

# SAVE THE DATE!

**APRIL 25  
WEAVER MEDAL OF  
HONOR AWARD  
LECTURE AND RECEPTION**

*In honor of the late*

*Wendell Talbot Hill Jr., PH'50*

**Lecture:** 1 p.m.

Sheslow Auditorium

Old Main, Drake Campus

**Reception:** 4 – 6 p.m.

Salisbury House

4025 Tonawanda Dr., Des Moines

RSVP by April 15 to

[alumni.rsvp@drake.edu](mailto:alumni.rsvp@drake.edu)

or 1-800-44-DRAKE x3147.

**APRIL 27-29  
DRAKE RELAYS**

**APRIL 29  
SEVENTH ANNUAL DIABETES  
UPDATE**

Presented by the Drake University

College of Pharmacy and the

Collaborative Education Institute

9 a.m. – 4 p.m.

Hotel Fort Des Moines

1000 Walnut St., Des Moines

**MAY 11-12  
PHARMACY CLASS OF 1952  
REUNION**

Drake Campus

Contact Laura Sauser at 515-271-4049

for more information.

**JULY  
DRAKE ALUMNI GATHERING AT  
AACP 2007 ANNUAL MEETING**

Lake Buena Vista, FL

Check [pharmacy.drake.edu](http://pharmacy.drake.edu) for more info.

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the **blue sheet**

HERE'S YOUR COPY OF "DRAKE BLUE," THE DRAKE UNIVERSITY MAGAZINE, wrapped with a special message FROM RAYLENE M. ROSPOND, DEAN OF THE COLLEGE OF PHARMACY AND HEALTH SCIENCES



## College of Pharmacy and Health Sciences Update

### MEETING THE NEEDS OF A CHANGING WORLD

At first glance, Anne Wardell's, PH'73, job is like that of any other community pharmacist. She fills prescriptions and counsels patients. But look closer, and you'll see that her workplace — Elephant Pharmacy in San Rafael, CA — is different from most retail pharmacies (and no, they don't work with zoo animals).

While it contains a regular prescription department, the store also features an herbal apothecary where Chinese and Western herbal prescriptions are filled. The vitamin and supplement section carries homeopathic products, probiotics and other alternative remedies. Wardell's colleagues include traditional pharmacists, trained herbalists and vitamin/supplement specialists, and practitioners trained in complementary modalities such as Chinese medicine, metabolic nutrition and homeopathic medicine.

Wardell says the goal behind the store is to help their diverse customer base make educated decisions about their health. "Our patients come from a variety of cultural backgrounds and these are reflected in their requests for and beliefs in health care treatments that most of us in Western medicine have not had much experience with in the past," she says. "In addition, there is a lot of crossover in interest in complementary and alternative medicine among all of our patients, regardless of their background or cultural heritage."

By today's standards, Elephant Pharmacy offers a unique spin on the traditional pharmacy setting. But it likely will not be unique for long.

### A CHANGING PATIENT POPULATION

The United States is rapidly becoming more diverse, and soon, racial and multiethnic populations will no longer be in the minority. To meet the needs of a changing patient population, the College of Pharmacy & Health Sciences (COPHS) is focused on developing the *cultural competence* of our students. Cultural competence is the ability to provide care to diverse populations, including tailoring delivery to meet a patient's social, cultural and linguistic needs. It also goes

**"By working with diverse populations, students can learn to be knowledgeable about issues and possible treatment options that they aren't going to learn from a book."**

beyond racial or ethnic diversity and includes other factors that may affect a patient's perception of health, illness and healing practices, such as religious beliefs, intellectual or physical disabilities, age or socioeconomic status. Cultural competence also involves understanding and being sensitive to differences that, if not recognized, may impact health care outcomes.

Cultural competence is now a targeted skill set for COPHS students, including the requirement that pharmacy students complete an advanced practice rotation with a diverse population.

Wardell says she believes such an emphasis is important. "With the current trends in travel and communication, our lives are increasingly touched by events and people throughout the world at an increasingly rapid rate. By working with diverse populations, students can learn to be knowledgeable about issues



Raylene M. Rospond, dean

and possible treatment options that they aren't going to learn from a book."

Wardell's story is just one of many we've heard from COPHS alumni, faculty and students who work with diverse populations. In this issue of the *Blue Sheet*, we'd like to highlight a few others who, like Wardell, understand firsthand the importance of cultural competence in the pharmacy profession.

### IMPORTANCE OF UNDERSTANDING DIFFERENCES

Nichole Schliemann, a fourth year pharmacy major from St. Peter, MN, recently completed a rotation at Hu Hu Kam Memorial Hospital, the primary care facility for the Pima and Papago Indians in the Gila River Indian Community in Sacaton, AZ. Schliemann says she initially requested this rotation because it offered the opportunity for greater collaboration with physicians and the chance to see patients on her own. Once there, however, Schliemann realized she was learning something she hadn't experienced in the classroom — how to work with patients who had different beliefs about their health

and health care. Schliemann says she found herself researching her patients' traditional diet and holistic practices to better understand them. She says, I learned you have to understand where people are coming from and their background before you can go about treating them."

Sally Haack, assistant professor of pharmacy practice, PH'02, agrees. Haack works with low-income patients at a community-based nonprofit pharmacy in Des Moines and is a preceptor for Drake pharmacy students on rotation. Haack says her work has taught her strategies to communicate with patients more effectively, and to negotiate therapy with patients who have different beliefs about their disease state. "I've learned a lot about respecting my patients' beliefs and understanding the dynamics of their personal lives that affect how they take care of their health."

It's these same dynamics that Haack and her students must be mindful of when recommending patient therapy. "For example, diabetes patients who live in a homeless shelter may not have a lot of choices in what they eat," she says. In working with students on rotation, Haack says she tries to teach them that "understanding differences to better serve patients directly corresponds to health outcomes."

### PATIENT CARE IS NOT ONE SIZE FITS ALL

Anisa Fornoff, assistant professor of pharmacy practice, PH'02, works with a group of human services agencies that provide services to individuals with mental illness and intellectual disabilities, both in group homes and in independent living situations. She also works as a preceptor for Drake students on rotation.

Fornoff and her students offer a unique model of service delivery in the Des Moines area. They provide in-depth, one-on-one patient counseling which she says often involves much repetition and careful explanation. They also often take patient care one step further, accompanying patients on medical appointments to serve as their advocates.

"I try to teach my rotation students how to interact and be comfortable with those who are different from themselves," Fornoff says. She knows her work is paying off. "I hear from former students who say they were able to more effectively work with a patient with special needs because of their experience," she says.

### SEPTEMBER IN SOUTH AFRICA

Natalie Bainbridge, a fourth year pharmacy major from Carthage, IL, spent the fall of 2006 in a rotation site that took her thousands of miles from Des Moines. Bainbridge worked in a research pharmacy in Durban, South Africa, an area where the incidence of HIV/AIDS is one of the highest in the world. Bainbridge said caring for patients was very different than what she had experienced in U.S. pharmacies. All of her patients were poor. Most participated in the clinical trials conducted by her group because it meant they would receive at least some sort of treatment for their disease, where others might have a two-year wait for the government to provide them with medications. Many of her patients spoke only Zulu, and Bainbridge said the language barrier often made it difficult to properly counsel them.

Bainbridge said her time in South Africa offered a glimpse of a different culture.



NATALIE BAINBRIDGE, A FOURTH YEAR PHARMACY MAJOR, spent fall 2006 working in a research pharmacy in Durban, South Africa, an area where the incidence of HIV/AIDS is one of the highest in the world.

"Perhaps the most surprising aspect is the incredible mix of first and third world environments. Sometimes simply by driving over a hill you could go from an impoverished area to a wealthy, gated community. It was also interesting to see different cultural beliefs in action," she says. "For example, every Saturday morning near the downtown of Durban, there was a traditional healers market where different herbs, homemade potions and animal carcasses were sold."

Bainbridge was the first Drake pharmacy student to do a rotation in South Africa, an opportunity that came out of her personal interest in working with indigent populations and the HIV/AIDS population. She is just one of 16 Drake Pharmacy students who traveled abroad over the past year for elective rotations to places such as Australia, New Zealand, France, South Korea and Malaysia.

### MANY PATHS UP THE SAME MOUNTAIN

The populations they've served are unique and their workplaces range from group homes to third world countries to a pharmacy where Western medicine and Eastern therapies peacefully coexist. And yet, in the stories of Wardell and these COPHS faculty and students, there is a common theme — the goals of good health care are the same, but there are different ways to get there. Cultural competence means recognizing which path to take.

We would love to hear your feedback on this article and your ideas for future issues of the *Blue Sheet*. Please contact Laura Sauser, senior advancement officer, College of Pharmacy & Health Sciences at [laura.sauser@drake.edu](mailto:laura.sauser@drake.edu).

The **Blue Sheet** is published for alumni and friends of the Drake University College of Pharmacy and Health Sciences

**Raylene M. Rospond, dean**  
[raylene.rospond@drake.edu](mailto:raylene.rospond@drake.edu)  
515-271-1814

Alumni & Development staff:  
**Laura Sauser**  
[laura.sauser@drake.edu](mailto:laura.sauser@drake.edu)  
515-271-4049