



Geriatric Service-Learning Early Experience
Drake University College of Pharmacy and Health Sciences
Fall 2011
20-Hour Experience - Assigned Days and Times Vary

Course Description

The Pharmacy Skills and Applications series of courses will incorporate skills from seven basic areas: professionalism, communications, clinical reasoning, cultural competence, drug information, distribution systems and processes, and systems management. Basic skills in each of these areas will be introduced in the first year. This semester course will be comprised of a one-hour lecture, a two-hour lab, and an introductory practice experience (IPE) component described in this syllabus.

Office of Experiential Education

Primary Contact for this IPE:

Anisa Fornoff, Pharm.D, Coordinator, Introductory Practice Experiences

Office: HI 126

E-mail: anisa.fornoff@drake.edu

Phone: (515) 249-1783

Office Hours: By Appointment

Additional Contact:

Denise Soltis R.Ph., Assistant Dean, Clinical Affairs

Trudi Holst, Academic Support Specialist

E-mail: exp.pharmacy@drake.edu

Office: Olin 452

Phone: (515) 271-3898

Objectives Applicable to Geriatric Service-Learning IPE

1. Develop a personal relationship with an elderly person through integration of professionalism, caring, empathy, and communication.
2. Develop communication skills specific to the elderly population.

Requirements Prior to Geriatric Service-Learning IPE

Health insurance statement, confidentiality statement, Iowa Pharmacy Intern license, current immunization record, and HIPAA training completion are all required for the IPE. Students will not be allowed to begin this IPE until all items are current, complete and recorded by the Experiential Education Office. The only exception is for transfer students who will not apply for their Iowa Pharmacy Intern license until the completion of the fall semester. Some sites may require copies of this information. The Experiential Education Office will communicate this information to the site so no additional steps would normally be required by the student.

Individual sites may also require specific orientation, training, criminal background checks, and other pertinent information prior to beginning the IPE.

Experiential Module Description: Geriatric Service-Learning IPE

This IPE will involve developing a relationship with an older adult in a nursing facility or assisted care facility. IPE hours will be spent as a companion to a person in this environment. The individual completing the project with the student must be able to verbally communicate. Students will not be providing medication counseling. However, during the course of conversations, students may learn about the individual's medical or medication history. Suggestions for initiating conversations with companions are found at the end of this syllabus.

Each student will complete 20 hours of IPE during this experience. These hours should be completed in 1-2 hour increments per day or less. Credit will not be given for hours beyond 2 hours per week. Hours must be spread throughout the semester to gain optimal experience. Hours should cover at least a 10 week period of time throughout the semester. More than two hours of total IPE per week will not be accepted.

Professionalism

Students must act in a professional manner as they are representing Drake University and the College of Pharmacy and Health Sciences during this experience. Business casual dress is appropriate. A white coat is not necessary. Individual sites may require students to wear a nametag. Do not drive elderly individuals in a car. Adherence to assigned schedule is required.

Attendance

Students are required to report to the IPE site on time and adhere to the schedule established by the IPE site. The student must spend the required number of hours (20 hours for Geriatric Service-Learning IPE) at their site during the course of the semester. If for any reason a student cannot attend their scheduled session, the site **MUST** be contacted in **ADVANCE** of the missed day. In the event that the site cannot be reached directly, it is important to leave a message on the preceptor's voice mail and contact Dr. Fornoff at 249-1783 or the Experiential Education Office at 271-3191. If a student fails to contact the site, the absence is unexcused.

Students who are employed will need to work with their employers to accommodate the student's IPE schedule. Missing IPE due to employment will be considered an unexcused absence. Excused absences include sanctioned College events, legitimate illness or family emergencies. Written documentation may be requested for illness and family emergencies. In the event of inclement weather conditions, the student should contact their preceptor to determine the need for reporting to the site. All other reasons for not reporting to the IPE site as scheduled will be considered an unexcused absence unless prior approval is obtained and arrangements made with the preceptor. Leaving the IPE site early without permission is also considered an unexcused absence. More than one unexcused absence in a single IPE will result in immediate removal from the site and a failing grade for that IPE, which will also mean a failing grade for BPSA.

To fulfill curricular requirements, students must make-up all absences, excused or unexcused. Students should work with the preceptor to schedule a make-up time. Absence forms are required to be filled out for all IPE absences including a plan for making up the time, signed by the preceptor and turned in to the Experiential Education Office.

Grading Information

Successful completion of this IPE is required to pass BPSA. A 10% grade penalty will occur for each weekday an assignment is late. This penalty applies to each assignment. Credit will be assigned upon the successful completion of the following:

- | | |
|--------------------------------|---|
| 1. Hour Documentation | 20 hours in no more than 2 hour increments (20% of total grade) |
| 2. Reflection Logs Scoring | 30% of total grade |
| 3. Service-learning Reflection | 50% of total grade |

If at any time there is a concern about an experience, contact Dr. Fornoff or the volunteer site coordinator immediately. If students are uncomfortable talking about a situation with the site or IPE coordinator, contact Assistant Dean Soltis at 271-3191.

Failure to complete any portion of this experience will result in failure of this IPE. Students must pass their IPE to pass the BPSA course. All assignments should be completed no later than one week after the last day at the site.

Hour Documentation

Hours must be documented in the E*Value portfolio system and on the appropriate hard copy document. Required hard copy documentation of hours may be upon the letterhead of the organization/agency OR a signature/initials on the Time Log Sheet. The Time Log Sheet is located at <http://www.drake.edu/cphs/experiential/pharmacy/students/pl.php>. This documentation sheet must be turned into the Experiential Education Office or in class no later than Monday, November 21. **The E*Value Hour Documentation link must also be completed no later than Monday, November 21.**

Reflection Logs

During this IPE, students will keep a log of reflections in E*Value. This log is placed under “Activities” in E*Value. Students will create a reflection log for each individual visit. As students are required to visit with their elderly companion at least ten times during the semester, there should be a minimum of ten entries in E*Value. Students should have a continuing relationship with their companion. Reflection logs must be entered into the E*Value system within 3 days of each visit date. Points will be removed for late entries. Do not use identifiers in the E*Value logs such as names, initials or dates of birth. Focus journal entries on experiences relating to building rapport, developing empathy, care, and compassion for the companion. Entries should reflect sharing of feelings and observations. Do not just describe the visit and the experience. The entries should include reflections on events or the visit, NOT focus on a description of the visit. Reflection logs will be graded using the following criteria:

1. Content of Logs: The student is able to share in the journal multiple experiences with individual(s) that demonstrate the building a meaningful relationship. The student reflects sharing of feelings and observations. (5 points) The student gives examples of experiences that show the development of empathy and compassion. (5 points)
2. Professionalism: The student shows professionalism and a positive, caring attitude throughout this experience. The student shows professionalism and a positive, caring attitude throughout this experience. (5 points)
3. Mechanics: There were no grammatical and/or spelling errors. The journal was easy to read and it was easy to follow the student's thoughts. The journal did not include patient identifiers. (5 points)

4. Punctuality: Each individual log is completed within 3 days of visit date. (5 points)
5. Time Management: Visits are spread throughout the semester to gain maximum visits throughout these experiences. (5 points)

Service-Learning Reflection Paper

Students will write a service-learning reflection paper. This paper should be completed and uploaded to the student's portfolio as well as turned in hard copy. Instructions for the reflection paper can be found at the end of the syllabus. Faculty at Drake will grade this paper using the following criteria.

1. Mechanics: There were no grammatical and/or spelling errors. The journal was easy to read and it was easy to follow the student's thoughts. The journal did not include patient identifiers. The journal is double-spaced with 12 point font and 1 inch margins. Each error will result in the loss of a point. (5 points)
2. Integration: The student discusses what he/she learned from this geriatric service-learning experience and how it applies to the practice of pharmacy. The student states what he/she learned about him/herself during this experience. (5 points)
3. Summary: The student gives examples of frustrations and rewards from this experience. (5 points)
4. Selected Questions: The student is able to provide well thought-out journaling to the questions selected. (5 points)
5. Professionalism: The student shows professionalism and a positive, caring attitude throughout this experience. (5 points)

Schedule

Aug 29	<i>First Week at Site</i> Sept 12th CV Due – Instructions given in class
Sept 5	<i>Second Week at Site</i> <i>(Students assigned to Monday - Labor Day should extend one week)</i>
Sept 12	<i>Second or Third Week at Site</i>
Sept 19	<i>Third or Fourth Week at Site</i>
Sept 26	<i>Fourth or Fifth Week at Site</i>
Oct 3	<i>Fifth or Sixth Week at Site</i>
Oct 10	<i>Six or Seventh Week at Site</i>
Oct 17	<i>Seventh or Eighth Week at Site</i> FALL BREAK Oct 17 and 18 <i>(Students assigned to Monday or Tuesday should extend one week)</i>
Oct 24	<i>Seventh, Eighth or Ninth Week at Site</i>
Oct 31	<i>Eight, Ninth or Tenth Week at Site</i>
Nov 7	<i>Ninth Week at Site for those students who missed Monday during fall break and Labor Day</i> <i>Tenth Week at Site for those students who missed Tuesday during fall break</i>
Nov 14	<i>Tenth Week at Site for those student who missed Monday during fall break and Labor Day</i>
Nov 21	Due by Monday, November 21 at 9am: Reflection paper in hard copy and uploaded in E*Value Hours documentation in E*Value and hard copy Activity Logs (reflection logs) in E*Value

Deadlines

Due Date	Assignment
September 12	CV due in E*Value portfolio by September 12th at 4:30 p.m.
November 21	<p>Hardcopy and Electronic Documentation of Hours Due November 21st by 9 a.m.</p> <p>Hard copy paper must be turned into the Experiential Education Office or during class on this day. Hours must be documented in E*Value.</p>
November 21	<p>Reflection Paper Due November 21st by 9 a.m.</p> <p>Hard copy paper can be turned into the Experiential Education Office or during class on this day. Electronic copy must be uploaded into E*Value portfolio</p>
November 21	<p>Due by November 21st at 9 a.m.: Activity logs (E*Value)</p>

Competencies

The following competencies are taken directly from the evaluation form that is used for the P4 students on rotations. We will start to build competency in these areas during this experience.

2.0 COMMUNICATION: The student can communicate ideas, information and analyses in order to educate, at an appropriate level, colleagues, other health professionals, students and patients.
2.2 PROFESSIONAL COMMUNICATIONS
2.2-2 asks pertinent and relevant questions for obtaining unknown information from colleagues, health professionals, and patients
2.2-3 uses appropriate formal writing techniques when preparing reports or documents
2.2-4 demonstrates appropriate professional communication when interacting with patients, pharmacists, staff, and other health professionals
4.0 PROFESSIONALISM: The student possesses a desire and motivation for life-long learning and a personal and professional value system consistent with pharmacy ethical and legal standards.
4.1 LIFE LONG LEARNING
4.1-1 comprehends and uses appropriate methods for discovering new knowledge
4.1-2 uses initiative in achieving learning goals as identified in the rotation experience
4.2 VALUE AND ETHICS
4.2-1 recognizes and incorporates a holistic view of the patient care
4.2-2 accepts personal responsibility for patient care
4.2-3 makes decisions consistent with current ethical and legal standards of the profession
4.2-4 work habits demonstrate punctuality, the ability to prioritize work and manage time efficiently

Electronic Communication Requirement

Keeping informed of college and program information is a shared responsibility between the college and the student. The college will communicate additional information throughout the year using available technology. It is a requirement of the experiential education program that all students have a Drake e-mail account and Internet access. Students will be expected to access information electronically by e-mail and to utilize the experiential website at <http://www.drake.edu/cphs/experiential/>.

Confidentiality

Students will have access to personal information about patients, staff and business operations of the IPE site. This information must remain at the site and be held in strictest confidence. Confidential information, including clinical matters, should not be communicated to other students, patients, laypersons, or other health professionals in public areas or outside the site. Students are expected to follow the policies regarding confidentiality for each IPE site. Prior to beginning IPE, students are required to sign a Statement of Confidentiality. Violation of the confidentiality policy may result in a loss of credit or a failing grade in the course. In addition, preceptors are to maintain student confidentiality. Information pertaining to the student's progress is to only be shared with the college faculty as outlined in the assessment process. Legal ramifications are an ever-present possibility for breached confidentiality. Violation of the confidentiality policy may result in a failing grade in the course and will be considered an Honor Code violation.

Academic Honesty

College of Pharmacy Honor Code regarding student and teacher conduct and academic integrity apply to this experience. Failure to comply with the Honor Code could result in failure of the experience.

Special Accommodations

Reasonable accommodations will be provided for students with documented physical or learning disabilities. Make your needs known within the first week of class, or within one week of diagnosis. Accommodations are coordinated through Student Disability Services. Please contact Michelle Laughlin, Coordinator of Student Disability Services at 271-1835 or michelle.laughlin@drake.edu.

Reflection Paper Instructions

Begin with a brief paragraph describing the setting and organization. This should be just a few sentences.

Choose two of the seven following questions to reflect upon and journal about for the paper. State the question before journaling.

1. Describe a caring moment during a vulnerable time in your life when you were cared for... as a child, as an adolescent, or as a young adult. How did you react? How did you recover from this experience? What caring qualities did your caregiver possess?
2. Describe a close friend/family member in your life who has had an experience of suffering and/or healing. (The healing may have been physical, mental, emotional, or spiritual.) Describe their pain. How did you see this person cope? What effect did this experience have on you?

3. Relate three fears/concerns you have related to your own death and/or family members. How can you ease your fears about death?
4. List skills that pharmacists should have in order to provide a caring environment for their patients. Which of these skills do you have? Which do you need to work to develop and how will you do so?
5. What teacher/mentor/person has had the most influence on your life? What life lessons did you learn from them? Why do you think they had such an impact?
6. How do you think spirituality and/or religious beliefs impact the elderly or people with chronic illnesses?
7. Put yourself in the shoes of your elderly companion. If you were at this stage in life, what things would be important to you? How might you live your life differently based on the thought that today may be your last day on earth?

Close the journal by summarizing rewards, frustrations, and what was learned from this experience. Comment on how this service-learning project will influence how you will practice as a future pharmacist. Include what you have learned about yourself through this experience. This portion of your paper should be a minimum of 2 pages.

Post your reflection paper in your portfolio on E*Value and hand in a hard copy of the paper by the due date. Use 12 point font and double-spacing. Papers will be graded by experiential faculty or teaching assistant.

Questions/conversation starters that may assist you in initiating conversations with your elderly companion:

- Where did you grow up?
- Tell me about your childhood.
- Did you have siblings?
- What lessons have you learned from your parents?
- Tell me about your school days? College days?
- Do you have any hobbies?
- Are/were you married?
- What does/did marriage mean to you?
- Do/did you have children? Tell me about being a parent.
- What did you do for a living? How did that impact your life?
- What life lessons have you learned throughout your life?
- What challenges have you faced throughout your life?
- What are the needs/wants of an elderly person? Mind, body, spirit... holistic view of the elderly/aging.
- Looking back on life, what years were the best? The worst? Why? Any regrets? What might you do differently?
- What do you think about when you are alone?
- How have you dealt with death and dying of friends &/or family members?
- What do you think happens to us after death?
- What physical, emotional, spiritual changes have you experienced over the last 10 years? 20 years?