West Virginia University
School of Pharmacy
Fall 2013

Pharmacy 717: IPPE 3  Thursday, 11:00 to 11:50 AM
1 credit hour  Okey Patteson Auditorium

Course Coordinator:  Gina M. Baugh, Pharm.D.
Office:  WVU Health Sciences North, Room 1120H
Phone:  304-293-1471
E-mail:  gcarbonara@hsc.wvu.edu

Supporting Faculty:
Amy Newton M.S.J.
Office:  1142 HSC North
Phone:  304-293-7192
E-mail:  adnewton@hsc.wvu.edu

Alexis McMillen
Office:  361 Stansbury Hall
Phone:  304-293-8761
E-mail:  Alexis.McMillen@mail.wvu.edu

Other Required Items

Sigler’s 29th Edition Prescription Drug Card Update is recommended to keep up-to-date on current drugs and for class quizzes and the exam.

Professional attire is required during service learning site visits per the WVU School of Pharmacy Dress Code Policy and Procedures for Doctor of Pharmacy Students. Exceptions to the dress policy may be made by the community partner site supervisor based on the community service experience.

Catalog Description:

PR: Second professional year standing or consent. This course is the first in a 2-semester series that introduces students to the basic principles of service learning through development and implementation of an on-site healthcare-related service project.
Course Overview

Students will gain service learning experience through participation in a year long service learning project. By working directly with a community partner, students will complete approximately 50 hours completing on-site activities, planning a service learning project, and implementing the project (Fall and Spring semesters). A minimum of ten (10) hours will be spent at the site each semester assisting with various activities, as determined by your Community Partner. Each semester students will complete different assignments and reflections as they relate to their community agency and project. The primary goal in fall is to design a health-related service initiative that is directly related to one or more goals of Healthy People 2020. During spring semester, students will implement the project and evaluate its effectiveness.

Please note that a maximum of 30 hours of service learning may also count towards the School’s community service requirement.

Course Ability-Based Outcomes:
By the end of the course, students will:

1. Identify the clientele, environment and services provided by a community agency.
2. Develop an action plan for a healthcare-related project for a community agency based on Healthy People 2020.
3. Develop and improve communication and leadership skills through interactions with community members.
4. Develop written communication skills through project proposal development.
5. Reflect upon the community agency experience and assess its impact on your future community service endeavors.

Outcomes from the School’s Educational Outcomes (EO) Document Addressed in the Course:

EO1H Educate and enable patients to take an active role in their health and self-care.

EO2A Collaborate and cooperate with physicians, other health care professionals, patients, and/or their caregivers to integrate and ensure continuous care and to achieve desired patient-specific, population-based, resource, systems, or public health outcomes.

EO3A Formulate clear, specific questions that address patient or other health care needs, concerns, or problems.

EO4A Promote public awareness of health and disease, including health promotion and disease prevention strategies.
EO4B  Design, develop, and present public health related educational materials or services tailored to the needs and background of a given audience.

EO4D  Collaborate and cooperate with community members, policy makers, and other administrative and supportive personnel to identify and help resolve public health concerns and problems.

EO6C  Exhibit professionalism and ethical behavior in all responsibilities.

EO7B  Use e-mail, word processing and presentation software for professional communications such as papers, reports, assignments, and presentations.

In addition, students will gain experience in the following general abilities: verbal and nonverbal communication skills, written communication, values and ethics, self-learning, social responsibility and citizenship, information retrieval/literature assessment, and leadership.

**SERVICE LEARNING PROJECTS**

**Roles of the students, course coordinators, community partner, and group advisor:**

The student will:

1. Complete a minimum of 10 hours of service in the community in conjunction with the other student members of the team. This will allow students to become familiar with the site and determine an agency need.
2. Complete a minimum of 10 hours designing a service learning project.
3. Observe, assist and develop some aspect of programming at the community site.
4. Be under the guidance of a community partner who will monitor work and progress, and providing information to the course coordinators.
5. Commit to open and clear communication with his/her instructor and supervisor regarding agency activities.
6. Complete all required weekly reports, reflective activities, journal entries, and final project proposal.
7. Collaborate with assigned service learning advisor for project plans. This will include a minimum of 2 scheduled meetings per semester.
8. Evaluate their peers, advisors and community partners based on their roles in project planning and development.

The course coordinators will:

1. Assist the student group in choosing/developing a service learning project.
2. Serve as a liaison between the student and the community agency, providing guidance when needed.
3. Supervise the student’s academic work and communicate with partner agency to evaluate on-site work.
4. Recommend appropriate full-time or adjunct group advisors to assist in project development, if needed.
5. Review weekly reports submitted by the service learning groups.

The community partner will:
1. Develop a schedule which meets the needs of the agency and the students.
2. Assign a community partner to monitor the student’s progress and offer appropriate assignments and opportunities in accordance with the intent of the service learning experience. The supervisor will also complete forms documenting the student experience.
3. Contact the instructor or the Center for Service and Learning for assistance, clarification, or to voice concerns, whenever the need arises.
4. Evaluate the student’s on-site performance.

The group advisor will:
1. Assist the student group in choosing/developing/implementing a service learning project that meets a goal set forth in Healthy People 2020.
2. Review weekly reports submitted by the service learning groups.
3. Assess student reflections based on topics provided.
4. Provide evaluation and follow-up, when applicable.
5. Contact the course coordinators for assistance, clarification, or to voice concerns whenever the need arises.
### Evaluation and Grading Policies

<table>
<thead>
<tr>
<th>Course Evaluation Methods</th>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Partner Evaluation</td>
<td>30 Points</td>
<td>The on-site project component will be evaluated by the community agency based upon punctuality, reliability, attendance, professionalism/attitude, and commitment to project.</td>
</tr>
<tr>
<td>Faculty Advisor Evaluation</td>
<td>15 points</td>
<td>Evaluation will be based on attendance and participation at scheduled meetings as well as professionalism.</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td>15 points</td>
<td>Evaluation will be based on communication, contribution, responsibility, and cooperation of team member.</td>
</tr>
<tr>
<td>Reflection 1</td>
<td>10 points each</td>
<td>While the reflection journal is relatively informal, proper grammar, sentence transition, and well-developed thoughts should be reflected in your writing. All journal entries must be completed in a timely manner.</td>
</tr>
<tr>
<td>Reflection 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written Project Plan</td>
<td>25 Points</td>
<td>The written project plan will be evaluated on grammar, clearly identified goals and methods, appropriate timeline and resources needed for completion, and anticipated goals (see criteria below).</td>
</tr>
<tr>
<td>Weekly Reports</td>
<td>15 points</td>
<td>Each group is required to submit a weekly report to note the progress of the group for the week.</td>
</tr>
<tr>
<td>Class Attendance</td>
<td>10 Points</td>
<td>Each required class session is worth 2.5 points. As the class meets infrequently throughout the semester, it is important for students to attend the scheduled class sessions.</td>
</tr>
<tr>
<td>Top 200 Quiz 1</td>
<td>5 points each</td>
<td>Top 200 quizzes will be completed on-line. Students must submit proof of their completion by the established deadline to receive credit.</td>
</tr>
<tr>
<td>Top 200 Quiz 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 200 Quiz 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 200 Quiz 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top 200 Exam</td>
<td>50</td>
<td>A final exam on the Top 200 drugs covered this semester will be required.</td>
</tr>
<tr>
<td><strong>Total Course Points</strong></td>
<td><strong>220</strong></td>
<td></td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Satisfactory</th>
<th>Un satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 – 79.5 % = 174.9-220 points</td>
<td>79.49% ↓ = 174.8 points and below</td>
</tr>
<tr>
<td>(79.50-79.99 rounded to 80%)</td>
<td></td>
</tr>
</tbody>
</table>

The course will be graded as satisfactory/unsatisfactory. A student must: 1) achieve an over-all semester average of 80% based on the point values listed above, 2) receive a grade of satisfactory from the community partner and group advisor, and 3) submit their hours verification log, evaluations (peer, community partner, and advisor), and all weekly reports (as a group).

Weekly Reports
Each service learning group is required to submit a weekly report via SOLE. The reports are due by Friday at 4PM each week of the semester. It is up to the discretion of the group as to who will be responsible for submitting the report.

Reflective Journal
The four journal entries MUST be completed via SOLE. Journal entries not submitted via SOLE will be considered late entries, and the appropriate point value will be deducted (See Attendance Section). Although students will be working in groups to develop a service project, the journal entries are to be completed individually as they reflect each student’s personal reflection on the project and agency. In addition, the journal entries are not considered a log of events and activities, but rather a collection of the various connections and reflections you have made during your service experiences/visits. See the guidelines below for each of your four required journal entries and due dates. Please note that there is not a required length for each. **However, a well-developed reflection is generally not less than one double-spaced sheet.**

Entry One: Mission of Agency Reflection
- State the mission of your service agency.
- Describe your service agency as it relates to Healthy People 2020.
- What is the environment of the agency?
- What connections with current or previous coursework in the School of Pharmacy can you relate to your agency and potential project?
- If you are having difficulty seeing the connection, brainstorm as to why there may be a lack of connection or what you would need to see a further connection.

Entry Two: Connectivity of Application to Theory
- What is your definition of “service?” Does this definition allow for “learning” of new skills with mutual benefit to community and self?
- How does your definition of “service” impact your behavior and goals in this experience? How might you have approached this experience differently if you had defined “service” another way?
• How might the assumptions you made about “service” be faulty or need to be readdressed?

Entry Three: Personal Reflection
• Choose one event or issue that you encountered during your site visits or while working with your service learning team to focus on in this reflection entry.
• What was the event or issue and what was your reaction to this experience?
• How has this experience reinforced or contradicted previous understandings or beliefs about that issue?
• Identify contextual relationships between this event and previous personal experiences.
• Identify contextual relationships between this event and your coursework.

Entry Four: Future Implications
• As a future pharmacist, how might this learning experience impact the way in which you integrate community involvement into your practice of pharmacy?
• Provide an example of a connection between your anticipated work environment and community.

Final proposal
The final fall semester proposal will be a 1 to 2 page, single spaced document addressing each of the objectives listed below. It is expected that every member of the group participates in developing and writing the final proposal. The report will be set up in the format of an abstract. Examples will be given later in the semester.
• The goal of the project as it relates to Healthy People 2020 is clearly stated.
• Specific project objectives that support attaining the goal are outlined.
• Background information, including the mission and goals of the agency and the clientele served, is described.
• How the project will meet the goals of the agency and its clientele is described.
• Project methodology is outlined (including a timeline, resource needs, individual team member responsibilities, and data to be collected to evaluate impact of the program).
• Anticipated project results are hypothesized.
• Potential barriers and methods for overcoming those barriers are addressed.
• In addition to meeting these objectives, the project plan will be evaluated on grammar and spelling, and all references must be appropriately cited.

Attendance
Attendance at all classes and scheduled service learning visits is mandatory.

Attendance will be taken at the beginning of class sessions. There will be a 2.5 point mandatory reduction from the final point total for each unexcused class/visit/discussion session missed and each day an assignment is late. Tardiness to class, in excess of 5 minutes, is also
considered an unexcused absence. Students are required to sign-in and be seated prior to the start of class at 11:00 AM. Extenuating circumstances (illness, death in the immediate family) may occur that would prevent attendance.

In the event of an absence from class, the student or their designee is required to contact the course coordinator before class. The student must meet with the course coordinator within two (2) academic business days following the student’s return to arrange a make-up assignment (most likely a project or paper) or make-up quiz. The due date for the make-up assignment is left up to the discretion of the course coordinator. If the student does not satisfactorily complete the make-up assignment, or make-up quiz within the designated time, there will be a 5% reduction in the overall course grade.

In the event of an absence from a scheduled service learning visit, team meeting, or group advisor meeting, the student or their designee is required to contact the course coordinator AND the community partner, service learning team, or group advisor before the scheduled time of the visit. The student must meet with the course coordinator within two (2) academic business days following the student’s return to arrange a make-up visit and/or a make-up assignment. The due date for the make-up visit or assignment is left up to the discretion of the course coordinator. If the student does not properly contact the course coordinator and community partner as outlined above or satisfactorily complete the make-up visit or assignment, there will be a 5% reduction in the overall course grade.

If a student misses a second site visit or assignment and does not satisfactorily complete the make-up visit or make-up assignment within the designated time, the student will automatically receive a grade of unsatisfactory for the course.

Other Items

Transportation: The student must arrange transportation to and parking at service learning sites. Transportation and parking expenses are the student’s responsibility.

Inclement Weather: Traveling to experiential sites is the student’s responsibility. Students should use their own judgment in determining whether or not they are able to travel in adverse weather conditions. The student MUST call the community partner if they are going to be late or are unable to attend a scheduled site visit.

Remuneration: The student must not receive any remuneration from the practice site or preceptor to which he or she is assigned for the completion of IPPE activities.

Cheating and plagiarism: Any use of resources other than your own recollection and reasoning ability on an exam, paper, or assignment is cheating. Plagiarism, a form of cheating, occurs when another person’s work is used without attribution or when it is copied without attribution. If a student cheats or plagiarizes she or he will fail the
course. All incidents will be reported in writing to (1) Clinical Department Chairman and (2) the Assistant Dean for Student Services. WVU procedures regarding academic dishonesty will be enforced.

**HIPAA:** In the case of HIPAA violations, students will automatically be referred to the WVU SoP Academic and Professional Standards Committee. Any penalties imposed by that committee will be in addition to preceptor and APPE director penalties.

**Academic Integrity:** Instructors will enforce rigorous standards of academic integrity in all assignments and examinations of this course. Policies and procedures to be followed in cases of academic dishonesty are contained in the School of Pharmacy Policy on Academic and Professional Standards Governing the Doctor of Pharmacy Degree Program.

**Social Justice Statement:** “West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangement with Disability Services (293-6700).”

**Days of Special Concern:** WVU recognizes the diversity of its students and the needs of those who wish to be absent from class to participate in Days of Special Concern, which are listed in the Schedule of Courses. Students should notify their instructors by the end of the second week of classes or prior to the first Day of Special Concern, whichever is earlier, regarding Day of Special Concern observances that will affect their attendance. Further, students must abide by the attendance policy of their instructors as stated on their syllabi. Faculty will make reasonable accommodation for tests or field trips that a student misses as a result of observing a Day of Special Concern.