

PHARMACY 5113
EXPERIENTIAL LEARNING II
Course Syllabus

The School of Pharmacy's professional program prepares pharmacists to identify, resolve, and prevent drug-related problems. The curriculum integrates science with practice, reflecting the faculty's dedication to the profession and its commitment to educating students to become competent practitioners. Graduates of the professional program are capable practitioners who serve individual patients through the provision of pharmaceutical care and serve their communities through active civic involvement.

Course Title: Experiential Learning II

Professional Year and Term: First professional Year Spring Term

Instruction Times: This course will be conducted at assigned experiential learning sites, with several on campus debriefing sessions also planned.

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Course Description:

The purpose of this course is to provide students with a fundamental understanding of community pharmacy practice and to foster a sense of community involvement through service learning. 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. Students will participate as active volunteers for various organizations in helping them fulfill their mission and meet the community's needs. Early exposure to service learning will make didactic instruction more relevant to communication, civic involvement, humanistic care of patients, and social awareness of unmet medical needs. Students will develop the foundation needed to provide patient care, companionship, medication-related services and screening for medical problems. In addition to service learning, students will also be assigned a community pharmacy experiential learning site. Students may be required to complete assignments or projects from other concurrent courses at these sites.

Ability Outcomes of the Course:

Upon successfully completing this course, the student should be able to do the following.

1. Interact effectively with patients/clients who are different, whether by virtue of cultural, ethnic, age, disability or economic circumstance and develop sensitivity towards them.
2. Utilize community resources to provide essential services.
3. Develop a caring foundation that inculcates the values and ethics of treating people holistically in the provision of pharmaceutical care.
4. Evaluate the important interrelationship between social services and social support to a person's or a family unit's health care outcomes.
5. Exhibit a social awareness of health related issues.
6. Communicate effectively with patients/clients and other allied professionals.
7. Understand the professional functions of the pharmacist in community settings and begin to develop critical thinking skills for providing pharmaceutical care in community practice.
8. Demonstrate the characteristics of a professional in practice-related activities.
9. Demonstrate a developmental level of learning experientially by analyzing experiences, connecting them with theory, and constructing meaning from them.

Methods of Learning:

- Participation in community service and direct interaction with individuals for whom services are provided.
- Interdependent (self-directed) learning through assertive questions and interactions with preceptors, community providers, course instructors, and peers.
- Large group classroom interactive sessions directed by the course instructors.
- Small group pharmacy student discussions.
- Participation in patient care.
- Independent and directed readings.

Course Requirements and Grading:

Students are required to attend an on-campus orientation session that will introduce the concept of service learning as well as discuss the placement process. Students are also required to attend 3 on-campus debriefing sessions. Students should have all assignments completed prior to these sessions and be prepared to actively participate in and contribute to ongoing discussions. Since these sessions are critical to the overall understanding of the subject matter of the course, attendance and active participation are mandatory. Students who fail to attend and participate in a given session, without good cause, will receive an unsatisfactory grade for the course and must repeat the course. Students who miss a session due to illness or other legitimate reason will be assigned make-up work. All assignments and session activities will be graded on a honors/satisfactory/unsatisfactory basis.

Course Requirements and Grading: (continued)

An assignment that receives an unsatisfactory grade must be repeated and resubmitted. A repeated assignment that receives an unsatisfactory grade will result in an unsatisfactory grade for the course.

Service Learning Site:

Students will pick one service learning site from the following categories; Children/Youth Services, Homeless Shelters, Senior Citizen Services, Psychiatric Illness & Mentally Challenged Programs, Drug/Alcohol/HIV/Crisis Programs, and Disability/Terminally Ill/Hospital programs. Students are required to perform a **minimum of 24 hours** of service experience at their site. This time should be as **equally spaced throughout the semester as possible**. This may include an on-site orientation and training session as well as active patient/client contact. Travel time to and from the service learning site may not be counted towards the required 24 hours of service. Students should contact their service learning site by the end of the first week of the semester to introduce themselves and make necessary scheduling arrangements.

Personal Reflective Journal:

Students are also required to keep and maintain an updated personal reflective journal of their service activities, pertinent observations, and questions that may have arisen from their service. Regular entries into a personal reflective journal will help students focus, reflect, and deepen their learning from the experience. The reflective journal will be used to demonstrate the student's learning and personal growth throughout the term and provide data for the portfolio development process. Students should bring their reflective journals to all on-campus debriefing sessions for faculty review.

Portfolio as a Document of Outcomes Attainment:

Students are required to prepare, maintain, and submit a portfolio as evidence of achievement of learning outcomes for experiential learning. A portfolio is an edited, integrated collection of a student's evidence that the ability outcomes for the course have been met. It is not merely a file of course projects nor is it a scrapbook of rotation memorabilia. While it is a collection of documents, the portfolio reflects the student's evolving professional growth from the start to completion of the program.

Goals of the portfolio process:

1. Establish a student-centered approach to learning where students actively participate in the learning process and take responsibility for their learning.
2. Trace learning and achievement of outcomes in experiential learning over the four professional years of the curriculum.
3. Provide tangible evidence of the wide range of knowledge, dispositions, and skills that students possess as they grow professionally.

The portfolio must contain the following items by the end of the second semester of the P-1 year:

1. Title page
2. Table of contents
3. *Curriculum Vitae* or resume

Course Requirements and Grading: (continued)

Portfolio as a Document of Outcomes Attainment: (continued)

4. A personal statement of philosophy for the provision of pharmaceutical care. Thinking about the answers to the following questions may help to frame your personal statement.
 - a. Who are we as professionals at this point?
 - b. How do I view my role in the provision of pharmaceutical care?
 - c. What is my role as a leader or agent of change within the profession?
5. A narrative that describes how you have attained each of the ability outcomes for the course followed by representative supporting materials. Representative supporting materials are selective examples that provide documentation to support learning and demonstrate that each of the ability outcomes has been attained. (Note that each ability outcome should have at least a narrative and may or may not contain supporting evidence.)
6. The last section of the portfolio should include:
 - The student's Personal Reflective Journal
 - Course assignments
 - Preceptor evaluations of the student's performance
 - Any other significant miscellaneous documents used or acquired in the course and not used elsewhere in the portfolio (e.g. letters of commendation, certificates, etc.)

The portfolio will be evaluated twice during the first professional year of the curriculum by faculty involved with experiential learning and the Profession of Pharmacy course. At the end of the fall semester there will be a mid-point review of the students progress in the portfolio development process. At the end of the spring semester a concluding review of the portfolio for organization, appearance, and completeness will occur. Since the portfolio will continue to be used in subsequent experiential learning courses, completion of a satisfactory portfolio is a requirement to advance to the second professional year. Students are encouraged to meet with their faculty advisor throughout both semesters for additional review and developmental instruction.

Community Pharmacy Site

Students may be given assignments in other courses that may need to be conducted at the pharmacy site. It is imperative and considerate that students contact their preceptor in advance to schedule a convenient time to work on assignments. Under no circumstance should students attempt assignments without prior preceptor approval.

Attendance Policy

Students are expected to attend all on-campus debriefing sessions and will be held individually accountable for participating in the service experience at their sites.

Immunization Policy

Students who have not fulfilled the school's immunization requirements cannot be placed at experiential learning sites.

Special Clearances and Transportation Policy

Act 33 and 34 clearance as well as transportation arrangements to and from the experiential learning sites are the student's responsibility.

Course Requirements and Grading: (continued)

Textbook and other Learning Resources:

There is no required text for this course. However, students will be expected to utilize library resources, site-specific resources, as well as electronic resources.

Student Time Budget:

Scheduled on-campus debriefing session:	0-1 hours/week
At experiential learning site:	2 hours/week
Course assignments:	<u>½-1 hours/week</u>
Total:	2½-4 hours/week

Academic Integrity Statement:

Students enrolled in the pharmacy program are also considered to be members of the pharmacy profession and must adhere to the same professional, ethical, and legal standards. It is a violation of the School's code of conduct policy for a student to engage in any act of academic misconduct, such as cheating, plagiarism, deceitful practice, unauthorized collaboration, harassment, or breach of confidentiality. It is also considered to be a violation of the code of conduct policy for a student to tolerate any of the aforementioned acts by other students.

Schedule:

On-campus Sessions

January 3, 2001 Orientation Room 402 Salk 3:00 PM – 4:00 PM

1. Discuss concepts and expectations of Service Learning.
2. Assign Service Learning sites
*Students will have an opportunity to pick a service learning site from the following categories
 - *Children/Youth Services*
 - *Homeless Shelters*
 - *Senior Citizen Services*
 - *Psychiatric Illness & Mentally Challenged Programs*
 - *Drug/Alcohol/HIV Programs*
 - *Disability/Terminally Ill programs*

February 7, 2001 Debriefing & Reflection Room 402 Salk 1:00 PM – 5:00 PM

Assignment: Each student must prepare a 1-2 page typewritten paper addressing operational issues at their service learning site.

Due Date: February 7, 2001 at the beginning of class.

Issues to address could include, but are not limited to:

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| 1. Name of the agency. (Mandatory) | 14. Funding for programs. |
| 2. Mission of the agency. (Mandatory) | 15. Funding for staff. |
| 3. History of the agency. | 16. Relationship to the state? |
| 4. When it was started? | 17. Profit/Nonprofit. |
| 5. Why it was started? | 18. Does the agency work with other agencies? |
| 6. Who started it? | 19. How are clients referred? |
| 7. How was it started? | 20. Transportation issues. |
| 8. Population served. | 21. What percent of the work is dependent on volunteers? |
| 9. Activities of the agency. | 22. Where do volunteers come from? |
| 10. Type of personnel who work at the agency. (Degrees) | 23. How are they recruited? |
| 11. How does the agency assess their goals? | 24. What are the advantages/disadvantages to volunteering? |
| 12. Major issues of current concern for the agency. | |
| 13. Major projects of the agency. | |

Group Discussion: Students will meet in groups, according to agency/service learning site, for approximately 20 minutes to discuss their findings for the assignment. The operational information obtained by each student should be combined together to create a group overview of the agency.

Group Presentation: Each group will be responsible for giving a 4-5 minute (no longer) summary/overview/highlight of the agency to the class.

March 14, 2001 Debriefing & Reflection Room 402 Salk 1:00 PM – 5:00 PM

Group Discussion: Each student in the group should identify a problem or issue arising at their service learning site. The group must decide which problem warrants their immediate attention and proceed to brain storm/problem solve the dilemma.

Group Presentation: Each group will be responsible for presenting the results of their session.

The following information should be clearly stated in the presentation.

1. The problem or issue
2. The action taken or not taken at the time of the problem
3. Solutions or results from the discussion group
4. Possible outcomes or obstacles

April 18, 2001 Debriefing & Reflection Room 402 Salk 1:00 PM – 5:00 PM

Assignment:

1. Prior to class, have your preceptor/advisor complete and sign the *Evaluation of Student's Performance* form for assessment and verification of hours. **This document will be collected at the beginning of class.**
2. Prior to class, complete the *Student Evaluation of Preceptor and Site* form. Your name is not required on this document. **This document will be collected at the beginning of class.**
3. Portfolio Collection. **This document will be collected at the beginning of class.**

Both the *Evaluation of Student's Performance* form and the *Student Evaluation of Preceptor and Site* form can be downloaded from CourseInfo.