

Cover Sheet: Request 10864

PHA5XXC Short Study Abroad Program

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	3/16/2016 1:46:47 AM
Updated	3/18/2016 10:28:42 AM
Description	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.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		3/18/2016
Added Short Study Abroad Syllabus.docx					3/16/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/18/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/18/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10864

Info

Request: PHA5XXXC Short Study Abroad Program
Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu
Created: 3/16/2016 2:37:36 AM
Form version: 3

Responses

Recommended PrefixPHA
Course Level 5
Number XXX
Lab Code C
Course TitleShort Study Abroad Program
Transcript TitleShort Study Abroad
Effective Term Earliest Available
Effective YearEarliest Available
Rotating Topic?No
Amount of Credit2

Repeatable Credit?No

S/U Only?Yes
Contact Type Regularly Scheduled
Degree TypeProfessional

Weekly Contact Hours 15
Category of Instruction Intermediate
Delivery Method(s)Off-Campus
Online

Course Description 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.

Prerequisites Admission to the Doctor of Pharmacy Program.
Students must apply for this experience.

Co-requisites None

Rationale and Placement in Curriculum This is an elective course that may be taken in the summer of the first or second year of the curriculum.

This course builds upon the principles learned during the first year about health care systems and patient care.

Students will have opportunity in the fourth year of the curriculum to further compare the health care systems and patient care learned during the Short Study Abroad program to practice in the United States (i.e., during Advanced Pharmacy Practice Experiences).

Course Objectives

1. Communicate 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.

Course Textbook(s) and/or Other Assigned Reading No textbook is required for this course.

Readings are available in Canvas and the UF library.

Weekly Schedule of Topics Week 1 (pre-Program):

Online/Individual Module (Readings about the country that is to be visited; 15 contact hrs)

Online Quiz

Week 2:

In-Country Module (40 hours of practical experience in the country that is the focus of the program which is equivalent to 15 contact hrs)

Online/Individual Study (Homework: digital journal submission, video summary)

Grading Scheme Assessment Item Points

Pre-Program Quiz 15

Written Presentation (Digital Journal) 20

Oral Presentation (Video Summary) 25

In Country Evaluation 40

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.

Additional Links and Policies 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: serious illness (documentation required if more than 48hrs), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. 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 or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

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 will typically 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 develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

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>

Additional Policy Specific to This Course:

None

Quiz/Exam Policy

During the Exam:

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, 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. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
 2. No talking or other disruptive behavior during the distribution or taking of the exam.
 - 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.

Policies Related to iRAT/tRAT

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).
3. Students who miss the iRAT and not eligible to take the tRAT.
4. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.

After the Exam

Policy across All 1PD-3PD courses:

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
 - a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

Additional Policy Specific to This Course:

None

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 Teaching Partnership Leader and Academic Coordinator must be notified before the examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. 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.

The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

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.

Additional Policy Specific to this Course:

None

Policy on Old Quizzes and Assignments

None

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Concerns, Appeals, and Complaints

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity

(<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to both the instructor and the academic coordinator when requesting accommodations. Students at all campuses are also expected to provide a copy of the letter of accommodations to the Office of Student Affairs in Gainesville since some learning activities/exams/assessments require their assistance.

- Students with disabilities should follow this procedure as early as possible in the semester. It is strongly recommended that the procedure be done before the course starts so there is sufficient time to arrange accommodations and so that all learning activities/exams/assessments for the course are arranged.
- Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at

<https://evaluations.ufl.edu> . Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:
<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In Class and Other Learning Activities

Students are expected to:

- ? Be diligent and timely in studying the course material.
- ? Be on time for class sessions, quizzes, and exams.
- ? Be prepared for group discussions and conference calls.
- ? Do your own work.
- ? Actively collaborate with peers when assigned to groups.
- ? Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- ? Dress appropriately for class sessions or clinically related activities.
- ? Turn off cell phones and other electronic communication devices during a class session or phone conference.
- ? Be quiet during class sessions including peer presentations.
- ? Be focused and avoid distractive behaviors in class.
- ? Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- ? Participate in class or group discussions.
- ? Raise one's hand to be recognized before making a comment during a class session.
- ? Be respectful to the teacher.
- ? Be respectful to fellow students in discussions.
- ? Be courteous, respectful, and civil when using discussion boards.
- ? Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- ? Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- ? Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- ? Seek assistance with academic or personal difficulties as soon as possible.

Communications

Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

Faculty member Response Time:

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
 2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
 3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
 4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
 5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.
- Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Religious Holidays

Please see the University policy on attendance and religious holidays:
<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local

crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and

Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions are prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group

study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

Instructor(s) Randell E. Doty, Pharm.D.

PHA 5###C Short Study Abroad Program

Summer 2 Credit Hours

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

Teaching Partnership Leader

Name Randell E. Doty, Pharm.D. Email: doty@cop.ufl.edu

Office: GNV, HPNP 2333 Phone: 352-294-4984

Office Hours: Students may contact the Teaching Partnership Leader 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. Communicate 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

Admission to the Doctor of Pharmacy Program.

Students must apply for this experience.

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.

Pre-Country Preparation

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.

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Pre-program	Due 5 days prior to the		3,4,5	Pre-Program module Online/Individual Study:	

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. Students will be informed of actual cost prior to the program.

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Points
Pre-program Quiz	15
Formal written presentations <ul style="list-style-type: none"> In-County- Digital Journal (See Appendix E for Rubric) 	20
Formal oral presentation <ul style="list-style-type: none"> Post-program- Video Summary (See Appendix G for Rubric) 	25
Student Country evaluation <ul style="list-style-type: none"> In-country evaluations (See Appendix F for Rubric) 	40
Total	100

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: serious illness (documentation required if more than 48hrs), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. 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 or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader, Academic Coordinator, 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 will typically 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 develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

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>

Additional Policy Specific to This Course:

None

Quiz/Exam Policy

During the Exam:

-
1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, 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. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
 2. No talking or other disruptive behavior during the distribution or taking of the exam.
 - 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.

Policies Related to iRAT/tRAT

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).
3. Students who miss the iRAT and not eligible to take the tRAT.
4. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.

After the Exam

Policy across All 1PD-3PD courses:

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
 - a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

Additional Policy Specific to This Course:

None

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 Teaching Partnership Leader and Academic Coordinator must be notified before the examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. 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.

The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

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.

Additional Policy Specific to this Course:

None

Policy on Old Quizzes and Assignments

None

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Concerns, Appeals, and Complaints

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity (<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to both the instructor and the academic coordinator when requesting accommodations. Students at all campuses are also expected to provide a copy of the letter of accommodations to the Office of Student Affairs in Gainesville since some learning activities/exams/assessments require their assistance.

- Students with disabilities should follow this procedure as early as possible in the semester. It is strongly recommended that the procedure be done before the course starts so there is sufficient time to arrange accommodations and so that all learning activities/exams/assessments for the course are arranged.
- Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:

<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In Class and Other Learning Activities

Students are expected to:

- Be diligent and timely in studying the course material.
- Be on time for class sessions, quizzes, and exams.
- Be prepared for group discussions and conference calls.
- Do your own work.
- Actively collaborate with peers when assigned to groups.
- Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- Dress appropriately for class sessions or clinically related activities.
- Turn off cell phones and other electronic communication devices during a class session or phone conference.
- Be quiet during class sessions including peer presentations.
- Be focused and avoid distractive behaviors in class.
- Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- Participate in class or group discussions.
- Raise one's hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- Seek assistance with academic or personal difficulties as soon as possible.

Communications

Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

Faculty member Response Time:

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses,

but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.

5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Religious Holidays

Please see the University policy on attendance and religious holidays:

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the

student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions are prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

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						
<p>April 2016</p> <p>S M T W T F S</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p>		<p>May 2016</p> <p>S M T W T F S</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p>		<p>June 2016</p> <p>S M T W T F S</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p>		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6 9:00 AM Depart for Malta	7 12:00 PM Arrive Malta
8 8:00 AM Community Pharmacy visits and Cultural experiences	9 8:00 AM Hospital/ University/Regulatory visits	10 8:00 AM Hospital/ University/Regulatory visits	11 12:00 PM Depart/Arrive Rome	12 8:00 AM Hospital/ University/Regulatory visits	13 8:00 AM Hospital/ University/Regulatory visits	14 8:00 AM Community Pharmacy visits and Cultural experiences
15 8:00 AM Community Pharmacy visits and Cultural experiences	16 12:00 PM Depart/Arrive Sienna	17 8:00 AM Community Pharmacy visits and Cultural experiences	18 8:00 AM Hospital/ University/Regulatory visits	19 8:00 AM Community Pharmacy visits and Cultural experiences	20 8:00 AM Hospital/ University/Regulatory visits	21 7:00 AM Depart for Home

PharmSCAN Calendar						
May 2016						
<p>April 2016</p> <p>S M T W T F S</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p>		<p>May 2016</p> <p>S M T W T F S</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p>		<p>June 2016</p> <p>S M T W T F S</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p>		
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 8:00 AM Depart for Helsinki	5 12:00 PM Arrive Helsinki	6 8:00 AM University of Helsinki presentation and tours	7 8:00 AM Community Pharmacy visits and Cultural experiences
8 8:00 AM Cultural Experiences	9 9:00 AM Morning with UH 4:00 PM Evening departure for Copenhagen	10 Hillerod Day 9:00 AM Novonordisk 11:00 AM Pharmakon 3:00 PM Regional Hospital	11 9:00 AM Kielgast pharmacy AM 1:00 PM University	12 9:00 AM Community Pharmacy visits 4:00 PM Evening departure for Stockholm	13 8:00 AM Hospital/ University/Regulatory visits	14 8:00 AM Community Pharmacy visits and Cultural experiences
15 8:00 AM Early departure for Oslo	16 8:00 AM Community Pharmacy visits and Cultural experiences	17 8:00 AM Constitution Day Celebration Cultural Experiences	18 8:00 AM Hospital/ University/Regulatory visits	19 7:00 AM Depart for Home	20	21

Appendix B. Calendars (continued)

PharmUK																						
May 2016																						
April 2016		May 2016			June 2016																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	1	2	3	4	5	6	7						1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
24	25	26	27	28	29	30	29	30	31	26	27	28	29	30								
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																
1	2	3	4	5	6 ■ 9:00 AM Depart for Dublin	7 ■ 12:00 PM Arrive Dublin																
8 ■ 8:00 AM Excursion/Cultural	9 ■ 8:00 AM Hospital/University/Regulatory visits	10 ■ 8:00 AM Hospital/University/Regulatory visits	11 ■ 9:00 AM Community Pharmacy visits ■ 1:00 PM Cultural Experiences	12 ■ 12:00 PM Depart/Arrive Edinburgh	13 ■ 8:00 AM Hospital/University/Regulatory visits	14 ■ 9:00 AM Community Pharmacy visits and Cultural experiences ■ 12:00 PM Cultural Experiences																
15 ■ 8:00 AM Cultural Experiences ■ 3:00 PM Depart/Arrive Birmingham	16 ■ 8:00 AM Hospital/University/Regulatory visits	17 ■ 9:00 AM Depart/Arrive London	18 ■ 8:00 AM Hospital/University/Regulatory visits	19 ■ 12:00 PM Cultural Experiences	20 ■ 8:00 AM Hospital/University/Regulatory visits	21 ■ 7:00 AM Depart for Home																

PharmDE																						
May 2016																						
April 2016		May 2016			June 2016																	
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	1	2	3	4	5	6	7						1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
24	25	26	27	28	29	30	29	30	31	26	27	28	29	30								
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																
1	2	3	4	5	6 ■ 9:00 AM Depart for Berlin	7 ■ 9:00 AM Arrive Berlin																
8 ■ 8:00 AM Cultural Experiences	9 ■ 8:00 AM Regulatory visits	10 ■ 8:00 AM Regulatory visits	11 ■ 8:00 AM Regulatory visits	12 ■ 10:00 AM Depart Berlin Arrive Münster	13 ■ 8:00 AM Community/University Visits	14 ■ 8:00 AM Cultural Experiences																
15 ■ 10:00 AM Depart/Arrive Dusseldorf	16 ■ 8:00 AM Community/University Visits	17 ■ 8:00 AM Hospital/University/Regulatory visits	18 ■ 10:00 AM Depart/Arrive Munich	19 ■ 8:00 AM Community Pharmacy visits and Cultural experiences	20 ■ 8:00 AM Hospital/University/Regulatory visits	21 ■ 7:00 AM Depart for Home																

Appendix C: Pre-Program and Post-Program Deadlines

PharMIItalia		
	Assignment	Deadline
Pre-Trip	Assigned Readings and Assessment Quiz	5 days prior to departure
Post-Trip	Digital Journal Submission	20 days post return
	Video Summary	20 days post return

PharmSCAN		
	Assignment	Deadline
Pre-Trip	Assigned Readings and Assessment Quiz	5 days prior to departure
Post-Trip	Digital Journal Submission	20 days post return
	Video Summary	20 days post return

PharmUK		
	Assignment	Deadline
Pre-Trip	Assigned Readings and Assessment Quiz	5 days prior to departure
Post-Trip	Digital Journal Submission	20 days post return
	Video Summary	20 days post return

PharmDE		
	Assignment	Deadline
Pre-Trip	Assigned Readings and Assessment Quiz	5 days prior to departure
Post-Trip	Digital Journal Submission	20 days post return
	Video Summary	20 days post return

Appendix D – Required Readings

PharMItalia Readings:

Buccellato E, Biagi C, Melis M, Lategana R, Motola D, Vaccheri A. Use of antibacterial agents in Italian hospitals; a 2004 to 2011 drug utilization survey in the Emilia-Romagna region. *Expert Rev Anti Infect Ther.* 2014 Mar; 12(3): 383-92. – Not available online – will post on Sakai when available

Azzopardi Muscat N, Calleja N, Calleja A, Cylus J. Malta: health system review. *Health Syst Transit.* 2014 Jan; 16(1): 1-97.

Mazzitello C, Esposito S, De Francesco AE, Capuano A, Russo E, De Sarro G. Pharmacovigilance in Italy: An Overview. *J Pharmacol Pharmacother.* 2013 Dec; 4(Suppl1): S20-S28.

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Cordina M, Lauri MA, Lauri J. Career paths and personality in pharmacy. *Int J Clin Pharm.* 2012 Dec;34(6):876-84.

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PharmSCAN Readings:

Nordén-Hägg, A, Kettis Lindblad, Å, Ring, L and Källemark Sporrang, S. Experiences of a nationwide web-based system: reporting dispensing errors in Swedish pharmacies. *International Journal of Pharmacy Practice*. 2012, 20 (1), 25.

Nordén-Hägg A, Källemark Sporrang S and Kettis Lindblad Å. Exploring the relationship between safety culture and reported dispensing errors in a large sample of Swedish community pharmacies. *BMC Clinical Pharmacology & Toxicology* 2012, 13:4. <http://www.biomedcentral.com/2050-6511/13/4>

Nordén Hägg, A, Shamoan, M and Källemark Sporrang, S. Deregulation of nonprescription medicines in Sweden – a look at the control system. *Research in Social Administrative Pharmacy*. In Press.

Rubensdotter Carlsson, J, Renberg, T and Källemark Sporrang, S. Drug experts of the future, today? – Depiction of the pharmacist profession in Swedish professional and lay print media. *Research in Social and Administrative Pharmacy*. 2012, 8 (133), 144.

Renberg, T, Wichman Törnqvist, K, Källemark Sporrang, S, Kettis Lindblad, Å and Tully, M. Pharmacy users' expectations of pharmacy encounters: a Q-methodological study. *Health Expectations*, 2011, 14 (4), 361.

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pending

Appendix E – Digital Journal Evaluation Form

Name _____

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

	Excellent	Competent	Deficient	No Opportunity
a. Completes writing assignment on time.				
b. Facts about the assignment are correct.				
c. Analysis				
d. Connection to discipline				
e. Identifies cultural differences that will potentially affect professional interactions.				

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 makes 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.

	Excellent	Competent	Deficient	No Opportunity
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.				
b. 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.				
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. 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.				
g. Demonstrate the 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.				

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.

	4	3	2	1
a. Assignment adheres to parameters				
b. Student's position/solution				
c. Analysis				
d. Solving problem				
e. Transfer/Applicability				
f. Cultural understanding				

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 they 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