	Incomplete work cannot depend on projects being done on time	Incomplete work
Quality of work	Extra effort, did extra deliverables	Varied engagement depending on schedule	Met the minimum, reluctance to do more	Multiple errors even with feedback, complete only the required activities	Poor quality. Not acceptable in a professional work setting.
Contribution & Productivity	Exceeded expectations, innovative ideas, additional deliverables, Able to take a task and develop steps to succeed with little direction	Deliverables exceeded expectations, professional, few errors, Needed minimal direction	Met minimum, Average contributions to the agency. Needed oversight, reminders, supervisor-initiated contact.	Work has multiple errors, work requires substantial revision, poor productivity, reminders, consistently supervisor-initiated contact.	Supervisors are often concerned about quality of work. Need to contact field supervisor regarding performance.

Academic Misconduct

[The University Student Conduct Code](#) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before attempting an act. Additional information about a

common form of academic misconduct, plagiarism, is available at researchguides.uoregon.edu/citing-plagiarism.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at Help for Victims and Survivors. To get help by phone, a student can also call either the UO's 24-hour confidential hotline at 541-346-7233 [SAFE], or the non-confidential Title IX Coordinator at 541-346-2204. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at How to Get Support. You can contact Investigations and Civil Rights Compliance through this link and at 541-346-3123, or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration. Specific details about confidentiality of information and reporting obligations of employees can be found at Employee Reporting Responsibilities.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting: Mandatory Reporting of Child Abuse and Neglect.