

Appendix B (1): Pharmacy 341 Course Syllabus (Fall 2008)

COURSE TITLE: Learning through Reflective Service: Native American Experience

COURSE NUMBER: PHA 341

SEMESTER HOURS: Two

REQUIRED: No

PREREQUISITES: None

BULLETIN

DESCRIPTION:

This course allows students to learn first hand about the cultures and health care practices of Native Americans through focused, reflective study and professional and community-related service activities. One week of guided on-site service experience at a Native American reservation or urban community is preceded by the establishment of learning goals, readings, independent study, group discussion and reflection. Following the service week, students engage in further reflection to make meaning of the experience, present an oral reflection on the lessons learned from the experience and a seminar on their experience to Creighton students and faculty, and explore career opportunities in the Public Health Service.

JUSTIFICATION:

The positive and long-lasting impact of learning through service has been well documented in the health professions education literature. Service learning is more than just “good deeds” conducted as a component of a professional curriculum, and is considered incomplete without thoughtful and focused preparation and guided reflection. Meaningful service learning demands that those participating identify personal and professional learning goals, become knowledgeable about the cultures and needs of the population receiving service, and share thoughts and feelings about the learning experience with others. Participants must also reflect on the meaning of the actual service experience in light of their learning goals, and thoughtfully analyze the impact of the experience on their professional growth and future career decisions.

Native American cultures are rich in value-centered beliefs and traditions about life and health, and students should gain personally, professionally and spiritually from immersing themselves in the tribal environment. Native people face tremendous barriers to high quality health care services, and a high percentage fall victim to chronic, life threatening diseases. Creighton’s School of Pharmacy and Health Professions has made the health of Native peoples a priority, and this service learning experience is an extension of the commitment to ensure access to quality

care. It is anticipated that students who elect this experience will seriously investigate professional careers in service to Native Americans, or other populations which experience disparities in access to quality health care services.

COURSE OBJECTIVES

Communication Skills, Professional Ethics and Responsibility, Life-long Learning, Social Interaction, Citizenship, Leadership, Professionalism and Respect

Course Objective	Pharmaceutical Care Abilities (Ability Based Outcome)	Bloom's Taxonomy Level
1. Describe the demographics, history and culture of common Native Americans tribes.	10, 11	VI
2. Analyze Native American health care beliefs, traditions, disparities and needs through interaction with Native health care professionals and healers, and through independent reading and research	10, 7, 9	IV
3. Document reflecting thinking about issues related to course content and experiences through journaling	9, 11	IV, V
4. Evaluate the current quality of life of Native Americans	10, 11	VI
5. Gain experience in goal setting	11, 7	IV, V
6. Stimulate the desire to advocate for underserved populations	10	NA
7. Stimulate decision to select an IHS clerkship and/or career.	11	VI
8. Explore the concept of vocation in directing one's life's work	9	IV, VI
9. Gain professional presentation experience	7	II, III

INSTRUCTIONAL METHODS:

Mentored service learning immersion experience in a Native American community in a reservation (e.g., Chinle) or urban setting, field trip to Winnebago/Omaha reservation(s), small group discussion, guest speakers and video presentations, reflective writing, reading assignments, independent research for an oral presentation on a Native American health issue.

ACTIVE LEARNING STRATEGIES:

Mentored service learning immersion experience in a Native American community in a reservation or urban setting, half-day on-site learning

experience on the Omaha/Winnebago reservation(s), identification of professional and personal learning goals, journaling and other reflective writing, small group discussion with guest speakers and fellow students, independent research, oral presentation on a Native American health related topic.

GRADING:

This course will be graded on a SA/UN basis. Only one excused class session absence is permitted. Satisfactory completion of the course requires that students attend all class sessions unless excused by instructors, complete all course requirements (readings, journaling, class discussion, presentations), and complete the on-site service experience. Active participation in discussion with guest speakers and fellow students is expected. Students who fail to complete course requirements, miss class without an excused absence or engage in unprofessional behavior run the risk of earning an UN grade.

INSTRUCTORS:

Victoria F. Roche, Ph.D.
Rhonda R. Jones, Pharm.D.
Chinle Comprehensive Healthcare Pharmacy staff (Captain James Hayslett, Director of Pharmacy, Dr. Amber Pagano, staff pharmacist)

TEXTS:

Primary Care of Native American Patients, J.M. Galloway, B.W. Goldberg and J.S. Alpert, Butterworth-Heinemann Medical, 1999. (Recommended). Assigned readings from selected texts and papers on Native American culture and health.

STUDENT ENROLLMENT: Three-seven students can participate during each offering of the course. Only one student may participate by phone. Students will be notified electronically of the opportunity to enroll. Interested students must submit a personal statement on why the experience would be important to them from both a professional and a personal growth standpoint. Phone interviews with community partners at the Chinle Comprehensive Healthcare Facility may be required. The date and time of receipt of the statements and any required interview will be noted. After a specified time period, the instructors will review the applications and identify the participants. If students' statements and interviews are deemed acceptable, those who applied first will be selected for participation.

FINANCIAL RESPONSIBILITIES: Students are responsible for funding their trip to Chinle. Normal costs include airline travel, car rental, food and any incidentals. Housing is usually provided without charge by the facility staff, but free housing is not guaranteed.

The latest policies, including those regarding students with disabilities and misconduct can be found on the School's web site at http://spahp.creighton.edu/Acad_SAffairs/policies.asp. Each student is responsible for becoming familiar with all of the latest policies.

Appendix B (2): Pharmacy 341 Schedule of Speakers and Readings (Fall 2008)

PHA 341: Learning Through Reflective Service: The Native American Experience
PHA 340/NAS 340: Native American Culture and Health

Fall 2008 Course Schedule* and Readings

Week	Topic	Speaker(s)	Reading Assignment
8-20	Course Introduction Pharmacy Practice in the IHS OR Canyon de Chelly video: Introduction to the Navajo people	Drs. Victoria Roche & Rhonda Jones Fr. Ray Bucko	USPHS IHS Handout Video presentation
8-27	Native American Culture and History	Fr. Ray Bucko	Use of Traditional Health Practices (Buchwald, pps. 1191-9); NA Traditional & Alternative Medicines, Johnston, pps. 195-213)
9-03	Religion & Healing in Native American Culture	Fr. Ray Bucko	Navajo Healing Project (Csordas, pps. 463-75); Handbook of North American Indians (Bergman, pps. 672-8);
9-10	Vocation	Fr. Richard Hauser Dr. Liz Porter (CTC Pharmacist)	Selected readings from "Moving in the Spirit" "Finding God's Will in Your Life" (CU Window Magazine) Omaha Tribal History and Demographics, Omaha Community Environment Profile, Indians of Nebraska: Omaha
9-17	Contemporary Native Issues and Culture Chinle learning goals	Ms. Teri Dameron (Lakota) Drs. R&J	Red as an Apple: Native American Acculturation with Counseling With or Without Reservation (Garrett & Pichette, J. Counsel. Devel., 78; 2000:3-13)
9-24	Healthcare issues (Omaha tribe) Introduction to Gates Millennium Workshop	Dr. Rudi Mitchell (Omaha) Ms. Tami Buffalohead McGill (Ponca)	"Primary Care of NA Patients" (Galloway, , et. al., Chapters 1-2 and 6..all short)

10-01	Healthcare issues (Ponca and Winnebago tribes)	Dr. Lou Ann McStay (Fred LeRoy Hlth & Wellness Ctr), Dr. Dennis Schufeldt (Winnebago Pharmacist)	Cultural traits handouts Ponca history handout and brochure Winnebago History
10-08	Tribal Government	Mr. John Blackhawk (Winnebago Tribal Council member) Mr. Larry Wright (Ponca Tribal Chairman)	Article on Mr. Larry Wright, Lincoln Journal-Star Review readings on Omaha and Winnebago tribes presented previously
10-15	Legislative Advocacy and the Power of the Press Final Chinle Arrangements	Mr. Charles E. Trimble (Lakota) Former Executive Director of the National Congress of American Indians, Founder of American Indian Press Assoc., Founder, Red Willow Institute) Drs. R&J	Charles E. Trimble Citation Articles by Mr. Trimble found at http://www.indiancountry.com/author.cfm?id=335
10-18 10-25	CHINLE TRIP	PHA 341 Students	"The Scalpel & the Silver Bear" and "Bead on an Anthill" (optional readings)
10-29	WINNEBAGO/MACY FIELD TRIP: Winnebago bison herd & IHS Hospital, various sites in Macy	PHA 341 Students PHA/NAS 340 Students Mr. Louis LaRose (Winnebago) Dr. Dennis Schufeldt	National Bison Association information www.winnebagoTribe.com/bison.htm Native Foods Flourish Again (New York Times, 2005)
11-05	Chinle Reflections	PHA 341 Students	

11-12	IHS Advanced Practice Experiences	Dr. Matthew Olson Ms. Valerie Williams	www.pharmacy.ihs.gov IHS Student Program opportunities handout
11-19	Traditional Dance, Song and Spirituality	Mr. Milton Miller & family (Omaha spiritual leader and dancer)	No Readings SS Ballroom
11-26	Thanksgiving Holiday	No Class Today	
12-03	Presentations	PHA 341 Students	
12-10	Spiritual/Traditional Aspects of Wellness	Mr. Jerome Kills Small (Lakota Turtle Island storyteller and spiritual leader)	Honoring the Medicine (Kenneth Cohen, pps. 47-97)
12-12 or TBA	Final reflections and course evaluation	PHA 341 students and faculty	

Ability-Based Educational Outcomes for Graduates

See http://pharmacy.creighton.edu/programs/goals_obj.asp for more detailed explanations of outcomes.

Pharmaceutical Care Abilities

1. **Patient Assessment** - The student shall contribute to the database of information about the patient.
2. **Pharmaceutical Care Plan Development** - The student shall develop pharmaceutical care plans
3. **Drug Therapy Evaluation** - The student shall assess and monitor the patient's drug therapy
4. **Pharmacotherapy Decision-Making** - The student shall make pharmacotherapy decisions and support those decisions.
5. **Medication Preparation, Distribution, and Administration** - The student shall compound and/or dispense drug products consistent with patient needs and in harmony with the law.
6. **Systems Management** - The student shall use and evaluate acquisition, inventory control and distribution systems.

General Education Abilities

7. **Communication Skills** - The student shall read, write, speak, listen and use multimedia to communicate effectively.
8. **Critical Thinking** - The student shall acquire, comprehend, apply, analyze, synthesize, and evaluate information.
9. **Professional Ethics and Responsibility** - The student shall represent the profession in an ethical manner. The student shall identify, analyze, and resolve ethical problems.
10. **Social Interaction, Citizenship, Leadership, Professionalism** - The student shall demonstrate appropriate interpersonal behaviors.
11. **Life-long Learning** - The student shall continuously strive to expand his or her knowledge to maintain professional competence.
12. **Information Management** - The student shall apply technology to pharmacy practice and science.