**Course Purpose:**

The goals of this course are to expose the student to the healthcare and pharmacy systems and practice in other countries. In addition, the student will interact with pharmacy students and faculty to learn about pharmacy education, cultural differences and customs.

**Course Faculty and Office Hours**

Name Randell E. Doty, Pharm.D.  
Email: doty@cop.ufl.edu  
Office: GNV, HPNP 2333  
Phone: 352-294-4984

**Academic Coordinator**

Candice Walker,  
Email: candice.walker@cop.ufl.edu  
Office: HPNP 4312  
Phone: 352-294-8677

Office Hours: Students may contact the Course Coordinator via eMail to set up an in-office appointment or a conference call. They may also use eMail to contact their Faculty Trip Leader / Co-Coordinator.

**This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:**

EPA C2. Recommend solutions to needs in the medication use system and the healthcare system.

**Course-Level Objectives**

Upon completion of this course, the student will be able to develop knowledge related to principles of professional communications and the provision of patient-centered care. Specifically:

Upon completion of this course, the student will be able to:

1. Engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs and issues concerning public health problems and policy, and the medication use system.
2. Demonstrate cultural competency with pharmacists and other healthcare providers encountered in the international setting.
3. Compare and contrast Pharmacy Education in the United States with pharmacy education in the program country.
4. Compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.
5. Recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.
6. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.
7. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

Pre-Requisite or Co-Requisite Knowledge and Skills
Students must apply for this experience. Students are required to complete required readings or assignments prior to beginning the Short Study Abroad Program, at the preceptor’s discretion.

Course Outline
This course offered in a blended learning format, utilizes a combination of independent study, reflection writing, group discussions and face-to-face instruction and interactions. Course objectives are assessed using a combination of quizzes, assignments, and daily evaluations while in-country. Examples of the In-Country Calendar can be found in Appendix B. Deadlines for pre-program and post-program assignments can be found in Appendix C. A description of each type of activity follows. The activities and assignments listed are required for the 2 credit hour offerings of this course.

Pre-Program

Assigned Readings and Reflections: Students will be required to complete assigned readings two weeks prior to the beginning of the in-country program. After completing the reading students will be assessed via quiz to determine their understanding of the material. Readings specific to pharmacy practice and education in the host countries can be found in Appendix D.

In-Country

Preparation Meetings: During the in-country program, preparation meetings will be held each morning before the group departs for the scheduled meeting/tours of the day. Students will be expected to actively participate in the preparation meeting by sharing their identified learning needs that they hope will be addressed during the day, and their plan for accomplishing the identified learning needs. Students will be expected to have prepared insightful, thoughtful and inquisitive questions to be asked during the meetings during that day. The day’s itinerary will be reviewed and questions or concerns will be addressed by the Faculty Leader.

Scheduled Meetings with Hosts: During the in-country program, meetings and tours will be scheduled with pharmacy faculty and students at the local Universities. These sessions will be a combination of presentations made to our group as well as presentations made to our host by our students. Non-University sites will also be visited. These sites may include but not be limited to hospital pharmacies, community pharmacies, ambulatory care sites, pharmaceutical industry, regulatory agencies and national pharmacy organizations. During these scheduled meetings with our hosts, students will be expected to be actively engaged in the discussions, asking insightful, thoughtful and inquisitive. Some of
these meetings may occur in the evenings in more social settings. Students should be prepared to take
notes at each of these sessions to be used in preparing the digital journal of their experiences.

**Debriefing and Wrap Up Meetings:** During the in-country program, debriefing and wrap up meetings
will be held at the end of the visit to each city. Students will be expected to actively participate in the
debriefing and wrap up meeting by sharing their identified learning needs that were addressed during
the day, and how they were accomplished. Students will be expected to share excerpts from their digital
journal. Discussions will focus on pharmacy education, pharmacy practice, the healthcare model and
cultural issues related to patient’s beliefs about health and the treatment of illnesses. Experiences
learned in these areas from the meeting with our hosts will be compared and contrasted to those in the
United States.

**Discussion:** During the in-country program, scheduled group discussions will occur. Discussions will
focus on the cultural differences that the students have experienced while in-country. Trip leaders or
students may raise issues and topics for discussion based on their observations during scheduled
meetings with in-country hosts. Students will be expected to actively participate in these discussions.

**Digital Journal:** During the in-country program each student will maintain a “digital journal” including
their observations and experiences from the scheduled meeting and tours with our hosts as well as from
their cultural experiences. Reflections from this journal will be shared with the group during debriefing
and wrap up meetings and during group dinners with discussions. Each student will submit their digital
journal to the Faculty Leader within ten days of the end of the in-country program.

**Post-Program**

**Video Summary:** Drawing upon the student’s own reflections from their digital journal, each student will
record a video summary of their experiences during this course. Video summaries should be 20-30
minutes in length. Each student will submit their video summary to the Faculty Leader within 20 days of
the end of the in-country program. Students should use their trip experiences apply them to one of the
following scenarios.

1. Imagine you are preparing to speak to your government representative (senator or house of
   representatives delegate), choose one issue in pharmacy practice and provide possible
   solutions based on what you have learned during the trip.
2. You are presenting to a patient who is an immigrant from one of the places you have just
   visited, explain how to navigate US healthcare system compare to theirs.
3. One of your patient’s company is moving them to the country you just visited for 6 months.
   They know you just visited there and want your help in understanding what they should
   expect when using the health care system in that country.
4. Upon your return you have been asked to present to your local chapter of IPSF regarding the
differences that you saw between the US healthcare system and the healthcare system of
the country you visited.
5. Alternatively a student may choose to focus on some other specific subject of interest to
   them which sparked their interest during the program. This would need to be approved by
   the faculty leader before the video is created.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date Description</th>
<th>Instructor</th>
<th>Related Learning Objective</th>
<th>Topic/Learning Activities</th>
<th>Instructor Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-program</td>
<td>Due 5 days prior to the program departure</td>
<td></td>
<td>3,4,5</td>
<td>Pre-Program module&lt;br&gt;Online/Individual Study:&lt;br&gt;Assigned Readings&lt;br&gt;Online:&lt;br&gt;Quiz</td>
<td></td>
</tr>
<tr>
<td>In-Country</td>
<td></td>
<td></td>
<td>1-7</td>
<td>In-Country module&lt;br&gt;Group Sessions:&lt;br&gt;Preparation Meetings&lt;br&gt;Scheduled Meetings with Hosts&lt;br&gt;Debriefing and wrap-up Meetings&lt;br&gt;Discussion&lt;br&gt;Online/Individual Study:&lt;br&gt;Digital journal</td>
<td></td>
</tr>
<tr>
<td>Post-Program</td>
<td>3-7</td>
<td></td>
<td></td>
<td>Online/Individual Study:&lt;br&gt;Digital Journal Submission&lt;br&gt;Video Summary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Total Instructor Contact Hours</td>
<td>90</td>
</tr>
</tbody>
</table>

**Textbooks**
No textbook is required for this course.

**Materials and Supplies Fees:**
Program costs for the In-Country portion through the UFIC are ~$3000.00. This will vary year to year and program to program based on exchange rates and other economic concerns outside the control of the course.
Student Evaluation & Grading

Evaluation Methods and how grades are determined

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-program Quiz</td>
<td>15</td>
</tr>
<tr>
<td>Formal written presentations</td>
<td></td>
</tr>
<tr>
<td>• In-County- Digital Journal (See Appendix E for Rubric )</td>
<td>20</td>
</tr>
<tr>
<td>Formal oral presentation</td>
<td></td>
</tr>
<tr>
<td>• Post-program- Video Summary (See Appendix G for Rubric )</td>
<td>25</td>
</tr>
<tr>
<td>Student City/County evaluation</td>
<td></td>
</tr>
<tr>
<td>• In-county evaluations (See Appendix F for Rubric )</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale

A grade of satisfactory / unsatisfactory will be assigned upon completion of the course. 75 Points are needed in order to receive a satisfactory grade.

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software. Appendix A outlines who to contact if you have questions about technology.

1. Canvas Learning Management System

Class Attendance Policy

Policy Across All 1PD-3PD courses:
Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, family emergencies, religious holidays, and other reasons of serious nature. Conflict with work schedules is an unexcused absence.

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session. The student is responsible for follow up and confirming
whether the absence is excused or unexcused. The Teaching Partnership Leader and your campus specific director must be CCD in this communication. The following format is recommended:

**To:** Academic Coordinator and Campus Course Facilitator  
**CC:** Teaching Partnership Leader and your specific campus director  
**Subject:** PHA XXXX – Excused Absence request  

Dear Prof. ___________,  
Professionally and politely request an excused absence.  
Explain the nature of conflict and rationale for receiving an excused absence.  
Thank the faculty member for their consideration of your special request.  

Salutation,  
Type in your full name and last 4 digits of UF-ID #, and Campus Name

Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Makeup assignment(s) will be made for any excused absence(s) and must be submitted within one week of the missed session(s). If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to explore options such as a remediation plan or course withdrawal.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related. Class participation will be reduced in such situations.

Please refer to the University Attendance Policy at [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)

**Additional Policy Specific to This Course:** Students are required to attend and actively participate in all program activities. If the student encounters any difficulties in participating in any program activities, they must immediately contact the faculty leader.

**Quiz/Exam Policy**

**Policy across All 1PD-3PD courses:**

1. **Students must arrive and be seated promptly** to be eligible to take the exam. Students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam.  
2. No talking or other disruptive behavior during the distribution or taking of the exam.  
3. 3 Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.  
4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.  
5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.  
6. Other exam rules may be instituted during the progression of the course.  
7. Once the exam commences, students may not leave the room without first turning in the exam.
Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.

Failure to follow exam rules may be considered as evidence of academic dishonesty.

Make-up Quiz/Exam Policy

Policy across All 1PD-3PD courses:
Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Faculty Trip Leader and Academic Coordinator must be notified before the examination. In addition, a written letter of explanation, requesting that the absence from the exam be excused, must be presented before the exam or immediately afterwards. An excused absence is allowable when: 1) the student is hospitalized and/or has been advised by a licensed medical practitioner or hospital not to attend the exam, or 2) if there is a documented death of an immediate family member. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

Depending on the decision, a comprehensive exam may be given, which will contain material from all previous exams. The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced comprehensive examination will result in a grade of zero for that exam. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The makeup exam must be taken within one-week of the missed exam. In extenuating circumstances (e.g., hospitalization, faculty availability), the instructor may arrange an alternate deadline for the exam.

The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator.

When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.

Policy on Old Quizzes and Assignments
Old quizzes and assignments are not provided.

General College of Pharmacy Course Policies
The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies (Assigning Grade Points)
2. Concerns, Appeals, and Complaints
3. Academic Integrity Policy
4. Psychomotor and Learning Expectations
5. How to Request Learning Accommodations
6. Faculty and Course Evaluations
7. Computer and Other Technology Requirements
8. Expectations in Class and Other Learning Activities
9. Communications - Discussion Board Policy
10. Communications - Email
11. Religious Holidays
12. Counseling & Student Health Services
13. How to Access Services for Student Success
14. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:
Appendix A. Faculty and Staff: Who to Contact

Academic Coordinator:
1. Questions about deadlines and pre-trip requirements
2. Availability of handouts and other course materials
3. Assignment directions
4. Questions about grade entries gradebook (missing grades, wrong grade)
5. Issues related to course policies

Faculty trip Leaders
1. Meeting dates and times and daily in country itinerary
2. Issues with attendance
3. Questions about grades and concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

Technical Support:
Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

   Phone: 352-273-6281 (9am-4PM ET)
   Email: mediahelp@cop.ufl.edu (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:
1. Gatorlink accounts,
2. Gatorlink email,
3. myUFL, and
4. ISIS.

   Phone: (352)-392-4357
Appendix B. Example Calendars

PharMItalia Calendar

May 2016

PharmSCAN Calendar

May 2016
## Appendix B. Calendars (continued)

### PharmUK

**May 2016**

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8:00 AM Excursion/Cultural</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>9:00 AM Community Pharmacy visits/1:00 PM Cultural Experiences</td>
<td>12:00 PM Department/Arrive Edinburgh</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>9:00 AM Community Pharmacy visits and Cultural experiences/1:00 PM Cultural Experiences</td>
</tr>
<tr>
<td>8:00 AM Cultural Experiences</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>9:00 AM Depart/Arrive London</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>12:00 PM Cultural Experiences</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>7:00 AM Depart for Home</td>
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<tr>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
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### PharmDE

**May 2016**

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<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8:00 AM Cultural Experiences</td>
<td>8:00 AM Regulatory visits</td>
<td>8:00 AM Regulatory visits</td>
<td>10:00 AM Depart Berlin/Arrive Münster</td>
<td>8:00 AM Community Pharmacy visits and Cultural experiences</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>9:00 AM Arrive Berlin</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>10:00 AM Depart/Arrive Düsseldorf</td>
<td>8:00 AM Community Pharmacy visits and Cultural experiences</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>10:00 AM Depart/Arrive Münster</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>8:00 AM Hospital/University/Regulatory visits</td>
<td>7:00 AM Depart for Home</td>
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### Appendix C: Pre-Program and Post-Program Deadlines

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<tr>
<th></th>
<th>PharMItalia</th>
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<tbody>
<tr>
<td><strong>Pre-Trip</strong></td>
<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Assigned Readings and Assessment Quiz</td>
<td>5 days prior to departure</td>
<td></td>
</tr>
<tr>
<td><strong>Post-Trip</strong></td>
<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Digital Journal Submission</td>
<td>20 days post return</td>
<td></td>
</tr>
<tr>
<td>Video Summary</td>
<td>20 days post return</td>
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</tbody>
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<table>
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<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Assigned Readings and Assessment Quiz</td>
<td>5 days prior to departure</td>
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<tr>
<td><strong>Post-Trip</strong></td>
<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Digital Journal Submission</td>
<td>20 days post return</td>
<td></td>
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<tr>
<td>Video Summary</td>
<td>20 days post return</td>
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<tr>
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<th>PharmUK</th>
<th>Deadline</th>
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</thead>
<tbody>
<tr>
<td><strong>Pre-Trip</strong></td>
<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Assigned Readings and Assessment Quiz</td>
<td>5 days prior to departure</td>
<td></td>
</tr>
<tr>
<td><strong>Post-Trip</strong></td>
<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Digital Journal Submission</td>
<td>20 days post return</td>
<td></td>
</tr>
<tr>
<td>Video Summary</td>
<td>20 days post return</td>
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</tbody>
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<table>
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<td><strong>Pre-Trip</strong></td>
<td><strong>Assignment</strong></td>
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</tr>
<tr>
<td>Assigned Readings and Assessment Quiz</td>
<td>5 days prior to departure</td>
<td></td>
</tr>
<tr>
<td><strong>Post-Trip</strong></td>
<td><strong>Assignment</strong></td>
<td></td>
</tr>
<tr>
<td>Digital Journal Submission</td>
<td>20 days post return</td>
<td></td>
</tr>
<tr>
<td>Video Summary</td>
<td>20 days post return</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D – Required Readings

PharMItalia Readings:


Kremers E, Sonnedeker G. Kremers and Urdang’s History of Pharmacy. “The Development in Italy”. 1986:56-66. Available in Google Books. http://books.google.com/books?id=r_FmMNS7qIC&pg=PA63&lpg=PA63&dq=Pharmacy+practice+in+Italy&source=bl&ots=2kzathlnhm&sig=z3B5H__FMzEtc8VJwHcyu0uAGi0&hl=en&sa=X&ei=FQ8tUbqfNJPC9QTBoYG4g&ved=0CDwQ6AEwAg#v=onepage&q=Pharmacy%20practice%20in%20Italy&f=false

PharmSCAN Readings:


Montgomery, A, Kälvenmark Sporrong, S, Manap, N, Tully, MP and Kettis Lindblad, Å. Receiving a pharmaceutical care service compared to receiving standard pharmacy service: How do patients in
Sweden differ with regard to perceptions of medicine use and the pharmacy encounter? *Research in Social and Administrative Pharmacy*, 2010, 6 (3), 185.


### PharmUK Readings:


**PharmDE Readings:**

*pending*
Appendix E – Digital Journal Evaluation Form

Name

Choose the term that most accurately describes the student’s skill level during the assigned presentation.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Competent</th>
<th>Deficient</th>
<th>No Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Completes writing assignment on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Facts about the assignment are correct</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Connection to discipline</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Identifies cultural differences that will potentially affect professional interactions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

E - Excellent definition  
C - Competent definition  
D - Deficient definition

a. Completes assignment on time.
   E Independently completes all assignments on time or before the required deadline.  
   C Completes all assignments as required with some guidance and reminders.  
   D Does not complete assignments as required despite guidance from the Faculty Leader.

b. Facts about the topic are correct.
   E Independently presents correct facts about the topic.  
   C Sometimes requires assistance when presenting facts about the topic.  
   D Facts presented about the topic are incomplete or incorrect (no effort exerted for the presentation). Faculty Leader’s assistance necessary to correct errors.

c. Analysis.
   E The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts (ex. healthcare systems, pharmacy education, cultural experience)  
   C The reflection demonstrates student attempts to analyze the experience to understanding of self, but analysis lacks depth.  
   D Student attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.

d. Connections to discipline:
   E Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of healthcare, experience, or perspective
C Independently connects examples, facts, or theories from more than one field of healthcare, experience, or perspective.
D When prompted, presents examples, facts, or theories from more than one field of healthcare, experience, or perspective.

e. *Identifies cultural differences that will potentially affect professional interactions.*

E Consistently identifies cultural differences that can potentially affect professional interactions.
C Is able to identify the cultural differences that can potentially affect professional interactions.
D Is unable to identify the cultural differences that can potentially affect professional interactions.
Appendix F – Student In-country Evaluation Form

Name________________________________________________________________________________
Date_________________________ City________________________________________

Choose the term that most accurately describes the student’s skill level during the scheduled meetings with our host today. Designate “No Opportunity” if there was not an opportunity for the course objective to be addressed in today’s meetings.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Competent</th>
<th>Deficient</th>
<th>No Opportunity</th>
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</thead>
<tbody>
<tr>
<td>a. Engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.</td>
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<td>b. Demonstrate cultural competency with pharmacists and other healthcare providers encountered in the international setting.</td>
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<tr>
<td>c. Compare and contrast Pharmacy Education in the United States with pharmacy education in the program country.</td>
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<tr>
<td>d. Compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.</td>
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<td>e. Recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.</td>
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<td>f. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.</td>
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<td>g. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.</td>
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<td>h. Exhibit “Little L” leadership while interacting with international faculty, students and practitioners.</td>
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Comments:
E - Excellent definition  
C - Competent definition  
D - Deficient definition

a. Engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

E Consistently engages with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

C Is able to engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

D Does not engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

b. Demonstrate cultural competency with pharmacists and other healthcare providers encountered in the international setting.

E Consistently demonstrates cultural competency with pharmacists and other healthcare providers encountered in the international setting.

C Is able to demonstrate cultural competency with pharmacists and other healthcare providers encountered in the international setting.

D Does not demonstrate cultural competency with pharmacists and other healthcare providers encountered in the international setting.

c. Compare and contrast Pharmacy Education in the United States with pharmacy education in the program country.

E Is clearly and consistently able to compare and contrast Pharmacy Education in the United States with pharmacy education in the program country.

C Is able to compare and contrast Pharmacy Education in the United States with pharmacy education in the program country.

D Is not able to compare and contrast Pharmacy Education in the United States with pharmacy education in the program country.

d. Compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.

E Is clearly and consistently able to compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.

C Is able to compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.

D Is not able to compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.

e. Recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.
E is clearly and consistently able to recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.

C is able to recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.

D is not able to recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.

f. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.

E Clearly understands the importance of and consistently demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.

C Understands the importance of and generally demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.

D Shows lack of understanding for and demonstrates minimal to no professional attitudes and behaviors that characterize a professional pharmacist.

g. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

E Clearly understands the importance of and consistently demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

C Understands the importance of and generally demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

D Shows lack of understanding for and demonstrates minimal to no personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

h. Exhibit “Little L” leadership while interacting with international faculty, students and practitioners.

E Clearly understands the importance of and consistently exhibits “Little L” leadership while interacting with international faculty, students and practitioners.

C Understands the importance of and generally exhibits “Little L” leadership while interacting with international faculty, students and practitioners.

D Shows lack of understanding for and exhibits minimal to no “Little L” leadership while interacting with international faculty, students and practitioners.
Appendix G – Video Summary evaluation form

Name________________________________________________________________________________

Choose the term that most accurately describes the student’s skill level during the assigned presentation.

<table>
<thead>
<tr>
<th>term</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>a. Assignment adheres to parameters</td>
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<tr>
<td>b. Student’s position/solution</td>
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<tr>
<td>c. Analysis</td>
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<tr>
<td>d. Solving problem</td>
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<tr>
<td>e. Transfer/Applicability</td>
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<tr>
<td>f. Cultural understanding</td>
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</tbody>
</table>

Comments:

a. **Assignment adheres to parameters**.
   4: Assignment is on time and 20-30 minutes.
   3: Assignment is on time and not of appropriate length.
   2: Assignment is late.
   1: Inappropriate submission, length and time.

b. **Student’s position/solution**:
   4: Specific position (solution/explanation) is imaginative, taking into account the complexities of an issue. Limits of position (solution/explanation) are acknowledged.
   3: Specific position (solution/explanation) takes into account the complexities of an issue.
   2: Specific position (solution/explanation) acknowledges different sides of an issue.
   1: Specific position (solution/explanation) is stated, but is simplistic and obvious.

c. **Analysis**:
   4: Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to scenario.
   3: Organizes evidence to reveal important patterns, differences, or similarities related to scenario.
   2: Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.
   1: Lists evidence, but it is not organized and/or is unrelated to scenario.

d. **Solving problem**:
   4: Not only develops a logical, consistent plan to solve problem (ex. Issue in pharmacy/healthcare or lack of understanding of another country’s healthcare system or lack of experience navigating healthcare in a different country), but recognizes consequences of solution and can articulate reason for choosing solution.
   3: Having selected from among alternatives, develops a logical, consistent plan to solve the problem.
   2: Considers and rejects less acceptable approaches to solving problem.
1: Only a single approach is considered and is used to solve the problem

e. **Transfer/Applicability (adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations)**

4: Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.

3: Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.

2: Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.

1: Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.

f. **Cultural understanding:**

4: Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

3: Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

2: Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

1: Demonstrates surface understanding