

# ARCADIA ABROAD

<b>Course Title:</b>	<b>Internship Seminar: Shadowing Doctors in Italy</b>																
<b>Course Code:</b>	<b>SDII INPR 210S</b>																
<b>Subject:</b>	<b>Internship</b>																
<b>Credits:</b>	<b>3</b>																
<b>Contact Hours:</b>	<b>100, including 20 hours of traditional faculty contact and 80 hours of work placement contact.</b>																
<b>Semester/Term:</b>	<input checked="" type="checkbox"/> <b>Summer</b>																
<b>Course Description:</b>	This dynamic experiential education course provides the academic structure to maximize your medical shadowing experience and connect it to both your course of study and career aspirations through exploring intercultural work experiences, amplifying personal development and enriching both your professional network and skill set. The class will give you an opportunity to gain insight into your individual, unique psychometric profile and intercultural competence through a development workshop - a valuable outcome for navigating your professional progress, networks and personal growth in the future.																
<b>Course Requirements:</b>	<p><b>Required Text</b></p> <p>There is no assigned textbook for this course. Instead, the following extracts, available on Canvas, are required as preparatory reading. Additional readings will also be allocated throughout the course based on field speciality or lesson-specific content.</p> <ol style="list-style-type: none"> <li>1. 'National Cultures and Work Practice' in <i>Riding the Waves of Culture: Understanding Diversity in Global Work</i> (2020) by Fons Trompenaars.</li> <li>2. <a href="#">Employment, Fairness at Work and Enterprise</a> independent report (2021) Commission on Race and Ethnic Disparities</li> </ol> <p><b>Assignments</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Course Requirements</th> <th style="text-align: center;">Percentages</th> </tr> </thead> <tbody> <tr> <td>1. Placement Goals</td> <td style="text-align: center;">5%</td> </tr> <tr> <td>2. Weekly Reflection Journal</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>3. Medical School &amp; Allied Health Application Portfolio</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>4. Personal Development Workshop Participation</td> <td style="text-align: center;">25%</td> </tr> <tr> <td>5. Reflective Presentation</td> <td style="text-align: center;">20%</td> </tr> <tr> <td>6. Class Participation</td> <td style="text-align: center;">10%</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>100%</b></td> </tr> </tbody> </table>	Course Requirements	Percentages	1. Placement Goals	5%	2. Weekly Reflection Journal	20%	3. Medical School & Allied Health Application Portfolio	20%	4. Personal Development Workshop Participation	25%	5. Reflective Presentation	20%	6. Class Participation	10%	<b>Total</b>	<b>100%</b>
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## **Placement Goals (5%)**

Prior to the commencement of their placement, students will articulate a minimum of three and a maximum of five goals that they will work towards while at their placement. These goals should be discrete and achievable, as well as specific to the student's assigned placement, rather than the internship program in general.

## **Weekly Reflection Journal (20%)**

Students are required to make reflective journal entries weekly and discuss critical incidents they have experienced or professional developments. Students are expected to revisit, review and evaluate their initial placement goals throughout the semester using this reflective opportunity.

## **Medical School and Allied Health Application Portfolio (20%)**

Following the medical school and allied health pathways narrative session, students are to construct an application portfolio. This portfolio needs to include a resume, an updated LinkedIn (or relevant alternative) profile and a cover letter/application essay in response to an actual job posting, graduate school application or medical studies program.

## **Personal Development Workshop Participation 25%**

During the development workshop, students are expected to contribute to all group activities, offer peer feedback and engage with diligence.

## **Reflective Presentation (20%)**

During the final week of placements, students are required to reflect upon their placement experience in the context of their initial placement goals through a presentation and consider:

- What did I learn about my industry?
- What did I learn about local workplace culture?
- What did I learn about myself as a professional?

The presentation should explore the challenges and learning opportunities encountered during the placement experience, the skills they have gained and how the placement has influenced their medical school and professional aspirations.

## **Class Participation (10%)**

Students are required to attend and actively participate in all class sessions.

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<b>Learning Outcomes and/or Expected Student Competencies and Assessment Measures:</b>	On completion of the course, students should be able to:	
	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome
	Critically analyze and evaluate the cultural, ethical and professional dynamics encountered during the placement experience.	Class Participation Weekly Reflections Reflection Presentation
	Identify learning opportunities encountered through practical experience and respond to these opportunities to maximize professional development.	Placement Goals Weekly Reflections Reflective Presentation
	Identify expectations and goals to synthesize their own reflections on practical experiences with those of peers and connect that learning to future goals through an action plan.	Placement Goals Weekly Reflections Reflection Presentations
	Gain a comprehensive understanding of professional development practices, personal psychometric profile, personal intercultural aptitude and peer review.	Professional Development Workshop
	Articulate how an out of class learning experience (i.e., the shadowing experience) has affected their development as a student and a budding professional, and how the course (including the placement) may affect their approach to academics, work, and career in the future.	Medical School & Allied Health Application Portfolio Weekly Reflections Reflective Presentation Class Participation

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<b>Course Outline:</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="text-align: left; padding: 5px;">Session</th> <th style="text-align: left; padding: 5px;">Topic</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><i>Session 1</i></td> <td style="padding: 5px;">Introduction to the Italian Healthcare System</td> </tr> <tr> <td style="padding: 5px;"><i>Session 2</i></td> <td style="padding: 5px;">Intercultural Competency &amp; Healthcare</td> </tr> <tr> <td style="padding: 5px;"><i>Session 3</i></td> <td style="padding: 5px;">Critiquing the Workplace: Comparing European and American Approaches</td> </tr> <tr> <td style="padding: 5px;"><i>Session 4</i></td> <td style="padding: 5px;">Diversity, Equity, and Inclusion in Italy</td> </tr> <tr> <td style="padding: 5px;"><i>Session 5</i></td> <td style="padding: 5px;">Constructing Your Narrative - Medical School &amp; Allied Health Pathways and Applications</td> </tr> <tr> <td style="padding: 5px;"><i>Session 6</i></td> <td style="padding: 5px;">Leveraging Your Experience: Professional Development Workshop</td> </tr> <tr> <td style="padding: 5px;"><i>Session 7</i></td> <td style="padding: 5px;">Guest Lecture - Healthy Boundaries for Health Professionals</td> </tr> <tr> <td style="padding: 5px;"><i>Session 8</i></td> <td style="padding: 5px;">Reflective Presentations</td> </tr> </tbody> </table>	Session	Topic	<i>Session 1</i>	Introduction to the Italian Healthcare System	<i>Session 2</i>	Intercultural Competency & Healthcare	<i>Session 3</i>	Critiquing the Workplace: Comparing European and American Approaches	<i>Session 4</i>	Diversity, Equity, and Inclusion in Italy	<i>Session 5</i>	Constructing Your Narrative - Medical School & Allied Health Pathways and Applications	<i>Session 6</i>	Leveraging Your Experience: Professional Development Workshop	<i>Session 7</i>	Guest Lecture - Healthy Boundaries for Health Professionals	<i>Session 8</i>	Reflective Presentations
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<b>Other Policies:</b>	<p><b>Expectations</b> Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p>Students are expected to demonstrate sound judgment, maturity, and strictly adhere to all confidentiality policies in relation to their medical shadowing placement.</p> <p><b>Attendance/Participation</b> Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session. Work placement attendance, while not graded, is required as a core element of the course and the Shadowing Doctors in Italy program. Failure to attend course meetings will affect your final grade.</p> <p><b>Course Policies</b> For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by email or through postings in the learning management system. This syllabus is subject to change, and</p>																		

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	<p>any changes will be communicated to you via email or the learning management system.</p> <p><b>Plagiarism</b> Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p><b>Late or Missed Assignments</b> Will not be accepted for grading.</p> <p><b>Students with Disabilities</b> Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before the program start date so that appropriate arrangements can be made.</p> <p><b>Incident Reporting and Compliance with Sexual Harassment and Misconduct Policies:</b> Arcadia University is committed to supporting students abroad who are affected by any incident which impacts their safety or well-being, including but not limited to: reports of possible crime, behavioral issues, discrimination or harassment, sexual misconduct, hospitalization, other health concerns, or issues prompting early program departure ("Incidents"). This may include assisting affected individuals with accessing the criminal justice system or internal processes, as available. Arcadia generally defers to the wishes of the individual affected, but Arcadia does comply with the University’s Sexual Harassment and Misconduct Policy and any relevant laws for all programs that operate under its auspices, and there may be circumstances where an individual’s autonomy may be limited. Information about Arcadia’s policies and procedures, including the Policy Prohibiting Sexual Harassment and Sexual Misconduct, can be found in the <a href="#">Student Handbook</a>.</p>
<b>Prerequisites:</b>	None.