

Nesbitt School of Pharmacy
Department of Pharmaceutical Sciences

Interprofessional Service Learning: Teaching Health Center Model for the Medically Underserved



Fall 2014

Nesbitt School of Pharmacy

Mission:

Our mission is to develop pharmacists who will provide high quality health care and to make meaningful contributions to the science and practice of pharmacy.

Vision:

We will be recognized as an exceptional pharmacy program through innovative education, contemporary practice, and valuable scientific contributions.

Values:

Teamwork
Professionalism
Lifelong Learning
Cultural Competency
Personalized Attention
Community Engagement

Faculty:

Office:

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Office hours:

Mary McManus, Ph.D., R.Ph.

Stark Learning Center 320A

(570) 408-4273 (Office)

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Monday, Wednesday: 2PM - 4PM, Friday: 11AM – 12PM

Faculty:

Office:

Telephone:

E-mail:

Office hours:

Emily Havrilla, Ph.D. (c), R.N.

Stark Learning Center N219

(570) 408-4069

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Monday 8:30AM – 11:30AM, Wednesday 11AM – 12 PM

Desire to Learn:

<http://live.wilkes.edu>

Course Title:

Medically Underserved

Interprofessional Service Learning: Teaching Health Center Model for the

<u>Course Numbers:</u>	PHA/NSG 498
<u>Course Credits:</u>	2-3 credits
<u>Course Prerequisites:</u>	Junior standing in a health professional discipline
<u>Class Time/Place:</u>	Thursday @ 9:30 AM or Wednesday @ 2:30 PM (option for either class time)
<u>Clinic Sites Time/Place:</u>	TBA
<u>Course Description:</u>	This elective course focuses on an interprofessional team approach in provision of healthcare for vulnerable populations within the community setting. Through a service learning format, this course integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities. Students will participate in both didactic and on-site free clinic experiences.

Learning Objectives:

General:

- Enhance student’s experiences of interprofessional roles
- Develop a collaborative skill set with consumers and community partners in meeting the needs of vulnerable populations.
- Development of a self-reflective process for health professional experiences
- Synthesize concepts from the humanities, sciences, health care disciplines and applied research to the care of vulnerable populations.
- Develop sensitivity in response to persons who are different than they, in terms of culture, economics, disability or other reasons.
- Apply identified standards of care to meet the needs of vulnerable populations.
- Integrate findings from clinical research in addressing the needs of vulnerable populations.

Discipline Specific:

- Identify opportunities to increase the access to and management of medications within underserved communities
- Implement the nursing process to assist vulnerable individuals to promote, maintain, and restore health and prevent illness.

School of Pharmacy Educational Outcomes

Section 3: Public Health

- 1.1. Identify and evaluate at risk populations which may benefit from public health initiatives.
- 1.2. Provide broad-based educational programs regarding the prevention and treatment of diseases.
- 1.3. Advocate, develop and participate in programs to improve public health outcomes.

Section 4: General Abilities

- 1.4. Find, observe, analyze, evaluate, apply and synthesize information to solve problems and make informed, rational, responsible and ethical decisions.
- 1.5. Relay and respond to information effectively and appropriately using verbal, non-verbal, written and technological methods of communication.
- 1.6. Demonstrate an ability to lead others and conduct oneself according to current professional standards.
- 1.7. Demonstrate an awareness and sensitivity of social and cultural issues and actively participate in community and civic initiatives.
- 1.8. Effectively self-assess and improve personal and professional abilities on an ongoing basis.
- 1.9. Actively, effectively, and appropriately participate in group interactions to achieve common goals.

Textbooks/Materials:

This course uses a variety of current literature and web resources. Specific resources will be distributed and/or announced.

Course Evaluation:

Reflective Journal:	35 %
Assignments:	30%
Discussion:	20 %
Final Exam – Video Reflection Presentation:	15 %:

Course Grade Scale:

92 to 100 %	4.0
88 to 91%	3.5
84 to 87%	3.0
79 to 83%	2.5
75 to 78%	2.0
70 to 74%	1.5
65 to 69%	1.0
Less than 65%	0.0

Students with Special Needs:

Any student in this course who has a disability that may prevent them from fully demonstrating their abilities should contact the instructor personally as soon as possible to discuss any accommodations needed to ensure maximal participation and facilitate equal educational opportunity.

Professionalism and Civility Policy:

- As consistent with the expectations of a professional and practice environment, professional behavior and attitudes are expected for all students enrolled in this course
- All electronic devices (other than classroom response system pads and calculators) are to be turned OFF during lecture (NOT vibrate or silence).
- Anyone who does not adhere to this policy will be asked to leave.

Academic Honesty:

Any violation of the Academic Honesty Policy of the University and plagiarism will not be tolerated. Violators will be subject to disciplinary action that may include failure of the course and/or possible expulsion.

DIDACTIC SCHEDULE

SESSION	DATES	OUTCOMES	CONTENT	STUDENT ASSIGNMENTS	CLINICAL OUTCOMES
1	9/2 or 9/3	Introduction to Service Learning 1. Describe service learning	I. Introduction to Service Learning A. Service learning 1. Definition of service learning 2. Student responsibilities	I. Introduction to Service Learning 1. View Video: Give Me a Shot of Anything: House Calls to the Homeless	I. Introduction to Service Learning 1. Discusses service learning philosophy as it relates to free health clinics.

SESSION	DATES	OUTCOMES	CONTENT	STUDENT ASSIGNMENTS	CLINICAL OUTCOMES
2	9/9 or 9/10	<p>Service Learning & Community Partners</p> <ol style="list-style-type: none"> 1. Identify community partners. 2. Describe vulnerable populations. 	<p>II. Service Learning & Community Partners</p> <p>A. Community partners</p> <ol style="list-style-type: none"> 1. Placement sites 2. Organizational structure 3. Operational Procedures 4. Populations served <p>B. Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Define vulnerable populations 2. Models of vulnerability 3. Vulnerable populations and risk 	<p>II. Service Learning and Community Partners</p> <ol style="list-style-type: none"> 1. Initiate Reflective Journal. 2. Case Study Analysis #1 	<p>II. Service Learning and Community Partners</p> <ol style="list-style-type: none"> 1. Participates in orientation to the service-learning community site. 2. Participates in meeting of the Luzerne County Free Health Clinic Coalition. 3. Establishes individual goals and objectives in collaboration with faculty. 4. Identifies organizational structure, operational procedures, and population served at assigned community site. 5. Applies models of vulnerable populations to population served by assigned community site.
3	9/16 or 9/17	<p>III. Social Justice & Health Disparity in Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Discussing social justice as it relates to poverty 2. Discussing social justice as it relates to the medically underserved 3. Describing factors associated with health disparity. 	<p>III. Social Justice & Health Disparity in Vulnerable Populations</p> <p>A. Social Justice</p> <ol style="list-style-type: none"> 1. Social justice vs. charity 2. Social justice vs. economic justice. <p>B. Poverty</p> <ol style="list-style-type: none"> 1. Definitions 2. Basic needs 3. Relationship between health and economic resources. <p>B Medically Underserved</p> <ol style="list-style-type: none"> 1. Uninsured 2. Underinsured 3. Homeless 4. Access to healthcare 5. Quality of healthcare <p>C. Health Disparity</p>	<p>III. Social Justice & Health Disparity in Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Reflective Journal 2. Case Study Analysis #2 	<p>III. Social Justice & Health Disparity in Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Describes the economic status of population served. 2. Identifies unmet basic needs of population served. 3. Discusses impact of poverty on health status of population served 4. Identifies resources available for population served that are utilized by assigned community site.

SESSION	DATES	OUTCOMES	CONTENT	STUDENT ASSIGNMENTS	CLINICAL OUTCOMES
			<ol style="list-style-type: none"> 1. Healthy People 2020 2. Health disparity 3. Health outcomes 		5. Discusses availability and access of healthcare resources for referral by assigned community site.
4	9/23 or 9/24	<p>IV. Multicultural Healthcare & Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Describing cultural competence. 2. Discussing cross cultural versus multicultural applications to health care 3. Describing multicultural factors that impact health outcomes 	<p>IV. Multicultural Healthcare & Vulnerable Populations</p> <p>A. Cultural Competence</p> <ol style="list-style-type: none"> 1. Identify values, beliefs, and attitudes towards health. 2. Models of cultural competence <p>2. Cultural influence on healthcare.</p> <p>B. Multicultural Healthcare</p> <ol style="list-style-type: none"> 1. Define cross-cultural versus multicultural. 2. Cultural impact on values, beliefs, and attitudes towards health and health care. 3. Health promotion in multicultural populations 	<p>IV. Multicultural Healthcare & Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Reflective Journal 2. Case Study Analysis #3 	<p>IV. Multicultural Healthcare & Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Identifying own values, beliefs, and attitudes towards healthcare. 2. Evaluating self level of cultural competence. 3. Describing culture of population served at community site. 4. Discussing cultural factors that impact health promotion and disease prevention of population served at community site.
5	9/30 or 10/1	V. Poverty Medicine	V. Poverty Medicine	V. Poverty Medicine	V. Poverty Medicine
6	10/7 or 10/8	VI. Motivational Interviewing	VI. Motivational Interviewing	VI. Motivational Interviewing	VI. Motivational Interviewing
7	10/14 or 10/15	VII. Resources	VII. Resources	VII. Resources	VII. Resources
8	10/21 or 10/22	<p>VIII. Health Care Policy & Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Distinguish between problems, policies, and politics as they relate to health care policy. 2. Describe methods used by healthcare professionals to influence healthcare policy 3. Discussing the impact 	<p>VIII. Health Care Policy & Vulnerable Populations</p> <p>A. Policy formation</p> <ol style="list-style-type: none"> 1. Problems 2. Policies 3. Politics <p>B. Influencing healthcare policy</p> <p>C. Issues in healthcare policy affecting vulnerable populations</p>	<p>VIII. Health Care Policy & Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Reflective journal 2. Case Study Analysis #4 	<p>VIII. Health Care Policy & Vulnerable Populations</p> <ol style="list-style-type: none"> 1. Relating healthcare policy to population served and community site. 2. Discussing current healthcare policy issues 3. Discussing participation in healthcare policy

SESSION	DATES	OUTCOMES	CONTENT	STUDENT ASSIGNMENTS	CLINICAL OUTCOMES
		of healthcare policies on vulnerable populations.			development at the individual and organizational levels at community site.
9	10/28 or 10/29	IX. Interprofessional Project	IX. Interprofessional Project	IX. Interprofessional Project	IX. Interprofessional Project
10	Week of December 1	Interprofessional Project Presentation			