Introduction

The Self-Directed Introductory Pharmacy Practice Experience (SD-IPPE) is a new longitudinal, community-service experience for the P1, P2 and P3 students at Wilkes University designed to expose students to various service-learning opportunities throughout their P1 through P3 years. This experience consists of 3 components: participation in and development of service-learning projects, reflection, and self-directed learning.

Course objectives include:
1. Articulate the benefit of service-learning to his/her professional development.
2. Explain the pharmacist’s role in the provision of public health services.
3. Demonstrate social responsibility and global citizenship through the provision of health-related services to society.
4. Reflect on service-learning activities and describe how this impacts students’ behaviors, choices, and professional goals.
5. Enhance/develop advisor student relationships.

Study Objectives

The purpose of this activity was to:
1. Evaluate student’s final reflections to determine whether involvement in the IPPE activity met course learning objectives.
2. Evaluate faculty advisor feedback on student reflection.

Study Design

• **Data Collection:** February 2012

  **Student uploads final reflection**
  After completion of all service-learning hours

  **Programmatic Assessment:** Student Reflection
  Rubrics applied to 1/3 of final reflections in each class (n = 85)

  **Programmatic Assessment:** Faculty Feedback
  Rubrics applied to all faculty feedback (n = 197)

  **Follow-Up Post-Rapid Cycle Interventions**
  Developed and shared FAQ document for faculty and students
  Provided one on one assistance to faculty and students (May 2012)

Results

- **Faculty Reflection Verification Compliance**

  Reflections indicate most student learning objectives were met. Limited acknowledgement of meaningful mentoring relationships requires intervention. Public health objective also not consistently addressed.

  **Quality of Faculty Feedback**
  Quality Feedback AY10-11: 33%
  Quality Feedback AY11-12: 84%

  **Percent of Objectives Met Using Student Reflections**
  Objectives 1
  Objectives 2
  Objectives 3
  Objectives 4
  Objectives 5

  **Faculty Feedback improved after simple rapid cycle interventions.**

Lessons-Learned

• Students reflected well and/or advisors pre-screened well for appropriate compliance with guidelines
• Faculty not fully aware of responsibilities in process
• Not all faculty felt comfortable or were aware how to provide quality reflection feedback
• Students may not have been completely familiar with the process to upload reflection and document hours

Conclusions

- Delay in data analysis limited ability to deliver rapid cycle intervention on student portion (new manual already released)
- Two faculty deliberated on rubric; interpretation between faculty may vary and is limited by validity of the rubric used

Next Steps

- Revise 2012-2013 manual with improved guided reflection rubric to address gaps in objectives (public health, mentoring)
- Educate students on new guided reflection questions in the beginning of fall semester 2012
- Improve timeliness of faculty advisor feedback and quality of feedback using one-one sessions

Limitations

- 3/5 learning objectives were almost 100% met
- 2/5 learning objectives revealed gaps
- Faculty advisor verification and feedback improved
- Compliance with reflection upload and hour documentation improved

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