

School of Pharmacy



**Introduction to  
Pharmaceutical Care  
Clerkships**

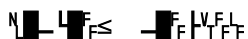
Pharmacy Practice 425 & 426

2001-2002

**Dates to Remember**  
**Pharmacy Practice 425 & 426**

<b>Month</b>	<b>Date</b>	<b>What's Due/Going On?</b>
<i>AUGUST</i>	<i>8/30/01</i>	<i>Orientation for 425/426</i>
<i>SEPTEMBER</i>	<i>9/4/01</i>	<i>Fall semester begins</i>
	<i>9/11/01 4:00 PM</i>	<i>Deadline for contacting the Volunteer Coordinator at your service-learning organization</i>
	<i>9/20/01 4:00 PM</i>	<i>Deadline for completion of orientation with volunteer coordinator</i>  <i>Deadline for final written approval for an Advanced Service-Learning Experience</i>  <i>Deadline for submitting "Release for Clerkship/Course Assignments" form</i>
<i>OCTOBER</i>	<i>10/16/01 - 10/18/01</i>	<i>Discussion 1</i>
<i>NOVEMBER</i>	<i>11/13/01 - 11/15/01</i>	<i>Discussion 2</i>
<i>DECEMBER</i>	<i>12/7/01 4:00 PM</i>	<i>Service-Learning Journals Due</i>  <i>Written Assignment A due from advanced service-learners</i>
<i>JANUARY</i>	<i>1/22/02</i>	<i>Spring semester begins</i>
<i>FEBRUARY</i>	<i>2/11/02 - 2/15/02</i>	<i>Discussion 3</i>
<i>MARCH</i>	<i>3/11/02 - 3/15/02</i>	<i>Discussion 4</i>
<i>APRIL</i>	<i>4/24/02 6:30 - 8:30 PM</i>	<i>Pharmacist Role Panel Discussion</i>
	<i>4/26/02</i>	<i>Deadline for completion of thirty (30) hours of service</i>  <i>Products from advanced service-learners due</i>

<i>Month</i>	<i>Date</i>	<i>What's Due/Going On?</i>
	4/30/02      4:00 PM	<i>Community Organization's Evaluation of Student's Service-Learning Interaction due</i>



## Introduction to Pharmaceutical Care Clerkship I & II

**Course Description:** Pharmacy Practice 425 & 426 are the first two courses in a series of six introductory clerkship courses designed to prepare you for your fourth and final year in pharmacy school, during which you will be involved in full-time clerkship courses, continuing to learn to provide pharmaceutical care to patients. Pharmacy Practice 425 and 426 are designed to complement Social and Administrative Pharmacy 411 and 412, which are also taken during the first year of the doctor of pharmacy curriculum. During Pharmacy Practice 425 (fall semester), students will focus on service-learning activities. During Pharmacy Practice 426 (spring semester), students will continue service-learning activities and will learn about some of the roles of pharmacists and some of the settings of pharmacy practice.

1. **Service-Learning:** Through service-learning, students will practice communication skills as they provide services to individuals and families with diverse cultural, physical, and psychosocial backgrounds. Specifically, students will practice strategies learned in Social & Administrative Pharmacy 411, Psychosocial Aspects of Pharmacy, to work with people who have illnesses, visual or learning impairments, disabilities, and/or language or cognitive barriers. Each student will be assigned to a community service organization located in Dane County. The student will be required to provide a total of 30 hours of community service over the two-semester period. Thirty hours of community service must be completed by April 26, 2002. Each student will also be required to complete assignments related to the service-learning activity. The student will provide community service at the **same** organization during both semesters.

### Objectives for Service-Learning

1. To increase comfort and skill in communicating with patients/clients.
2. To gain an understanding of the patient's/client's perspective of health, social, economic and psychological needs.
3. To reflect upon the service-learning experience and how it relates to future pharmacy practice.
4. To learn about the availability of community resources.

**Evaluation of Service-Learning:** Evaluation of the student's interaction at the service organization by the supervisor, a 3-5 page reflective journal related to service-learning, and attendance at and participation in fall semester discussion sessions.

2. **Pharmacists' Roles and Pharmacy Practice Settings:** During the second semester (Spring Semester 2002), pharmacists from a variety of practice settings will explain their practices and answer questions from students during an evening panel discussion on pharmacists' roles. The experiences in the spring semester clerkship complement the learning activities in Social and Administrative Pharmacy 414, Pharmacists in the Health Care System.

### Objectives for Learning about Pharmacists' Roles and Pharmacy Practice Settings

1. To gain an understanding of the various roles of the professional pharmacist in different settings.
2. To gain an understanding of the roles of the supportive personnel who work with pharmacists in different settings.
3. To compare and contrast the differences between various pharmacy practices and practice settings.

**Evaluation of Learning about Pharmacists' Roles and Pharmacy Practice Settings:**

Attendance at and participation in the panel discussion on pharmacists' roles and spring semester discussion sections.

**Grading:** The student receives one grade for the entire academic year.

Each student must complete satisfactorily a minimum of thirty (30) hours of service by April 26, 2002 in order to receive a passing grade for Pharmacy Practice 425 and 426. A student who does not satisfactorily complete thirty (30) hours of service by April 26, 2002 will receive a failing grade (a grade of F) for Pharmacy Practice 425 and 426.

Service-Learning:

Community Organization's Evaluation of Student's Service-Learning Interaction	45%	
Attendance at and Participation in Fall Semester Discussion Sections		10%
Service Learning Journal (Fall Semester)	25%	

Pharmacists' Roles and Pharmacy Practice Settings:

Attendance at and Participation in Spring Semester Discussion Sections		10%
Attendance at the Panel Discussion on Pharmacists' Roles	<u>10%</u>	
<b>Total</b>		<b>100%</b>

**Summary of clerkship hours (40 hours equal one clerkship credit):**

3 hours	Introductory Clerkships & Pharmacy Practice 425 - 426 Orientations (8/30/01)
1 hour	Orientation with the Volunteer Coordinator
30 hours	Service-Learning
4 hours	Discussion Sections
<u>2 hours</u>	<u>Panel Discussion on Pharmacists' Roles</u>
<b>40 HOURS</b>	

**Course Faculty and Staff:**

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Pager: 265-7000, #4689

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Room 1019 Rennebohm Hall

Telephone: (608) 262-5703

Fax: (608) 265-5421

E-mail: alzwaska@pharmacy.wisc.edu

**Course Orientation:** There will be a required course orientation session on **Thursday, August 30, 2001** in the Sanders Lecture Hall, Room 2002 Rennebohm Hall. The course requirements will be reviewed at the course orientation. Please come to the course orientation prepared to schedule the orientation with your volunteer coordinator. You will need to bring your personal calendar/planner and your class schedule for the fall semester.

**Electronic Mail (E-mail):** Important course announcements and course information are

distributed to students via e-mail. Be sure to check your e-mail every weekday (Monday through Friday).

## Service-Learning

Service-learning is a course-based, credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. The University of Wisconsin - Madison has developed the following definition for service-learning: *Service-Learning is a method of joining academic theory with service to enhance student learning while addressing collaboratively identified community needs.*

The Pharm. D. students in the Class of 2001 developed some suggestions for this course. Their tips have been provided for you in the Appendix.

### **Discussions:**

Students are required to attend two discussion sections during the fall semester. Each student must attend the discussion section for which he/she registered. Locations for discussion sections are listed in the Timetable. The purpose of discussion sections is for students to share perspectives, reflect upon their service-learning experiences, and engage in other educational activities. The discussion schedule is as follows:

- ◆ Discussion 1 to be held during the week of **October 15, 2001.**
- ◆ Discussion 2 to be held during the week of **November 12, 2001.**

### **Attendance and Participation:**

*Attendance at the Community Organization:* Direct “hands-on” experience is the key to achieving the objectives of this course. While students are required to provide service for 30 hours, these hours are not scheduled at specific times. It is the student’s responsibility to contact the volunteer coordinator at the assigned community organization no later than September 11, 2001 to schedule an orientation with the volunteer coordinator. This orientation with the volunteer coordinator must be completed by September 20, 2001. After this orientation, it is the student’s responsibility to complete the 30-hour service-learning requirement in a way that has been mutually agreed upon by the volunteer coordinator, the student, and the client (when applicable). Students are encouraged to complete at least 20 hours of service during the fall semester. **Students must complete 30 total hours of service by April 26, 2002.** In the event of an absence, the student should contact the volunteer coordinator and/or the client (when appropriate).

*Attendance at Discussion Sections:* The student is required to attend and actively participate in all discussion sections.

## Pharmacists' Roles and Pharmacy Practice Settings

### **Discussions:**

Students are required to attend two discussion sections during the spring semester. Each student must attend the discussion section for which he/she is registered. Locations for discussion sections are listed in the Timetable. The discussion schedule is as follows:

- ◆ Discussion 3 to be held during the week of **February 11, 2002**.
- ◆ Discussion 4 to be held during the week of **March 11, 2002**.

### *Attendance at Discussion Sections:*

The student is required to attend and actively participate in all discussion sections.

### **Pharmacists' Roles Panel Discussion:**

All students will be required to attend a two-hour panel discussion which will be held on the evening of **April 24, 2002** from **6:30 PM - 8:30 PM**. Students will meet with pharmacists from various practice sites who will share their experiences and insights. This discussion will provide students with an opportunity to ask questions and compare and contrast different practice types and settings. Attendance at and participation in this panel discussion are required. Each panel discussion section will be moderated by a School of Pharmacy faculty or staff member. It will be beneficial if you prepare in advance questions to ask the pharmacists.

# **WRITTEN ASSIGNMENT**

Important information about the written assignment:

1. Be sure to meet the assignment deadline. The assignment deadline (due date and time) is strictly adhered to. An assignment submitted after the deadline will receive a grade of zero.
2. Use a word processor or typewriter to prepare your assignment. The assignment must be formatted in Times Roman font, 12 point size, and must be double-spaced. Include a cover sheet with the following information:

Your name  
Pharmacy Practice 425  
The title of the assignment  
Date

3. The assignment will be graded on content, clarity, grammar, and neatness. Your writing must be formatted in paragraphs. Short phrases and incomplete sentences are not acceptable. You are encouraged to consult with the staff at the Writing Center (telephone: 263-1992) for your written assignment.
4. Place your assignment in an envelope marked clearly with your name and our course number.
5. Submit your assignment to the Pharmacy Practice 425 Assignment Box, located at the desk of Ms. Tina Rundle, School of Pharmacy, Student Services Office, Room 1203 Rennebohm Hall. The Student Services Office is open from 8:00 AM to 11:45 AM and from 12:30 PM to 4:15 PM, Monday through Friday.

**Written Assignment:**

Service Learning Journal - Due 4:00 PM on Friday, December 7, 2001

*Keeping a journal and learning to synthesize your thoughts and reflections into meaningful information will be helpful to you when you begin to write notes in charts as a professional pharmacist. Each day that you provide service, a journal entry should be made describing that day's experience (i.e., what did you learn, what did you see, were there some problems that you encountered, how would you solve the problems, does anything you did relate to your future role as a pharmacist?). For your convenience, you have been provided with a copy of two short articles on "How to Do a Service-Learning Journal" and an example of a well written journal from a former student. This information will be extremely helpful. Please see the important information about the written assignment on page 8. Journals must be 3 to 5 pages in length and should not exceed 5 pages in length.*

Follow these directions for the organization and content of your journal:

1. Begin your journal with one or two paragraphs about the community service organization to which you have been assigned. State the name of the community service organization and, in your own words, describe the mission or purpose of the community service organization (i.e., who is served, how the organization provides services, how volunteers are used to provide services).
2. Record your initial impressions of what you believed you would be learning from the experience when you began your experience.
3. Record a journal entry for each day that you provide service.
  - A. Record the date and describe that day's experience, paying attention both to objective facts and subjective feelings.
    - What did you do?
    - What did you see, hear, say?
    - How did you feel about it?
  - B. Reflect on your experience and make an assessment.
    - What did you learn?
    - What issues can you identify?
    - Has the experience affirmed your thinking or changed your thinking in any way?
  - C. Make a plan.
    - How will you incorporate what you learned into your professional development and your future practice of pharmacy?

Remember that **reflection** is the key to a good journal.

**THE REQUIREMENTS FOR YOUR SERVICE-LEARNING JOURNAL ARE CONTINUED ON PAGE 10.**

#### **REQUIREMENTS FOR YOUR SERVICE-LEARNING JOURNAL (CONTINUED)**

4. Compose a short section for your resumé. Entitle this section Resumé: Service Experience. It should be one to two paragraphs in length and may be written in resumé style. Short phrases are acceptable

for this resumé section as long as they are intelligible. Include:

- \* the name and location of your community organization.
- \* the services you provided
- \* the length of your service
- \* the knowledge, attitudes, and/or skills you have gained
- \* how you will apply this new knowledge, attitudes, and/or skills to your professional development and future practice of pharmacy
- \* any other aspects of your service that you would like to identify or emphasize on your resumé

Ideally, this second section will be a section that you can place directly into your resumé.

#### 5. Extra Credit

(Optional Section for 5 extra points) Describe an interaction (one particular episode) that a staff member or you had with a client from a culture, religion, age-group, or socio-economic background that is different from yours. Describe any barriers that were encountered in providing a service to this client. What was a positive outcome of the interaction? What could have been done differently to improve the interaction?

**ADVANCED**  
**SERVICE-LEARNING**  
**EXPERIENCE**

**(Requires Special Written Permission)**

## Advanced Service Learning Experience

If a student demonstrates an extensive background of volunteering and providing community service, he/she may choose to complete an individualized plan for an advanced service-learning experience. This experience must be negotiated with and approved in writing by Amy Zwaska or Prof. Kraus by **September 20, 2001**. The Advanced Service Learning Experience is designed to focus on **a population-based issue** rather than an individual patient or client. The student will be participating in an administrative experience in which she/he will complete a long-term project with a community organization. The advanced student must complete a service-learning agreement which is mutually agreed upon by the volunteer coordinator, the student, and the course coordinator and which specifies the product that will come from the project. The product may be a paper, a pamphlet, a presentation, an inservice, a program, a health fair, etc. The Advanced Service-Learning Agreement is available from Amy Zwaska, Room 1019 Rennebohm Hall.

### Objectives for the Advanced Service-Learning Experience:

1. To gain an understanding of population-based health and social issues that relate to pharmacy practice.
2. To learn operational aspects of community resources, including but not limited to program development.
3. To reflect upon the advanced service-learning experience and how it relates to future pharmacy practice.

**Assignments** for students who have written permission from Prof. Kraus or Amy Zwaska to do an advanced service learning experience:

1. Written Assignment A - Due at 4:00 PM on **December 7, 2001**  
(This assignment is in lieu of the Service-Learning Journal on page 9.)  
Please see the important information about writing assignments on page 8.

#### First Section:

Submit a report (one to three pages in length) on the progress that you have made to date on your advanced service-learning project. Include specific plans and a timeline for the completion of both your project and the product on which you will be evaluated.

#### Second Section:

Compose a short section for your resumé. Entitle this section Resumé: Service Experience. It should be one to two paragraphs in length and may be written in resumé style. Short phrases are acceptable for this resumé section as long as they are intelligible. Include:

- \* the name and location of the community organization for your advanced service-learning project
- \* the advanced services you provided
- \* the length of your advanced service
- \* the knowledge, attitudes, and/or skills you have gained thus far
- \* how you will apply this new knowledge, attitudes, and/or skills to your professional development and future practice of pharmacy
- \* any other aspects of your advanced service that you would like to identify or emphasize on your resumé

Ideally, this second section will be a section that you can place directly into your resumé.

## AN OPTIONAL EXTRA CREDIT SECTION FOR YOUR WRITTEN ASSIGNMENT A

**IS DESCRIBED ON PAGE 13.**

## WRITTEN ASSIGNMENT A (CONTINUED)

### Third Section - Extra Credit:

(Optional Section for 5 extra points) Describe an interaction (one particular episode) that a staff member or you had with a client from a culture, religion, age-group, or socio-economic background that is different from yours. Describe any barriers that were encountered in providing a service to this client. What was a positive outcome of the interaction? What could have been done differently to improve the interaction?

2. Assignment B - Due at 4:00 PM on **April 26, 2002**  
Completion and Submission of Your Product for Evaluation

Your product from your advanced service-learning experience must be presented for evaluation by Prof. Kraus, Amy Zwaska, or a person who has expertise in the area. This person would be determined by Prof. Kraus or Amy Zwaska. If your product is an activity (e.g., a presentation, inservice, program, health fair), you must make prior arrangements with Prof. Kraus or Amy Zwaska for an on-site evaluation on the day of the activity. The activity must take place no later than April 26, 2002. Written products must be submitted to Ms. Tina Rundle, Student Services Office, 1203 Rennebohm Hall, no later than 4:00 PM on April 26, 2002.

Your product will be evaluated as to how it shows that you have met the three objectives for the advanced service-learning experience which are stated on page 12.

# **EVALUATION**

**Community Organization's Evaluation of Student's Service-Learning Interaction:**

Student's Name (please print) \_\_\_\_\_

Total hours of service student completed: \_\_\_\_\_ hours. (The student must complete a total of **30 hours** of service by April 26, 2002 to successfully meet the requirement of this course.)

Organization's Name \_\_\_\_\_

Telephone number \_\_\_\_\_ Date: \_\_\_\_\_

Volunteer Coordinator's Signature \_\_\_\_\_

*Directions:* Please rate the pharmacy student who is working with you based on the criteria and rating scale listed below. It is important to discuss this evaluation with the student. You may have the student return the evaluation, or you may send the evaluations (in a group) to the School of Pharmacy. The evaluations are due at 4:00 PM on Tuesday, April 30, 2002. Please return them to:

Ms. Tina Rundle  
 School of Pharmacy-Rennebohm Hall  
 777 Highland Ave.  
 Madison, WI 53705-2222  
 Fax: (608) 262-3943

5	4	3	2	1
Outstanding	Above Average	Average	Below Average	Failing

Student Criteria					
1. Student took the initiative to schedule the visits to our organization.	5	4	3	2	1
2. Student reported to agency regularly and punctually.	5	4	3	2	1
3. Student exhibited attentive listening skills during interactions with me and those who use our services.	5	4	3	2	1
4. Student showed respect to our clients.	5	4	3	2	1
5. Student showed respect to me and the organization's staff members.	5	4	3	2	1
6. Student attempted to increase knowledge about the conditions under which the agency operates.	5	4	3	2	1
7. Student did the tasks and assignments that I gave him/her with willingness and a positive attitude.	5	4	3	2	1
8. Student completed the tasks and assignments that I gave her/him in a timely fashion.	5	4	3	2	1
9. Student has an accurate sense of own abilities (e.g., avoided inappropriate teaching).	5	4	3	2	1
10. Overall rating of the work done by the student.	5	4	3	2	1

**Comments:**

Pharmacy Practice (728-425 & 728-426)  
Introduction to Pharmaceutical Care Clerkship I and II

Spring 2002

**Clerkship Evaluation**

Enter our course number (728426) in the Special Codes section of your answer sheet.

For each item below, please mark the response closest to your opinion on the answer sheet. If you wish to make written comments about a statement, please use the space provided by each statement. If you have no opinion for a particular statement, please leave it blank. Take some time to think about the items before you mark or write your answer in order to express accurately how you feel. Please use the section at the end of this form for additional comments. The information that you provide will be used for clerkship development and evaluation.

Use this scale for Questions 1-10. For questions 11-17, please use separate scales given with each question.

<u>Not At All</u>	<u>Slightly</u>	<u>Moderately</u>	<u>Very</u>	<u>Extremely</u>	<u>Does Not Apply</u>
1	2	3	4	5	6

1. How valuable to you were the service activities completed at your community organization?
2. How effective was the community organization where you provided service?
3. How effective was your volunteer coordinator at your community organization?
4. How valuable was the first discussion session?
5. How valuable was the second discussion session?
6. How valuable was the third discussion session?
7. How valuable was the fourth discussion session?
8. How valuable was the written reflective assignment (your service learning journal)?
9. How valuable was the panel discussion of pharmacists' roles?
10. How well was the pace of the course managed?
11. Do you have any experience working in a pharmacy?

1 = yes

2 = no

12. If you answered yes to Question 11, in what type of pharmacy have you worked?

- 1 = community/ambulatory pharmacy (e.g., chain store, independent, clinic)
- 2 = hospital/acute care pharmacy
- 3 = other
- 4 = more than one type of pharmacy

13. If you answered yes to Question 11, how much work experience in a pharmacy have you had?

- 1 = one to three months
- 2 = four to six months
- 3 = seven to twelve months
- 4 = more than twelve months

14. Did Pharmacy Practice 425 & 426 influence your impression of pharmacy practice?

- 1 = yes
- 2 = no

Comment:

15. Did Pharmacy Practice 425 & 426 help you to understand the perspectives and/or needs of patients/clients?

- 1 = yes
- 2 = no

Comment:

16. If you had to give a letter grade to the overall quality of this course, what would it be?

- 1 = F
- 2 = C
- 3 = B
- 4 = A

17. What letter grade do you expect to earn in this course?

- 1 = F
- 2 = C
- 3 = B
- 4 = A

18. What were the most valuable aspects of Pharmacy Practice 425 & 426?

19. In what ways could Pharmacy Practice 425 & 426 be improved?

20. Additional Comments:

Please return to Ms. Tina Rundle, School of Pharmacy Student Services Office, Room 1203 Rennebohm Hall.

**Evaluation of the Instructors**  
(See instructor list below)

For each item below, please mark the response closest to your opinion on the answer sheet provided. If you have no opinion for a particular statement, please leave it blank. Take some time to think about the items before you mark or write your answer in order to express accurately how you feel. *Please use the reverse side of this form for additional comments.* These evaluations will be used for faculty development and performance evaluations. **Use the following lines on your answer sheet for these instructors:**

Amy Zwaska                      21-28  
Professor Kraus                31-38

*Use the following scale to answer questions 1 - 7 only. For question 8, use separate scale provided.*

<u>Not At All</u>	<u>Slightly</u>	<u>Moderately</u>	<u>Very</u>	<u>Extremely</u>	<u>Does Not Apply</u>
1	2	3	4	5	6

1. How well did the instructor orient you to the course?
2. How effectively did the instructor help you to understand ideas and concepts?
3. How well did the instructor **motivate** students to learn?
4. How **accessible** was the instructor?
5. How **approachable** was the instructor?
6. How positive was the instructor's **attitude** toward students' educational and professional goals?
7. How well did the instructor use **activities** to illustrate the importance of the material to you for future courses and your career?
8. If you had to give the instructor a **letter grade** for the overall quality of teaching, what would it be?

1 = F      2 = C      3 = B      4 = A

If you wish to provide additional written comments about the instructors for this course, please use the space below.

Amy Zwaska

Professor Kraus

Please return to Ms. Tina Rundle, School of Pharmacy Student Services Office, Room 1203 Rennebohm Hall.

# **Appendix**

**Pharmacy Practice 425**  
**Introduction to Pharmaceutical Care Clerkship I**  
**Students' Guide to Service-Learning by the Pharm. D. Class of 2001**

1. Get clear directions to your site.
2. Work with the volunteer coordinator to find someone with whom you work well.
3. Begin your service as soon as you receive your assignment. Start right away!
4. Schedule regular meeting times and try to do two hours of service each week.
5. Transportation can be an issue if you do not own a car. Some suggestions are to car pool, utilize the bus system, or ask to do your service near campus.
6. Keep up your journal by taking notes and completing your journal entry the same day you complete your service.
7. Try to learn something each time that you provide service.
8. Keep an open mind.
9. Sometimes dealing with people can be difficult, so be patient.
10. Be flexible!
11. Don't get upset when things do not go as expected.
12. If your site isn't working out, let Amy Zwaska or Professor Connie Kraus know early.
13. Keep in touch with the volunteer coordinator throughout the semester.
14. Don't get too emotionally involved but stay compassionate and empathic.
15. Here are some basic tips:
  - \*be persistent
  - \*be respectful
  - \*trust
  - \*be a self-starter
  - \*stay motivated
  - \*respect confidentiality
  - \*be assertive
  - \*remain optimistic
  - \*be a good communicator
  - \*put yourself in their shoes
  - \*keep a professional attitude
  - \*know your limitations
16. Here are some site specific survival tips:
  - \*If you are providing service at a school, make sure you find out when the vacations are.
  - \*Remember what it was like when you were in high school and middle school.
  - \*Brush up on your cleaning skills, even if you don't clean your own place.
17. Above all, have fun!