Think Win-Win: Service Learning for Pharmacy Students
IUPUI Assessment Institute
Fall 2020
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Abstract
Accreditation Council on Pharmacy Education (ACPE) 2016 standards for pharmacy programs specify service learning as a potential co-curricular tool to develop student skills in areas such as communication, advocacy, and professionalism while reinforcing didactic content. Additionally, service learning, particularly in rural communities, enhances community health, filling in care gaps. The impact of service learning on both community health and health professional learning necessitate a robust assessment strategy. The design, implementation, and integration of a service learning assessment plan at a rural, private college of pharmacy will be described. Data, lessons learned, and best practices will be shared with participants.

Objectives
1) State definition and purpose of service learning including current accreditation standard requirements for pharmacy programs
2) Outline an approach to design and implement an assessment strategy for a service learning program including targeted learning outcomes and tools
3) Integrate best practices into service learning programming based on assessment data

Service Learning Definition and Purpose

Definition
Purpose

- Students

Communities

Accreditation standards

- Accreditation Council on Pharmacy Education (ACPE) 2016 standards regarding co-curricular programming
  - “complement and advance the learning that occurs within the formal didactic and experiential curriculum.”
- For pharmacy students, service learning can be a portion of structured, practical experiences during introductory pharmacy practice experiences (IPPE), which occur prior to a culminating, year-long patient care experience during advanced pharmacy practice experiences (APPE).
  - In order for service learning to serve as an IPPE, it must 1) have defined objectives, 2) include purposeful reflection, and 3) involve engaged discussion with students, faculty, and community members.
  - Additionally, service learning must include activities focused on pharmacist’s professional responsibility and patient advocacy.

Service Learning Approach

Location

- Ohio Northern University
  - Rural, private college of pharmacy
  - Pharmacy is one of 5 colleges on campus
  - Pharmacy students are required to complete fifty hours of service learning during their professional program.
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- Students are able to self-identify activities or events to participate in to complete these activities.
- Activities/events

- With learning objectives defined for the service learning program, criteria were set to define a service learning event.
  - With nearly 150 students in each cohort, there was a great need for service learning opportunities to allow students to meet this requirement and affiliated learning objectives.

- Providing opportunities
  - Student organizations

  - Director of Outreach

- Filling gaps in care
  - Hardin County, Ohio
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- ONU Healthwise

**Assessment Strategies**

**Needs**

**Challenges**

**Methods**

**Student level**

**Programmatic level**
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Outcomes
Students

Program

Lesson learned

Next steps