

Service-Learning Clerkship Course Syllabus

Course Title: Service-Learning

Course Number: PHA 4540

Course Hours: 2

Required: Yes

Prerequisites: None

Description: Service-Learning fosters a sense of community involvement for the pharmacy student. The student learns to be a team member, improves listening and observation skills and involvement enables the student to improve in their professional demeanor. The student participates one/half day per week in community programs including the local school system. The student will volunteer time and knowledge to meet the needs of the clients of these organizations. Classroom time will be assigned to provide reflection on activities. Topics pertinent to the diverse communities we live in will help the student integrate didactic information into their role as a professional outside the walls of the pharmacy.

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Justification: Learning through service helps students meet community needs while developing critical thinking skills and group problem solving. Awareness of community needs and social problems help the pharmacy student discover empathy and feelings of compassion. This service component aids the student in developing their ethical and moral values. This component of the experiential education gives the student the opportunity to develop a volunteer or service niche for later life.

Goals: The goal of Service Learning is to develop a standard of conduct becoming to a pharmacist and to help students appreciate why community service should be a significant and ongoing part of life.

This rotation enhances the student's awareness of the need for and role of volunteers in the community. The student will attend to needs of the community that are not being met; see aspects of illness or dying that cannot be learned through didactic study; and learn the importance of developing and nurturing a moral and ethical conduct individually and

among peers. Many topics discussed in the classroom combine other didactic lectures and lessons learned at the service sites.

Objectives:

Upon completion of this rotation the student will be able to: (Competency #)

1. Display attitudes, habits and values becoming to a pharmacist. (3,4)
2. Promote awareness of health and prevention of disease independently. (4)
3. Articulate their personal values and ethical principles. (3)
4. Furnish examples of unmet community needs and explain how social attitudes cause or cure these situations. Displays an understanding of; and discusses issues of diversity. (5,6,7,8,9)
5. Choose the level of communication that is appropriate (1,2)
6. Adapt and work to solve or correct any given challenge (7,10)

In addition to the specific goals and objectives of the course the student should endeavor to attain these outcomes in part or in whole as a result of participation in the Service-Learning rotation.

Educational Outcomes:

1. Communicate clearly, accurately, and persuasively with various audiences using a variety of methods and media.
2. Display habits, attitudes and values associated with mature critical thinking.
3. Interpret decision making within a context of personal and professional values.
4. Demonstrate sensitivity and tolerance within multicultural interactions and settings.
5. Demonstrate and appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system.
6. Function effectively in interactions with individuals, within group situations, and within professional organizations and systems.

Required Activities:

Each of the following activities is a minimum standard requirement for completion of the Service-Learning rotation. The mechanism to achieve these requirements may require specific guidelines tailored to the individual rotation site, however each requirement must be fulfilled to successfully complete the rotation.

A. Participate in duties or projects assigned by preceptor.

B. Written assignment from preceptor (or Project)

The written assignment is to discuss a problem at the site of the service experience. This can be an administrative problem, or deal directly with the day to day workings or can be a social issue that the site addresses. The paper must be typewritten and should have a cover page attached. One copy should be turned in to your preceptor at the site two weeks before the completion of the rotation. Papers may be graded by the preceptor or by the Directors of Experiential or Clinical Education. (at the discretion of the preceptor) Maintain one copy of your paper in a portfolio.

1. State the Problem
2. Discuss the cause(s) of the problem

3. Discuss ways that the problem can be addressed and perhaps diminished or eliminated.
4. What are ethical and moral issues that make the problem difficult to resolve or have been the cause (?) of the problem.
5. Discuss ways that future students can participate in a service program.
6. Discuss how your views and standard of conduct have been altered by doing this rotation.
7. A summary section should resolve all the issues brought forth during your rotation and your feelings toward this rotation.

Required Readings: To Be Assigned

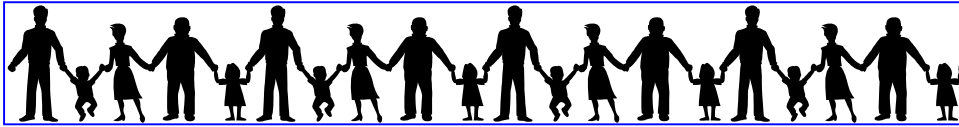
Grading:	Written paper or assigned project(s)	20%
	Competency	40%
	Effort in developing and achieving competencies	10%
	Classroom	30%

Attendance: The student must be punctual and is obligated to notify the preceptor, as soon as possible, of any tardiness or absence. A daily schedule will be determined by the preceptor. Attendance is **MANDATORY** for licensure requirements. College holidays **APPLY** while on rotations but the hours must total 56 for each rotation.

An absence from rotation will only be excused if in accordance with University policy (See Handbook). If your absence is excused the time missed must be made up in order to complete the rotation. For each unexcused absence, you are deducting 10-points from your final grade. Three unexcused absences will result in failure of the rotation. Being tardy three times results in an unexcused absence.

Other Policies: While on rotation, University dress code **MUST** be followed at all times. This does not include **SCRUBS!** Failure to comply with the dress code may result in being sent home with an unexcused absence for the day. Deviations from this policy are only acceptable with the permission of the preceptor.

Service Learning



Nova Southeastern University College of Pharmacy

Student Response to Service Rotation

“I realized that when people have problems dealing with mentally challenged people, it is usually the person’s problem and not the mentally challenged ones!”

“ I realized that I have a lot more to offer as a person than just filling prescriptions”

“ The most important thing I learned from this rotation is that you don’t have to be in a pharmacy to learn some very important lessons and values that a pharmacist needs. This rotation has helped me look at my good points and bad and has helped me become better in some things I didn’t know I could improve....”

“I’ve learned to actually listen and not just hear”

“Being observant with the children has made me more observant in the environment I am in”

SERVICE LEARNING DEFINED

“Service-learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development.

Reflection and reciprocity are key concepts of service-learning.”

(Barbara Jacoby-Service Learning in Higher Education 1996)

SERVICE-LEARNING SITES

☺ARC BROWARD

Achievement and Rehabilitation Centers Inc.
Serves all ages of persons with developmental disabilities
Workshops and Independent living

☺BROWARD COUNTY MENTAL HEALTH ASSOCIATION

I'm Thumbody

A self esteem program for second graders

☺COOPERATIVE FEEDING PROGRAM

A United Way organization helping to feed the hungry of Broward county

☺FIRST CALL FOR HELP

Touchline

A program for individuals over age 60 who live alone and may need assistance

☺HALLANDALE ADULT COMMUNITY CENTER

A Broward County school for Adults who wish to obtain a high school diploma

☺PARTNERS IN EDUCATION

Youth Motivators

A mentoring program in the Broward County Schools

GOALS AND OBJECTIVES

Goals:

The goal of the Service Learning Experience is to encourage the student to become an active learner by participation with community leaders and members. This rotation will enhance the student's awareness of; a) their own feelings about civic involvement and those individuals who are in need; b) the need for and role of volunteers in the community; c) needs of the community that are not being met; d) aspects of illness or dying that can not be learned by attending lectures; e) the importance of developing and nurturing a moral and ethical conduct individually and among peers.

Objectives: Upon completion of this rotation the student will be able to:

1. Display attitudes, habits and values becoming to a pharmacist
2. Promote awareness of health and prevention of disease.
3. Articulate their personal values and ethical principles.
4. Furnish examples of unmet community needs and explain how social attitudes cause or cure these situations.

Activities Completed on Rotation

- ❖ Helping children and adults with developmental disabilities learn
- ❖ Teaching math and science to adult learners
- ❖ Working with teens to keep them in school
- ❖ Mentoring adults and children
- ❖ Teaching English to children who only speak spanish
- ❖ Helping children grades K-5 complete homework assignments
- ❖ Calling older persons to check on health and safety
- ❖ Visiting with children and adults who go to the Cooperative Feeding program kitchen/food storage
- ❖ Preparing food for and serving the hungry of Broward county
- ❖ Give presentations on self esteem to second graders
- ❖ Work at the fair promoting positive mental health
- ❖ Reflecting on aspects of the duties performed during a rotation and the moral and ethical issues of involvement there.