

046:126 (PHAR:8788) College of Pharmacy
 111:203 College of Dentistry
 xxx:xxx College of Liberal Arts and Sciences



International Perspectives: Xicotepec

Spring 2015
 Credit hours: 3 total

Class meeting schedule: January 22-May 7, 2015, Thursdays, 6-8:15pm, 538, College of Pharmacy (PHAR). Required trip to Xicotepec March 14-22. Additional mandatory Rotary and discipline specific meetings are arranged.

Course Instructors	Office Location	Telephone (all 319 area code)	Email	Office Hours	How to Contact
Christine Catney, PharmD, MA	S412 Pharmacy Building	335-8760	christine-catney@uiowa.edu	By appointment	Email or telephone
Steven Levy, DDS, MPH	N328 DSB	335-7185	steven-levy@uiowa.edu	By Appointment	Email or telephone
Michael Zmolek, PhD	169 SH	335-2574	michael-zmolek@uiowa.edu	1:30-3pm Tu and Wed, or by appointment	Email or telephone
Jim Peterson, MA		631-2992	jim-peterson@mchsi.com	By appointment	Email or telephone
Julie Reynolds, DDS, MS	216 SQ	335-9995	Julie-reynolds@uiowa.edu	By appointment	Email or telephone
Hazel Seaba, PharmMS	108 Pharmacy Building	335-9241	hazel-seaba@uiowa.edu	By appointment	Email or telephone

We (listed above) would like to hear from anyone who has a disability that may require some modification of the seating, testing or other class requirements. Please notify **any of us** during the first week of class so that we may work with the Office of Student Disability Services to make appropriate arrangements. The Office of Student Disability Services is located in 3100 Burge Hall and the phone number is 335-1462.

Brief course description: This course is designed to introduce students of various disciplines to the benefits, challenges, and practical considerations of partnering

with nonprofit groups and community members to provide humanitarian service in a less developed country (LDC). The course emphasizes service-learning, effective teamwork, intercultural competence and practical experience. In collaboration with Rotary International and local community members, students develop and execute discipline-specific projects that address community-identified needs (particularly those related to education, global public health, and community service) in Xicotepec de Juárez, Puebla, Mexico. The course prepares the student culturally and professionally for teamwork in an international environment. This is a service-learning course in which students use critical thinking and reflection to underscore and enhance both cultural and discipline-specific knowledge and skills gained through classroom study and through active participation in service projects in Xicotepec de Juárez, Puebla, Mexico.

Prerequisites: None

Co-requisites:

1. Accepted by a course instructor and by Rotary International to travel to Xicotepec de Juarez, Puebla, Mexico, March 14-22, 2015.
2. The cost of travel to Xicotepec per individual student will be \$1,900 plus the cost of several meals. Final payment is due to Rotary by January 30, 2015.
3. Each student will need to register their international travel through International Programs. Please return the completed registration form and accompanying documents to the Office for Study Abroad, 1111 University Capitol Centre, The University of Iowa, Iowa City, IA 52242. The forms needed are here:
 - o Registration form:
http://international.uiowa.edu/files/international.uiowa.edu/files/file_uploads/travel_reg_5-7-14.pdf
 - o Copy of Passport information page
4. Each student will also need to complete the following application in order to be reimbursed for the International Programs administrative fee. Please complete the form at this link and return to your section instructor:
http://international.uiowa.edu/files/international.uiowa.edu/files/file_uploads/need-based_grant_appform_1-31-13.pdf
5. International programs will automatically enroll you in the Regents International Health Insurance plan for the duration of the trip. The cost is \$1.15 per day.
6. Students are encouraged to visit a medical travel clinic or their own physician prior to Spring Break to ensure that standard vaccines are up-to-date and obtain prescriptions for any travel medications. Each student is responsible for obtaining and transporting any medication they may require during the trip.

This course supports the University's mission by: helping students become well-informed, lifelong learners and engaged, productive citizens. Students will work in multidisciplinary, international teams to address community-identified problems—skills that will help them appreciate and work effectively in a diverse world. The strong and essential bond with International Rotarians has empowered University of Iowa instructors and students to create and participate in this service-learning course, which has focused on the public health, community service, and educational impacts of projects in different disciplines.

Course Goals: The overall goal for the course is to prepare the student to successfully function in a profession-specific manner within a cultural context different from his/her own. Through coursework, teamwork and experiences in Xicotepec, the student will develop an appreciation for the role of international service. This international service-learning course also will enhance the student's knowledge, understanding and leadership skills for their primary disciplines as well as their personal and professional growth. Students will integrate knowledge of Mexican history and culture into their service-learning experience.

Learning Objectives:

1. Summarize and describe the major historical, social, political, and religious influences on Mexican culture.
2. Articulate a framework for culture that contextualizes ambiguities and values and recognizes biases and the constraints of the personal perspective.
3. Appreciate, analyze, and address the challenges of effective interdisciplinary teamwork.
4. List key behaviors that help teams succeed.
5. Systematically apply the concepts and goals of critical reflection [observation, context, relevance, critical thinking, self-assessment] to this service-learning experience.
6. Explain the process (commitment, funding, needs assessment) by which an organization such as Rotary International establishes and sustains a community partnership.
7. Demonstrate professional, culturally appropriate behavior in the Xicotepec environment.
8. As part of a team and, upon occasion, as a team leader, perform the tasks and make necessary adjustments to complete the Xicotepec projects.
9. As a member of a team, develop and deliver a written report and public presentation that describes, documents, evaluates and reflects on achievement of course learning goals (including personal and professional growth), the team's process and service project.

Methods of learning and instruction: About one-third of course will be lecture/discussion and team activity for all students, about one-third will be meeting with discipline specific instructors for team projects (CON, COP, CLAS, etc.) and about one-third will be working as a team member to complete a project in Xicotepec.

Instructional materials:

- Required readings: will be available on course ICON site or handed out
- Required supplies: current passport with no travel restrictions to Mexico

This course has an ICON web site. You can access the course from the ICON login web page by logging in with your HawkID and password:

<http://icon.uiowa.edu/index.shtml>

ICON help information and an online tutorial for students are available at

<https://icon.uiowa.edu/help/students>

If you need help immediately, you can call the ITS Helpdesk (319-384-4357) or send a message to its-helpdesk@uiowa.edu

Why this course is an important component of the curriculum: This course is important to the development of the student as a global citizen with the ability to work as a professional in a less developed country (LDC). It also will help strengthen students' cultural competence, disciplinary knowledge and critical thinking skills by requiring them to explicitly link their classroom experience to their service experience.

What you can do to improve your learning in this course:

If you are having trouble learning the subject matter of this course or organizing yourself for the team projects, contact your instructor immediately.

Other useful references and web sites:

www.compact.org There are a number of links on this rich resource that are of interest to students, including The New Voters Project and publications such as *Raise Your Voice: A Student Guide to Making Positive Social Change*.

Class schedule, topic list, and assigned readings:

Session	Date	Instructor	Topic	Readings and Assignments
1	Jan 22	C Catney J Peterson	Introduction to course <ul style="list-style-type: none"> Service-learning course expectations Review Assignments Rotary & Xicotepec Project The Question of Identity <ul style="list-style-type: none"> Paz and identity 	All readings and assignments will be posted on the course ICON site at least one week before class. The readings listed here are not complete.
2	Jan 29	S. Narcotta-Welp	Teams and Teamwork	
3	Feb 5	J Peterson, C Catney	Announcements Discuss Reading Assignment #1, Mexican history Civic Mindedness in LDC*	
4	Feb 12	J Peterson, S Narcotta-Welp	Announcements Discuss Reading Assignment #2, Florentine Codex Violence and Insecurity in Mexico	
5	Feb 19	J Peterson, H Seaba	Announcements Discuss Reading Assignment #3, The Children of Cuauhtemoc Philanthropy in LDC* and Post Disasters <ul style="list-style-type: none"> To Hell with Good Intentions, Other Readings A Davis. What we don't talk about when we talk about service 	
	Feb 22, 1:00pm		Rotary pre-trip mandatory meeting at UCC-2520D <ul style="list-style-type: none"> Student teams present their projects (5min) 	
	Feb 25, 9pm		Reflection #1 is due in the ICON dropbox by 9pm.	

Session	Date	Instructor	Topic	Readings and Assignments
6	Feb 26	J Peterson, J Reynolds	Announcements Discuss Reading Assignment #4. The Spanish Crown; The Mother Church Health Care in LDC*	
7	Mar 5	J Peterson	Announcements Discuss Reading Assignment #5. Mexican Revolution Immigration/Migration into Iowa <ul style="list-style-type: none"> • First generation students • Panel discussion with guests 	
8	Mar 12	M Zmolek	The Path of Mexican Development	
9	Mar 14-22		Xicotepec, Mexico, weekly schedule provided during trip	
10	Mar 26	All faculty and students	Announcements Debriefing Session Why the Iowa-Xicotepec Rotary Alliance Work <ul style="list-style-type: none"> • Rotary guests • 12 steps to a better neighborhood 	
	Apr 1, 9pm		Reflection #2 due in ICON dropbox by 9pm	
11	Apr 2	M Zmolek S Levy	Announcements Discuss Reading Assignment #7 The Mexicans Presentation Instructions <ul style="list-style-type: none"> • format, audience, timing, videotaping, organization 	
12	Apr 9	Team Specific	<ul style="list-style-type: none"> • Presentation/Report Work 	
13	Apr 17	Team Specific	<ul style="list-style-type: none"> • Presentation/Report Work 	
	Apr 22, 9pm		<ul style="list-style-type: none"> • Reflection #3 due in ICON dropbox by 9pm 	

Session	Date	Instructor	Topic	Readings and Assignments
14	Apr 23	J Peterson	<ul style="list-style-type: none"> • Discussion of Reflection #3 • Status reports on presentations and final reports 	
15	Apr 30	Team Specific	<ul style="list-style-type: none"> • Presentation/Report Work 	
16	May 7	All	<p>Presentations</p> <ul style="list-style-type: none"> • Platform presentations to Rotary, Guests and Course members (probably in CoPH); <p>Final Reports due.</p>	
17	May 11-15	Final Exam Week	<ul style="list-style-type: none"> • Required Course Evaluation (arranged) 	

*Less Developed Country

Evaluation of student performance

- Your grade will be assigned by your discipline instructor.
- How your grade will be determined in this course:

Course Component	Element	% of Total Grade
To obtain a passing course grade, as calculated from the elements below, the student must meet the expectations for attendance and full participation in class activities and discussion; teamwork; the Xicotepec trip and activities; and meet Rotary's expectations for trip behavior.		
Participation and Assignments		
	<ul style="list-style-type: none"> • Reading assignments and discussion and general discussion in class 	28%
	<ul style="list-style-type: none"> • Pre- or post-trip assignments as required by each section instructor 	17%
45%		
Reflection		
	Completion of three required written reflections	15%
Report		
	Written report from each discipline concerning their project with role of each student defined. Peer evaluation of team members and team effectiveness is included.	20%
Presentation		
	Platform presentation by team. Peer evaluation of team members and team effectiveness is included.	20%

Course Grade	Course Points Required for Grade
A	90.0-100
B	80.0-89
C	70.0-79
D	60.0-69
F	-59

- Assessment criteria for course requirements other than examinations:
Grading rubrics will be provided for participation, reflection, presentations, and reports.

Expectations and course policies:

- Expectations for attendance and participation:
The instructors of this course have the expectation that all students will arrive on time and attend all class periods and will fully participate in the in-class activities, the Xicotepec trip, and in their team's work.
- Readings, Assignments and in-Class Participation [parts of this section were taken from and modified from Dr. Elana Buch, University of Iowa]
Participation: A vibrant classroom discussion depends upon participants who are prepared and eager to engage with both the course readings and one another. Thus, close reading of the texts, class attendance and participation are expected.
Participation includes: attendance, being on time and attentive, responding to instructor prompts and contributing to the conversation. Quality and intellectual generosity count. Quantity, not so much: fog and verborrhea are to be avoided where possible.
A note on class discussion: A productive discussion requires us to engage openly & directly with one another. To this end, please do not hide behind your laptop or let your smartphone or tablet distract you when your attention should be elsewhere. At the same time, you are expected to have access to the course readings during discussion – this means that you must bring the required readings to class with you, all of which are made available in PDF format on ICON. Throughout the course, we may be discussing issues such as gender or ethnicity about which you may have strong and diverse opinions. Respect for the authors, instructors, students and their ideas and opinions is essential. All comments should address discussion topics and readings rather than individuals. Our class is not a forum for demeaning or derogatory language nor for ad hominem attacks.
- Written Assignments: As part of your preparation for class, you will prepare a written assignment for each selection you read that answers several

questions. The goal of these is to verify your close reading of the assigned texts and to assess your grasp of the main ideas found therein. Long and detailed answers are not required or desirable. Questions should be answered in your own words, and not by quoting sections of the assigned text.

- Student collaboration: You are encouraged to collaborate with your fellow students in reviewing the reading material and discussing the course content. You may also work on written assignments collaboratively, however you are expected to do the writing on all written assignments by yourself. Collaboration will be essential for completing the end-of-semester team reports and presentations.
- Late or missed assignments:
The instructors for this course follow the University policy for examinations for all course activities that are graded. The policy states, "University regulations require that students be allowed to make up examinations that have been missed due to illness, mandatory religious obligations, or other unavoidable circumstances or University activities." Students are encouraged to report any absence to the instructor(s) as soon as possible. The University form, Explanatory Statement for Absence from Class [available at <http://www.registrar.uiowa.edu/LinkClick.aspx?fileticket=D7YMmOGcC6s%3D&tabid=79&mid=415>] should be used to report all absences.
- What to do in case of illness:
See above
- Classroom and field project civility:
Students are expected to demonstrate professional and ethical demeanor appropriate to their educational level. Students must be able to learn and recognize the difference between supervised and independent actions in an educational environment and modify behaviors based on feedback from instructors and project coordinators. Students must demonstrate compassion and integrity and a concern for others.

Cell phones should be turned off during class time.

- Rotary Expectations:
In order to meet expectations for this course, students are expected to meet all of Rotary's requirements for participation and personal conduct, including those addressing conduct at all times during the spring break trip. All students are required to attend a Rotary **pre-trip meeting Sunday, February 22, 12:00pm, UCC-2520D.**

- **Course Assessment:**
To consistently provide quality services, professionals must endeavor to continuously improve themselves and their practice sites. Your instructors value student feedback and strive to improve this course for each new class of students. Your contributions to this process, which includes participation in end-of-course evaluations, are expected and appreciated.

Additional Students Policies:

Sexual harassment and unwelcome sexual behavior is especially serious when it threatens relationships between teacher and student or supervisor and subordinate. If you believe you are the victim of discrimination or sexual harassment or unwelcome sexual behavior, please visit this website for information about how to get help:

<http://www.sexualharassment.uiowa.edu/>

Depending on the circumstances, additional College of Pharmacy, Dentistry, Business, Liberal Arts and Sciences, Graduate College or University of Iowa policies may apply. These policies are available on the web, and students are responsible for being familiar with them.

College of Engineering policies

<http://www.engineering.uiowa.edu/ess/current-students/academic-policies-standards>

College of Pharmacy Doctor of Pharmacy program policies

<http://pharmacy.uiowa.edu/students/academic-policies>

College of Liberal Arts and Sciences

<http://www.clas.uiowa.edu/students/handbook/i/>

Tippie College of Business

<http://tippie.uiowa.edu/honorcode.cfm>

The University of Iowa Policies and Regulations Affecting Students

<http://dos.uiowa.edu/policies/>

Manual of Rules and Regulations of the Graduate College

<http://www.grad.uiowa.edu/graduate-college-manual>

This course is given by the Colleges of Dentistry, Liberal Arts and Sciences, Pharmacy, and UI Center for Teaching. This means that class policies on matters such as requirements, grading and sanctions for academic dishonesty are governed by those colleges. Students wishing to add or drop this course after the official deadline must receive approval from their respective collegiate Dean. Details of the University policy of cross-enrollments may be found at

<http://www.uiowa.edu/~provost/deos/crossenroll.doc>.

If a problem or dispute arises in connection with faculty actions in this course, you should take the following actions in order:

1. Contact the faculty member and attempt to resolve the issue directly.
2. If your complaint is not resolved, contact the course coordinator, if applicable.
3. If your complaint is still not resolved, you may contact the appropriate division or department head.
4. If your complaint is still not resolved, you may contact the Associate Dean for Academic Affairs.
5. If your complaint is still not resolved, you may contact the Dean of your college.

A full explanation of the College of Pharmacy and UI procedures for disputes is in the PharmD program Student Handbook on the College of Pharmacy web site

http://pharmacy.uiowa.edu/files/pharmacy.uiowa.edu/files/handbook_2014-2015.pdf

The following information applies to graduate students.

The University values an informal, collegial system for resolving disputes at the lowest possible level. If a problem or dispute arises in connection with faculty actions in this course, you should take the following actions in order:

1. Contact the faculty member and attempt to resolve the issue directly.
2. If your complaint is not resolved, contact the course coordinator, if applicable.
3. If your complaint is still not resolved, you may contact the appropriate department/division head.
4. If your complaint is still not resolved, you may contact the Associate Dean of Research and Graduate Affairs of your college.
5. If your complaint is still not resolved, you may contact the Associate Dean of the Graduate College.

A full explanation of both informal and formal Graduate College academic grievance procedures is available on the Graduate College web site:

<http://www.grad.uiowa.edu/academic-grievance-procedure?portal=current-students>

College of Liberal Arts and Sciences Student Policies and Procedures

Administrative Home

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

Electronic Communication

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences (Operations Manual, III.15.2, k.11).

Accommodations for Disabilities

A student seeking academic accommodations should first register with Student Disability Services and then meet privately with the course instructor to make particular arrangements. See www.uiowa.edu/~sds/ for more information.

Academic Honesty

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty: "I pledge to do my own academic work and to excel to the best of my abilities, upholding the IOWA Challenge. I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled (CLAS Academic Policies Handbook).

CLAS Final Examination Policies

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

Making a Suggestion or a Complaint

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the departmental DEO. Complaints must be made within six months of the incident (CLAS Academic Policies Handbook).

Understanding Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI Comprehensive Guide on Sexual Harassment for assistance, definitions, and the full University policy.

Reacting Safely to Severe Weather

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.

Student Resources:

- **The Writing Center:** www.uiowa.edu/~writingc/ helps all in the University community improve their writing, including attitudes and self-confidence about writing. We also assist with reading.
- **The Speaking Center:** <http://clas.uiowa.edu/rhetoric/for-students/speaking-center> is available to help students who would like to work on any aspect of oral communication,

including: effective classroom participation, delivering oral presentations, speech anxiety and much more.

- **Tutor Iowa:** <http://tutor.uiowa.edu/> is an excellent resource to find academic assistance and mentoring for your University of Iowa courses.

*These CLAS policy and procedural statements have been summarized from the web pages of the [College of Liberal Arts and Sciences](#) and The University of Iowa [Operations Manual](#).

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