

PHA5951 Short Study Abroad Program

Summer 2023

2 Credit Hours – [Satisfactory/Unsatisfactory]

The goal of this course is to expose the student to the healthcare and pharmacy systems and practice in other countries, through in-country interaction with practitioners, educators, regulators and students.

Students will also learn about the educational and regulatory processes as well as the cultural background that form the underpinning of health care in the country visited.

Teaching Partnership Leaders

Randell E. Doty, Pharm.D.

- Email: rdoty@cop.ufl.edu
- Office: GNV, HPNP 2333
- Phone: 352 – 294 – 4984

Office Hours: Please see the Canvas course site for posted office hours

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. ST6.4. Use setting appropriate communication skills when interacting with others.
2. ST11.2. Develop and deliver a brief (less than 1 hour) educational program regarding medication therapy to health professional(s) or lay audience.

Course-Level Objectives

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.

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Students must apply for this experience.

Course Co-requisites

1. None

Course Outline

See Appendix B. Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Required Textbooks/Readings

None

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

Other Required Learning Resources

Enter Required Learning resources here

Materials & Supplies Fees

Program costs for the In-Country portion through the UFIC. 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 calculated.

[The Canvas® gradebook will be set-up using the percentages below to compute the grade.]

Table 1.1 Evaluation and Grading

Assessment Item	Grade Percentage
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 presentations <ul style="list-style-type: none">Post-program- Video Summary (See Appendix J for Rubric)	25%
Student Performance evaluation – in country <ul style="list-style-type: none">Presentations to HostsIn-country evaluations (See Appendix I for Rubric)	40%
Total	100%

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](#) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the General [Pharm.D. Course Policies](#) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Makeup Assignments

Makeup assignments may be required for absences from in country activities. Students will be required to complete the makeup assignment within one week of the completion of the in country portion of the program.

Late Assignments

Late assignments will result in a 10% reduction in grade for each week they are late.

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the [UF COP Course policies](#).

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF [COP Student Mistreatment Report](#).

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director(s):

Randell E. Doty, Pharm.D.

- Email: rdoty@cop.ufl.edu
- Office: GNV, HPNP 2333
- Program: PharmItalia

Phone: 352 – 294 – 4984

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Other Teaching Partnership Faculty Members:

David DeRemer, PharmD, BCOP, FCCP, FHOPA

- Email: DDeRemer@cop.ufl.edu
- Phone: 352 – 294 – 8891
- Program: PharmJapan

Kimberly Stultz, PharmD

- Email: kstultz@cop.ufl.edu
- Phone: 352 – 273 – 6144
- Program: PharmSpain

Instructional Designer:

Skylar Johnson, M.A.

- Email: skylarjohnson@cop.ufl.edu
- Phone: 352 – 273 - 5719

Academic Coordinator:

TBD: Inquire with instructor

Educational Coordinators:

Katie Orben

- Email: korben06@ufl.edu
- Office: Jacksonville Campus

- Phone: 904-244-9590

Andrea M Arredondo

- Email: aarredondo1@cop.ufl.edu
- Office: Orlando Campus
- Phone: 407-313-4087

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Exemplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Appendix B: Course Outline

Date	Mod#	Activity	Contact Hours (hr)	Learning Objectives Covered	Faculty Module Leader
5 days prior to departure	1	Pre Program	1	3,4,5	Dr. Doty
	1.1	Assigned Readings			
	1.2	Pre Program Online Quiz			
Prior to departure	1.3	Presentations to Host Faculty			
Week 1 and 2 In country	2	In Country Program	30	1-7	Program Faculty
	2.1	Group Sessions Scheduled Meetings with hosts Debriefing Discussion			
After Return	3	Post Program	10	3-7	Dr. Doty Program Faculty
	3.1	Digital Journal Submission			
	3.2	Video Project Submission			
		<i>Total Contact Hours</i>	31		

Appendix C: 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 on the Canvas site.

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.

Presentations to Hosts:

Students in small groups will prepare presentations to be presented to hosts. These presentations are typically 10-15 minutes and are intended to provide them with some insight into experiences in pharmacy in the US. Students are expected to have these presentations completed prior to departure. Students are expected to be able to present these presentations at a moment's notice during the in country program. Details on the assignment can be found in Appendix D

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.

Appendix E: 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 compares 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.

Appendix F: Pre-Program and Post-Program Deadlines

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

Appendix G: In-Country Presentation to Hosts

As you participate in these programs you will have many opportunities to hear from the local pharmacists, faculty, regulatory personnel and pharmacy students about their roles in pharmacy in their country. Like you many of them are also curious about how we do things. To that end some of the sites have set aside time for you to present to them. These presentations are typically short and are intended to provide them with some insight into your experiences in pharmacy in the US. To that end you need to be prepared to deliver such a presentation.

So here is what you need to do:

1. Pick a partner.
2. Pick a topic. Below is a list to choose from. If you have a burning desire to present on something else then you can ask your faculty about it and if they approve it is fine with me.
 - What you are studying/learning in pharmacy school (1PD/2PD curriculum)
 - What pharmacists do in the US – scope of practice (immunizations, MTM, etc.)
 - Different career paths in pharmacy in the US
 - What makes you proud/excited to be a pharmacy student and a Gator
 - Legislative advocacy by pharmacy students at UF COP
 - Pharmacy student organizations and community service at the UF College of Pharmacy
 - Current Topics in Pharmacy Practice in the US.
 - Examples:
 - The current status of pharmacists as providers in the US
 - Current state of opiate control and prescribing patterns in Florida
 - The part pharmacists and pharmacy students played in the COVID pandemic
3. Prepare a 10-15 minute presentation with your partner on the topic using Powerpoint.
4. Be ready to present. Your faculty member will work with the teams to decide who will present if presentations are asked for at any given location.

A FEW NOTES:

You all can not pick the same topic. I will be posting this to the Facebook sites as well. Once you have spoken to and picked a partner, Make a post on the Facebook site stating who your partner is and the topic you would like to present your partner can reply showing consent. IF multiple teams want the same topic then we will negotiate. It might be a good idea to have a second choice ready. Two people presenting requires coordination. I recommend some practice deciding who is going to say what.

If you have questions about your presentation and would like someone to look it over, your faculty supervisor or I can take a look at it. In prior years I have actually had students practice the night before in the hotel room in front of on of us and several students. It worked out well.

While not specifically a graded item for the course it is courtesy to our hosts and we would want to do the best we can. You are representing UF to a group of people who don't know us well after all.

Appendix H: Digital Journal Evaluation Form

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 I: Student In Country Evaluation Form

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.				
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Comments:

E - Excellent definition

C - Competent definition

D - Deficient definition

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- C Is able to compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.
 - D Is not able to compare and contrast the role of a pharmacist in a variety of practice settings (such as community, health-system, ambulatory care, and industry) in the United States with the role of a pharmacist in those settings in the program country.
- e. *Recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.*
- E Is clearly and consistently able to recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.
 - C Is able to recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.
 - D Is not able to recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.
- f. *Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.*
- E Clearly understands the importance of and consistently demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.
 - C Understands the importance of and generally demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.
 - D Shows lack of understanding for and demonstrates minimal to no professional attitudes and behaviors that characterize a professional pharmacist.
- g. *Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.*
- E Clearly understands the importance of and consistently demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.
 - C Understands the importance of and generally demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.
 - D Shows lack of understanding for and demonstrates minimal to no personal development expected of a pharmacy student by showing initiative, confidence and adaptability.
- h. *Exhibit "Little L" leadership while interacting with international faculty, students and practitioners.*
- E Clearly understands the importance of and consistently exhibits "Little L" leadership while interacting with international faculty, students and practitioners.
 - C Understands the importance of and generally exhibits "Little L" leadership while interacting with international faculty, students and practitioners.
 - D Shows lack of understanding for and exhibits minimal to no "Little L" leadership while interacting with international faculty, students and practitioners.

Appendix J: Video Summary Evaluation Form

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