

***How to Build
a Winning
Global
Experience
for Pharm.D.
Students***

- Michael Wincor
- Rosalie Sagraves
- Susan Vos
- Ellen Schellhase
- Hazel Seaba

Monday,
July 12, 2010
3:30 – 5:00pm

Dr. Michael Wincor is an associate professor in the Titus Family Department of Clinical Pharmacy and Pharmaceutical Economics & Policy at the University of Southern California School of Pharmacy. He also is an associate professor of psychiatry and the behavioral sciences at the Keck School of Medicine at USC. His current research focuses on sleep and sleep disorders, clinical psychopharmacology, and psychiatric pharmacy practice. In addition, Dr. Wincor is the Associate Dean of Globalization and Continuing Professional Development. In this capacity, Dr. Wincor spearheads efforts to extend the reach of the school to other institutions around the globe and to develop innovative programming that meets the needs of today's working pharmacy professionals. Dr. Wincor has served as a visiting faculty member and collaborated on pharmacy curriculum at universities throughout Asia and in Europe. He has also facilitated exchange programs with dozens of universities allowing students and faculty an opportunity to both host and visit sister institutions. He has been recognized as faculty advisor of the year by both the American Pharmacists Association Academy of Students of Pharmacy and the Rho Chi National Pharmacy Honor Society and serves as the Chair of the American Association of Colleges of Pharmacy Global Pharmacy Education Special Interest Group. Dr. Wincor has been named *Professor of the Year* for the USC School of Pharmacy ten times, and was the recipient of the 10th annual Saklad Memorial Lecture Award in 2007, presented to him by the College of Psychiatric and Neurologic Pharmacists.

Rosalie Sagraves, PharmD, FAPhA, FCCP, is dean emerita and professor emerita at the University of Illinois at Chicago (UIC) where she served as dean of the College of Pharmacy for 11 years. She also served as co-director of the UIC/US Department of Health and Human Services Center of Excellence in Women's Health. Currently she serves on the Board of Directors, Advanced Life Sciences (biopharmaceutical company) and as a consultant for the American Association of Colleges of Pharmacy (AACCP) in the area of global pharmacy education. She completed pre-pharmacy education at Miami University (Ohio), received her BS degree in pharmacy from The Ohio State University and her PharmD degree from the Philadelphia College of Pharmacy and Sciences (University of the Sciences in Philadelphia). Her educational and research interests include pediatric pharmacotherapy, and maternal-child and women's health issues. She has authored more than 90 journal articles and book chapters.

Dr. Sagraves has served as a member of the Board of External Visitors for the University of Pittsburgh School of Pharmacy since 2005. She has served AACCP in many capacities including being chair and secretary of the Section of Teachers of Pharmacy Practice, chair of the Council of Deans, delegate to the House of Delegates, as a member of the Board of Directors, as a Brodie Scholar, and as chair of the Global Pharmacy Education SIG. She has served the American Pharmacists Association (APhA) as chair and member-at-large of the Academy of Pharmaceutical Research and Sciences (APhA-APRS) Clinical Section, as APhA-APRS president, on the APhA Board of Trustees and as associate editor of *Pharmacy Today*. She is an APhA fellow.

She has served Kappa Epsilon (KE) Pharmacy Fraternity as national president and national treasurer and as KE Foundation president. She is an American College of Clinical Pharmacy (ACCP) fellow, chaired its Task Force on Women's Health and co-authored the *ACCP White Paper: Women as Research Subjects*. She is a member of Rho

Chi and Phi Lambda Sigma. She served on the NIH Office of Research on Women's Health (ORWH) Task Force, *Beyond Hunt Valley: Research for the 21st Century*, as a member of the ORWH Advisory Board and as a member of its Specialized Centers of Research External Advisory Committee. She has been involved with the Sister to Sister Foundation and its national campaigns to advance women's heart health, and she served as honorary co-chair for women's health functions for the Chicago Chapter of the American Lung Association.

Dr. Sagraves has received various awards including several for outstanding teaching as well as the 1994 KE/Merck Vanguard Award for being a woman leader in pharmacy, a 1995 Distinguished Alumnus Award from The Ohio State University College of Pharmacy, the 1995 ACCP Outstanding Educator Award, the 1996 Professional Fraternity Association Career Achievement Award, the 2001 KE Key of Excellence, the 2007 Rho Chi Lecture Award from the University of the Sciences in Philadelphia and has been recognized as a national honorary member of Lambda Kappa Sigma.

Susan S. Vos, PharmD, BCPS is an assistant professor at the University of Iowa College of Pharmacy. At the college, Susan assists in the development and delivery of preceptor educational programs, promotes pharmacists in developing new teaching sites, and contributes to quality assurance programs within the professional experience program. Susan also practices pharmacy and precepts students in the Pediatric Pulmonary and Allergy Clinic at the University of Iowa Hospital and Clinics and in a global health experience in Punta Gorda, Belize. Susan graduated from the University of Tennessee College of Pharmacy in June 2003. After graduation, she completed a Pharmacy Practice Residency at Methodist University Hospital in Memphis, Tennessee, and then completed a Pediatric Specialty Residency at the Medical University of South Carolina in Charleston, South Carolina. Prior to joining the faculty at the University of Iowa, she served as a Pediatric Clinical Pharmacist at the Children's Hospital at Vanderbilt University Medical Center in Nashville, Tennessee. Susan is a member of APhA, AACP, ACCP, IPA and PPAG and also maintains Board Certification in Pharmacotherapy.

Ellen M. Schellhase, Pharm.D. is an Assistant Professor of Pharmacy Practice at Purdue University College of Pharmacy and an Adjunct Assistant Professor of Medicine at Indiana University School of Medicine. She is the Coordinator for the Pharmacy Kenya Program at Purdue and also teaches the preparatory course, Pharmaceutical Care in Kenya, for Pharm.D. students. She graduated from Purdue University and completed her Pharmacy Practice Residency at the Roudebush Veterans Affairs Medical Center in Indianapolis, Indiana. For several years she practiced in Ambulatory Care at the Veterans Medical Center. Currently her research and engagement are focused on the practice site in Eldoret, Kenya. She has also taken an active role in international service learning within Purdue. She has been active in FIP and AACP, where she is the Secretary for the Global Pharmacy Education Special Interest Group. Dr. Schellhase has presented extensively on medication therapy management in less developed countries, particularly concerning HIV patient care, anticoagulation therapy and medication compliance.

Hazel H. Seaba, PharmMS is the Associate Dean for Assessment and Curriculum and a Professor (Clinical) at the University of Iowa College of Pharmacy. She obtained her BS

in pharmacy from Ferris State University, MS from the University of Iowa and ASHP accredited hospital pharmacy residency certificate from University of Iowa Hospitals and Clinics. She briefly worked as an assistant editor for the *American Hospital Formulary Service* at American Society of Health-system Pharmacists. For about thirty years she was the Director of the University of Iowa College of Pharmacy's Division of Drug Information Service (DDIS). DDIS is the publisher of the *Iowa Drug Information Service (IDIS)*. While at DDIS she developed the Iowa Drug Information Network and implemented a customized drug information training program for international pharmacists. As an educator she initiated the required drug information coursework in both the BS and PharmD curricula. She has authored several book chapters on drug information. Following an expanding role in College administration and accreditation, in August of 2005 Prof Seaba became the first Assistant Dean for Assessment and Curriculum. Drug information training and DEO experience have provided a relevant background for assessment and curriculum – common to all are strong elements of quality assurance and improvement, evidence-based decision making, and creating and ensuring structure and capacity to achieve goals. The focus of Dean Seaba's teaching is now on building new opportunities in the Pharm.D. curriculum for community service-learning, public health and caring for those with health access disparities both locally and globally.



How to Build a Winning Global Experience for Pharm.D. Students

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Program Objectives

1. Summarize the current global activities of U.S. schools and colleges of pharmacy (sop/cop).
2. Describe the activities and organizational framework of two model global Pharm.D. student experiences.
3. Compare and contrast a spectrum of possible learning objectives for a global experience.
4. Identify those planning elements for a global experience that would be necessary to implement a global experience at the participant's school.
5. Create a list of resources needed to develop, implement and provide a global experience.
6. Participate in a discussion of strategies, practices and activities that contribute to successful student global experiences.

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Program Agenda

Michael Wincor: *Introduction*

Rosalie Sagraves: *Survey of Current Global Affiliations of U.S. Colleges and Schools of Pharmacy – 2009*

Susan Vos: *The Belize APPE Partnership: Wisconsin, Drake and Iowa*

Ellen Schellhase: *Purdue Kenya Program Advanced Clerkship Experience*

Hazel Seaba: *Characteristics of A Winning Global Experience*

Audience: *You Build a Global Experience for Your Pharm.D. Students*

Audience: Discussion and Q & A

Summary

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AACP Survey of Current Global Affiliations of U.S. Colleges and Schools of Pharmacy: 2009/10

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Program Objectives

1. Summarize the current data concerning global affiliations of U.S. colleges/schools of pharmacy
2. Compare select data from the 2007 global affiliations survey with that of the current survey
3. Address the locations of global/international affiliations
4. Discuss the types of affiliations between/among U.S. and international colleges/schools of pharmacy and other institutions and growth over the past 2 to 3 years
5. Other questions presented in the survey

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Introduction

- Initial survey undertaken in 2001 by Joseph Dean to gather information about AACP member colleges/schools and their global/international relationships
- 2007 survey undertaken to determine what was happening at that point in time in global pharmacy education among the then 94 US colleges/schools of pharmacy (Bruce Currie & Rosalie Sagraves)
- Spotlight on global/international pharmacy and the Global Alliance for Pharmaceutical Education by Vic Yanchick (AACP President 2008-2009)

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2009/10 Survey Characteristics

- Survey prepared by Rosalie Sagraves with assistance from Diane Drakeley, AACP staff member
- Responses received from 82 of 114 US colleges/schools of pharmacy in 2010 for a 72% response rate (2007 received 63 of 94; 67%)
- Of those responding in 2010, 49 were public/state supported and 33 were private colleges/schools
- Responders included those with and without active international programs

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2009/10 Survey Characteristics

- Number of colleges/schools in 2009/10 answering that they had an active global/international program:
 - N=40 (39 in 2007 survey)
 - Of the 40, 28 are public colleges/schools and 12 are private colleges/schools
- Those responding that they did not have an active global program:
 - N=42 (24 in 2007 survey)
 - 40 of 42 answered a question about starting a program. Of the 40, 22 said Yes they would like to start a program, 2 said No, and 16 were not sure

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2009/10 Survey Characteristics

- Of the 42 colleges/schools that said they did NOT have a global/international program:
 - 21 stated that they had at least one formal or one informal agreement and 5 of these had at least one formal and one informal agreement
- Definition of formal agreement
- Definition of informal agreement

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U.S./Global Affiliations (Formal & Informal) Noted in the 2009/10 Survey

Africa

- Egypt - 4 + 0
- Ethiopia - 0 + 1
- Ghana - 6 + 0
- Kenya - 2 + 1
- Nigeria - 1 + 1
- South Africa - 1 + 1
- Tanzania - 2 + 0
- Uganda - 1 + 1
- Zimbabwe - 1 + 0

Asia

- China - 19 + 10
- Georgia - 0 + 1
- Hong Kong - 3 + 1
- India - 5 + 1
- Indonesia - 1 + 0
- Iraq - 0 + 1
- Israel - 0 + 2
- Japan - 28 + 4
- Jordan - 1 + 0
- Lebanon - 1 + 0

U.S./Global Affiliations Noted in the 2009/10 Survey

Asia (cont.)

- Malaysia - 2 + 1
- Oman - 0 + 1
- Papua New Guinea - 1 + 0
- Philippines - 1 + 0
- Russia - 0 + 1
- Saudi Arabia - 1 + 0
- Singapore - 1 + 1
- Sri Lanka - 1 + 0
- South Korea - 9 + 3

Asia (cont.)

- Taiwan - 10 + 5
- Thailand - 13 + 4 in addition to the U.S.-Thai Consortium relationships
- Turkey - 1 + 0
- Vietnam - 1 + 0
- Australia - 6 + 5
- New Zealand - 2 + 1

U.S./Global Affiliations Noted in the 2009/10 Survey

Central & South America

- Argentina - 1 + 3
- Belize - 1 + 3
- Brazil - 2 + 2
- Costa Rica - 2 + 2
- Dominican Rep. - 2 + 0
- El Salvador - 1 + 0
- Ecuador - 0 + 3
- Guatemala - 1 + 0
- Haiti - 1 + 0
- Honduras - 0 + 1

- Panama - 0 + 1
- Paraguay - 0 + 1
- Peru - 1 + 3
- Venezuela - 0 + 1
- West Indies - 1 + 1

North America

- Canada - 11 + 1
- Mexico - 4 + 2

U.S./Global Affiliations Noted in the 2009/10 Survey

Europe

- Austria - 0 + 2
- Belgium - 0 + 1
- Czech Republic - 2 + 0
- Denmark - 2 + 2
- Finland - 0 + 2
- France - 10 + 2
- Germany - 2 + 4
- Greece - 1 + 0
- Hungary - 3 + 0
- Italy - 3 + 3

- Ireland - 2 + 1
- Norway - 0 + 1
- Poland - 0 + 1
- Sicily - 1 + 0
- Spain - 6 + 2
- Sweden - 1 + 1
- Switzerland - 2 + 1
- UK/England - 12 + 4
- UK/Scotland - 4 + 0
- UK/Wales - 1 + 1

U.S./Global Affiliations Noted in the 2007 vs 2009/10 Survey

2007 Survey:

- **Africa**
 - 5 countries
 - 5 affiliations
- **Asia**
 - 8 countries
 - 60 affiliations
- **Australia & New Zealand**
 - 10 affiliations
- **Central, South America & Caribbean Islands**
 - 5 countries
 - 7 affiliations

2009/10 Survey:

- **Africa**
 - 9 countries
 - 23 affiliations
- **Asia**
 - 23 countries
 - 135 affiliations
- **Australia & New Zealand**
 - 14 affiliations
- **Central, South America & Caribbean Islands**
 - 15 countries
 - 34 affiliations

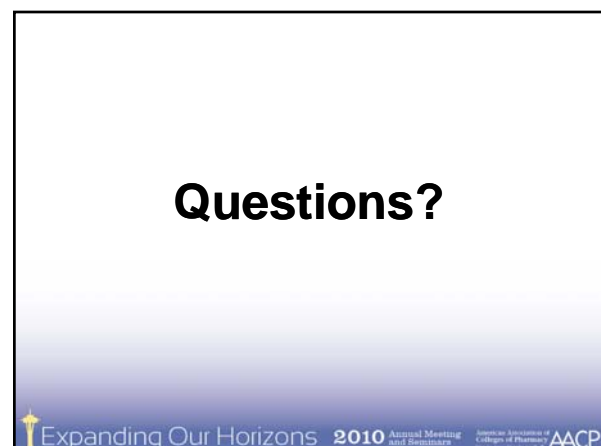
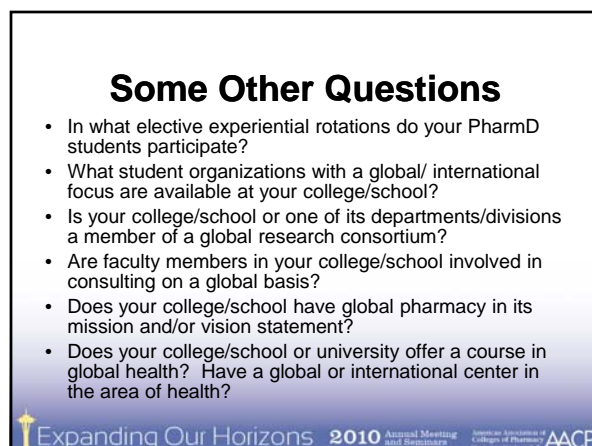
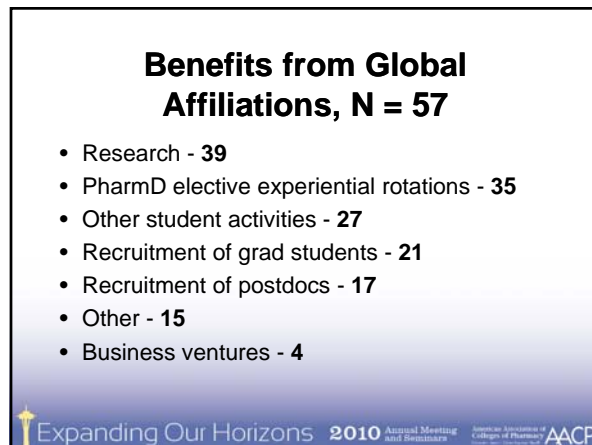
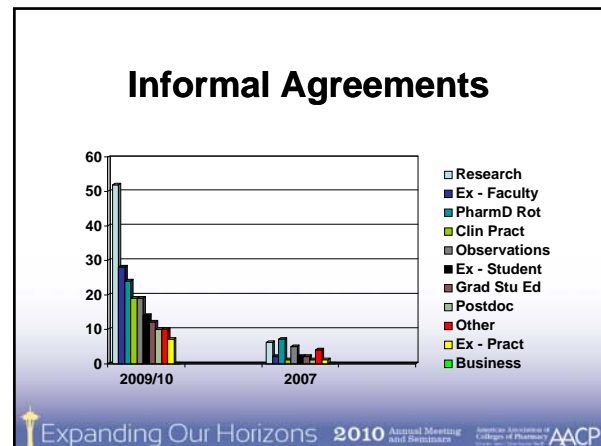
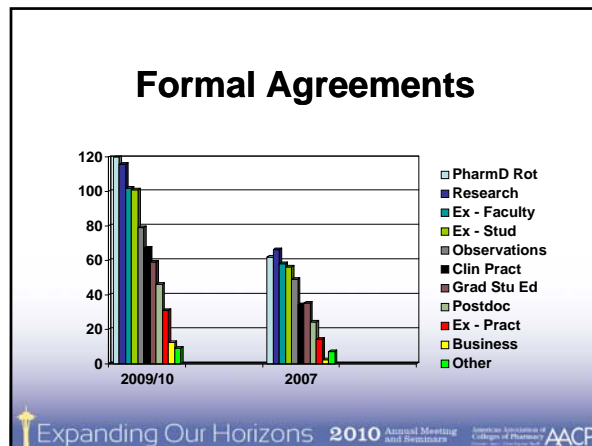
U.S./Global Affiliations Noted in the 2007 vs 2009/10 Survey

2007 Survey:

- **North America**
 - 1 country
 - 3 affiliations
- **Europe**
 - 13 countries
 - 36 affiliations

2009/10 Survey:

- **North America**
 - 2 countries
 - 18 affiliations
- **Europe**
 - 20 countries
 - 80 affiliations



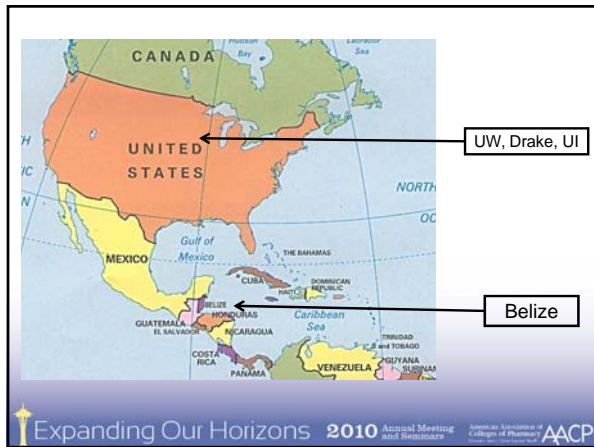
The Belize APPE Partnership: Wisconsin, Drake and Iowa

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A Special Thanks...

Drake University College of Pharmacy & Health Sciences
Denise Soltis, BS, RPh
June Felice Johnson, BS, Pharm.D., FASHP, CDM

University of Wisconsin-Madison School of Pharmacy
Curtis Johnson, Pharm.D.
Mara Kieser, MS, RPh



Belize A Multi-ethnic, Multilingual Society

- Creole
- Garifuna
- Mestizo (Mexican and Yucatec Myan)
- Spanish
- Maya
- Mennonite
- Lebanese
- Chinese
- East Indian



Why Belize?




Why Belize?

- Healthcare need in the Toledo District of Belize (population 27,000)
- Need for pharmacist involvement in clinic operations
- A collaboration was formed with Hillside Healthcare International Clinic

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Why Hillside?

...devoted to **improving the Belizean quality of life** through medical care, health education, and community outreach. HHCI promotes healthy global attitudes by offering a **culturally-rich educational program** for medical volunteers that challenges them to better understand their role in international health care.



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About Hillside Clinic

- Clinic established in 1999, training for medical and nursing students
- Year-round, ambulatory clinic setting with pharmacy
- Underserved population including acutely-ill, chronic care, family medicine, women and children

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About Hillside Clinic

- On-site, year-round volunteer nurse practitioners, nurses, monthly physician volunteer, and pharmacist (one week per month)
- Mobile outreach clinics to more than a dozen indigenous villages
- 7000-8000 patients served each year
- 100 student presentations each year to community groups
- Community service events
 - Health screenings
 - AIDS awareness
 - School-aged children physical assessments
 - Educational presentations for school-aged children

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Hillside's Partnership with Pharmacy

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The Experience

Pre-Assignments:

- Assigned readings
- Pre-Belize reflection paper (topic: expectations, goals, concerns, and fears)
- Pre-Belize survey



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The Experience

- Prepare and present topic discussion
- Initiate small project
- Maintain electronic communication students
- Post-Assignments
 - Post-Belize guided reflection paper
 - Post-Belize survey



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The Logistics

- Pharmacist Preceptor in clinic first week of every month, then student reports to nurse practitioners and physician
- Cycles follow the calendar month
- 2 students per month
- On-site housing in dormitory with kitchen, bathroom, double rooms

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Other Cultural Experiences

- Traveling to mobile **outreach clinics**
- **Overnight mobile clinic**
- Wednesday **cultural lunch** and topic discussion (e.g. local artists, local chefs, snake-healer)
- **Weekend travel excursions** (e.g. scuba, fishing, hiking, snorkeling, camping, Mayan ruins, Guatemala/Honduras trips)



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The Collaboration: Wisconsin, Drake, and Iowa

- Coordinated Schedules
- Coordinated Faculty Preceptors
- Shared Syllabus
- Shared Evaluation
- Shared Assignments and Projects
- Cross-School Communication

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Individual SOP/COP Responsibilities

- Scheduling and selecting students and faculty
- Pre-experience orientation
- Gathering student evaluations from Hillside staff
- Student mid-point and final evaluations
- Ongoing communication between students, other COP/SOP, and Hillside staff
- Fee structure for students

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Challenges and Opportunities

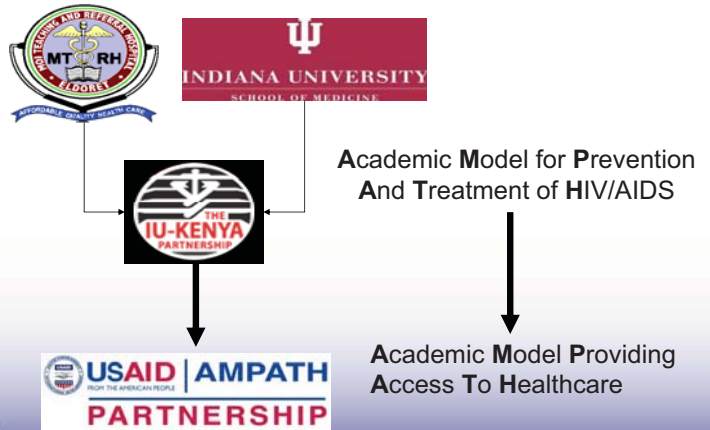
- Collaboration with the Ministry of Health
- Access to needed medications and supplies
- Continued student interest and support
- Coordination and continuity of services

Purdue Kenya Program Advanced Clerkship Experience

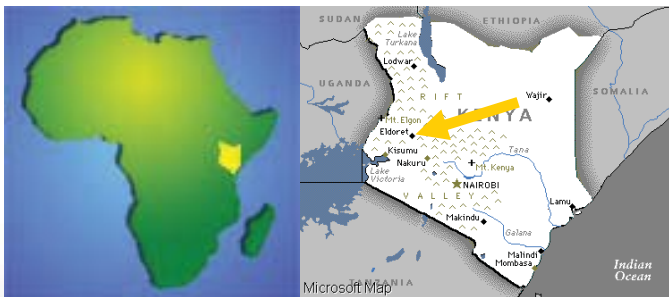


Ellen Schellhase, Pharm D
Clinical Assistant Professor
Purdue Kenya Program Coordinator
Purdue University, Indiana

DEVELOPMENT OF THE PROGRAM



Where is Eldoret, Kenya



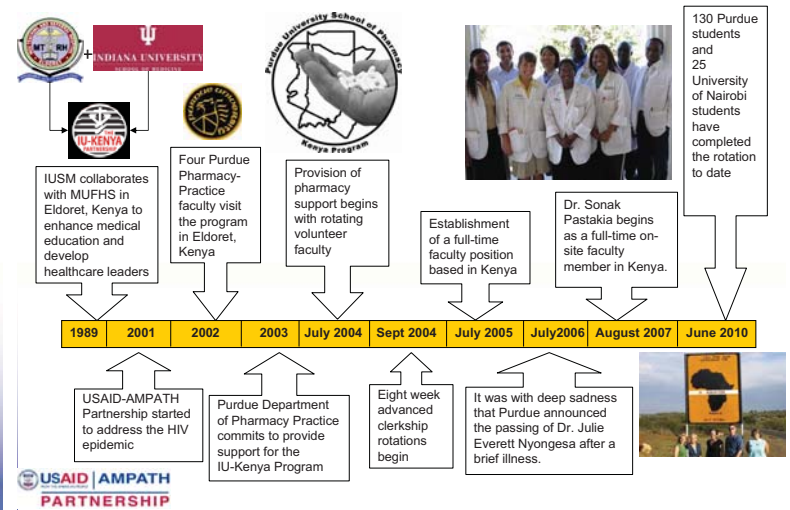
MISSION & VISION

- **Mission:** Address the healthcare system barriers which prevent the dissemination of high quality care in the resource-constrained setting.
- **Vision:** Develop future leaders of pharmacy from both resource-constrained and resource-rich settings. These collaborations will be used to build infrastructure to help Kenyans address their healthcare needs.

VALUES

- All activities will be based on the concept of collaboration and partnership with counterparts from Kenya. Kenyans will be included in every activity to foster increased bilateral exchange to stimulate greater educational enrichment for all participants. All research will be designed to address the needs of the resource-constrained setting in which we practice.

PURDUE KENYA PROGRAM TIMELINE



PURDUE KENYA PROGRAM

- 8-week clinical experience for Purdue pharmacy students
- 6-month experiential placement site for University of Nairobi pharmacy interns
- Continuous program presence
 - Lead by American faculty team leader permanently based in Kenya
- 2 Adjunct Kenyan faculty recently added

MEDICAL ROUNDS

- Moi Teaching and Referral Hospital
- Daily clinical rounds
 - Adult and pediatric wards
- Activities include
 - Product selection
 - Medication dosing
 - Patient monitoring
 - Utilization of treatment guidelines
 - Adverse drug reaction prevention and monitoring
 - Patient education



AMBULATORY CLINICS

- Urban and rural settings
- HIV/AIDS clinics
- Anticoagulation Service
- Diabetes Care Clinics



ADDITIONAL ACTIVITIES

- AMPATH programs experiences (community mobilization, family preservation initiative, orphan and vulnerable children, farms)
- Sally Test Pediatric Center
- Tumani Street Kids Program
- Topic discussions
- Case discussions (with medical student partners)
- In-service presentations
- Fireside chats
- Weekend excursions

PREPARATION

- CLPH 457 *Pharmaceutical Care in Developing Countries*
 - 2-credit elective course
 - Required for participation
- Cultural preparation
- Therapeutics preparation
- Travel preparation

SAFETY & SECURITY

- IU Compound is double guarded
- Evacuation plans – reviewed annually by University Risk Management Committee
- Students and faculty carry mobile phones for communication and emergencies
- Review safety and traveling tips during elective
- Travelers sign Waiver/Hold Harmless Agreement

CHALLENGES

- Financial Resources
- Unpredictability
 - Political instability
 - Volcanoes
 - Crime
- Faculty Involvement

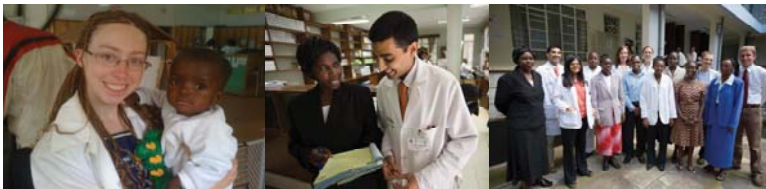
SUMMARY



ACKNOWLEDGEMENTS

- Dr. Sonak Pastakia – Team Leader
- IU Kenya Program Leadership Team

FUNDING: The USAID-AMPATH Partnership is supported in part by a grant from the United States Agency for International Development as part of the President's Emergency Plan for AIDS Relief (PEPFAR)



QUESTIONS

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Building a Winning Global Experience

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Rise of Study Abroad and Global Health

- “Majority of college graduates now enter the workforce with some kind of global experience on their resume.”¹
- Number of students in US and Canadian Global Health Programs has doubled in three years.²

1. Merson MH, Page KC. The dramatic expansion of university engagement in global health. Center for Strategic and International Studies. 2009
 2. Consortium of Universities for Global Health. 2009 press release.

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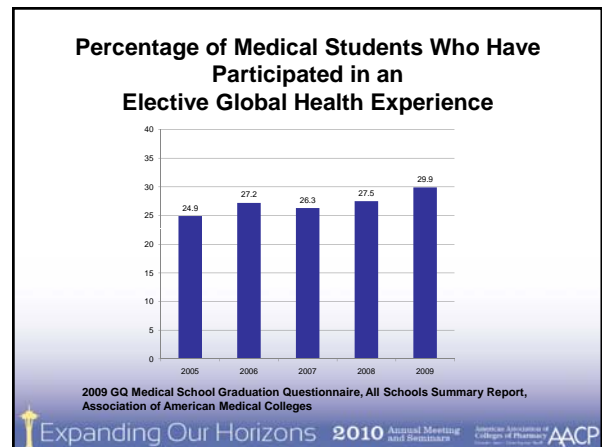
Open Doors 2009 Report on International Educational Exchange
Institute of International Education

Table 22
FIELDS OF STUDY OF U.S. STUDY ABROAD STUDENTS, 1998/99 - 2007/08

PERCENT OF U.S. STUDY ABROAD STUDENTS

Field of Study	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08
Social Sciences	20.3	20.1	20.3	21.9	21.3	22.6	22.6	21.7	21.4	21.5
Business & Management	17.7	17.7	18.1	17.6	17.7	17.5	17.5	17.7	19.1	20.2
Humanities	14.6	14.5	14.5	13.8	13.3	13.3	13.3	14.2	13.2	13.3
Fine or Applied Arts	8.0	8.6	8.5	8.5	9.0	7.6	7.6	7.5	7.7	8.4
Physical or Life Sciences	7.4	7.4	7.1	7.6	7.1	7.1	7.1	6.9	7.3	7.2
Foreign Languages	8.1	8.2	8.2	8.5	7.9	7.5	7.5	7.8	7.2	6.2
Health Sciences	3.8	2.8	3.2	3.0	3.1	3.4	3.4	3.8	4.1	4.5
Education	4.2	4.2	4.4	3.9	4.1	4.1	4.1	4.1	4.2	4.1
Engineering	2.8	2.9	2.7	2.9	2.9	2.9	2.9	2.9	3.1	3.1
Math or Computer Sciences	1.8	2.0	2.0	2.2	2.4	1.7	1.7	1.5	1.5	1.6
Agriculture	1.4	1.4	1.6	1.1	1.5	1.2	1.2	1.3	1.5	1.2
Other	5.6	5.1	4.9	5.2	6.4	7.8	7.8	7.2	6.6	5.4
Undeclared	4.3	5.1	4.5	3.8	3.5	3.4	3.4	3.4	3.1	3.3
Total	129,170	143,590	154,168	160,920	174,629	191,321	205,583	223,534	241,191	262,416

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ACPE Standard 14 Curricular Core – Pharmacy Practice Experiences

Guideline 14.5. The cop/sop may offer elective advanced pharmacy practice experiences outside the U.S., provided that they support the development of the competencies required of the graduate, and the cop/sop implements policies and procedures to ensure the quality of the site(s) and preceptor(s).

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Building #1: *Organizational Mission Supports Program*

- The institution’s mission and policies support the SOP/COP global experience program
- Global experience program has clear purpose and academic/experiential goals

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Building #2: *Partnership*

- Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
- The partnership balances power among partners and enables resources among partners to be shared.
- There is clear, open and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate/clarify the meaning of terms.

Principles of Good Community-Campus Partnerships. Adopted by the CCPH board of directors, October 1998. <http://depts.washington.edu/ccph/principles.html>

- Roles, norms, and processes for the partnership are established with the input and agreement of all partners.
- There is feedback to, among, and from all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the credit for the partnership's accomplishments.
- Partnerships take time to develop and evolve over time

Building #3: *Site Selection Criteria*

- Select sites that match the experiential course content
- Limit activities at the site to those with the potential to meet course-relevant academic and service-learning goals
- Correlate duration of experience to the course learning objectives

Howard J, editor. Service-learning course design workbook. Michigan Journal of Community Service Learning. University of Michigan, Ann Arbor, MI, 2001, page 17.

- Course activities should meet real needs in the community as determined by the community
- Faculty and administrators are aware of the economic, social and environmental impact of the experience on the local community and endeavor to minimize any negative effects

Building #4: *Academic Framework*

- Award of credit consistent with in-country experiences
- Students are appropriately evaluated
- Clear guidelines for performance expectations given to students
- Experience makes effective use of location and/or unique site resources

- Supervision and monitoring
- Ethical treatment of patients
- Avoidance of conflicts of interest
- Offer full, in-depth experiences at site rather than "seeing everything"

Building #5: *Student Learning and Development*

- Objectives for U.S. Pharmacy Students on Global APPEs, Global Education Task Force, Section of Teachers of Pharmacy Practice
 - Communication
 - Pharmacy Practice
 - Health Care Systems/Population Health
- Caring for the Underserved, A delineation of educational outcomes organized within the Clinical Prevention and Population Health Curriculum, Framework for Health Professions
<http://www.aacp.org/resources/education/Documents/FINAL%20Curriculum%20Framework%203.09.pdf>

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- Unique objectives
 - Ethnographic observation
 - Journaling/Reflective skills
 - Cultural adaptive skills
 - Comparative knowledge of different cultures
 - Language development
 - Host country values, history, culture
 - Leadership skills, service orientation, tolerance for ambiguity

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Building #6: *Pre- and Post-Departure Support*

- Pre-departure information on living and travel arrangements, health considerations/insurance, expenses, security, etc.
- Financial aid [students and faculty]
- Sufficient prerequisite knowledge of language and host country
- Academic preparation and orientation

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- Re-entry program
- Integration of abroad experiences to academic, person and professional development

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Building #7: *Student Pharmacist Role at Site*

- Span of activities acceptable at site
- Visa limitations
- Host country laws
- Access to expert advice, knowledge
- Ethical considerations

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Building #8: *Student Selection*

- Fair, appropriate and transparent selection and marketing in sop/cop
- Diversity/non-discrimination
- Affordability
- Financial assistance
- Code of conduct
- Protocol/procedures for handling disciplinary issues

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Building #9: *Logistics*

- On-site administration
- On-site supervision
- Institutional protocols for issues and out-of-country training for faculty
- Adequate compensation for administration and academic personnel
- Two way communication with site and home institution

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- Program is adequately funded
- Accommodations for all students
- Housing/Food – clean, safe, culturally appropriate
- Programmatic assessment

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Building #10: *Health, Safety and Security*

- Safety and security assessments and monitoring before, during and after
- Evaluate student health issues prior to departure and be prepared for issues that may arise
- Local health and safety information

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- Insurance: Liability, repatriation, health
- Emergency communication
- Individual and group emergency procedures
- On-site supervision to handle emergencies
- Continuous program assessment for improvement

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Resources

The Forum on Education Abroad

- Standards of Good Practice for Education Abroad, 2008
- Standards of Good Practice for Short-Term Education Abroad Programs, 2009
- Code of Ethics for Education Abroad, 2008

<http://www.forumea.org/index.cfm>

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**College/School of Pharmacy
Your University**

**Advanced Pharmacy Practice Experience (APPE)
Proposal for Global Experience**

APPEs that take place outside the United States are elective. These APPEs must meet all the requirements for a U.S. experience and, additionally must meet financial, geographic, administrative, and risk management challenges. The Global APPE Proposal must be approved by the Curriculum Committee, Department Chair and the Dean. Elective APPEs should be designed to allow students “to develop areas of personal interest, to expand their understanding of professional opportunities, and to achieve the outcomes of the curriculum.” [ACPE Guideline 14.5]

Partnerships with global sites for APPE education are meant to be long-term (five to ten years) and sustainable.

Name of Faculty Course Director(s):

Department:

When will this APPE be offered?

Site Visit

Site assessment was done by:

Dates of Visit:

Full address of site:

Administrative and Practice contacts at site:

APPE preceptor(s) at Site:

Physical Description of Proposed Site:

Why is this Site compatible with APPE goals?

How will APPE students and faculty benefit the site?

Describe the economic, social and environmental impact the APPE will have on the Site:

Can students communicate with host country patients in English?

Site Capacity: number of students per cycle and per year:

Attach the site Memorandum of Understanding (MOU) and Affiliation Agreement:

Faculty Course Director

Describe your qualification to develop and maintain an APPE at this site.

Do you have any conflict of interest connected with this country or site?

What is your proficiency in the host county's language?

What benefits will this site provide for your teaching, research and/or service development?

Site Preceptor(s)

Describe the qualification of the site preceptor(s).

What is the preceptor(s) proficiency in English?

What benefits will this proposal provide to the preceptor(s)?

Student Learning and Development

How does this global APPE service the mission of the college?

What does this global site offer that U.S. sites do not?

What are APPE course goals and objectives?

Describe the clinical and pharmacy dispensing/management activities of students at this site?

Will students participate in any patient care or administrative activity that they would not in a U.S. APPE?

Describe the characteristics of the patients with whom the students will interact.

Will the students have adequate access to knowledge resources (library resources, internet)?

How will the students' achievement of the APPE goals and objectives be assessed?

What site and preceptor monitoring will be done?

What preceptor training will be provided?

How will APPE and Site be evaluated?

Student Preparation: Pre- and Post-Departure

Are there any prerequisites or co-requisites for this APPE?

How will you orient/train students pre-departure?

How will you debrief student post-experience?

Student Selection

Is the selection process open and fair?

Are students selected using consistent criteria (education level, training, skill sets)?

What are the any minimum physical abilities required for travel and work at this site:

Do financial concerns limit student involvement?

Are language development opportunities available?

Logistics

Site Development and Maintenance:

How will the cost of site development be funded?

Who will monitor and maintain the site in the future?

Transportation to and from Host Country Site:

What are the advantages of a group travel plan versus individual arrangements?

Is a visa required to travel to this country?

Transportation at APPE Site:

Will the instructor(s) or the site provide local travel?

Housing:

Is safe, affordable, local housing available close to the practice site?

Who will make housing arrangements and how will housing expenses be paid?

Is there access to adequate power and internet services?

Meals:

Can students with various dietary needs be accommodated?

Program Fee Expenses for Director(s):

How will the cost of instructor's expenses be funded?

What is the minimum number of students needed to cover the instructional expenses?

What out of pocket expenses will instructor have?

What are the budget implications of the monetary exchange rate?

Program/Course Fees for Students:

Will students pay a single fee that covers all expenses of the trip or will they each pay their own expenses and make their own arrangements?

Cultural and Recreation:

What cultural and recreation opportunities exist at the site?

Will these opportunities be programmed in to the APPE or will the students make their own arrangements?

Other Non-Program Student Expenses:**Health, Safety and Security**

Is this APPE in a geographic location that the Department of State attests is safe for students?

What is the Emergency Action Plan for Medical Emergencies, Natural Disasters, Political Turmoil and Individual Emergencies?

In case of an emergency, how will you communicate with your college and university?

What vaccinations are recommended and/or required?

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- Code of Ethics for Education Abroad, 2008

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If you have further questions, please do not hesitate to contact any of the program presenters. Questions can also be posted on the Global Pharmacy Education SIG listserv:

globpharm@lists.aacp.org

<http://www.aacp.org/resources/Pages/Listservs.aspx>

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Objectives for U.S. Pharmacy Students on Global APPEs

Global Education Task Force, Section of Teachers of Pharmacy Practice Spring 2010

Communication

1. Identify and appropriately utilize strategies that are locally available to overcome barriers to effective communication with patients and health care providers
2. Identify and describe cultural differences from the US in the individual patient's perceptions of illness and health, the role of western medications vs local therapies and the relationship/roles of the pharmacist, nurse and physician in the health care system
3. Deliver educational inservice presentations to health professionals in countries outside of the United States
4. Communicate with patients and health professionals in a culturally sensitive manner

Pharmacy Practice

5. Compare and contrast pharmacy practice in the United States with that of another country
 - a. Identify opportunities for quality improvement in pharmacy practice in both the United States and another country
 - b. Identify barriers to improving pharmaceutical care
 - c. Identify the different ways medications are used in countries outside of the United States
6. Provide pharmaceutical care to patients as appropriate and allowed by law or visa status in acute and ambulatory environments in another country

Health Care Systems/Population Health

7. Compare and contrast the healthcare system in the United States with that of another country using the following parameters
 - a. Financing of the health care system
 - b. Access to and payment for care
 - c. Use of healthcare technology
 - d. Types and use of information systems
8. Identify population-related differences in the efficacy and toxicity of medications, and perceptions of the role of medications in the treatment or prevention of illness
9. Identify health disparities, if any, and provide suggestions for improvement