



School of Pharmacy
Study Away Syllabus
Cultural and Pharmacy Immersion in Spain
P2 Summer
PHAR 6289 (International)
Prescribed Elective: 2 credit hr/ Track: Global Health Colloquium

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Faculty Leads

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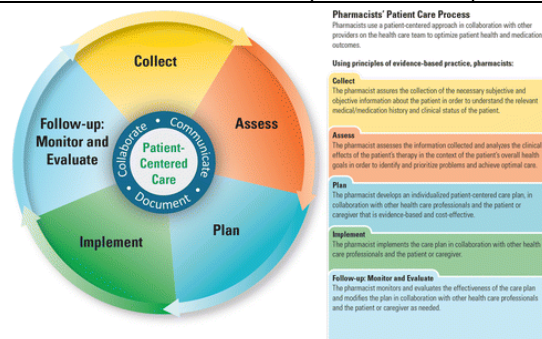
Office Hours

During the Study Away experience, the faculty lead will be available during set group debriefing times and, additionally, can be available via appointment. Please email Drs. Ortega and Salazar or message them on MS Teams to request an appointment. Please request appointments at least 1 business day in advance.

UTEP School of Pharmacy Study Away Description

Included in the School of Pharmacy (SOP) curriculum is a study away component that requires all UTEP PharmD students to participate in a short-term (1-6 week) study away experience outside of the El Paso area. The UTEP PharmD Study Away component is aligned with the UTEP Edge, an institutional initiative that focuses on creating the “next generation of student engagement and professional preparation at UTEP” through curricular and co-curricular experiences including study abroad/study away. The Study Away experience is a prescribed (required) elective that is aligned with a P1 course in the curriculum: P1F- Culture Literacy and Community Health.

This experience will introduce concepts of a pharmacist in a global setting related to the inner circle of the **Pharmacists’ Patient Care Process of *communication* and *collaboration***. Furthermore, the pharmacy student will be learning to **collect** subjective information as would be found in the Social History that explores: culture and community competency, social determinants of health, as well as opportunities and barriers to health care.



Source:

<https://pharmacylibrary.com/doi/abs/10.21019/9781582122564.ch1>

Study Away Learning Objectives

At the conclusion of the Study Away experience, students should be able to:

1. Identify social determinants of health and their influences on health and well being
2. Seek to understand how their actions affect both local and global communities (AACU)*
3. Become informed, open-minded, and responsible individuals who are attentive to diversity across the spectrum of differences (AACU)*
4. Understand the role of a pharmacist in different countries (Spain & USA) and how they contribute to positive health outcomes of individuals and communities
5. Recognize the impact of an individual's culture and beliefs on their health outcomes

*Adapted from the Association of American Colleges and Universities

1. What is Cultural Immersion. <https://www.igi-global.com/dictionary/cultural-immersion/56213>

Course Description - Cultural and Pharmacy Immersion in Spain

This program will immerse students in Spain's culture and pharmacy practice. Cultural immersion is defined as "actively integrating into an unfamiliar community, interacting with local people, and seeking to understand the way others live in that community by being there and engaging in daily life activities."¹ By doing so, students will acquire awareness and a deeper understanding of how culture and values impact pharmacy practice. In addition, students will be able to apply linguistic skills learned to communicate in Spain.

<https://www.igi-global.com/dictionary/cultural-immersion/56213#:~:text=1.engaging in daily life activities>

Course Design – Spain Cultural and Pharmacy Immersion

This course is designed to offer students the opportunity to submerge themselves into the Spanish culture and linguistics while participating in pharmacy-related services and activities. Students will have an opportunity to engage in service-learning in a local pharmacy non-profit organization. Through pharmacy site visits to guest lecturers, students will have the opportunity to identify similarities and differences of the pharmacy profession and practice in Spain versus the United States, all with the common goal of serving and caring for their patients.

Study Away Structure

Pre-immersion. The pre-immersion experiences will be connected to the following course: *PHAR 6324: Culture, Literacy, and Community Health*. This experience will provide students a general overview of what to expect and what to strive for during their study away experience. Students will integrate and expand on concepts introduced in the Global Health Colloquium Track. Students will be provided general information regarding study away experiences, the value of understanding how different communities behave and are constructed, and will discuss general inequity issues. Students will be required to investigate their site location regarding the following topics using a community competency model* that focuses on culture, history, geography, and context (health disparities). Further, students may explore cultural groups, language, money, forms of government, cultural sites, and other related issues. *Robinson R. Community Development Model for Public Health Applications: Overview of a Model to Eliminate Population Disparities. *Health Promotion Practice*. 2005; 6(3): 338-346.

Study away experience. The study away experience is where we expect meaningful learning to occur via immersion in another community. Students who dive into the new host community by studying, observing, interacting, reflecting, and integrating with the people, rich history, context, and culture of the communities will gain the most from these

experiences. All study away experiences are short-term (1 week to 6 weeks) and are to be completed prior to the starting the fall semester of the second academic year in the PharmD curriculum.

- P1 Wintermester
- P1 Spring Break
- P2 Summer
- P2 Wintermester (for remediation purposes only)

At least 25% of time (minimum 10 hrs based on a 40 hr wk): Students will be required to attend their community organization/service site regularly and meet the requirements of their organization.

Students are required to integrate into the community by participating in civic and/or community engagement as outlined by specific activities developed by the faculty lead. The community competency model provides a framework for learning (e.g., culture, context, history, geography).

Students will be participating in additional reflection/group activities as determined by the faculty lead. A calendar of experiences and assignments will be provided for each Study Away section to meet the objectives prior to leaving on the Study Away experience. There may need to be adaptations to the schedule based on unforeseen circumstances at the Study Away location. Students should be flexible and open-minded to these changes. If any changes in the Study Away calendar are made after the start of the experience, the faculty lead will notify students as quickly as possible.

Post-immersion. Post-immersion experiences will occur in the Fall semester during student professional hour. Students will discuss specific inequity issues found at their site/location. They will discuss and reflect on local (site) issues in relation to health disparities or inequities.

Detailed Course Meetings & Location

Spain (Madrid & Seville)

Course meeting locations: Nebrija University in Madrid, Universidad Complutense de Madrid and Universidad de Sevilla

Contingency Plan:

Please refer to Office of Experiential Education handbook.

Online Platforms:

Blackboard:

Accessing Course Content on Blackboard: Lectures, handouts, and course material will be located in Blackboard, unless otherwise noted by the course instructor (i.e., faculty lead). Log into My UTEP.edu and click on the Blackboard link to access the online course for your course number. The course is individualized, and students may access lectures/handouts/assignments as they are made available by course instructors. Except in cases of a UTEP network being “down” or “offline” you are ultimately responsible to ensure that your computer is connected to the internet and that any issues are addressed prior to class and/or assessments.

Study Away Objectives Aligned with Pharmacy and UTEP Edge Outcomes

Study Away Objectives	CAPE Outcomes	PCOA	UTEP Edge Outcomes
Identify social determinants of health and their influences on health and well being	3.1 Problem-solving (problem solver) Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.	3.1, 3.3, 3.9, 4.5, 4.7	Problem-solving Critical thinking Global awareness
Seek to understand how their actions affect both local and global communities (AACU)	3.5 Cultural sensitivity (Includer) Recognize social determinants of health to diminish disparities and inequities in access to quality care. 4.1 Self-awareness (Self-aware) Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	3.1, 3.3, 3.7, 4.5	Problem-solving Critical thinking
Become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences (AACU)	3.5 Cultural sensitivity (Includer) Recognize social determinants of health to diminish disparities and inequities in access to quality care. 4.1 Self-awareness (Self-aware) Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	3.1, 3.7, 3.9, 4.7	Problem-solving Critical thinking Global awareness Social responsibility
Understand the role of a pharmacist in different countries (Spain & USA) and how they contribute to positive health outcomes of individuals and communities	2.4. Population-based care (Provider) - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices. 3.5 Cultural sensitivity (Includer) Recognize social determinants of health to diminish disparities and inequities in access to quality care.	3.1, 3.3, 3.9	Global awareness Social responsibility
Recognize the impact of an individual's culture and beliefs on their health outcomes	3.5 Cultural sensitivity (Includer) Recognize social determinants of health to diminish disparities and inequities in access to quality care. 3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. 4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	3.1, 3.8, 3.9	Communication Critical thinking

Expectations of Students During Study Away

Students are expected to be engaged and active participants throughout the study away experience (including pre-immersion, study away, and post-immersion activities). Students who are completing study away experiences should be mindful that they are still representing the UTEP School of Pharmacy and will be expected to display professionalism at all times. It is expected that students will be on time to all scheduled sessions, meetings, or other planned activities. It is the student's responsibility to notify the site contact and the faculty lead in the event of tardiness or absence. In the event that a student plans to be away from the primary location site for any period of time (e.g., planning to travel away from

site for the weekend), the faculty lead must be notified in advance and student must be aware that this travel cannot affect required learning experiences and is outside of the course structure and UTEP responsibility (see signed Indemnification Form). As students participate in study away, remember to be respectful of different cultures, be willing to learn, and enjoy the experience.

NOTE: Prior to participating in a study away experience, please inform the Study Away coordinator and faculty lead of food allergies or other accommodations that need to be made.

Methods of Instruction/Learning

The learning outcomes in this Study Away will be achieved via:

1. **Outside Preparation**
2. **Community-based learning (e.g., service-learning, field trips)**
3. **Assignments/Activities**
4. **Reflections**

Required Study Away Technology/Tools/Needs

Required Textbooks/Readings:

- Readings will be assigned as appropriate to the experience; required and recommended readings will be posted to Blackboard

Laptop Computer

- Students are expected to have laptop computers for participation in on-line exercises or assessments. It is the responsibility of the students to make sure that the laptops are in working condition and meet the University and School of Pharmacy IT requirements. (See SOP Student Handbook)

Evaluation and Grading Policy

The following activities must be completed in all study away experiences:

Type of Assessment	% Study Away Grade	Due Date	Reflections (Length)
Background/Readings <i>(e.g., website exploration, articles)</i>	10%	As indicated by the faculty lead	n/a
Purpose/Pre-Reflections	10%	Prior to first day of experience (by the night prior to departure)	Reflections should be 300-500 words per reflection assignment (NOT per question)
Approach/Assignments <i>(e.g., reflection questions, journaling, service, other assignments done during the experience, final presentation)</i>	50%	Will be due during the experience as indicated by the faculty lead	
Results/Post-Reflections	10%	No later than 1 week after returning from Study Away	
Participation/Professionalism <i>(e.g., student is punctual, participates in discussion)</i>	20%		n/a

*Assignments may be subject to change

Students must receive a total of $\geq 70\%$ (for total Study Away grade) in order to receive a passing grade in this course.

Final Assignment of grades: Pass/Fail

Assessments will be administered via Blackboard®, unless noted otherwise.

It is the responsibility of the **student** to monitor their own progress during Study Away and see that they are maintaining the required competency level. Students should seek advice and assistance from the Study Away faculty lead as soon as any difficulties pertaining to Study Away are encountered.

Reflections: Reflection activities will allow students to demonstrate that they have integrated concepts outlined in the Study Away objectives and allows instructors to provide necessary feedback.

Final Presentations: Final presentations will allow students to reflect on their experiences and share with classmates from other study away sites.

Other Assignments: Presentations, written assignments, or other graded assignments may be assigned by the faculty lead.

Missed Quizzes / Exams / Assignments Policy

Only students who miss an exam, quiz or an assignment due date as a result of an **excused absence** will be allowed to make-up the missed assignment or assessment. Students should consult the UTEP School of Pharmacy Student Handbook for definitions and examples of excused absences.

Remediation Policy for Study Away:

- **Students who miss <40% of the study away experience may be required to complete additional coursework at the discretion of the faculty lead. Coursework may need to be completed at the study away site and/or upon return to El Paso.**
- **Students who miss >=40% of the study away experience will be required to remediate study away at a future date with an equivalent experience.**

Please refer to the Student Handbook.

Technical Assistance

Checking computer requirements and ensuring that all software up to date is essential for students to access course content. **Supported browsers include** – 1) For a PC: FireFox, Internet Explorer (Do NOT use IE7), and Chrome, 2) For a Mac: Safari, Firefox, and Chrome. To enhance browser performance, students should clear the browser cache and allow pop-ups. In addition to testing the web browser, check to ensure that the computer has an updated version of Java (go to <http://java.com>, click on “Do I have Java”, click on “Verify Java Version,” update Java if needed). Additional browser plug-ins may also be needed to view some content that your instructor may share on the learning management system. Common plug-ins include: Adobe Reader, Flash Player, Windows Media Player, QuickTime. When creating documents, slide presentations, spreadsheets, etc., be sure to use Microsoft Office or a compatible program (see 10 Free MS Word Alternatives). The UTEP Technology Support Services (3rd floor, UTEP Library) can also provide students with any applications, compatibility packs, patches, and updates that may be needed.

Students working off campus may need to set up a Virtual Private Network (VPN) on their computer to access UTEP resources for this class (i.e. Library). The link below provides information in setting up a VPN connection depending on the operating system. Students may contact the Help Desk for assistance (See Technical Assistance information).

<http://admin.utep.edu/Default.aspx?tabid=58534>

If technical problems are experienced with the course, students should contact the UTEP Helpdesk during: Monday–Friday: 8AM – 5PM. If calling within UTEP: 915.747.4357. If calling from outside UTEP: 915.747.5257. For more

information, please visit <http://helpdesk.utep.edu>. For help with Blackboard: <http://admin.utep.edu/Default.aspx?tabid=74094>

In order for UTEP to provide a stable learning environment, Thursdays from 12:00-6:00am MST are reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance. Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Technology Support Services will confer with appropriate student and faculty networks to provide appropriate notifications to those affected.

Students can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. In addition to the various campus computer labs (ATLAS in UGLC or LACIT in Liberal Arts for example), Technology Support Services provides workstations for student use. To learn more, please visit <http://admin.utep.edu/Default.aspx?tabid=74174>.

Attendance and Field Experience Behavior

It is expected that students should demonstrate their commitment to the profession and respect for faculty, guest speakers, colleagues, and their respective study away sites by attending all meetings and arriving on time and fully prepared. Upon committing to an experience, student attendance and full participation is expected as outlined in each specific study away experience. If a student has an excused absence, they should immediately notify the faculty lead.

NO drinking/smoking during official "course hours" which includes any activity we do as a group.

NO illicit drug use (zero tolerance) at all. Subject to drug testing.

Students are subject to dismissal of program and sent home if the following occur.

- Use of illicit drugs
- Drinking/smoking during "course hours" which includes any activity we do as a group
- Students who miss $\geq 40\%$ of the study away experience
- Unprofessional behavior (*refer to Professionalism and Professional Conduct section below*)
- Others (e.g., not following University policies, USA laws, Spain laws)

Unique Dress Policy for Study Away: Each Study Away experience is unique and may require its own unique dress code. Students are responsible for checking in with their respective faculty leads regarding any specific or unique dress requirements for your Study Away and/or activities within your Study Away experience.

UTEP and SOP Policy for Academic Integrity

Any student who commits an act of academic dishonesty is subject to discipline. The instructor is required to report all suspected academic dishonesty to the UTEP Office of Student Conduct and Conflict Resolution. Please refer to the Student Handbook for SOP guidance on academic integrity (*see Table of Contents for Curriculum and Classroom Policies: Academic Integrity*).

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such acts.

Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP), and available in the Office of the Dean of Students and on the homepage of the Dean of Students at www.utep.edu/dos, may result in sanctions ranging from disciplinary probation, to a failing grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (For more information, see: <https://www.utep.edu/student-affairs/osccr/>).

Professionalism and Professional Conduct

While enrolled at the University, a student neither loses the rights nor escapes the responsibilities of citizenship. Thus, UTEP and the SOP value professionalism and expect all students to not only acquire but also maintain the highest

standards of professional attitudes and behaviors in their interactions with their fellow classmates, staff, faculty, colleagues and their patients, as described in the Student Handbook and as per UTEP's student conduct policies (see <http://sa.utep.edu/osccr/student-conduct/> & <http://admin.utep.edu/Default.aspx?tabid=73922> for further information). Any student who engages in conduct that is prohibited by the Board of Regents' Rules and Regulations, University or SOP rules or by federal, state, or local law is subject to discipline whether such conduct takes place on or off campus or whether civil or criminal penalties are also imposed for such conduct. Please refer to the Student Handbook for specific expectations regarding professional conduct in the SOP (*see Table of Contents for Academic Progression: Good Standing: Professional*).

UTEP and SOP Policy for Special Accommodations (ADA)

"If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148." You can also e-mail the office at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at <http://sa.utep.edu/cass/>

General Statement About Study Away Policy

The syllabus CALENDAR is subject to change to meet Study Away needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on the Blackboard course shell. It is your responsibility to review the syllabus periodically for updates.

Additional Information

Campus Police: 915-747-5611

Can help triage calls to the appropriate UTEP department if you run into unexpected situations during study away.

Campus Concealed Carry:

Effective August 1, 2016.

<http://sa.utep.edu/campuscarry/>

Civility Statement:

You are expected to follow basic standards of courtesy (<http://admin.utep.edu/Default.aspx?tabid=73922>) and may be dismissed from class for blatant or sustained disruptive behavior

Cell Phone Policy (Optional for Faculty to adapt or not)

Students should carry cell phones, but keep the phone on the vibrate mode in the event students need to be notified by the emergency alert system. Cell phone use for the purpose of texting, email or social media is not permitted. This is disruptive to fellow classmates, faculty and the learning environment. The use of a cell phone or the ringing of the phone in class is considered unprofessional behavior. No cellphones, calculators, laptops or other items may be used during an assessment (e.g., exam or a quiz) unless specifically as part of that assessment and approved by the faculty member/instructor.

Student Support:

UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):

- UTEP's Counseling Center (free counseling to all students): 747-5302, which after-hours goes to a crisis line
- Mental Health Crisis Line: 779-1800
- National Suicide Prevention Hotline: 1-800-273-8255
- Veterans Crisis Line: 1-800-273-8255
- NAMI (National Alliance Against Mental Illness) of El Paso: 534-5478
- <http://caringeducators.tumblr.com/survival>

Title IX:

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Course Calendar and Itinerary:

***NOTE: This course calendar may be updated based on changes to daily itinerary. It is your responsibility to ensure you check-in with the Faculty Lead to ensure you know what the required activities for the day will be. Please see BlackBoard for full list of assignments, as they may not appear on this calendar.**

	1	2	3	4	5	6	7	8
	Saturday Jun 10, 2023	Sunday Jun 11, 2023	Monday Jun 12, 2023	Tuesday Jun 13, 2023	Wednesday Jun 14, 2023	Thursday Jun 15, 2023	Friday Jun 16, 2023	Saturday Jun 17, 2023
City	El Paso	Madrid	Madrid	Madrid	Madrid	Madrid	Madrid	Seville
Morning 8-12	Travel Day approx.12 hours	Arrive in Madrid	Universidad Complutense de Madrid & Museum	Free morning	Pharmacy Visit	Guided tour of the Museo del Prado with local guide	Free day- time to use the hop-on, hop-off bus ticket	Check out of Madrid (Madrid Atocha train station) ~3.5 hours to Seville
Afternoon 1-2 pm		Meet at Residencia Universitaria Nebrija-Chamberí AIFS Orientation	Lunch	Lunch	Lunch	Lunch		Arrive Seville
3-6 pm	Depart ELP	Walking/Tour	Walking tour of Historic Madrid with a local guide	Guest lecture	Walking tour of Madrid neighborhood: TBC (Chueca, Malasaña, etc.)	Free evening		Sightseeing walking tour of Seville, including Plaza España
Evening 6-10 pm								
Assignments	Pre-Experience Reflection <u>DUE 6/10/23 by 11:59pm</u>	Guest Lecture/Site Visit Assignment <u>DUE 6/11/23 by 11:59pm</u>	Guest Lecture Assignment <u>DUE 6/12/23 by 11:59pm</u>				Scavenger hunt activity <u>DUE 6/16/23 by 11:59pm</u>	During Experience Reflection <u>DUE 6/17/23 by 11:59pm</u>
	9	10	11	12	13	14	15	
	Sunday Jun 18, 2023	Monday Jun 19, 2023	Tuesday Jun 20, 2023	Wednesday Jun 21, 2023	Thursday Jun 22, 2023	Friday Jun 23, 2023	Saturday Jun 24, 2023	
City	Seville	Seville	Seville	Seville	Madrid	Madrid	Madrid	
Morning 8-12	Alcazar guided tour	Pharmacy Museum/College of Pharmacy Faculty CEDIFA	Universidad de Sevilla/Colegio de Farmaceuticos	Full-day service (Dr. Morillo)	Check out of Seville (Santa Justa train station) ~3.5 hours to Madrid	Last day in Madrid	Adios España Check out of Madrid hotel and independent transfer to airport	
Afternoon 1-3 pm	Lunch		Bidafarma					Free evening
3-6 pm								
Evening 6-10 pm	EVE Flamenco Show		Dinner with local guests	EVE Group Cooking class		Farewell Dinner		
Assignments	Guest Lecture Assignment <u>DUE 6/18/23 by 11:59pm</u>	Guest Lecture Assignment <u>DUE 6/19/23 by 11:59pm</u>	Social Determinants of Health assignment <u>DUE 6/20/23 by 11:59pm</u>			Compare and contrast Pharmacy Practice (USA vs Spain) <u>DUE 6/23/23 by 11:59pm</u>	Post-Experience Reflection & Final Presentation <u>DUE 6/30/23 by 11:59pm</u>	

The calendar above may change to fit program needs. The course faculty will communicate changes to the students.

APPENDIX A: STUDY AWAY ASSIGNMENTS

ASSIGNMENT: Study Away, Reflection Questions

Study Away Learning Objectives:(UTEP EDGE: 9 domains / AACU Value Rubrics)

At the conclusion of the Study Away experience, students shall be expected to:

1. Identify social determinants of health and their influences on health and well being
2. Seek to understand how their actions affect both local and global communities (AACU)
3. Become informed, open-minded, and responsible individuals who are attentive to diversity across the spectrum of differences (AACU)

	ASSIGNMENT #1		ASSIGNMENT #2	ASSIGNMENT #3	
	Pre-Experience	Pre-Experience (What?) <i>At beginning of actual experience</i>	During Experience <i>(So What?)</i>	Post-Experience (Now What?) <i>At end of actual experience</i> <i>(~within 1 week)</i>	Post-Experience
Preface statement	Based on your experiences this semester in Culture, Literacy, Community health....		Based on what you experience now in your study away...	Looking back on your study away experience AND of your classmates' experiences....	
Culture/Self-Awareness (attitudes, skill)	What do I consider to be my personal, civic, and professional role in society?	(What?) <i>P1 Fall: What are your own personal/cultural beliefs and values? What communication styles do you value when interacting with others?</i> What personal beliefs and values do you bring to the Study Away experience? How do you plan to communicate? What personal cultural strengths and challenges do you bring?	(So What?) What personal/cultural beliefs and values are being used (strengths), reinforced and/or challenged? What communication styles/strategies are you using? (e.g., verbal/nonverbal, motivational, repeat back) What challenges do you find?	(Now What?) What personal/cultural beliefs and values were reinforced or challenged during your Study Away experience? What opportunities and challenges surfaced relating to communicating with others? How does this experience shape how you will make decisions about your <u>personal/professional attributes and communication styles in school/pharmacist role?</u> <i>(WAIT for P2 Spring: What did you learn about your classmates' experiences and how they influence your own personal beliefs/values?)</i>	Now what do I consider to be my personal, civic, and professional role in society? How have I changed? Name three specific actions that I can take in the next year to implement this understanding of my role.
Community/ Social Determinants of Health (knowledge)		(What?) <i>P1 Fall: What are the census/health disparities and community resources that exist in your home community?</i> Based on what you have researched (Census, Health Disparities, Historical/Social context), describe what you anticipate your study away location/experience will be like.	(So What?) What is similar and what is different about what <u>you expected</u> coming into the community (e.g., health care, education, transportation, housing). What opportunities and challenges do you have interacting in this environment?	(Now What?) Compare the Study Away environment/experiences to your home environment. What were unique assets and/or challenges related to health/well-being facing the communities you entered compared to your home environment? (e.g., health care, education, history, services, housing) <i>(WAIT for P2 Spring: What did you learn about your classmates' experiences and how they influence your understanding of social determinants of health and communities?)</i>	

<p>Professional Action/Service (skill/attitude- self-efficacy)</p>		<p>(What?) <i>P1 Fall: What previous service experiences have you had? Describe the current service-learning experience and its impact on the community served.</i> What organization will you be working with? What is their mission or role in the community? How do they contribute to health of the community? What would you like to gain from your experience at the service site?</p>	<p>(So What?) Describe your first impressions of the community you are serving? What do you actually see from the organization and their mission or role in the community? How are they contributing to health of the community? What do you think the community's perception is of the organization? How are your impressions evolving during the experience?</p>	<p>(Now What?) Compare your study away service experience to your home community. What values and contributions do you see from the community you served with opportunities/needs in El Paso (or your home community)? What do you believe are the ways that you can make a positive change in society? Describe your confidence in making a change and how change really occurs in society/health. <i>(WAIT for P2 Spring: How do the experiences of you and your classmates influence your perception of your ability to make a positive change in society?)</i></p>	
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Guidelines for the 3 major reflections:

Address Culture/Self Awareness, Community/Social Determinants of Health, and Professional Action/Service in your major reflections.

Complete in ~1-2 pages (1 inch margins, 11 point font, Times New Roman or Calibri), Include name, course, date, and other relevant information in the header/footer.

Reflection Rubric for Study Away Assignments 1-3

	(0)	(2)	(3)	(4)	(5)
CONTENT (2/3 of reflection grade)	<ul style="list-style-type: none"> Not completed 	<ul style="list-style-type: none"> Provides incomplete information about what they did and does not elaborate on the "how" or "why" Does not provide specific examples Does not respond to or engage in constructive discussion with classmates (when assigned) No references 	<ul style="list-style-type: none"> Provides information about what they did with some comments on the "how" or "why" Provides ≤ 1 example from experience and/or literature Responds to but does not engage in constructive discussion with classmates (when assigned) Uses very brief citation with lack of consistency 	<ul style="list-style-type: none"> Provides original thought and insight to what they did with some analysis of the "how," "why," "so what," and "now what" As appropriate, supports and defends ideas with more than 1 example from experience and/or literature Responds to and somewhat engages in constructive discussion (e.g., close-ended questions) with classmates (when assigned) Uses appropriate citations 	<ul style="list-style-type: none"> Provides original thought and insight to what they did with in-depth analysis of the "how," "why," "so what," and "now what" Supports/defends ideas with more than 1 specific example from experience and/or literature Provides insightful comments and probing questions (e.g., open-ended questions) when engaging in constructive discussion with classmates (when assigned) Uses appropriate citations
STYLE (1/3 of reflection grade)	<ul style="list-style-type: none"> Not completed 	<ul style="list-style-type: none"> Numerous spelling/grammatical errors Does not follow style posted for reflection Reflection not turned in on time Uses simple structure and language Forgets name (for word documents) 	<ul style="list-style-type: none"> Some distracting spelling/grammatical errors Sometimes follows style posted for reflection Completes responses on time Uses simple structure and language with some variation Includes name and date 	<ul style="list-style-type: none"> Reflection has occasional spelling/grammatical errors Follows majority of style posted for reflection Completes responses on time Mostly uses diverse sentence structure and language Includes name and date 	<ul style="list-style-type: none"> Reflection has no grammatical and/or spelling errors Follows style posted for reflection Completes responses on time Uses diverse sentence structure and language Includes name and date

Study Away Final Presentation (Presented as a group at the beginning of Fall 2023 Semester)

SUMMARY:

- Complete in PowerPoint
- Include your names (title slide) and brief intro/background to experience
- Submit summary of the MOST influential part of trip. (“What Happened?”)
 - Include elements of Community Competency or Maslow’s Hierarchy of Need
 - (Geography, History, Culture, Context-Social Determinants of Health-[Social Determinants of Health - Healthy People 2030 | health.gov](#)).
- Summary of the service site (“So What?”)
- Connecting to Future (“Now What?”)
 - WHY influential: How did this experience represent your understanding of this Study Away population or community? How does it influence your understanding of health or your role, responsibility, and/or opportunity as a pharmacist (be specific).
- Include photos and/or figures (cite appropriately)
- **MAX: 5 content slides (excluding title slide)**
- **DUE: June 30th, 2023 by 11:59pm on Blackboard** (Presentation will occur early Fall 2023)

Guidelines for the final presentations:

Use the chart below to complete your final presentation. **Each presentation will be 7-8min in length followed by 2-3 min for Q&A.**

<input checked="" type="checkbox"/>	Topic	Est time
1 pt	1. <u>Introduction / Background</u> to experience with group members names, course, date, etc)	
What happened? (Concrete Experience)		
12 pts	<p>Identify the MOST influential part/experience of the trip. <i>Note: Okay to speak to more than one experience</i></p> <p>Use the following to help reflect on each experience:</p> <p>The experience was: _____ (who, when, where).</p> <p>It was meaningful because: _____</p> <p>Connect this experience to health (Maslow’s hierarchy, community, competency (context-Social Determ cultural competency, health literacy): _____</p> <hr/> <p>As you reflect on the experience, it may be helpful to use your senses and to think of what you saw, heard, smelled, tasted, touched. You will also be provided with your Study Away Experience calendar for your group to recall the various activities completed. (See Blackboard Course Shell)</p> <p>As you describe the experiences to your classmates, reflect and answer the following questions regarding Community Competency:</p> <p>What geographical features or landmarks may have shaped the history, context, and/or cultural life?</p> <p>What historical events helped to shape your understanding of the community?</p>	3-4 min

	<p>What events in the neighborhood/community were of interest while you were at the Study Away experience (Context)? What stood out to you regarding the Social Determinants of Health (Social Determinants of Health - Healthy People 2030 health.gov?)</p> <p>What cultural elements (for example, religion, race/ethnicity, language, art/literature, food) contributed to your experience and learning about this new setting or population?</p>	
So What? (Reflective Observation and Abstract Conceptualization)		
	<p>What population were you working with at your service site? Describe by culture and/or lifespan: religion, language, gender, race/ethnicity, age, health status?</p>	2-3 min
9 pts	<p>Based on what you saw, what were the perceived basic health needs/priorities for the served culture/lifespan (may pull in Maslow's Hierarchy of need)?</p>	
	<p>Based on your city/country health information (e.g., Census, city/state health website), what are actual priorities and/or disparities for the population (culture/lifespan) served at study away site?</p>	
Now What? (Active Experimentation)		
	<p>Connecting to future: (can list individual / group interests)</p> <p>What other populations did you see during your overall Study Away Experience that you would like to explore further (e.g. racial/ethnic, age, disability, sexual orientation, religion) and why?</p>	
3 pts	<p>Considering unique populations across cultures and the lifespan, identify 2-3 questions (open-ended) related to health beliefs and practices, ethics, and/or communication strategies within a cultural group that will help you in your future practice as a pharmacist. You can consider issues you encountered during study away, service learning, IPPEs, guest speakers, El Paso populations, current events, etc.</p> <p>Name a specific discovery that you have made about yourself regarding your role, responsibilities, or opportunities as a pharmacist in this setting or community. Should not be a general comment (e.g., I need to be open to diverse populations. I can see myself in this community (or not))</p>	1 min
Quality of Presentation		
1 pt	Citations/References (e.g., consistent formatting, abbreviated citations on slides as appropriate, comprehensive reference list at the end)	----
1 pt	Quality of Oral Presentation (e.g., pronunciation, dictation, volume, rate, adheres to time limits, looks at audience)	----
1 pt	Quality of Audiovisual (e.g., easy to read/hear, grammatically correct, spelling)	----
2 pt	Cultural Sensitivity* (e.g., avoids negative/harmful stereotypes, carefully words description about cultures – for example, “may believe” vs. “does/will believe”, follows directions from instructors regarding group presentation)	----
30 pt	TOTAL	~ 8min