

Institutionalizing Service-Learning

A Case Study of Auburn University Harrison School of Pharmacy

CCPH Advanced Service-Learning Institute

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Pharmacy Education and Training

- ◆ All schools convert to single entry-level Doctor of Pharmacy (Pharm.D.) degree
 - ◆ Minimum of 2 years pre-pharmacy
 - ◆ Admission into School of Pharmacy
 - ◆ 4 years in professional doctorate program
 - First 3 years primarily didactic training
 - Final year exclusively experiential training

Changes in Pharmacy Practice

- ◆ Evolution of a new practice philosophy--
Pharmaceutical Care
- ◆ Increased direct patient care
(e.g. ↑assessment, ↑monitoring ↑follow-up)
- ◆ Less emphasis on dispensing, more active role in helping achieve positive patient outcomes
 - Identifying, preventing & solving medication-related problem
 - Collaborating with others

History of Service-Learning at AU Harrison School of Pharmacy

- ◆ Entry-level PharmD degree program initiated in Fall 1997
- ◆ Implementation of S-L program coincided with major curricular change
- ◆ Program currently called the Professional Practice Experience (PPE) Program

Program Characteristics

- ◆ S-L serves as framework for community-based program
- ◆ Part of curriculum vs. component of single course
- ◆ Longitudinal
- ◆ Involves all students (total = 300)
- ◆ All faculty participate
- ◆ Series of 6 one-hour semester courses throughout the first 3 years of curriculum

Program Description

- ◆ Community/patient care component
 - ◆ Students assigned to a patient care team comprised of 1st, 2nd and 3rd yr students
 - ◆ Each team is given a roster of sites and/or patients for which they are responsible
 - ◆ Students spend time each week visiting/ providing care based on pt. needs & educational level of students
 - ◆ Completed concurrently with didactic coursework

Program Description

◆ Team Component

- ◆ Students divided into teams that are facilitated by 2 faculty mentors
- ◆ Teams meet weekly to review/reflect upon activities of previous week, provide patient/site updates, identify & solve patient problems, discuss issues related to ethics, professionalism, the School, etc.
- ◆ Each team completes a yearly health & wellness project

Program Description

- ◆ Documentation/Reflection Component
 - ◆ Students responsible for providing weekly documentation of their activities
 - ◆ Primarily reflective entries
 - ◆ 2nd and 3rd year students also submit periodic SOAP/progress notes (3/sem.)
 - ◆ Submitted electronically to mentors and P3 team leader
 - ◆ Semester debriefing paper

Sample Community Partners

- ◆ Chambers Co. School System
- ◆ East AL Mental Health
- ◆ East AL Services for the Elderly (EASE)
- ◆ East AL AIDS Outreach
- ◆ EAMC Adult Day Center
- ◆ Hospice
- ◆ East AL Head Inj. Fdn.
- ◆ Central AL Nursing Services
- ◆ Timothy Manor Apts.
- ◆ Atria Park of Auburn
- ◆ Wesley Terrace
- ◆ Care Center of Opelika
- ◆ Northridge Assisted Living
- ◆ Cambridge Place
- ◆ Other sites / Volunteers

Program Benefits

- ◆ Enhances quality of life of community members
- ◆ Involves students in provision of basic pharmaceutical care--outside of pharmacies
- ◆ Reinforces classroom learning & develop confidence
- ◆ Promotes professional socialization & ability to work within team
- ◆ Develops reflective thinking & self-directed learning skills
- ◆ Instills students with sense of caring, citizenship, community involvement

Institutionalizing S-L

Early Steps

Background: All Schools of Pharmacy are required to have “Introductory Practice Experiences” (IPE)

- 1. A decision was made that our IPEs would have a service-learning framework for 2 primary reasons:**
 - ◆ Philosophical agreement with recommendations proposed by Pew Commission regarding future health care professionals
 - ◆ Local logistics

Institutionalizing S-L

Early Steps

2. S-L was made part of the curriculum vs. a component of a course by:

- ◆ creating a longitudinal IPE course over 6 semesters and
- ◆ requiring all students to be enrolled in the course

◆ **Pros/Cons**

Institutionalizing S-L

Early Steps

3. Administrative support

- ◆ Earliest advocates of S-L/Community-based care
- ◆ Made commitment to program by hiring a faculty member solely to coordinate this process
- ◆ Supported the concept that all faculty would share a role in the course as “mentors” to student teams (equal distribution of workload)

◆ Pros/Cons

Institutionalizing S-L

Early Steps

4. Indirect inclusion in School's vision /mission statement

“...The School of Pharmacy’s primary activity is the preparation of competent primary care clinicians who provide pharmaceutical care to Alabama’s citizens.....
The educational program and experiences of students will be grounded in service-based, primary care focused, community practice that is collaborative with other health disciplines.
Graduates will enter practice with the personal character, confidence, and competence to assume leadership positions in their communities and their pharmaceutical care practices....”

Institutionalizing S-L Ongoing Development

- ◆ **Service-learning concepts linked/reinforced in other pharmacy courses**
- ◆ **Beginning collaboration with School of Nursing to expand service-learning within the community**

Challenges to Institutionalization

- ◆ Varying interest & commitment of all faculty
- ◆ Number of community contacts and ever-changing community contacts difficult for continuity
- ◆ Grading system (Pass/Fail)
- ◆ Student time & schedules, some lack of interest/ perceived relevance, requires self-direction

How do we rate on the S-L self-assessment tool?

- ◆ 1: Definition and Application of S-L
Stage 2.5
- ◆ 2: Faculty Support for & involvement in S-L
Stage 2
- ◆ 3: Student support for & involvement in S-L
Stage 2-3
- ◆ 4: Community support for & involvement in S-L
Stage 2
- ◆ 5: Institutional leadership & support for SL
Stage 3

Auburn University

Early Institutionalization Steps

- ◆ 1996-1997—Small group of faculty convened who were interested in working with underserved populations (Education and Health Professions Partnership—EHPP)
- ◆ 1997-1998—Group assists in the opening of a family resource center in adjoining county & provides various support thorough student presence

Auburn University

Early Institutionalization Steps

- ◆ 1998-99—Group broadens focus to include service-learning as a way to form partnerships and serve the community.
- ◆ Long term goals set of having a service-learning center on campus.
- ◆ Group begins tabulating all of “service” activities occurring on campus.
- ◆ Group changes name to Partners in Community Service (PICS) and develops web site and promotional materials.

Auburn University

Early Institutionalization Steps

- ◆ 1999-2000 PICS seeks funding from Provost/President and obtains \$100,000 (one time).
 - Part of money is utilized for yearly small grant competitions to encourage other faculty to implement service-learning
 - PICS completes a promotional video
- ◆ 2000-2001—PICS advisory board is established and establishes by-laws and provides guidance to PICS faculty.
 - Next goal: obtain line-item funding from AU

How does AU rate on the S-L self-assessment tool?

- ◆ 1: Definition and Application of S-L
Stage 1
- ◆ 2: Faculty Support for & involvement in S-L
Stage 1
- ◆ 3: Student support for & involvement in S-L
Stage 1
- ◆ 4: Community support for & involvement in S-L
Stage 1.5
- ◆ 5: Institutional leadership & support for SL
Stage 1.5