

**College of Pharmacy & Health Sciences**  
***Health Sciences Experiential Newsletter***

**Issue 1: The Health Sciences Experiential  
Program Newsletter**

Since my arrival in June, 2008, many of you may be curious to know about developments with the Health Sciences Experiential Program. Many opportunities have been created and many connections have been made. First, I would like to thank everyone that has participated in the program thus far. Your ideas and suggestions have been very helpful.

Since this is our first newsletter, I thought it would be a good idea to explain the experiential program and focus on the many activities that students have been doing this past semester. *There will be many more newsletters to come with pictures and information regarding student activities!*

**Health Sciences Experiential Program**

The Health Sciences Experiential Program is intended to integrate a wide range of healthcare experiences within course work. Students have been able to incorporate mentoring, shadowing, research, service learning, and active classroom learning into their curriculum. Internships are also becoming available as a great way for our students to explore their chosen pathway, network with professionals, build a resume, and gain experience. It is our plan that the Health Sciences students will partake in many experiences throughout the curriculum that will lead to their senior year capstone experience. Common courses within the Health Sciences Program and Health Sciences Experiential Program include the Issues in Health Sciences courses. These courses are designed to introduce the students to the healthcare systems and allow us to incorporate experiential activities within and outside the classroom, as well as prepare them for their senior year capstone experience.

**Issues in Health Sciences**

The first year students will take Issues in Health Sciences I & II where they are introduced to the healthcare system and the many healthcare professions. During

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Issues II, students participate in interviews, observations, presentations, and group discussions. During this time, students also choose a track of emphasis (Pharmaceutical Sciences, Health Services Management, or Clinical & Applied Sciences). Second year students will enroll in Issues III where they focus on entrepreneurial leadership and management within the healthcare system. Issues III is also the course where their first rotations begin and many experiential activities are incorporated within the course. Issues in Health Sciences IV (ethics) will begin for 3<sup>rd</sup> year students followed by Issues V (Preparing the Capstone Experience) during the 4<sup>th</sup> year. Students that choose the Pharmaceutical Sciences track will not take Issues V; rather they will be enrolled in Pharmaceutical Science Seminar in order to better coincide with their senior research experience.

### **Capstone Experiences**

Currently, many contacts are being made for the senior year capstone experiences. Competencies are in the making and many faculty have contributed tremendously towards their development (thank you!!!). Capstone experiences will differ depending on the curricular track. Pharmaceutical Sciences students will participate in a year-long research program and present at DUCURS at the closing of the 2<sup>nd</sup> semester. Clinical & Applied Sciences and Health Services Management students will take a year-long course called the Senior Experience, where they will be working with healthcare providers, administrators, and/or clinical researchers. All students will present their capstone experience at the end of the spring semester of their senior year.

### **Purpose of Experiential Capstone**

- Provides students the opportunity to apply and integrate classroom instruction with hands-on experience in health care and research environments.
- Consists of a five-semester sequence of courses that prepares students for a yearlong senior capstone experience in a health care or research setting. The series of courses, Issues in Health Sciences, engage students in both experiential and didactic work to develop the knowledge base, skill sets, and professional experiences necessary for success in a health science related field.

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**The Experiences:** Students can choose from different experiential options for the Senior Experience course. The options that may pertain at this facility are: Service Learning Experience, Internship Experience, or Research Experience. These experiences are to be real working experiences and will relate to the track of emphasis chosen.

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## ***What have our students been doing?***

### **Classroom Activities**

During the fall semester, Health Sciences students partook in many different activities. The 1st year students enrolled in Issues in Health Sciences I discussed controversial topics within the healthcare system; including the presidential candidates' healthcare plans. Students within this course also researched and evaluated federal healthcare related agencies. The 2<sup>nd</sup> year students enrolled in Issues III participated in their first experiential rotations. These students were required to perform 2 three hour observation rotations that coincided with their chosen track assigned by the Associate Director of Health Sciences Experiential Capstones. While on these rotations students were required to interview the professionals and write a Healthcare Entrepreneur Profile that was later discussed in group round table discussions within the Issues III course. There were many positive comments regarding these rotations. Also, within Issues III, many guest speakers came to present on entrepreneurial leadership in the health sciences field and many productive active learning strategies were incorporated for the students to gain a better understanding of management in the healthcare field. Experiential activities will continue to be incorporated during the spring semester for the first year students in Issues in Health Sciences II.

### **Extracurricular Activities**

Aside from experiential activities within the Issues courses, students participated in numerous activities outside the required course curriculum that have allowed them to network and build professional relationships. Students' observation experiences were so well taken that some of the students went on to do short internships this last

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semester. Internships are now being posted on the experiential site and career blue print, as well as a bulletin board outside of Fitch 123. Health Sciences students are also becoming involved in volunteering and service learning projects due to the experiential program. Students have volunteered for Child Serve, Community Support Advocates, and Blanks Children Hospital. In fact, Health Sciences students can now be found every Wednesday night at Blanks Children Hospital volunteering in the play room. This has been a wonderful experience for them. We also have one 2<sup>nd</sup> year student beginning clinical research with Mercy Hospital. There have been many more institutions that have asked our students to participate in activities this upcoming semester as well!

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### ***Looking Into The Future***

Student experiences will continue to grow. There will be many more volunteer and internship opportunities. Students within our program will be introduced to many diverse situations. In conjunction with the Student Affairs Committee and the HS Experiential program, we are developing a diversity plan that will be incorporated throughout the course of a student's experience.

### ***3 + 4 Program With Des Moines University***

One more exciting topic to discuss is our new 3 + 4 program with Des Moines University! The Des Moines University Doctor of Osteopathic Medicine (D.O.) administration has shown a high level of interest in the Health Sciences program due to our integrated curriculum with a significant amount of health care exposure. DMU offers an Early Enrollment Program (3 + 4) for highly motivated, exceptional students to begin the D.O. curriculum following their junior year of undergraduate studies and then receive their Bachelors degree following successful completion of their first year of medical school. Highly successful health sciences students will be encouraged to apply for this

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program at the end of their sophomore year or the beginning of their junior year. Admitted students will follow a slightly revised junior year curriculum and will enroll in medical school classes that will fulfill some of the elective requirements in the health sciences program, as well as one semester of the senior capstone. Once the students complete their first year of medical school, they will be awarded a Bachelor of Sciences degree in the Health Sciences from Drake University. While this will be a competitive process for our students, we are excited to hear of DMU's interest in our program, along with the recruitment and potential early enrollment opportunity for our students interested in medical school.

*I hope you enjoyed hearing about the Health Sciences program. More newsletters will come along with pictures and more happenings of our Health Sciences Students.*

*Please encourage your students to join the Health Sciences Student Organization!*

*If you are interested in presenting to the Health Sciences students, please contact:*

*Rhonda S. Cross Beemer, PhD, ATC*

*Associate Director of Health Sciences Experiential Capstones*

*515-271-1866*

*Rhonda.beemer@drake.edu*

***Thank you for your support!***

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