Community Class for Service-Learning
UTRGV Cooperative Pharmacy Programs with UT-Austin
PHR 269S Academic Year 2015 – 2016

Class Time: Spring 2016, Thursdays, 9:00 – 9:50 am
Classroom: UTRGV ERAHC bldg distance ed classroom 1.202

Service-Learning Course Coordinators:

URGV
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Office Hours:
Fridays, 9-11 am or by appointment

Description:
The service-learning experience at the URGV campus provides a unique opportunity for pharmacy students to learn about their communities through engagement, study, and reflection.

By the end of this semester, pharmacy students should reflect on personal and community values and advance their knowledge and skills related to:

Goal 1: Developing an understanding of health care issues, disparities, and cultural health beliefs found in the Texas-Mexico border regions
  Objective 1.1: Evaluate personal and community health care beliefs and values
  Objective 1.2: Discuss border healthcare issues through lectures and speakers
  Objective 1.3: Evaluate border cultural issues and the changing demographics in Texas and US
  Objective 1.4: Promote critical thinking and problem-solving through reflection and discussion

Goal 2: Being engaged in community as civic-minded health care professional students
  Objective 2.1: Connect students to health-related community services and programs
  Objective 2.2: Provide opportunities for students to contribute to the community
  Objective 2.3: Evaluate the role of citizens and communities in addressing health care issues
  Objective 2.4: Promote pharmacy networking in the healthcare community
  Objective 2.5: Promote pharmacy professionalism and civic engagement

Goal 3: Gaining experience in community-based project development
  Objective 3.1: Gather background information/literature on community health care issues
  Objective 3.2: Develop ideas with the community partner for a small project based at the site
  Objective 3.3: Submit a small project proposal (as appropriate to project)
  Objective 3.4: Complete a small community-based project that assists the site in its mission

Goal 4: Improving community-based communication, teamwork, and evaluation skills
  Objective 4.1: Develop writing skills through assigned reflections
  Objective 4.2: Develop presentation skills (e.g., oral presentations)
Objective 4.3: Assess ability to involve the community in service-learning experience
Objective 4.4: Evaluate the role of service-learning in pharmacy education experience

Course Requirements/Grading: During the service-learning experience students will participate in and complete:
1) an orientation to service-learning
2) community agency selection and service
3) class activities and/university activities
4) writing reflections
5) meetings with faculty
6) written and oral presentations/assignments related to service site and community issues

Attendance: Students are expected to actively participate in all class sessions and Canvas® activities/assignments. Further, regular participation/attendance must occur with service site (~2 hours per week).

Arrangements to make up any absences and assignments must be reviewed with the service-learning coordinator and/or site mentor. Any absences (even excused) may result in partial reduction in grade.

Contacting the course coordinator by e-mail is the best form of documentation of an excused absence in advance of the start of class. However, in an emergency, students should call the coordinator by phone and leave a message.

If a student cannot make it to their site due to illness or emergency, the student must contact the course coordinator and the site mentor to have the absence excused. However, hours still must be completed. The form of communication should be determined by the faculty and site mentors.

Grading:
The grade assignments will be determined as follow (Total 200 points):
Service Hours 35% (70 points) – Completion of service site hours - 18 hours (all or no credit)*
Assignments & Project 55% (110 points)
Attendance, Class Participation, and Professionalism 10% (20 points)

A = 90% B = 80% C = 70% D = 60% F ≤ 60%
(≥180 points) (≥160 points) (≥140 points) (≥120 points) (≤119 points)

*All 18 hours must be completed to receive credit for service hours. NO partial credit will be allowed.
Failure to complete hours for any reason or dismissal from practice site is a cause for automatic failure of this course.
Community Sites (70 points):
Selection: Community sites will be assigned based to students. Students must make initial contact with their sites within 2 weeks of assignment.

Hours: Students will work to complete a minimum of 18 hours with the community site during the semester. This amounts to an average of 2 hours per week during the spring semester. These hours include on-site orientation (up to 2 hours) and actual service-learning hours. Hours needed to prepare for the project and conduct/present the project at/to the site (unless approved by site mentor and course coordinator) are not counted in the 18 hours.

Note that any hours completed prior to approval by the site mentor and service-learning coordinator may not be counted toward the required service-learning hours.

Documentation: The following should be completed with the community service sites:
   a) Letter of agreement from site mentor signed by both mentor and student
   b) Log of hours of service

Community Project: The development and completion of the community project/in-service will be determined upon consultation with the Faculty coordinator and community site Mentor. The faculty coordinator must approve the project by an assigned date (TBA).

Assignments:
A. Reflections/Canvas® Assignments (40 pts/10 pts each)
   Approximately 4 reflections/Canvas® discussions and 1 proposal/journal article review to include references of reputable, peer reviewed references will be required. Individual reflection assignments will be posted on Canvas®. For Canvas® reflections you may post throughout the week. However, your final posting will be due on the Thursday (9 am) following the posting of the reflection.

   Students earn full points if the reflections are completed by the deadlines and with thoughtful/complete responses. One point will be deducted for any late assignments. Points may be deducted based on the quality of responses, grammatical errors, and citing references.

   Students will be expected to post at least one major initial response to the reflection question (~250-300 words or as posted on assignment). A substantive response will contain more than just detailing the activities performed. Thoughtful and complete reflections/responses involve interpreting the events that have passed, how students apply their experiences to the pharmacy profession and service to the community, posing controversies that may exist, or other responses that involve evaluating, solving problems, and critical thinking.

   Students will also respond to 2 other classmates regarding their initial response and engage in online conversation regarding the reflections in a timely manner as directed by the course coordinator. Writing “I agree” would not be a substantive response. Rather, ask for clarification or pose questions to your classmates. Please note that if students see that a classmate already has been asked a question, it is recommended to then ask questions to another classmate.

   Unless otherwise directed, students will have their final responses (not initial) to their classmates by 9 am on the Monday following the assignment posting.
Reflection Grading Rubric:

Full Points:
- Provides original thought and insight to reflection with few to no grammatical and/or spelling errors
- Supports/defends ideas with examples from experience and/or literature (with abbreviated citation)
- Completes responses on time and provides insightful and probing questions to classmates

Reflection Point Deductions:
- up to 1 points (1 letter grade) – several grammatical and/or spelling errors
- up to 1 points (1 letter grade) – does not submit reflections on time
- up to 1 points (1 letter grade) – incomplete thoughts or ideas that are difficult to understand and are not supported with examples and references (as appropriate)
- up to 1 points (1 letter grade) – does not respond to and engage in constructive discussion with classmates (when part of assignment)
- 0 points will be awarded if a reflection is not submitted by 1 week after the reflection was assigned

B. Journal Review Presentation (20 points):
Prepare a journal article review based on selected health/social issues related to service site. Students should not need to select an article related to specific medications (e.g., no double-blind randomized placebo controlled studies necessary). Further directions will be provided on Canvas® and in class.

C. Project Proposal/Progress Report Meeting (10 points)
Develop a proposal based on a specific health/social issues related to service site. Further directions will be provided on Blackboard®/class/individual meetings. A meeting will be scheduled with faculty to discuss project proposal and the progress of hours completed at the assigned service site.

D. Project Presentation (40 points):
Directions will be provided on Canvas® and in class. All presentations will be due on an assigned date. (TBA) Presentation dates and times will be assigned in class.

E. Attendance (10 points):
Students are expected to actively participate in all class sessions and activities/assignments*.

F. Professionalism – (10 points)- These final points may not be deducted until the end of the semester. The faculty coordinator will consult with site mentors to determine appropriate professional conduct. Examples of professional conduct include, but are not limited to:
- Following instructions
- Meeting deadlines
- Showing respect for all other people in speech & actions
- Exhibiting good judgment
- Cooperating with others
- Diligence (good work ethic)
• Maintaining personnel self-control and professional decorum
• Holding himself / herself responsible for professional conduct
• Maintaining communication with service site and faculty mentor
• Maintaining appropriate dress/appearance
• Refraining from use of cell phones/texting inappropriately
• Participation and attendance to UTPA Service Learning Showcase (Date/Time TBA)
• Attending class on time*

*If a student has more than 2 unexcused absences, up to 10% of their final grade (a letter grade) may be deducted.

UT Austin Policies

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations prior to each examination. In the absence of such prearrangement, the student will be assumed that the student is not requesting special accommodations for that exam, and will be expected to take the exam with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

Academic Dishonesty: The “Statement on Scholastic Dishonesty of the College of Pharmacy” reads as follows: "Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course involved and dismissal from the college and/or the University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of pharmacy, policies of scholastic dishonesty will be strictly enforced in this class".

• For reflections, assignments, and class presentations, students are encouraged to work together to understand and discuss material. However, students are expected to turn in work that represents the student’s individual interpretation/reflection. Quotes or materials from articles, newspapers, interviews, or other sources should be referenced. Falsification of service-learning hours would also be included under scholastic dishonesty

• Any student suspected of dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Students are expected to have read and understood the current issue of the General Information Catalog published by the Registrar's Office for information about procedures and about what constitutes scholastic dishonesty.

Professional Conduct:
Students may be reported to UT Austin College of Pharmacy if inappropriate professional conduct occurs.

• Members of the College of Pharmacy shall show respect for themselves and each other as colleagues. Actions are considered unacceptable if they are intended to insult or stigmatize an individual or group on any basis. Actions are considered unacceptable if they exhibit conduct which
is lewd, indecent, or obscene, or which any reasonable person would consider patently offensive to an individual, or academic community, whether the action occurs in a classroom, laboratory, or clinical practice setting.

- All communications involving members of the College of Pharmacy will be respectful and courteous. Verbal, written and electronic communications must be free of material that is harassing, profane, intimidating, or inappropriate. Every communication reflects the College of Pharmacy and should be professional in manner.
- All members of the College of Pharmacy should enjoy an opportunity to take part in the learning process. Members of the College of Pharmacy shall not disrupt instructional sessions, administrative activities, or other college related events. Special attention should be paid to standard etiquette such as the following:
  - Members of the College of Pharmacy should arrive on time (late attendees should be discreet).
  - Members of the College of Pharmacy should be attentive rather than engage in behaviors such as disruptive talking, eating, sleeping, etc.
  - All comments should be on topic and respectful of everyone in attendance.
  - Members of the College of Pharmacy should dress appropriately for the occasion.
  - Members of the College of Pharmacy should not use laptops, cellphones, PDAs, other electronic devices, or reading material during class unless it is part of the course assignment or directly related to class discussion.
- Members of the College of Pharmacy shall not steal, damage, destroy or endanger physical or intellectual property belonging to the College, a member of the College or a location affiliated with the College. The College of Pharmacy and its members have invested a great deal of time and resources and deserve the respect of others. Beyond the professional issues, theft of or damage to University property also carries with it the potential for legal consequences.
- Members of the College of Pharmacy must always represent themselves truthfully. Falsely representing oneself or another is unacceptable. Members of the College of Pharmacy shall not violate any laws or University policies that bring into question the member’s suitability as a member of the College of Pharmacy.
- Members of the College of Pharmacy have several obligations, both academic and extracurricular, that are agreed upon within the College. All professional and organizational obligations shall be upheld whenever possible. If obligations are unable to be fulfilled, appropriate measures should be taken (e.g. phone calls ahead of the event, apologetic letters after, etc.).
- Members of the College of Pharmacy are a part of the University of Texas at Austin. As such, they are expected to abide by rules of conduct for the University.

Oath of a Pharmacist

“I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
• I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.
I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”