

**Attachment A:  
Reflection Paper Guidelines  
UW-Madison Global Health Institute**

Journaling is a tool that allows for deep reflection on educational experiences and helps to solidify and synthesize new learning and prior knowledge. The **Reflection Paper** that students complete as part of an independent field experience allows the GHI to document and evaluate, in part, the student's achievement of Core Competencies related to planning and participation in the practical aspects of the field experience as well as demonstrating professionalism, cultural sensitivity, humility, and adaptability.

Students are expected to submit a Reflection Paper containing at least (3) entries from a **field journal** that they write in regularly throughout the field experience: one entry from the beginning of the experience, one entry in the middle of the experience, and one entry at the end of the experience. In each entry there will be two standard questions that are to be answered each time, as well as some additional questions that vary over the duration of the course. Please feel free to continue on the backs of pages provided or on separate sheets, as needed. Please date every entry. (If you wish to submit additional entries, please follow the format laid out in this packet.)

**Beginning of the Field Experience: REFLECTION 1**

1) RATE YOURSELF on each of the following skills related to professionalism and cross cultural experiences as you begin your field experience (see Appendix A for the full list of Educational Benchmarks and Competencies).

Use scale ratings from 1 to 5 (with 1 being poor and 5 being excellent):

- Active listening (listening for meaning rather than just the words) \_\_\_\_\_
- Use of foreign language or interpreter \_\_\_\_\_
- Cultural humility \_\_\_\_\_
- Professionalism \_\_\_\_\_
- Conflict resolution \_\_\_\_\_

2) Please comment on one or two of these skills. Briefly explain why you rated yourself the way you did. What areas would you like to improve on and how would you plan to make those improvements?

3) Describe one challenge and one exchange/event that you enjoyed or are proud of in relation to your interactions across cultures (e.g., cross cultural differences, demonstrating cultural humility) in *previous* work/travel. Why did this experience have such a big impact on you? Please limit the response to no more than one (1) page, continue on the back as needed.

4) What are your thoughts/views on the role of community in health, based on personal experience or previous coursework as you begin your field experience?

5) Please outline some of your beliefs. For example, (you do not need to address all of these):

- Identify your own cultural and family beliefs and values.
- Define your own personal culture/identity, e.g., ethnicity, age, experience, education, socio-economic status, gender, sexual orientation, religion.
- Are you aware of your personal biases and assumptions about people with different values than yours?
- Describe a time when you became aware of being different from other people.

---

### **Midpoint in the Field Experience: REFLECTION 2**

1) RATE YOURSELF on each of the following skills related to professionalism and cross cultural experiences at the midpoint of your field experience (see Appendix A for the full list of Educational Benchmarks and Competencies).

Use scale ratings from 1 to 5 (with 1 being poor and 5 being excellent):

- Active listening (listening for meaning rather than just the words) \_\_\_\_\_
- Use of foreign language or interpreter \_\_\_\_\_
- Cultural humility \_\_\_\_\_
- Professionalism \_\_\_\_\_
- Conflict resolution \_\_\_\_\_

2) Please comment on one or two of these skills. Briefly explain why you rated yourself the way you did. What areas would you like to improve on and how would you plan to make those improvements?

3) Describe one challenge and one exchange/event that you enjoyed or are proud of in relation to your interactions across cultures (e.g., cross cultural differences, demonstrating cultural humility) that you have encountered so far during your field experience. Why did this experience have such a big impact on you? Please limit the response to no more than one (1) page, continue on the back as needed.

4) How do you understand equity as specifically related to access to health care? Based on your experience so far, what are the barriers to access that you see at your field site? What are strengths of this system with regard to access? Please compare the U.S. and the country you are in for the Field Experience.

5) Reflect on the benefits and challenges of working as part of an interdisciplinary team. What role do you see yourself playing in a team? Where do you and your discipline fit? (Please answer in relation to your field experience; if your field experience was not explicitly multidisciplinary, answer in terms of your overall beliefs/ideas.)

.....

### **End of Field Experience: REFLECTION 3**

1) RATE YOURSELF on each of the following skills related to professionalism and cross cultural experiences as you complete your field experience (see Appendix A for the full list of Educational Benchmarks and Competencies).

Use scale ratings from 1 to 5 (with 1 being poor and 5 being excellent):

- Active listening (listening for meaning rather than just the words) \_\_\_\_
- Use of foreign language or interpreter \_\_\_\_
- Cultural humility \_\_\_\_
- Professionalism \_\_\_\_
- Conflict resolution \_\_\_\_

2) Please comment on one or two of these skills. Briefly explain why you rated yourself the way you did. What areas would you like to improve on and how would you plan to make those improvements?

3) Describe one challenge and one exchange/event that you enjoyed or are proud of in relation to your interactions across cultures (e.g., cross cultural differences, demonstrating cultural humility) that you have encountered during your field experience. Why did this experience have such a big impact on you? Please limit the response to no more than one (1) page, continue on the back as needed.

4) Short-term "mission" models of global health intervention are rarely an optimal approach for long-term improvements; instead, sustainability should be strived for in programs. In this regard, reflect on the sustainability of the programs/interventions you observed and/or participated in during your field experience, including the UW-Madison programs.

5) Looking back at the entries from week 1, reflect on your overall experiences in your field experience. How did these experiences reinforce or change your thinking, understanding of, or beliefs about global health?

## Reflection Paper Guidelines for Assessment

- Entries must be legible. This means typed or clearly written with dark ink and large letters.
- Entries must be coherent (well organized with clearly expressed ideas). While actual journal entries may be informal, the entries for the Reflection Paper must be organized and use normal sentence structure and grammar.
- Assessment of the Reflection Paper is based on a 20 point scale related to responsiveness to the questions asked, synthesis of learning, thoughtful reflection of knowledge, and identification of areas for personal growth.

## ASSESSMENT RUBRIC

	<b>5 Points</b>	<b>3 Points</b>	<b>1 Point</b>
<b>Responded to Questions</b>	Addresses all of the questions. Draws on previous course material and/or past experiences, and links this information to the current field experience.	Responds to most of the questions. Draws some from previous course material and/or past experiences and makes some links to the current field experience.	Responds to only a few questions. Does not bring in previous course material and/or past experiences and does not link these to the current field experience.
<b>Synthesis of learning</b>	Demonstrates strong synthesis of new learning and past experiences.	Identifies new learning, but demonstrates minimal synthesis to past experiences.	Limited recognition of new learning and no synthesis to prior knowledge.
<b>Reflection of knowledge</b>	Reflects on past experiences, knowledge, lectures, and current field experiences and learning.	Some reflection on past experiences, knowledge, lectures, and current field experiences.	Little to no reflection on past experiences, knowledge, lectures, and current field experiences.
<b>Identification of areas for personal growth</b>	Identifies strengths, misconceptions, questions, and weaknesses to result in a thoughtful statement of areas for growth.	Identifies some strengths, misconceptions, questions, and weaknesses, but does not prepare a well thought-out statement of areas for growth.	Does not identify strengths, misconceptions, questions, and weaknesses; does not present a statement of areas for growth.

These guidelines were adapted from the following resources:

- California Health Advocates, <http://www.cahealthadvocates.org/newsletter/2007/04/humility.html>
- Jeanan Yasiri, Consumer and Community Collaboration, University of Wisconsin
- E.L. Skip Knox, History of Western Civilization at Boise State University (<http://history.boisestate.edu/westciv/admin/rubricdiscussion.shtml>)
- <http://davem2.cotf.edu/mtppe/journrubric.html>