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LEADERSHIP

PROFILE INTERVIEW WITH FACULTY MENTOR JANE KRAUSE

Elizabeth J. Dowell and Ashley M. Schinker, College of Pharmacy

AUTHOR BIOS

Ashley M. Schinker is a second-professional year Doctor of Pharmacy student in the Purdue College of Pharmacy. She earned a Bachelor of Science majoring in chemistry and a Master of Arts in secondary education from Ball State University. Previously, she taught eighth grade science for three years. She was inspired to write this article because of Professor Krause's dedication for teaching and her passion to "empower students with knowledge."

Elizabeth J. Dowell is also a second-professional year Doctor of Pharmacy student in the Purdue College of Pharmacy. She was inspired to write this article because of Professor Krause's progressive approach to teaching students about drug abuse and addiction in a factual manner, which provides insight into the struggles of a person living with the disease of addiction.

INTRODUCTION

Jane E. Krause, MS, RPh, is a clinical associate professor of pharmacy practice in the College of Pharmacy at Purdue, where she also earned her degrees. Professor Krause utilizes service-learning pedagogy to focus on drug abuse and addiction awareness/prevention. She coteaches an elective course called Drug Abuse/Addiction Education (PHRM 316). In addition, she teaches a four-week, service-learning-based course, Advanced Pharmacy Practice Experience (APPE), for fourth-professional year Doctor of Pharmacy (PharmD) students. Since 2008, Professor Krause has mentored 27 PharmD community service projects, each funded by

the Purdue Office of Engagement Community Service/Service-Learning Grant Program.

Professor Krause has additional teaching and service responsibilities within the College Pharmacy. For example, she coordinates and teaches Pharmaceutical Calculations (PHRM 834), Pharmacy Orientation I (PHRM 100), the Non-Sterile Compounding Laboratories included in Professional Programs Laboratory I (PHRM 820), and a four-week Academic Pharmacy APPE. Among other things, she serves as Co-Advisor to Phi Lambda Sigma Pharmacy Leadership Society, as a faculty fellow at Wiley Hall (pre-pharmacy learning community), as Co-Chair of Pharmacy Women for Purdue, and as a board member of the Purdue Pharmacy Alumni Association. On the state level, she is active with the Indiana Pharmacist Alliance (IPA), serving as Co-Chair of the IPA Education Council and as a board member of the Hook's Drug Store Museum. In this article, we focus on Drug Abuse/Addiction Education (PHRM 316).

DRUG ABUSE/ADDICTION EDUCATION (PHRM 316)

Drug Abuse/Addiction Education is a one-credit, eight-week service-learning elective course offered each spring semester. Enrollment is limited to 32 first-professional year (P1) PharmD students. Professors from two pharmacy departments—Pharmacy Practice (PHPR) and Medicinal Chemistry & Molecular Pharmacology (MCMP)—instruct the course. Professor Krause remarked, "Teaching students alongside Dr. Richard van



College of Pharmacy students at Otterbein Elementary School (March 2016).

Rijn, PhD and Dr. Val Watts, PhD [both MCMP professors] has been extremely enjoyable and allows us to meld science with practice. This teaching format challenges the PharmD students to think about the disease of addiction in a different way.” At the end of the course, the students apply their new knowledge and skills by delivering a five-part drug abuse/addiction interactive educational program to sixth graders.

Otterbein Elementary School has been the community partner for the Drug Abuse/Addiction Education course for over ten years. Otterbein Elementary was recommended to Professor Krause by a friend who taught at this school and thought the sixth grade teachers would be receptive to participating in a service-learning course. According to Krause, “It has been a sincere pleasure working with and getting to know the sixth grade teachers over the years (and their students). Due to the success of the program, we have been asked to return each year—which is a tremendous honor and privilege.”

PharmD students who previously took this course have the opportunity to serve as a teaching assistant (TA). Their responsibilities include mentoring the P1 students when teaching the sixth graders and developing and delivering short topic presentations for the course. Drug Abuse/Addiction Education received the *2015 Innovation in Teaching and Learning Award* for the College of Pharmacy.

REFLECTIONS FROM STUDENT AUTHORS

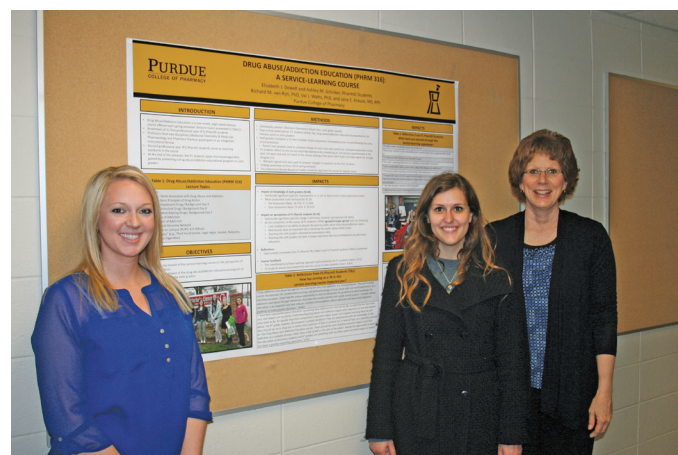
Ashley M. Schinker

As a student in Drug Abuse/Addiction Education, I developed a greater understanding and compassion for

individuals struggling with abuse and addiction through my interactions with invited speakers and my participation in meaningful classroom discussions. The course helped me view addiction as a complex disease, and abuse as a separate, but related component of addiction. As a TA, I enjoyed sharing my passion by helping PharmD students develop skills necessary to teach sixth graders about the stigma associated with drug abuse and addiction. I shared teaching tools and techniques to help prepare the PharmD students to empower sixth graders with knowledge through the service-learning project. Observing student growth was a rewarding experience.

Elizabeth J. Dowell

Through the *Drug Abuse/Addiction Education* course, I began to appreciate the wide scope of people that addiction affects on a daily basis. Studying and learning more about addiction has always been a passion of mine, and I relished the opportunity to educate sixth grade students on drug abuse and addiction. The course was also helpful in developing presentation skills, in order to better relay the course message. As a TA, I felt that one of the most rewarding aspects was helping peers understand the complexity of addiction. It is easy to fall into the pattern of believing that people who suffer from addiction bring it upon themselves, or are not good people because of their disease. I am passionate about removing this stigma, and I truly believe that it starts with education. This course provides a platform for honest discussion about addiction in the context of genetics, social factors, brain chemistry, and legal issues that may arise, all through invited speakers in the course. I feel that having the opportunity to see P1 students grow in both their understanding of the subject and their comfort in presenting the material to the sixth graders was a richly



From left to right: Ashley Schinker, Elizabeth Dowell, and Jane Krause with poster presented at the Engagement and Service-Learning Summit (March 2016). Courtesy of Jeffrey Rattray.

rewarding experience. I hope to see the students educate others throughout their careers as pharmacists.

REFLECTIONS FROM PROFESSOR KRAUSE

“What I enjoy most about service-learning is working side-by-side with the PharmD students and seeing the impact the experience has on them—personally and professionally,” Krause remarks. “Every year, I receive insightful reflections from PharmD students that I wouldn’t have anticipated.” Krause notes that following the course, many students look for similar community outreach opportunities. For example, some students have presented this educational program at a school in their home community or have incorporated the information into a health fair. A few years ago, two PharmD students developed a blog for high school students in their hometown, creating an open and safe environment to discuss issues regarding drug abuse. Professor Krause finds these additional student-driven initiatives inspired by the course “very rewarding.”

“Service-learning is a collaborative effort; therefore, I have many people to thank,” says Krause. “PHRM 316 would not be possible without the excellent relationship

with the community partner, the MCMP professors who teach with me, and the enthusiasm of the PharmD students.” In addition, she acknowledges the Purdue Center for Instructional Excellence for encouraging a course of this nature. She also offers sincere thanks to Dr. Steven Abel, PharmD (Associate Vice President for Engagement), and the Purdue Office of Engagement for their community service/service-learning grant program.

“Although service-learning is time intensive, it is a win-win situation for all involved, including the community partner, the students, and the faculty,” reflects Krause.

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