

# A Professional Service Experience for Pharmacy Students

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## BACKGROUND

The *Professional Service Experience* program within the College of Pharmacy at Purdue University was developed in response to national accreditation standards set forth by the Accreditation Council for Pharmacy Education to provide hands-on learning opportunities for pharmacy students in the first year of the professional pharmacy program. Students explore the concept of professionalism, develop practice skills, explore career opportunities and gain hands-on experience with patients in the delivery of holistic pharmaceutical care. Multiple opportunities for reflection and group discussion are provided throughout the *Professional Service Experience* program.

## PROGRAM GOALS

The goals of the *Professional Service Experience* are to: 1) increase student awareness of community-based healthcare services, 2) promote multidisciplinary collaboration, 3) develop students' understanding of holistic patient needs and barriers to the provision of care, 4) teach professional communication skills, 5) promote active engagement and citizenship through identification and impact on community healthcare needs, 6) introduce the concept of "change agent" and 7) develop professional leadership skills.

## COURSE DESCRIPTION

The Professional Service Experience (PHPR 42600) is a one credit-hour course offered in the first year of the professional pharmacy curriculum. Students (N=160 annually) attend a formal orientation to program requirements and a service organization fair to meet potential community partners and mentors.

### Student Requirements

- Readings on a select patient populations
- Minimum of 30 hours of direct patient service / care
- Journal entries
- Grant application to support a group healthcare service project
- Patient interview / medication history
- Recommendation letter to a healthcare provider
- Guided written reflection
- Debriefing Day laboratory



Susan Ross, a community preceptor at Westminster Village, discusses learning opportunities for students interested in service at a long term care facility.

## COMMUNITY PARTNERS

Caregivers Companion	Ombudsman
Home with Hope	Pfizer Medical Outcomes
Indiana Veterans Home	Riggs Community Health Center
Learning for Life	St. Elizabeth Hospice
Lafayette Urban Ministry	Southern Care Hospice
Mental Health America	Westminster Village

An advanced practice pharmacy student and resident counselor mentor a first year student at Home with Hope – a recovery program for patients with drug and alcohol addictions



## COMMUNITY PARTNERS EVALUATE STUDENT AND PROGRAM IMPACT

Impact on Clients:	N=17 preceptors
Amount of time students spent with individuals or groups of clients	4.9
Quality of student-client relationships	4.6
Provision of health promotion / education to clients	4.9
Contributions to existing client services	4.9
Contributions to clients' otherwise unmet needs	4.3
Development of new projects or services	4.2
Impact on the Community Organization:	
Amount of time students spent contributing toward the organization's mission	4.3
Quality of student relationships with staff and/or role within the organization	4.5
Provision of health promotion / education services for use within the organization	4.8
Contributions to existing services	4.2
Contributions to unmet needs within the organization	4.3
Development and/or delivery of new projects or services	5.0
Promotion of services or marketing for the organization	4.5
Impact on the Preceptor:	
Interaction and/or professional relationships with pharmacy students	4.3
Interaction with the program director, Dr. Patti Darbshire	5.0
Affiliate faculty status and/or interaction with the Purdue College of Pharmacy	4.0
Civic development of students	4.5
Teaching and mentoring students about your area of healthcare / human services	4.4
Ability to deliver the services stipulated in the organization's mission	3.9
<b>Scale: 5 = A large POSITIVE impact 3 = NO impact 1 = A large NEGATIVE impact</b>	



Pharmacy students perform blood pressure and blood glucose screenings, in addition to counseling patients at the "Ask a Pharmacist" booth in the Purdue Student Union for the Healthy Planet 2010: Powered by Purdue campaign

## STUDENT EVALUATIONS

Evaluation Criteria	07-08 n=158	08-09 n=150	09-10 n=134
<b>PHPR 42600 Professional Service Experience</b>			
This experience increased my awareness of community healthcare services.	4.6	4.7	4.7
This experience increased my awareness of client needs and / or barriers to care.	4.6	4.5	4.8
This experience improved my communication skills.	4.4	4.2	4.5
This experience enhanced my leadership ability.	4.2	4.1	4.3
The written assignments were valuable to my learning.	4.1	4.3	4.4
I applied concepts learned in pharmacy didactic coursework.	4.6	4.7	4.5
Overall, this was a valuable curricular experience.	4.6	4.7	4.3
<b>Rating Scale: 5 = Strongly Agree 1 = Strongly Disagree</b>			



Carolyn Johnson, a preceptor and mentor for students learning geriatric patient care skills at the Indiana Veterans Home, showcases past student projects.

Pharmacy students present healthcare programs to veterans



## IMPLICATIONS

During pharmacy students' coursework they learn how to treat medical conditions, such as an ear infection. From a service experience they learn that it is impossible to treat an ear infection if the family doesn't understand their language, if they can't afford the medication, if they don't have transportation, if they don't understand the importance of the medication, or they don't trust their doctor. Pharmacy instructors and community mentors must provide multifaceted experiences that teach students how to find solutions to basic problems.