

**ACB Evaluation  
CIEE Study Center  
Santiago, Dominican Republic  
Summer Program  
July 2003**

**INTRODUCTION**

The Academic Consortium Board (ACB) of CIEE is pleased to present the following report on the CIEE Study Center in Santiago, Dominican Republic. The report of the site visit team was received by members of the Evaluation Committee of the ACB. After review by that committee, the ACB accepted the report, and presents it to the Academic Consortium.

We wish to make clear at the outset that we greatly value the cooperation of Pontificia Universidad Católica Madre y Maestra and that this report is a review of CIEE's program and not a review or evaluation of PUCMM as an institution. The review focuses on the program offered by the CIEE Study Center and on the courses offered by CIEE as part of the International Study Program at the Pontificia Universidad Católica Madre Y Maestra. In addition, the site visit team has examined CIEE's relations with the host institution and its analysis has been presented to CIEE staff.

**EXECUTIVE SUMMARY**

CIEE's Study Center is located on the campus of the Pontificia Universidad Católica Madre Y Maestra. The seven-week summer program was founded in 1996 and focuses on issues in public health within the context of the Hispanic Caribbean and also on Spanish language studies. Students participate in urban community health projects as well as a one-week placement in a semi-rural health clinic. Students work with local public health experts and gain experience through active participation in educational programs. Two sections of Spanish language are available and students are placed in the course which is appropriate for their language abilities. Both Spanish language courses include content that is specific to health care issues. Students gain a strong understanding of the challenges facing public health professionals and of community efforts in the Dominican Republic to improve the populations understanding of health related issues. In 2003 twenty-two students participated in the program. The average number of participants over the last six years is seventeen.

The evaluation team consisted of Daniel Hoffman, Senior Associate Dean of Public Health and Professor of Epidemiology and Biostatistics in the School of Public Health at George Washington University, and Susan Thompson, Director of International Programs, University of Nevada, Las Vegas. The evaluation team was pleased to find a dedicated staff whose combined knowledge and expertise provide excellent and caring services to CIEE students. The entire program staff is extremely professional and able to balance all the complex aspects of program administration. The program is led by Dr. David Simmons, whose sincere interest in both public

health issues and in the well being of student participants is the foundation of the success of the Santiago, Dominican Republic, summer program. The entire staff works well together and creates a welcoming environment for students. All members of the staff, Elaine Acacio de Polo, Marcos Polo, and Melba Gonzalez provide excellent support and services to CIEE students. The CIEE staff in the Dominican Republic expressed their appreciation for the support and services provided by the CIEE program staff in Portland. The team had only positive responses regarding CIEE's staff from students, and from members of the academic community at the PUCMM.

The administration and staff of PUCMM expressed a deep understanding of the CIEE summer program and the team was pleased to note that CIEE's presence on the campus is a valued component of their academic community. The administration of the Office of International Students strongly supports CIEE's programs at PUCMM. The Office of International Students provides the support for student housing and provides comprehensive and thorough services, including training for host families and a continuing education program for them. The Director of Applied Linguistics, the Coordinator of the Office of Spanish for Foreigners, and all the faculty and administrators from PUCMM who work with CIEE expressed their commitment to the continued success of CIEE's programs at PUCMM.

The program can ideally serve 18-20 students each summer. This number is based on the availability of placements in the rural clinics where students live during one week of the program. In general the students are very satisfied with the program. Although several students commented on the need for more direct hospital and clinic work it should be noted that they do not have the academic or professional background to undertake these duties and that the level the participation in health services is appropriate for the average participant's experience.

The team was very satisfied with the academic quality and the extensive experiential components of the program. Students are exposed to the diverse cultural and social aspects of Dominican society. The CIEE staff has done an excellent job in balancing the needs of students with the goals of the program. The academic program is enhanced by the excursions and social events to create an exceptionally high quality experience for students.

The mission of the CIEE Study Center Santiago summer program states that it "is designed to introduce student to basic issues in, and approaches to, health and health care in the Dominican Republic as well as advance their Spanish-speaking skills. The goal is to conscientize students to the unique health issues facing poor and marginalized peoples in the context of underdevelopment in the Spanish-speaking Caribbean."

## **METHODOLOGY**

The evaluation site visit team was composed of the two members noted in the Executive Summary. The members of the site visit team each reviewed the history and evaluation of the program. They reviewed course syllabi for all program courses, read Resident Director reports, and reviewed statistical information on the participants (numbers, gender, and ethnicity statistics, sending institutions, etc.). The team also reviewed staff and instructor curriculum vitae. The team

reviewed the pre-departure orientation handbook, and the on-site orientation schedule. Student evaluation summaries and all the evaluations covering the previous three summers were also reviewed prior to the site evaluation. The team leader contacted the top ten sending institutions and another two (a random sampling of sending institutions in the past five years) from the Academic Consortium to evaluate their experiences with the program. Responses were received from Spelman College; University of Colorado, Boulder; University of Washington; and Pennsylvania State University. Finally, they reviewed the analysis of the strengths, weaknesses, opportunities, and threats to the program.

In preparation for the site visit, the team chair wrote a memo which was distributed on site by the Resident Director to the teaching faculty of the program inviting the instructors to give comments either in writing or orally during the visit. A similar memo was distributed to all students. A letter was also sent to the Resident Director requesting information about the program.

During the three-day site visit, team members met with the Resident Director, Dr. David Simmons. Dr. Simmons welcomed the team's questions and was able to clearly define the mission of the program and his goals and leadership style. The team discussed the program in depth with Dr. Simmons and focused on the program's vision for participants and the services that are available to support both the academic and programmatic needs of the students.

The team met with each member of the CIEE Study Center staff and discussed their specific duties and the general atmosphere of the program. The team also met with each of the faculty members teaching in the program.

The team met with Ms. Thelma Román in the Office of International Students, Ms. Liliana Montenegro, the Director of the Applied Linguistics, and Ms. Yngris Balbuena, Coordinator of the Office of Spanish for Foreigners.

The team attended each of the classes offered in the summer program. The courses offered are Community Medicine, Medical Sociology, Cine, and Spanish Language (2 levels). The team visited both urban and rural clinic sites and met with the medical and support staff. The team was also able to visit the home of one of the members of the community who works with CIEE students during their urban public health field experience.

In addition to meeting with employees of the CIEE Study Center and of PUCMM, the team members had lunch and visited with host families and the student residents. The team members were taken to two different host families which provided an opportunity to speak privately with both the host family and the student who resided there. A tour of the areas where students reside was also included in the program review.

The team visited the orientation site with the Resident Director and members of the CIEE staff. The team toured the facilities, including the hotels accommodations used by the students during orientation.

The team met with all the current students as a group for approximately two hours. The questionnaire which had been sent to the students prior to the arrival of the evaluation team was reviewed and each item from the letter was discussed. Several students also spoke privately with members of the team.

The site visit team jointly drafted and agreed on recommendations, which are made part of this report.

## **EVALUATION**

In accordance with the Committee on Program Evaluation Plan for ACB Program Review, the evaluation report is divided into sections below, corresponding with the terms of reference specified in the plan.

### **I. Quality of the Academic Activities Including Teaching and Assessment**

#### A. Teaching

Students are required to enroll in all coursework during the summer semester. One course is Spanish conversation and grammar. The class was divided into two sections, one section at the intermediate level of Spanish for students whose language skills were not as advanced and a second section was conducted for more advanced speakers of Spanish. Both sections used examples from the field of public and community health to illustrate linguistic elements. This course was revised for 2003 program in response to previous student evaluations which stated that not enough health content was incorporated into the language curriculum.

The second class was a course in Medical Sociology. It is intended to introduce students to basic theory and practice of population health. The same professor also conducts the Latin-American cinema aspect of the program. On the day that the team visited the class the students were required to review the movie “Como Agua para Chocolate” and discuss its significance in class. They also prepared brief written reports.

The third course was the field practicum in community health. Students were engaged in didactic instruction on common public health problems in the Dominican Republic. This course also included field practica in Santiago (in the Zona Sur) and in the rural municipality of Salcedo. They spent five days residing in a rural clinic where they interacted with clinic staff and members of the community the clinics serve.

During the team’s visit to the classes, the professors tried to engage the students although the dialogue appeared to be more unilateral (professor to students) than the bilateral classroom dialogue more commonly used in American college classrooms. This teaching style may be a cultural norm that students have learned to accept, although in our group meeting with the students, this was one area they felt could have been improved (more two-way interaction).

However, our actual classroom observations indicated that the teaching was at a high level of quality and that the professors were very engaging.

### Recommendations:

1. The level of teaching was of a good caliber, however the course syllabi should be more detailed. For example, assigned readings and other course related activities should be outlined in detail.
2. Students expressed the need for a more detailed outline of the community health activities and their sequence in the program. It is recommended that the Resident Director assist the local administrators of the community health component in clarifying the experiential component to students. Although this information is provided a common theme among students was their lack of understanding of how this aspect of the program was determined and the rationale behind the timing of various activities such as the rural clinic placements and the urban community work.

### B. Assessment

Students are graded on a combination of quizzes, exams, papers or reports, and on classroom and experiential participation. Letter grades of A, B, C, D, and F are given without pluses or minuses. Students in the summer program may only enroll in CIEE courses which are specifically designed to meet the program's goals. The faculty members are aware of U.S. grading standards and systems. The faculty use U.S. teaching and evaluation formats to accommodate CIEE participants. Students expressed satisfaction with the assessment tools and felt that the faculty members are supportive and helpful with their academic program of study.

### C. Appropriateness of Academic Offerings

The content of the courses in the academic program is very appropriate for the learning objectives of the program. Revisions were made to the Spanish courses this year to include more relevant health content to accompany essential language instruction. The goals of the language instruction class was appropriate: conversation, writing skills, contextual vocabulary, and grammar. The team also felt that the learning objectives of the Medical Sociology and Community Health field practicum courses were very appropriate. The students were exposed to essential global health and development content in a developing country. The students received a theoretical foundation for health disparities due to socio-economic conditions and were also able to experience first-hand conditions in the field through involvement with clinics and communities in the Zona Sur district of Santiago and in the rural community and clinics of Salcedo. One issue discussed by the students was their perception that there is an expectation on the part of the field staff that the students had health expertise equivalent to a first or second year medical student. It should be made clear to the program field staff that the students are pre-professionals with little or no health care expertise. Also, some of the students felt unprepared to deal with the Spanish health and medical vocabulary.

Past evaluations indicate that the students did not feel that the level of instruction was equal to the academic rigor at their home institutions. The CIEE staff has been working to improve the level of instruction in cooperation with the administration and faculty at PUCMM. The team review of the 2003 program was conducted prior to its completion but students indicated that they felt that the level of instruction was appropriate.

Recommendations:

3. To assist students in their community health projects and the rural clinic placements the preparation of a Spanish/English health and medicine glossary of terms would be useful.

## **II. Quality and Appropriateness of Services**

### **A. Pre-departure services:**

The materials provided to the students are comprehensive and well organized. Current participants felt well prepared for their program. The program materials are of exceptional quality. Both students and sending institutions expressed a high level of satisfaction with the pre-departure information.

### **B. Orientation**

The on-site orientation is well planned and contains all the appropriate content. The location of the orientation (Hotel Camp David) is excellent both in terms of the physical environment and the access to facilities. Students have the opportunity to interact with the staff throughout the orientation period. The hotel rooms are clean and of very good quality. The orientation site is located outside of the city center which provides students an opportunity to focus on the program content.

Recommendations:

4. Most of the 2003 female students felt that although the topic of “harassment” by local males is discussed at the orientation, that they did not have enough coping skills to handle the level of interaction they were experiencing. It is recommended that additional time be spent at the orientation, and that a second mid-term meeting be held to help students who are experiencing problems to provide them with a venue to discuss their feelings. The team felt that the topic is well addressed in the program information, but students expressed a sincere and deep concern that they did not have the skills to address this issue. It should also be noted that the Resident Director expressed an awareness and pro-active approach to this issue in our initial meeting and does fully understand this situation.
5. A power point LCD projector would be helpful for orientations, guest speakers, and other academic or informational events. The cost of renting is high so the investment would likely be balanced over a relatively short period of time.

### C. Academic Advising

Students do not require significant advising due to their participation in all aspects of the coursework and practical experience. Students are placed in the Spanish language course which is appropriate for their academic preparation in the subject.

### D. Housing

Students are housed with families in middle class and upper middle class neighborhoods. The housing coordinator at PUCMM provides exceptionally detailed information to both the students and the host families. The materials provided are comprehensive and organized.

The review team was greatly impressed by the orientation provided to the host families and the quality of the services provided. Students reported excellent experiences with their host families. The housing coordinator has the most comprehensive host family program and orientation that the team had ever reviewed.

The Housing coordinator also offers educational programming to the host families, including such topics as how to cook for vegetarian students, and other types of cooking skills. The Housing coordinator has also developed a series of cookbooks related to the cooking classes.

### Recommendation:

6. Cancellation deadlines for students should be strictly defined and enforced at the CIEE office in Portland due to the costs associated with late cancellations and the housing fees. The fee payment and cancellation schedule and policies should be evaluated to avoid the expenditure of funds on students who cancel after the deadline.

### E. Accommodation of Special Needs

The program director has not had physically challenged or learning disabled students participate in the program. Although the program has not had an opportunity to work with physically challenged students, it should be noted that the environment in Santiago and the Dominican Republic is not in general designed for accessibility. The staff is willing to work with students and CIEE's central office to review what accommodations are possible. We suggest that students with special needs contact the CIEE-ISP early so that accommodations may be considered.

Professional counseling in English is not generally available, however the CIEE staff has been very pro-active in working with students.

### F. Medical Services

Students have access to private clinics which have good health care services. In the unique atmosphere of participants working in urban and rural clinics the students had developed an

appreciation for the quality of health care that was accessible to them as compared to the services which are available to many of the members of the local community.

### **III. Quality and Appropriateness of the Students Who Participate**

The majority of the students were well prepared for their public health classes and their language coursework. The students expressed a commitment to the work and practical experience. Some students were experiencing personal concerns about both the expectations of the local health care providers and their own skill levels. In contradiction, other students felt that their skills were underutilized. The team strongly believes that the students do not have the training to perform additional duties and that the level of instruction and participation is appropriate for the students. The team would also like to note that the CIEE staff has provided information to the students, but may need to work with other administrators and cooperating organizations to assure this information is clarified.

#### Recommendation:

7. Students could benefit from additional discussions about the expectations of the community health component for both the urban and rural experience. It is recommended that the students are given a more clear understanding of the rationale for the timing of their activities.

### **IV. Quality of Facilities**

The campus of PUCMM is an excellent venue for CIEE students. The physical plant has modern classrooms and facilities. The campus has open lush green spaces. The location is accessible and students expressed their satisfaction with the campus and facilities.

#### A. Office and Class space

The CIEE offices provide a welcoming environment to students. Classrooms are modern and appropriate for the program. The CIEE offices are located on the campus and students felt welcome and comfortable in the offices.

#### B. Library

Library access is available, however, for the purposes of the summer program the use of the Internet for current issues and information related to public health is generally a more viable format for students.

#### C. Computer and e-mail facilities

A computer lab is provided for CIEE students by PUCMM. Students were concerned about access to printing services. Although this concern was expressed by some participants, most

academic work is not required to be completed on a computer. Access to computer and e-mail is sufficient for the program needs.

## **V. The Program's Plans for Improving its Teaching and Services**

The Program has revised its Spanish language curriculum and initiated a new format in 2003 to include more medical terminology and health related topics in response to past student evaluations. During discussions with the current student group some concern was expressed regarding the intermediate language classes lack of review of verb tenses, however it should be noted that since this curriculum has not been offered before that the students comments were based on their opinions at the time of this review and not at the completion of the full course content. Students in the advanced Spanish language course did not express this concern.

## **VI. Relationship with the Host University**

PUCMM and CIEE staff have developed an excellent working relationship. The administration of PUCMM expressed a sincere interest in the CIEE program and the CIEE students. The review team assured the administrators at PUCMM that CIEE values its assistance and cooperation. PUCMM recognizes the value of having CIEE programs located on their campus and indicated their openness and support of the evaluation process.

## **VII. The Perceived Satisfaction of the Consortium Member Institutions**

The sending institutions who responded to the evaluations all indicated a high level of satisfaction with the program. Staff members at sending institutions also noted student satisfaction with the program. Sending institutions also complimented the CIEE central office staff for their program services.

## **VIII. The Perceived Satisfaction of the Student Participants**

Evaluations from past student groups indicated a high level of satisfaction with the program in general, however, some students were not satisfied with the level of access to community health activities and indicated the desire to participate more fully in clinics and with service providers. The current participants also indicated this concern, however, it should be noted that students are generally not academically or professionally prepared to participate more actively than the level provided by the program.

Students main concern historically was with the academic quality of the courses. Some of the students did not feel challenged by the courses and were also uncertain about the structure, timing, and rationale for the experiential component of the program. The 2003 students in general were pleased with the courses and academic component of the program, but continued to

express uncertainty regarding their community health program and the timing of the experiential component of the program.

The students were all very impressed by the services provided by the CIEE staff in the Dominican Republic and well as with the pre-departure services provided by the staff in the Portland office. The students also discussed the excellent housing services and the high quality of the home stay families.

## **IX. Safety and Security Issues**

The Resident Director has extensive and detailed discussions of safety and security issues with the students during orientation. This information is also well detailed in the pre-departure materials. Students expressed satisfaction with the discussions of safety issues and were pleased with their housing and campus experiences. The team was impressed with the CIEE staff's understanding of the safety and security issues specifically as they relate to students. The team commends all the members of the CIEE staff for their commitment to safety and security.

## **X. The Program's Compliance with CIEE's Policies**

The Santiago summer program appears to be in compliance with all of CIEE's policies and standards.

## **XI. The Quality of Administration and Management of the Program**

### A. Resident Director

Dr. David Simmons is the Resident Director. He is an excellent RD, and a credit to the CIEE program. He has a sincere academic and personal interest in the students and in the mission and goals of the program. His leadership, combined with the superior services and commitment of the entire staff, make the student experience of the highest quality. As the RD he is responsible for the academic program and is the adviser and counselor to students for academic, social, and cultural matters. He is also responsible for the operations of the program and is the administrative and diplomatic link between CIEE and the PUCMM. Dr. Simmons has the respect of his colleagues, both within the CIEE staff and at PUCMM. He is also well integrated into the local medical community which is an additional asset to the program.

Elaine Acacio de Polo, the Resident Coordinator, is a native English speaker and former CIEE student. She is exceptionally competent and focused on the student's needs. Her generous and welcoming personality are a compliment to her professional skills and service to the program. As the Resident Coordinator her duties include assisting the RD in the administration of the program. Her tasks also include all aspects of student life, as well as the excursions associated with the programs. Marcos Polo, a CIEE-PUCMM Intern, also serves the program with great commitment and skill. His knowledge of the local community is another important aspect of the

program's success. Ms. Melba Gonzalez, a native of the Dominican Republic, serves the program and the students with dedication and a sincere commitment to the program. Ms. Gonzalez tasks include administrative support for program activities. All members of the staff are of the highest quality.

The students expressed their appreciation for the dedication of all the members of the CIEE staff. It was evident to the team and to the students that the staff views their profession as a lifestyle and not just a career. It should be noted that Kimberly Eison Simmons, the CIEE Santiago semester program coordinator, remains a part of the CIEE team at all times. Though the Summer program is clearly directed and led by David Simmons, the CIEE staff work as a team and provide excellent services to the students.

## **XII. Future Prospects and Plans**

The team is pleased to report that the program has a firm foundation and the support of PUCMM. The CIEE staff are exceptional in every aspect of program administration. The administrative and support of the staff of PUCMM is committed to the continuing to host the CIEE Santiago Summer program. The program has a good academic and experiential balance allowing students to become involved in service learning and to improve their understanding of public health issue in the developing world.

The Resident Director and CIEE staff is committed to responding to student needs. The RD has indicated a desire to increase the academic rigor and to introduce topics related to social justice perspectives into the curriculum. The RD has an excellent working relationship with the administration and staff of PUCMM, as well as with members of the local community, and should be very successful in future program initiatives.

## **XIII. Relation of First Cycle review to what you found now**

The Santiago, Dominican Republic, Summer Program has never been reviewed by the ACB. Two previous Monitoring Reports (2001, 2002) were completed. The team felt that the academic concerns addressed in the previous monitoring report are being corrected and that additional attention to these issues is ongoing.

## **ACKNOWLEDGEMENTS**

The members of the evaluation team benefited greatly from the care and concern for this process by the staff of CIEE and of PUCMM. We would like to thank the Portland staff and specifically acknowledge the support and assistance of Christine Wintersteen, Program Director, Latin America. We would also like to thank Dr. David Simmons for his detailed and comprehensive itinerary and his gracious hospitality during our visit. We would like to acknowledge all members of the CIEE staff in Santiago, and those professors and administrators from PUCMM who gave generously of their time before, during, and after our visit. We would like to thank

Elaine Acacia de Polo, Marcos Polo, Dr. Kimberly Eison Simmons, and Melba Gonzalez. We sincerely appreciate the kindness and information provided to us by the faculty and administration of PUCMM Department of Applied Linguistics. The willingness of the CIEE and PUCMM staff to share information about the program and the community made this ACB Review a rewarding experience. We would like to thank Liliana Montenegro, Yngri Balbuena, Thelma Román, Luis Plilipe Rodriguez, Eduvihis Valdez, and the staff at the urban and rural clinics for their support of the CIEE program and for their warm and welcoming assistance. Finally, we would like to thank the students who shared their insights, and the CIEE sending institutions who provided us with valuable information regarding their experiences with the program.

## **SUMMARY OF RECOMMENDATIONS**

### Recommendations:

1. The level of teaching was of a good caliber, however the course syllabi should be more detailed. For example, assigned readings and other course related activities should be outlined in more detail.
2. Students expressed the need for a more detailed outline of the community health activities and their sequence in the program. It is recommended that the Resident Director assist the local administrators of the community health component in clarifying the experiential component to students. Although this information is provided a common theme among students was their lack of understanding of how this aspect of the program was determined and the rationale behind the timing of various activities such as the rural clinic placements and the urban community work.
3. To assist students in their community health projects and the rural clinic placements the preparation of a Spanish/English health and medicine glossary of terms would be useful.
4. Most of the 2003 female students felt that although the topic of “harassment” by male locals is discussed at the orientation, that they did not have enough coping skills to handle the level of interaction they were experiencing. It is recommended that additional time be spent at the orientation, and that a second mid-term meeting be held to help students who are experiencing problems to provide them with a venue to discuss their feelings. The team felt that the topic is well addressed in the program information, but students expressed a sincere and deep concern that they did not have the skills to address this issue. It should also be noted that the Resident Director expressed an awareness and pro-active approach to this issue in our initial meeting and does fully understand this situation.
5. A power point LCD projector would be helpful for orientations, guest speakers, and other academic or informational events. The cost of renting is high so the investment would likely be balanced over a relatively short period of time.
6. Cancellation deadlines for students should be strictly defined and enforced at the CIEE office in Portland due to the costs associated with late cancellations and the housing fees. The fee

payment and cancellation schedule and policies should be evaluated to avoid the expenditure of funds on students who cancel after the deadline.

7. Students could benefit from additional discussions about the expectations of the community health component for both the urban and rural experience. It is recommended that the students be provided with more information to help them to have a clear understanding of the rationale for the timing of their activities.

## **ACB Evaluation Itinerary JULY 14-18, 2003**

### **Monday, July 14, 2003**

Arrive in Santiago

Check-in: Hotel Gran Almirante

Group dinner: CIEE Staff

### **Tuesday, July 15**

Morning

7:00 a.m.

Breakfast in Hotel

8-9 a.m.

Meeting with David Simmons  
(CIEE Office, Profesores I, PUCMM Campus)

9-9:20 a.m.

Brief Tour of Campus

9:20-10 a.m.

Meeting with Thelma Roman  
(Office of International Students)

10-11 a.m.

Medical Sociology  
(with Prof. Luis Philippe Rodriguez, Aula \_\_\_\_)

11 a.m.-1 p.m.

Tour of Zona Sur clinics  
(with Prof. Eduvihis Valdez and Marcos Polo)

1 p.m.- 3 p.m.

Lunch with host family

3 p.m.-4 p.m.

Community Medicine  
(with Prof. Eduvihis Valdez, Aula \_\_\_\_)

4 p.m.-5 p.m.

Meeting with Liliana Montenegro, Director of Applied Linguistics  
and Yngris Balbuena, Coordinator of the Office of Spanish for  
Foreigners  
(Sala de Conferencia, Profesores I, Third Floor)

Dinner

Professors and PUCMM Staff

### **Wednesday, July 16**

8-9 a.m.

Cine (with Prof. Luis Philippe Rodriguez, Aula \_\_\_\_)

9-10 a.m.

Language class (with Prof. Yngris Balbuena, Aula \_\_\_\_)

10-11 a.m.

Meeting with Elaine Acacio de Polo  
(CIEE Office)

11 a.m.-12 p.m.

Meeting with Medical Staff  
(Dean Lazala et al)

12-2 p.m.

Lunch with Students

2:30-5:30 p.m. Visit to Rural Clinics in Salcedo  
Dinner CIEE Staff

**Thursday, July 17**

All Day ACB Team Meetings/Writing of report  
Evening Dinner with CIEE Staff

**Friday, July 18**

Departure