CEA SEVILLE: PRE-HEALTH CO-CURRICULAR FRAMEWORK AND RECOMMENDATIONS

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Executive Summary

CEA is addressing a need for pre-health students wanting to study abroad as there are currently only programs for general health sciences. To supplement that program, we are developing co-curricular suggestions for CEA. These will holistically support pre-health students' engagement in their program and environment of study through culturally immersive activities that facilitate personal and professional development. The goal of this project is to conduct an in-depth analysis of current co-curricular programming in international education. From this analysis, we will create recommendations based on best practices which are relevant to CEA's proposed pre-health program in Seville, Spain. We will be providing a framework that serves to facilitate intercultural learning and professional development for students of pre-health majors. Finally, this will be a widely applicable framework which CEA can utilize in future program development.

We seek to answer the questions:

- "How are students gaining professional development skills in a multicultural setting through co-curricular activities?"
- "How can co-curriculars best supplement a program geared toward pre-health professionals?"
- "What aspects of co-curricular programming foster intercultural competence among students?"
- "How do we assess enhancement of cultural competency and professional development among students after completion of co-curricular activities?"

Definition of Terms/Framing Language

- **CEA —** Cultural Experiences Abroad Study Abroad
- **Co-curriculars —** refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum[1]
- **Community Clinics —** An approved organization and capacity in participants' pre-health field.
- **D&A —** International Education Design & Assessment Course
- **Global learning —** "A critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability."[2]
- **ICC —** Intercultural Competence defined as: "The ability to function effectively across cultures, to think and act appropriately, and to communicate and work with people from different cultural backgrounds – at home or abroad".[3]
- **IEM —** International Education Management Master's degree program
- **Learning Partner (LP) —** main contact at partner organization
- **MIIS —** Middlebury Institute of International Studies at Monterey
- **MPA —** Master's of Public Administration
- **Pre-Health —** "Pre-Health" students are undergraduates who are aiming at professions in health care — including medicine, dentistry, pharmacy, veterinary medicine, or optometry."[4] These are just a few to name, as there are also other desired professions relevant to the field.
- **Reflections —** To accommodate all students, these can be written, audio recorded, videos or facilitated group discussions.

[1] https://www.edglossary.org/co-curricular/
[2] https://www.aacu.org/global-learning/definitions
[3] https://www.monash.edu/arts/monash-intercultural-lab/about-the-monash-intercultural-lab/what-is-intercultural-competence#_ftn1
[4] https://lifesciences.ucla.edu/undergraduate/pre-health/

Meet the Team

Annie Navran is a midwesterner turned world traveler. She grew up in Kansas City and graduated from the University of Missouri - Kansas City with a BA in Communications with an emphasis on Journalism and Mass Media and French Languages and Literature. Upon graduation, Annie spent two years working in France as an English language teacher through the Teaching Assistant Program in France (TAPIF). Annie is based out of Monterey, California and is working towards a joint Masters' in International Education Management and a Master's of Public Administration with a French language focus at MIIS. She works alongside the Communications Department as a graduate assistant. She hopes to work in the intersection of education and development.

Elly Vogt is originally from the midwest but has resided in London, England and Sydney, Australia and currently lives in Monterey, California. She graduated from the University of Iowa with a BA in Communications and a Certificate in Entrepreneurial Management. Elly is currently a Managing Editor at Case Studies in International Education and an owner of a small business focused on sustainability. Through her experiences interning in London, working in Australia, and traveling extensively, she has seen the importance of intercultural competence and global learning and is driven to facilitate these skill sets and high impact experiences for students. Upon completion of her MA in International Education Management, Elly plans to work in higher education, focusing on internationalization efforts and developing intercultural competence skills among students.

Katie Wells is a Canadian-born, American raised individual who has taken any additional opportunity to live abroad. After a short-term exchange program in France, she embarked on the Youth Exchange and Study (YES) Abroad program to Bosnia-Herzegovina. Not satisfied with her international experiences, she completed her BA in International Studies at George Fox University, but not before spending six months in Lithuania. Since then, she has returned to France for the Teaching Assistant Program in France (TAPIF) and is now working towards her MA in International Education Management with a language focus in French at the Middlebury Institute (MIIS). Currently, Katie is based outside of Portland, Oregon and works virtually alongside the Fellowships Department at the Institute. She plans to continue exploring the world and create opportunities for all to do the same.

Our Learning Partner

Founded in 1997, CEA Study Abroad is a third-party study abroad organization which offers experiential and educational programs worldwide. Their philosophy is to provide high-quality international academic programs and services and their mission is to foster globally competent and employable graduates through their programs for collegiate students. As a result of their international reach, they have a variety of international partnerships and on-site staff across the globe.
CEA emphasises that study abroad is an enriching life experience that expands beyond the classroom and boundaries of traditional education. This is shown through the support CEA gives each student on every aspect of their study abroad journey, including, pre-departure, on-site and post program completion. Along the way CEA fosters students' ability to adapt and communicate in an intercultural setting.

Sara Troy holds a masters degree from Miami University in Educational Leadership. For the past 10 plus years, she has worked in program development and management creating opportunities for students to study abroad, regardless of their major. Sara Troy lead and managed the program development team at CEA and now does so at Verto Education. Her primary focus lies in creating programs that facilitate students' ability to achieve their academic and personal goals.

Mary Alice Soriero obtained her MS Ed in *Education, Culture & Society* from the University of Pennsylvania between living & working in Asia for almost five years and her work in Perú as a USIS Teaching Fellow. She is currently an international educator working for CEA Study Abroad in Seville, Spain. For over 25 years she has lived, worked and / or traveled to almost 40 countries collecting insight, data and anecdotal evidence. She uses her experience to inform her teaching in university classrooms and facilitating for intercultural and cultural programming.

Needs Assessment Summary

The International Education Design & Assessment (D&A) course with the Middlebury Institute of International Studies (MIIS) provides master's students with the opportunity to work and collaborate with a Learning Partner (LP) in the field of International Education. Annie Navran, Elly Vogt and Katie Wells will work with CEA Study Abroad for the duration of the Spring 2021 semester. The following report represents our Needs Assessment, the first official collaboration between the Team and CEA.

The Team's first report is a Needs Assessment. A Needs Assessment is crucial at the beginning of any project to ensure that the needs of the organization are accurately identified and evaluated, so as to be communicated by the proposed deliverable. Through this assessment, the team identified the most relevant needs, or gaps, between the current and desired conditions. The identified discrepancy between current and desired conditions informs priorities and sets criteria for evaluating the proposed intervention.

Methods

The Team utilized a Key Informant Interview to inform this Needs Assessment report. In this instance, a Key Informant refers to the person with whom an interview about the organization is conducted. Essentially, the key informant is a proxy who is uniquely positioned to provide the most relevant and thorough information about the organization or matter of interest. Initially, the Team interviewed Sara Troy, the former Director of Program Development for CEA Study Abroad, to gain an understanding of CEA's future initiatives. The interview was conducted virtually with all team members present, as well as the informant, Sara Troy.

Via a Zoom interview, the Team prepared and divided a list of questions that provided the opportunity for open discussion, collaboration and for the interviewer to ask supplemental and clarifying questions.

Other Key Informants included:

- Christopher Adams, Former Internship Specialist at CEA
- Jose Balza, Academic Coordinator, CEA Buenos Aires
- Dr. Paige Butler, Associate Professor of International Education, MIIS
- Mary Alice Sorerio, Academic Director, CEA Seville

Current & Desired Condition

"CEA is addressing a need for pre-health students wanting to study abroad as there are currently only programs for general health sciences. To supplement that program, we are developing co-curricular suggestions for CEA. These will holistically support pre-health students' engagement in their program and environment of study through culturally immersive activities that facilitate personal and professional development."

Logic Model Review & Discussion

By working through the Logic Models Workshop, we were able to focus our scope and feel confident that both our TOC and PLM correlate with CEA's mission to foster global competency skills among students and to support professional development. The logic models clarified our ideas for CEA and helped narrow the scope of what we could feasibly do for CEA and reach the eventual destination of our co-curricular recommendations. Throughout the iterative process of backwards thinking in creating the TOC and PLM, we were able to stop and review our progress and make any necessary adjustments. Most importantly, the Logic Models Workshop helped us hone in on the "why" of problem statements and goals for CEA. By defining the opportunity and showing how our interventions and activities responded to them, the logic models are able to explicitly detail the direction of our deliverable.

After our initial reflections, we felt that our logic models outputs lacked the proper data to be able to guarantee that the recommended activities would lead to said outputs. Aligning our logic models with the SMART & FIT outcomes checklist enabled us to examine the quality of our logic models and adjust them to provide further data and detail where it was needed.

Our thinking eventually evolved and became more strategic in creating a cohesive framework that aligns our end goal of delivering intentional and well thought out co-curricular recommendations. After our various workarounds and iterations, we were able to create a valuable deliverable for CEA. Ultimately, we were able to become more of a collective team through this experience by exposing our own assumptions, our own lack of contextual knowledge on study abroad programs and co-curriculars and really delve into the "why" of our project.

Next Steps

The KII's up to this point and the Logic Models Workshop enabled us to figure out what information we needed from our learning partner and have a better understanding OF CEA's goals and missions regarding, academic achievement, global competence and personal growth. Our next and continued steps have been to keep conducting Key Informant Interviews, to conduct literature reviews, to benchmark other pre-health study abroad programs, to create a masterlist of co-curricular recommendations, as well as their respective reflection activities and to continually refine our logic models. Our proposed deliverable will be to provide enriching co-curriculars and our TOC will be a frame of reference to ensure that the learning outcomes of these activities will align with their companies mission.

Relevant Research

Co-curriculars serve as a fundamental framework for supporting students' overall GPA and leadership development. Research has found that students who participated in more co-curricular activities had higher GPAs and more leadership positions (Fox & Sease, 2019).

However, there is a sweet-spot for a number of co-curricular activities and we suggest one per month so that students are engaged but not overwhelmed. These can be rotated between more passive activities such as Ted Talk videos and speakers, and active activities such as field trips, job shadows, and volunteering. Some co-curricular activities will also be over a period of time, such as job shadowing, it will be essential to be mindful of this when requiring attendance for other activities.

Professional Development

From our findings, job shadowing in the field of pre-health can create positive outcomes for the students that participate in them and the mentors that support them (Thang et al., 2019). Job shadowing can foster student's understanding of the medical field and training, while also helping mentors feel committed and encouraged within the industry.

Through benchmarking, we discovered a model program from CIEE, Community Public Health Program in Botswana and in Buenos Aires. This program provides shadowing opportunities in the healthcare field and serves as a good framework for how a pre-health program can provide relevant co-curriculars in job shadowing, research, and volunteering in the pre-health field. Below is a further synopsis of the the co-curriculars that the program in Botswana provides:

1. Job shadows: With healthcare service providers in government-sponsored clinics, with focus on educating students about scientific and social health issues.
2. Research: Students examine the impact of gender roles and the HIV/AIDS epidemic, social hierarchies among children, or other public health issues.
3. Volunteering: With an environmental organization, orphanage, hospice group, soup kitchen, game reserve, or women's shelter.

Due to our findings and benchmarking, we believe that requiring students to job shadow in the Spanish healthcare system will positively impact their professional development and understanding in the pre-health field across cultures.

Advising and career support is an important aspect of professional development that often gets overlooked. 90% of college students attend college to get a better job yet there is not adequate support in career exploration and advising to help facilitate that goal (Ragan, 2018). Facilitating professional development growth can be done through pre, during and post program advising sessions that consist of career exploration and reflection. We recommend that CEA requires two advising sessions with students that focus on career development and exploration with a reflection due after the second meeting. This will help

the student synthesize what their interests are and how they will create a path toward their desired career outcome.

Career competencies such as job searching, networking, self-assurance and awareness, and market awareness related to higher levels of perceived employability (Jackson & Wilton, 2017). We recommend that CEA hosts group LinkedIn and resume workshops with networking tips during the program to foster students' ability to market themselves in the workforce and create a sense of self-assurance. We also recommend that students submit a resume before program start and at program end so that they will have adequate time to develop their resume throughout the program with the support of CEA. We suggest that CEA incorporates tips for how to display education abroad experiences on the resume and in interviews such these the advice from these resources:

1. How to Put Study Abroad on Resume
    a. Resume rubric from Amherst College
2. How to Include Study Abroad Experience on Your Resume (With Examples)
3. How to talk about SA in an interview
    a. How to Use Your Study Abroad Experience in a Job Interview
    b. 5 things to Say in an interview after Study Abroad

Cultural Co-Curriculars

For participants to have a truly immersive experience abroad, it is crucial that they remove their own personal biases and engage with the culture as a whole (Canfield, et al, 2009). Through our recommended activities such as Farm-to-Fork Spanish cooking class and cultural excursions throughout Spain and Portugal, participants will gain a holistic view of their surroundings. However, it is not enough to merely be immersed in a culture, but it is also a crucial step that students reflect on their experiences. As supported by Chwialkowska (2020) and Harris, et al (2019), guided reflection times — whether through written, spoken, or visual means — are necessary for students to process their experiences. Our program is designed to have students reflect on their time in Seville with the oversight of an on-site supervisor so that they become conscientious global citizens. Students who studied abroad experienced higher levels of ICC compared to students saying on campus in their home country

As we reviewed comparable programs, we came across University of Michigan's Summer Nursing program in Costa Rica and Notre Dame University's semester-long pre-health program in Puebla, Mexico. Both programs provide pre-health students with opportunities to strengthen their résumés and stay on track for graduation, while also providing a multitude of cultural exploration opportunities. Students live with a host family and are highly encouraged to take Spanish while abroad so that they may apply their language skills in personal, academic, and professional settings.

In order for CEA to continue to be a top competitor and desirable for pre-health students, we recommend that they initiate a multitude of cultural co-curricular activities that include, but are not limited to: excursions within the region, language courses (both survival Spanish, advanced Spanish, and health-related Spanish), living with a host family, and continuous reflections with on-site support. We suggest that CEA encourages students to engage in open dialogue about their experiences and provides insight on how to apply their experiences to their personal life as a whole.

Some tools to assess ICC are:

1. Multicultural Counselling Knowledge and Awareness Scale
2. Global Perspective Inventory
3. Intercultural Development Inventory

Curricular Support

While there are seemingly infinite options of ideal academic co-curriculars that would appropriately supplement a pre-health study abroad program, the research conducted by our team revealed that it intentionally created and facilitated co-curriculars, which support and reaffirm the academic curriculum are essential. These supportive, academically-minded co-curriculars are represented in our recommendations as guest speakers, community clinic volunteering and undergraduate research.

Through benchmarking and conducting research we gathered that facilitating guest speakers in the field demonstrates the applicability of the skills gained by students in the academic curriculum and prepares graduates for the real world complexities of the field after graduation (Minchella, 2016). Insight and skills gained outside of the classroom in intentionally facilitated events such as guest lectures, where the students come with questions prepared and undertake reflection activities follow the event allows students to utilize what has been learned in the classroom and make them feel more prepared for real life. Adding learning alongside the curriculum, with the intention of supplementing it further adds to the learning and enables students to regard their experiences from different angles. Students have the opportunity to synthesize their knowledge through experiential learning and discussion.

Secondly, our research and Key Informant Interviews made evident the importance and high impact practice of volunteering in community clinics creating highly skilled volunteers in short-term situations (Lasker, Lough, Tiessen 2018). CIEE's eight-week Community Public Health Program in Buenos Aires, as well as their Community Public Health Program in Botswana, which offers job shadowing, are great examples of a study abroad program that implements intentional volunteering into its co-curricular framework. These experiences, when focused on promoting healthcare and nutrition to organizations, are considered to be very effective, however the language barrier and lack of qualification to practice must be taken into consideration. It is recommended that CEA carefully consider volunteer preparation before facilitating community clinic work.

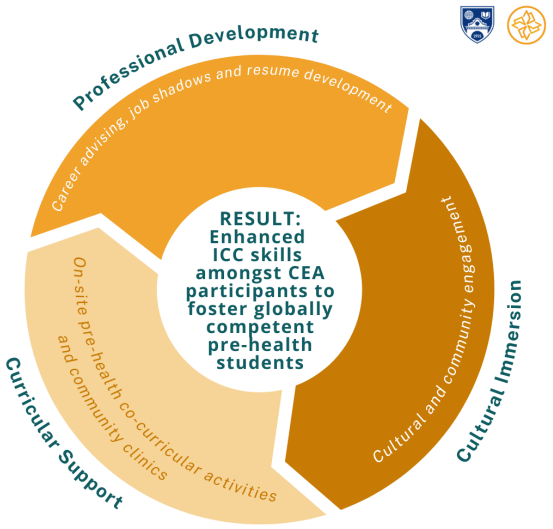
Finally, from our findings, medical research and clinical practice in health health study abroad is described as providing students with an impactful and prestigious study abroad experience that sets them apart from other pre-health undergraduates (Stewart, 2013). Additionally, STEM reports that more than half of all students in the field who study abroad perform undergraduate research—especially biological sciences which reports 39%. Research is a multi-beneficial co-curricular in the pre-health field as it gives students the chance to conduct meaningful research that opens their eyes to visible health inequities, helps them develop ideas to promote social change and not just ”do good.” Additionally students can come to understand specific cultural norms and practices through mentoring in research abroad. However, health science students worry about falling behind by partaking in study abroad due to such regimented curriculums. (Bean, Twombly, 2015). It is recommended that CEA create a pre-health structure that challenges students to do more than observe and record, but actively research areas that can impact social change. Secondly, although undergraduate research is typically an individual activity, it is recommended that CEA incorporate some mentoring and collaboration to deepen the experience for students and make it more of a high impact practice.

Model Programs:

1. IES Santiago, Chile – Health Studies with a clinical observation internship
2. IES Cape Town - Health, Culture & Development
3. IES London - Health, Practice & Policy
4. IES Quito - Direct Enrollment
5. ASU - Exploring Healthcare, Culture & Ethics in Peru

Conceptual Framework

A **Theory of Change (TOC) Model** is used to suggest strategies, for example, curriculum and experiences, can positively influence people so they can more effectively tackle community challenges. This theory relies on the assumptions that training, experiential learning, and community orientation will have a substantial influence on individuals' skills and ultimately result in community development. It also relies on a particular framing of the "problem(s)."[5] Our full-sized TOC is found under Appendix A.



A **Project Logic Model (PLM)** displays inventory, from start to finish, a specified program effort. For example, a program logic model for a community leadership program (based on the theory of change) would include the specified resources/inputs, activities, outputs, outcomes, and impact. Resources or inputs are what are needed to ensure the program can operate. Activities are the tactical actions (e.g., events, services, publications) that occur to fulfill the promise of each strategy. Together, activities make up the program design. Outputs are descriptive indicators of what the specific activities generate. Outcomes are changes in awareness, knowledge, skill, or behavior. The impact reflects changes over a longer period.[6] Our full-sized PLM is found under Appendix B.

Program Logic Model

RESOURCES	ACTIVITIES	OUTPUT	OUTCOMES		IMPACT
			SHORT-TERM	LONG-TERM	
• Professional development seminars • Resume Rubric from Amherst College • ICC Activities • CEA (USA and in-country) • Host country partnerships • CEA Participants • AACU Rubric for Intercultural Knowledge and IDI • Partner clinics • Intercultural Knowledge and Competence VALUE Rubric • Guest speakers	Job Shadowing	X amount of job shadows with reflection	Participants will be able to articulate the value of their experience in professional settings to develop them as competitive candidates.	Program will have professional development skills that will strengthen their resume and make them more competitive candidates	**Pre-health participants will be able to apply their knowledge and ethical practices in hands-on, multicultural settings**
	Career Advising	Revised résumé with SA experience appropriately articulated			
	Professional workshops				
	Cultural excursions	X amount of excursions that develop knowledge in the Spanish culture and pre-health field	Participants will develop cultural competency skills through cultural immersion and intentional engagement.	Provide a myriad of program options and opportunities for pre-health students	
	ICC Workshop	Assess students' reflections using the AACU rubric/IDI scale			
	Reflections			Students will be able to learn about the ethics of pre-health in another country's system	
	Volunteering	X amount of hours spent volunteering	Participants will be able to display knowledge on the ethics and sustainability of pre-health praxis in the host country.	Students will be able to implement cross cultural competency skills in pre health profession	
	Guest Speaker Presentations	In-depth questions about practitioners in the field			
	Individual Research	Thoughtfully produced research projects			

[5] Knowlton, Lisa Wyatt; Cynthia C. Phillips. The Logic Model Guidebook (p. 6). SAGE Publications. Kindle Edition.
[6] Knowlton, Lisa Wyatt; Cynthia C. Phillips. The Logic Model Guidebook (p. 6). SAGE Publications. Kindle Edition.

Deliverable Overview

DATE	TASK OR MILESTONE	RESULTING DELIVERABLE	OWNER
02/01	Create mutually agreed upon expectations of team members	Team Values Contract	MIIS Team
02/10	First working draft of our Problem Statement for CEA	Initial Problem Statement Draft	MIIS Team
02/12 – 02/15	Reconfigure Problem Statement after Logic Models weekend workshop	Problem Statement Draft #2 & #3	MIIS Team
02/16	Document results from Key Informant Interviews and reflect on the information gathered	Key Informant Interview, Reporting & Reflection	MIIS Team
02/21	Create a comprehensive TOC that reflects our group's results, assumptions and strategies, with a clear relation to our PLM and connections to Problem Statement	Theory of Change Model	MIIS Team
02/21	Create a comprehensive PLM that focuses on scope for program design and assessment aligns with Problem Statement, has a logical progression of thinking and clear readability and evidence of consideration of multiple stakeholder perspectives and is informed by CEA's mission and our TOC	Program Logic Model	MIIS Team
03/11	Critical to understand problem of practice, context of Problem Statement, needs and parameters of CEA, prepared and submitted a slide-based presentation that chronicles the needs assessment so far and includes findings from Key Informant Interviews, document analysis and data reviews	Needs Assessment	MIIS Team
03/23	Develop literature review strategy and divide learning outcomes among team members to conduct individual research to uncover underlying assumptions and program models to further engage our own co-curricular recommendations	Literature Review Matrix	MIIS Team

03/28	Create a document outlining both the work that is completed, and the work yet to be completed to illustrate where the project is headed. This includes detailed information for stakeholders to review, discuss and agree upon. Provides a clear direction and purpose of the project and communicates anticipated milestones, timelines and details.	Scope of Work Document	MIIS Team
04/06	Follow Fink's Integrated Course Design and apply to final Co-curricular deliverables. Practice refining broad programs into learning activity ideas to deepen impact of recommendations.	Program Design Mini-workshops	MIIS Team

Project Limitations

1. Time constraints due to the limited timing of a semester-long project.
2. Language barriers, as there may be some complications finding co-curricular activities related to pre-health offered in English within Seville.
3. Lack of current pre-health program in Seville to base our co-curriculars on.
4. Time constraints for on-site staff to be mindful of when adding on more responsibilities such as advising, grading and leading workshops.

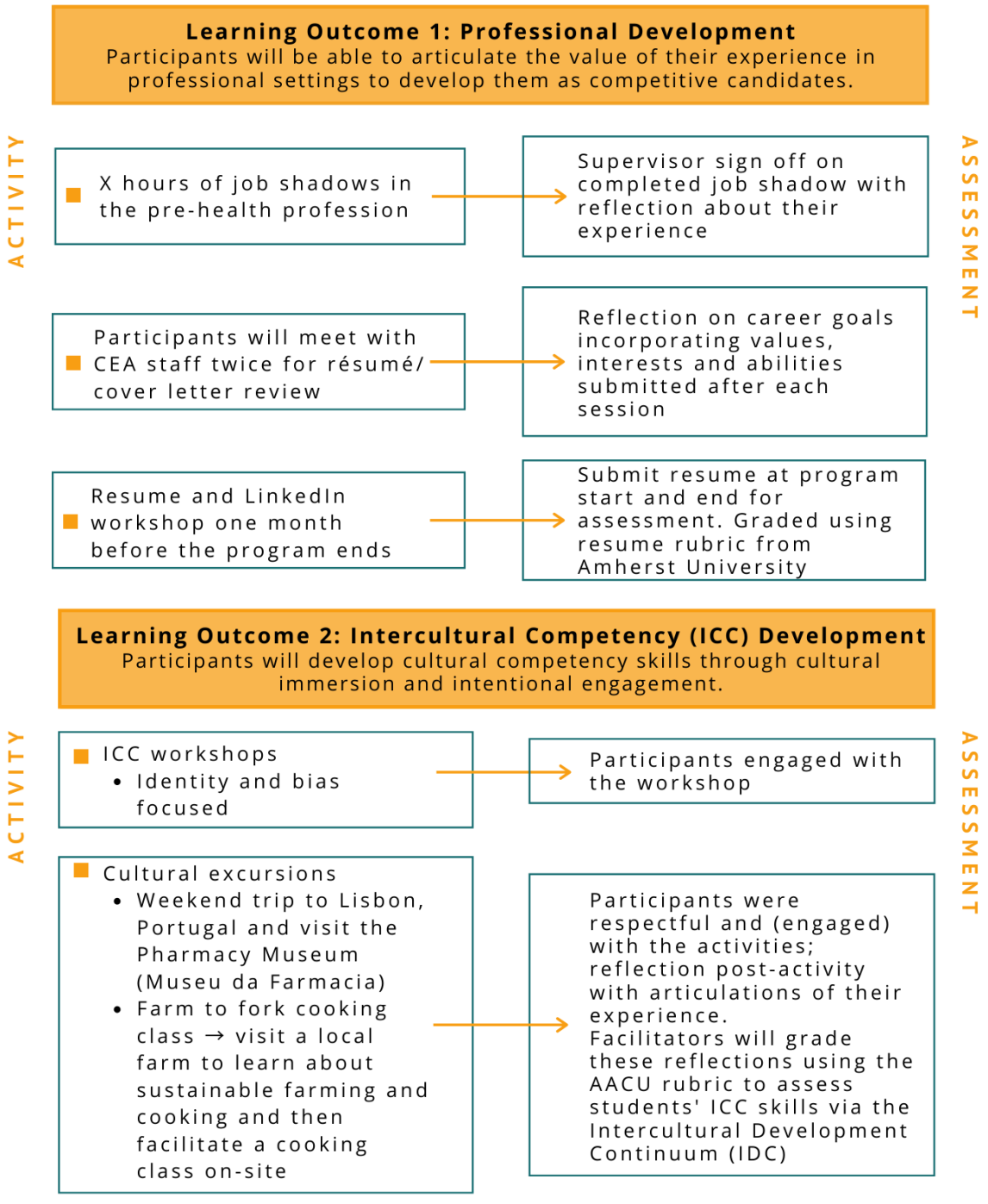
Project Considerations

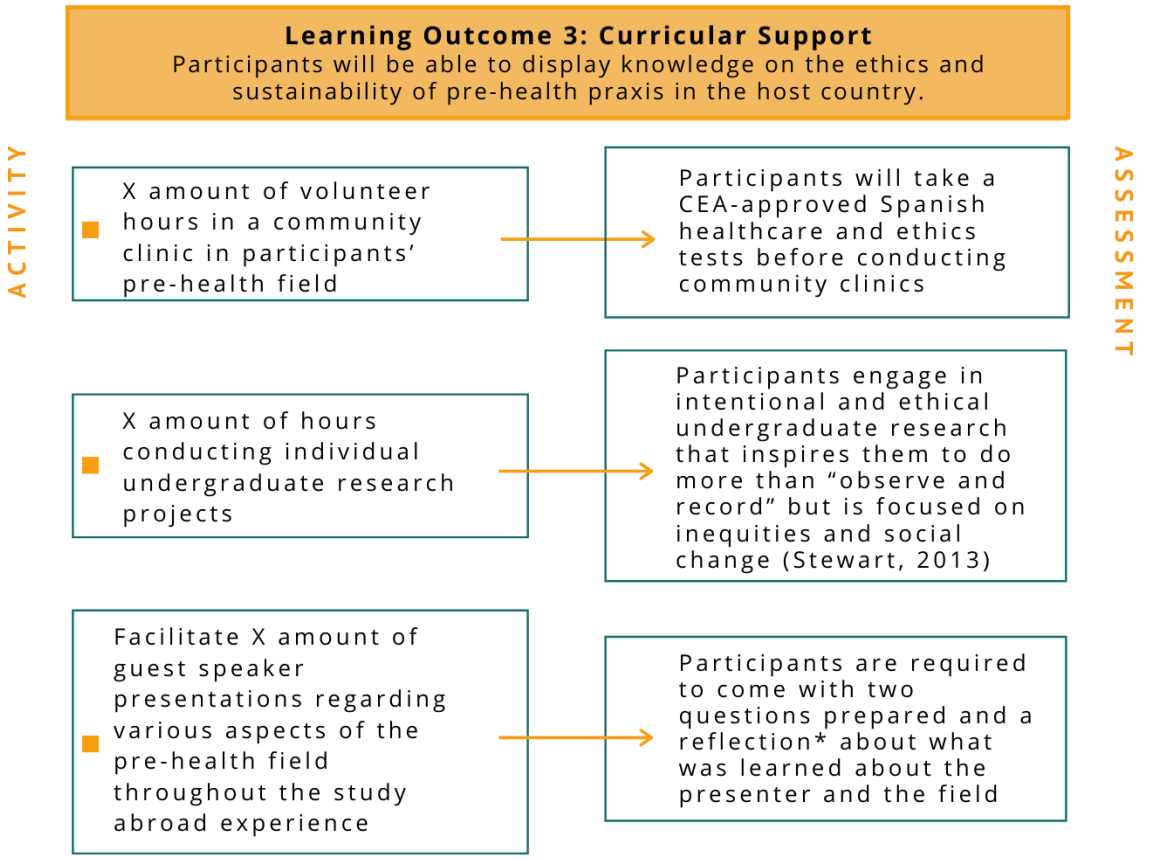
1. Ethical considerations regarding doing medical research and engagement abroad.
2. It is recommended that all CEA faculty members undergo Diversity, Equity & Inclusion training prior to the program's initiation
3. Intentionally select co-curriculars and speakers that support CEA's DEI initiatives

Co-Curricular Recommendations

Recommendations Chart

By the end of the program...





**reflections are elaborated upon in next subsection*

Deliverable: Reflection Questions

In Brewer, Ogden and Whalen's book, *Education Abroad and the Undergraduate Experience,* we utilized the chapter, "Reflection as a Tool in the Educational Continuum" to develop reflection questions that support co-curricular activities. They note that reflection serves as a key component for students to critically examine their experiences abroad. Describing external factors abroad also helps participants evaluate the nuances of everyday cultural differences. However, solely reporting on emotions or ruminating on the experience by asserting statements such as, "it was great" or "it was life changing," will not contribute to effective meaning-making (pp. 167). This illustrates the importance of intentional reflection prompts to get students to reflect more deeply.

Many educators have a tendency to do knowledge-based reflections such as, "reflect on," but this may lead students to respond in a way to appease the professor. To combat this, it's pivotal to incorporate open-ended prompts such as "Discuss experiences abroad, small

or large there were especially meaningful and memorable. Explain why and how these will have a lasting effect on you."

Feedback is also essential to have students go more in-depth during the reflection process. If you see room for improvement in a reflection answer, give feedback such as, "Tell me more about *xyz*..., What was different about your *xyz* experience than it is in your home country? Based on your home country values, did you expect this?" (pp.175).

For the editable prompts, see Appendix C.

Specific Reflection Prompt Recommendations

To increase student accommodation and support student abilities, reflections can be done as a 5 minute audio or video recording or a one-page, 12pt font, 1.15 spaced paper. Submissions will be made via Moodle.

LEARNING OUTCOME 1: PROFESSIONAL DEVELOPMENT

Activity 1: X hours of job shadows in the pre-health profession

Reflection prompts:

1. What new skills did you develop during your job shadow experience?
    a. What differences or similarities did you notice between the Spanish healthcare system and the healthcare system in your home country?

(remind students to use observations and not judgement → it's not good, it's not bad, it's just different!!)

Activity 2: Participants will meet with CEA staff twice for résumé/cover letter review

Reflection prompts:

1. What is your ideal professional role? Why? What are your top five values and how are you looking to incorporate those into your future career? What are your strengths and how will you incorporate those into your future career?

LEARNING OUTCOME 2: ICC DEVELOPMENT

1. **Activity 1:** X amount of guest speakers on pre-health topics during SA experience

Reflection prompts:

1. Discuss any observations you made during your visit to the Pharmacy Museum.

Activity 2: Participation in Farm-to-Fork Cooking Class

Reflection prompts:

1. After this experience, what do you think can be learned about another culture through their food? Tell us more about your experience in the cooking class, what was different about cooking and gathering for a meal in Spain than that of your home country?

LEARNING OUTCOME 3: CURRICULAR SUPPORT

Activity 1: X amount of volunteer hours in a community clinic in participants' pre-health field

Reflection prompts:

1. Discuss one key takeaway you took from this presentation. How does this inform what you want to do in your future profession? What is one question you still have about the topic?

Conclusions & Final Thoughts

Throughout the iterative process of conducting our research, key informant interviews and benchmarking, we have come to understand the importance of co-curriculars in facilitating and solidifying professional development, intercultural competence and academic support. Developing a needs assessment and working through backwards program design is pivotal in creating intentional programming that supports organizational goals, growth and student development.

We have thoroughly enjoyed this deep dive into the "why" of creating a program and developing a co-curricular framework that can be applied across programs and locations. Student engagement and experiential, hands-on experience play an important role in fostering student learning goals in fields such as pre-health—which is why we put immense thought and consideration into our activities and assessment recommendations.

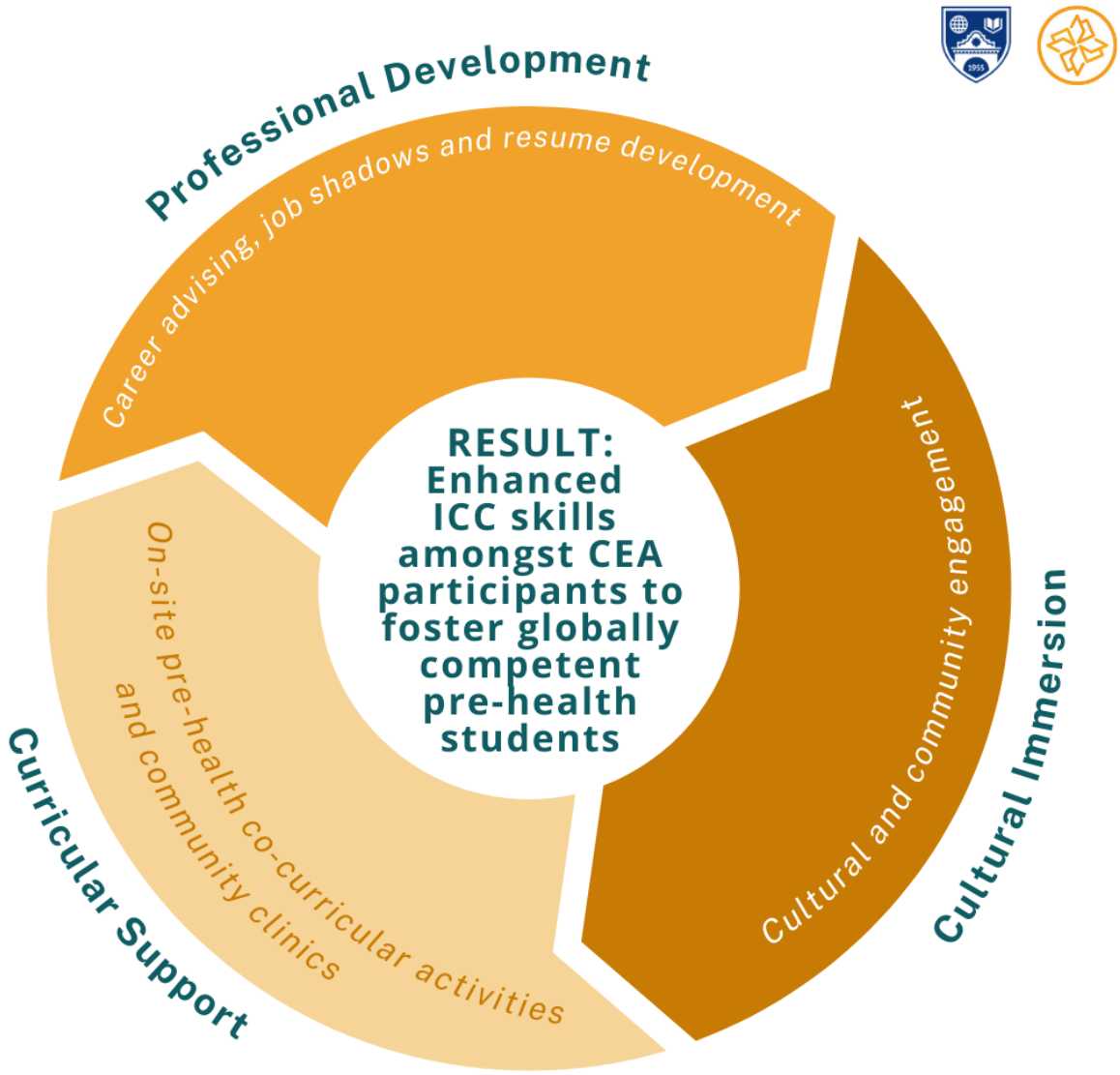
Our team also realized the significance of assessment for our recommendations. The activities and suggestions cannot possibly reach their maximum potential if they are not correctly assessed to see whether they are meeting student needs. For assessment, we strongly emphasised the use of reflection, as we found that reflection encourages critical thinking among students. Reflection is also a key way for staff to see how co-curricular activities are developing the student's thoughts about themselves and their role in their desired professional field. Additionally, this insight gives staff the opportunity to get further understanding on how to support students through their experience abroad and where they can help facilitate further development of their intercultural competency skills if reflections portray ethnocentrist views.

This project has taught us to be flexible, open-minded, and adaptable. There are many stakeholders involved with program implementation and development so it is important to give yourself time to do the adequate due diligence of research and interviews to make sure you are getting all the information you need. Our approach changed throughout the project and how we wanted to deliver our final deliverable so it was important to be flexible. Working as a team we wanted to make sure all our opinions were heard and that we were on the same page before moving forward on big decisions and .

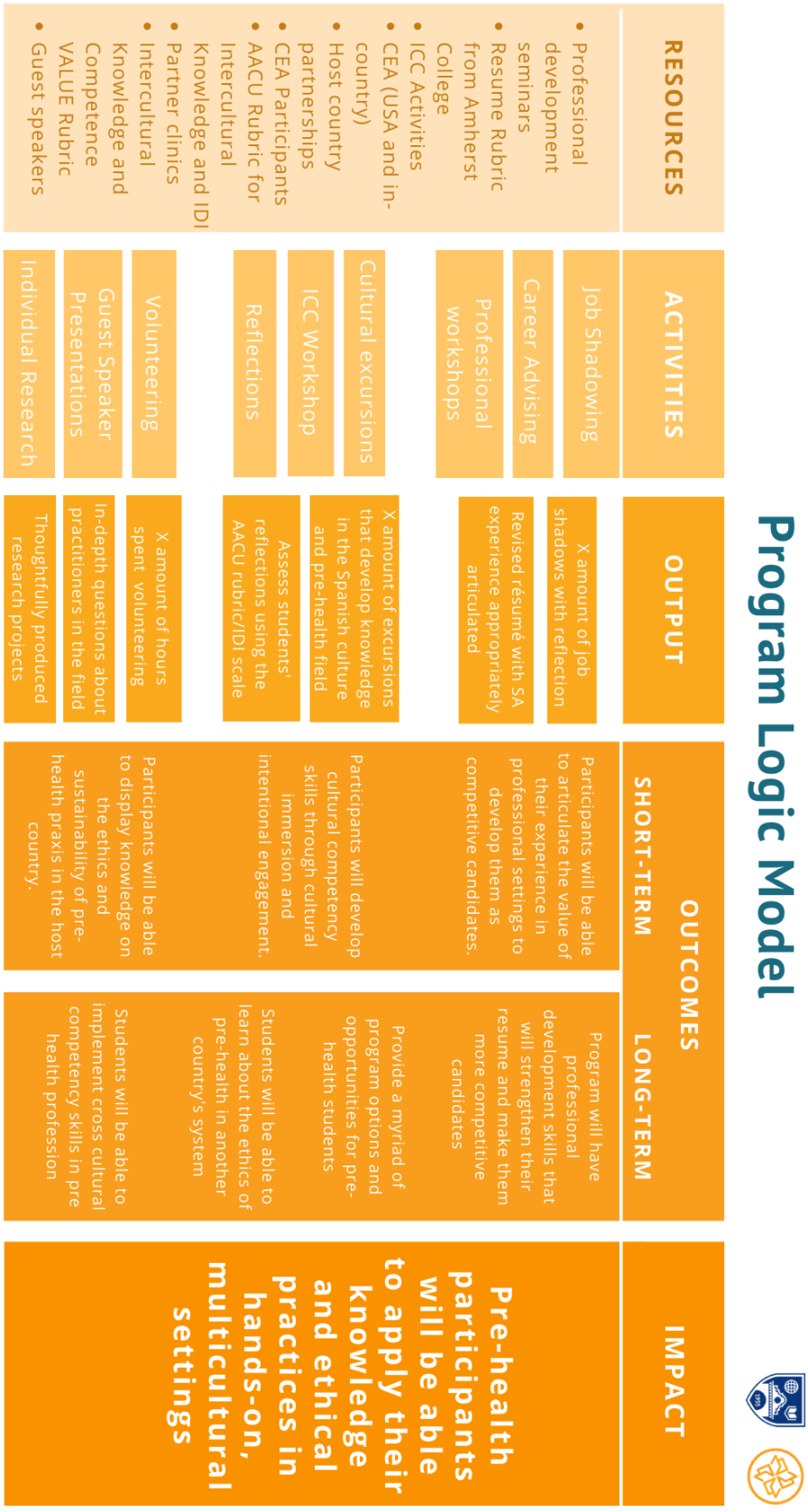
Overall, our team had a pleasure experience working with Sara Troy and Mary Alice on the CEA Study Abroad team. We would like to thank them for their time and valuable insights on the field. We look forward to seeing this program become further developed and are eager to stay connected for possible collaborations in the future.

Appendices

Appendix A: Theory of Change Model



Appendix B: Program Logic Model



Appendix C: Reflection Prompts (Editable Version)

1. **Learning Outcome 1**
    a. **Activity 1:** X hours of job shadows in the pre-health profession
        i. What new skills did you develop during your job shadow experience?
        ii. What differences or similarities did you notice between the Spanish healthcare system and the healthcare system in your home country? *(A note to facilitators: remind students to use observations and* **not** *judgement → it's not good, it's not bad, it's just different!)*
    b. **Activity 2:** Participants will meet with CEA staff twice for résumé/cover letter review (Ragan, 2018)
        i. What is your ideal professional role? Why? What are your top five values and how are you looking to incorporate those into your future career? What are your strengths and how will you incorporate those into your future career?
2. **Learning Outcome 2**
    a. **Activity 1:** Weekend trip to Lisbon, Portugal and visit the Pharmacy Museum (Museu da Farmacia)
        i. Discuss any observations you made during your visit to the Pharmacy Museum.
    b. **Activity 2:** Farm to fork cooking class → visit a local farm to learn about sustainable farming and cooking and then facilitate a cooking class on-site
        i. After this experience, what do you think can be learned about another culture through their food? Tell us more about your experience in the cooking class, what was different about cooking and gathering for a meal in Spain than that of your home country?*
3. **Learning Outcome 3**
    a. **Activity:** Facilitate X amount of guest speaker presentations regarding various aspects of the pre-health field throughout the study abroad experience
        i. Discuss one key takeaway you took from this presentation. How does this inform what you want to do in your future profession? What is one question you still have about the topic?

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Additional Materials and Sources

Rubrics/Assessments

The Intercultural Development Continuum (IDC™)

Intercultural Development Inventory

Intercultural Knowledge and Competence VALUE Rubric

Global Perspective Inventory

Multicultural Counselling Knowledge and Awareness Scale

Resume Rubric from Amherst University

Model Programs

ASU - Exploring Healthcare, Culture & Ethics in Peru

CIEE: Community Public Health Program in Botswana

CIEE: Community Public Health in Buenos Aires

IES Santiago, Chile – Health Studies with a clinical observation internship

IES Cape Town - Health, Culture & Development

IES London - Health, Practice & Policy

IES Quito - Direct Enrollment

Notre Dame University: Pre-health Program in Puebla, Mexico

University of Michigan's Summer Nursing program in Costa Rica

Professional Development

How to Include Study Abroad Experience on Your Resume (With Examples)

How to Put Study Abroad on Resume

How to Use Your Study Abroad Experience in a Job Interview

5 things to Say in an interview after Study Abroad