

Service Learning (WPS 350)

Fall 2003

Section A: Tu 8:00-10:00a.m.

Section B: Tu 10:00a.m.-Noon

Section C: Th 9:00-11:00a.m.

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Office Hours: MWF 1:00-2:00 p.m.

Course Assistant : Peter Shungu (Room 514, x1913, Peter.Shungu@mcp.edu)

Important notes: (1) On Oct. 7 & 9, the seminars will last for only 1 hour, and there will be a panel of speakers at 11:00 a.m. on Friday, Oct.10. (2) Because Nov. 11 is a holiday, the sections will not meet at the regularly-scheduled times during the week of Nov. 10-14. Instead, there will be a panel of speakers at 1:30 p.m. on Friday, Nov. 7.

The late Professor Robert Chalmers of the Purdue University School of Pharmacy wrote:

“Traditionally, a pharmacist’s primary role has been dispensing medications and providing counseling. We have not been engaged in a caring relationship with patients, nor have we felt the same responsibility for outcomes as other health professionals. The field of pharmacy now plans to make a more meaningful contribution in our changing health profession; our pharmacists must be trained to get more involved with patients. Service-Learning gives students greater insights into patients and patient care.”

Service-Learning is what its name indicates: a program in which the participants perform service work and actively learn from it. If we do not do concrete work that meets others’ needs, it is not really service. If we do not learn from it, at worst it may be a distraction or at best it may help someone else, but it is not educational. In this program our goal is to do both: to provide service and to learn from it.

A growing number of educational institutions have service-learning programs. It can be argued that such programs benefit any student, as well as the people (s)he serves. This course at MCPHS-Worcester is based on a conviction that service-learning is equally important, if not more important, for anyone who aspires to become a member of a health-care profession, such as pharmacy.

With this in mind, the objectives for each student in this course are:

- Provide a concrete service to one or more individuals and to the institution, organization or agency where the service is rendered.
- Develop/improve the ability to set and achieve goals, particularly as related to the service and learning aspects of this course.

- Through the service work and participation in the classroom, develop/improve oral and written communication skills.
- Develop/improve the ability to think critically about, and analyze the issues encountered in, the service provided as part of this course.
- Develop a better understanding of the individuals and populations served by members of the class, especially senior citizens, children and those “on the margins” in the community.

Fieldwork Placements

After placement assignments are announced/posted, instructions will be provided about contacting the placement sites. Each student should then arrange to visit her/his site as soon as possible. At this visit, students and their site contacts should agree on a schedule for their service-learning work. Each student should spend at least two hours each week at their placement site while classes are in session at MCPHS. (Students should discuss our quarter schedule with their site contact, noting that we have a Thanksgiving recess from Nov. 24 through 28 and that the last day of classes is Dec. 12.)

At your first visit, each student should:

- (1) learn as much as possible about the placement and their needs, and
- (2) discuss and reach agreement on concretely what she/he will do at the site (e.g., tutor 4 students, or visit three patients, or do intake interviews for all clinic patients arriving when you are on duty) and when she/he will do it (e.g., every Tuesday from 10 a.m. to noon).

Following the first visit, and no later than Friday, October 10, students must complete, sign, have a contact person at the placement site sign, and return to Pete Shungu or Dr. Kearney, a Service Learning Agreement.

Please note that our requirement is that each student do two hours of service work each week during the fall quarter, but there is no law against doing more than two hours per week or extending your work beyond the end of the quarter. Note that once you commit to your placement site, people will depend on you. It is then essential that you be there every week, unless serious circumstances (such a serious illness) prevent you. If for such reasons you are unable to visit your placement in a given week, you must notify your contact-person in advance; this is part of being a responsible professional. If you enjoy the service work you do, you may very well want to continue it, for example, through the rest of the academic year; but this is optional.

Classroom component at MCPHS

All SOP-W students will also participate in two hours per week of classroom (seminar) work at the College. Attendance at the seminars is mandatory.

Class schedule:

<u>Week of:</u>	<u>Topic</u>
1 Sep. 29	Survey; Introduction; discuss case studies (distributed in class)
2 Oct. 6	Essay #1 due (on Connors & Seifer); discuss goals; speakers on Oct. 10
3 13	Essay #2 due (on Eyler & Giles); discuss perspective transformation
4 20	Essay #3 due (on Indritz & Hadsall); discuss article, presentations
5 27	Submit essay #4; discuss positions taken in essays
6 Nov. 3	Student presentations; speakers on Friday, Nov. 7
7 10	Classes will not meet at the regular times this week. See note on page 1.
8 17	Submit essay #5 (topic: speakers); student presentations and discussion
24	[Thanksgiving Break]
9 Dec. 1	Student presentations and discussion
10 8	Student presentations and discussion; wrap-up

Assignments:

- Readings: Copies of the assigned readings will be on reserve in the library and on Blackboard.
- Short Essays: 5 will be assigned during the first half of the quarter
- Journal:
 - + All students must purchase and use a MCPHS-SOP-W Service Learning Journal (from Henry's Copy Center, 11 Pleasant Street).
 - + The first entry in the journal should list the name of the placement site, the name of and contact information for the primary contact-person at the site and the date of the first visit to the site (which should be during the week of Sept. 29).
 - + Every time a student visits her/his placement site, she/he should write an entry in the journal describing:
 - what work was done (as concretely as possible),
 - what was learned,
 - any significant successes or problems,
 - reflections on issues raised by the visit, and
 - any other noteworthy comments.
 - + Journals will be collected periodically and reviewed, at pre-announced times.
- During the second half of the course, students will give presentations, in groups, about their Service Learning work. An outline of each student's presentation must be submitted at the time of the presentation.

Course Grade:

Students will be given a grade of Pass (P) or Fail (F) for the course. In order to receive a grade of "P," a student must:

- Perform high-quality work at the placement site. Each student must do an average of at least 2 hours of service work per week.
- Attend and participate in every meeting of the classroom part of the course.
- Submit the five (5) required essays on time. They must be well written and address the assigned topics.
- Make an entry in her/his journal after every visit to the service site, addressing all of the required topics ("What, so what, and now what?")
- Work with an assigned team of students to prepare and carry out an oral presentation during the second half of the quarter.

Students with Disabilities

Students with documented disabilities who wish to request reasonable accommodations under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act should contact Kristine Souza, Associate Director of Academic Support Services at (508) 890-8855 x1908 or through e-mail at ksouza@mcp.edu to discuss the accommodations process.

Academic Honesty Policy

Students are expected to abide by the College's Academic Honesty Policy as explained in the Student Handbook. Plagiarism is considered a violation of this policy. Plagiarism is defined as submitting another person's work as one's own without proper acknowledgement or using the words or ideas of others without crediting the source of those words or ideas. In order to deter plagiarism and ensure appropriate use of resources in student research and learning, MCPHS subscribes to a plagiarism prevention service, www.turnitin.com. In this course, students may be asked to submit their written work electronically in order to verify that when ideas of others are used they are cited appropriately.

Bibliography

- Connors K. and Seifer S., "Service-Learning in Health Professions Education: What is Service-Learning, and why now?," in *A Guide for Developing Community-Responsive Models in Health Professions Education*, pp. 11-17
- Eyler J. and Giles D.E. (1999) "Perspective Transformation," chapter 6 in *Where's the Learning in Service-Learning*, (Jossey-Bass, San Francisco, CA), pp. 129-150
- Indritz M.E.S. and Hadsall R.S. (1999) "An Active Learning Approach to Teaching Service at One College of Pharmacy," *American Journal of Pharmaceutical Education* 63, 126-131