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American Association of Colleges of Pharmacy (AACP) Co-Curriculum Toolkit

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American Association of Colleges of Pharmacy (AACP) Co-Curriculum Toolkit

Comments

This co-curriculum was self-published by the AACP Co-Curriculum Toolkit Committee.

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AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY (AACP) CO-CURRICULUM TOOLKIT

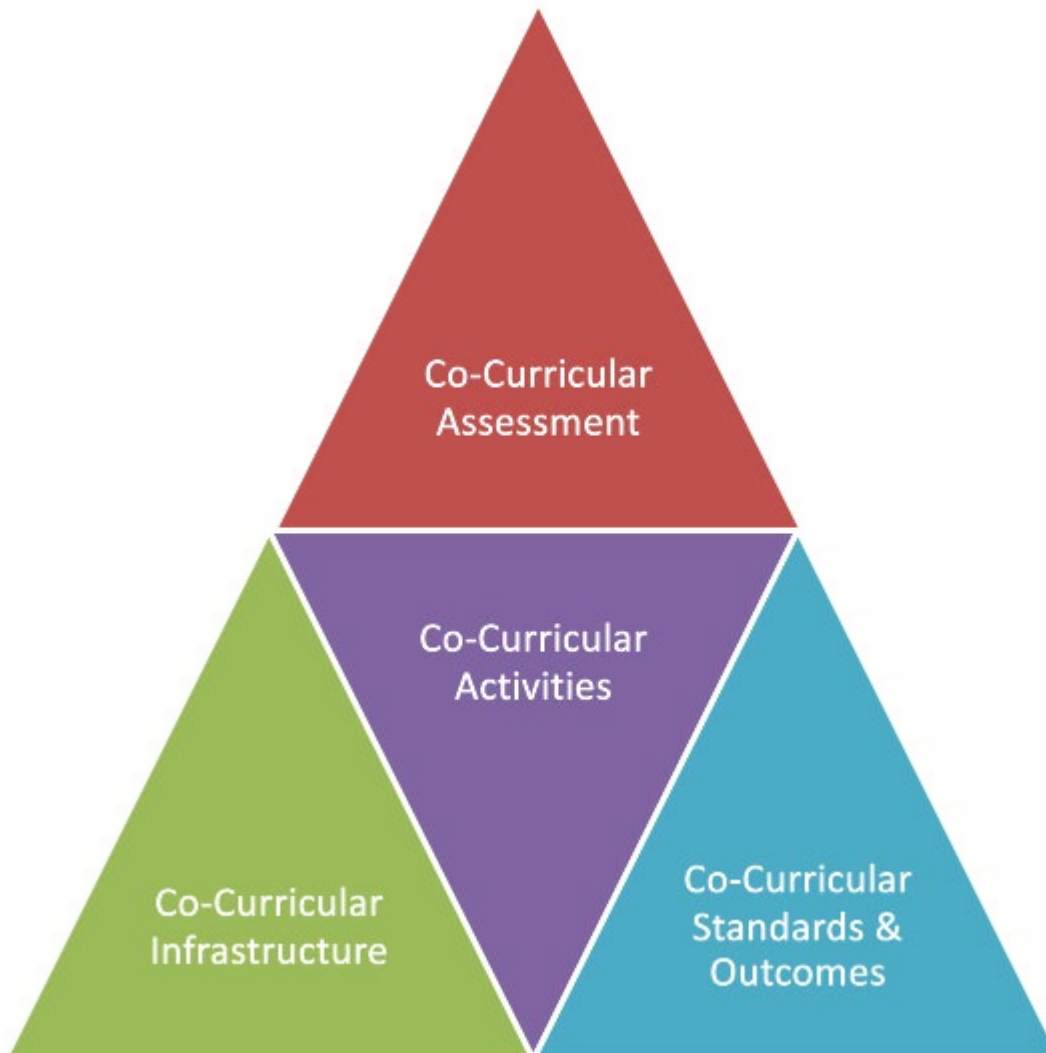
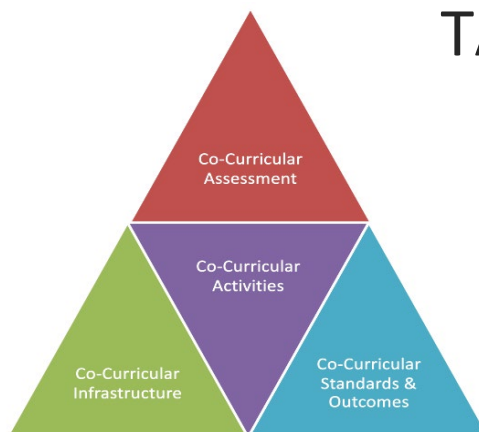


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AACP Co-CURRICULUM TOOLKIT

BACKGROUND

WHAT IS CO-CURRICULUM IN HIGHER EDUCATION?

“Co-Curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum.”¹

Traditionally, co-curricular activities refer to out-of-class experiences such as student newspapers, musical performances, art shows, mock trials, debate competitions, mathematics, robotics, and engineering teams and contests. A key element of co-curricular activities is its alignment with academic programs, majors, and in-class experiences. Keeling and Dungy in 2004 shared in their book, Learning Reconsidered: A Campus-wide Focus on the Student Experience, an argument for cooperation and integration between the traditional academic experience and the traditional out-of-class experience.

“Learning Reconsidered is an argument for the integrated use of all of higher education’s resources in the education and preparation of the whole student. It is also an introduction to new ways of understanding and supporting learning and development as intertwined, inseparable elements of the student experience. It advocates for transformative education – a holistic process of learning that places the student at the center of the learning experience.”

How institutions work toward creating environments that focus on the holistic process of learning may vary depending on the needs, resources, and organizational structure of the institution. For example, co-curricular activities may be ungraded, may or may not have academic credit associated with them, they may take place outside of school or after regular school hours, or they may be sponsored by outside organizations. Regardless of how these experiences are structured, they are to complement the content of the curriculum.

HOW IS CO-CURRICULUM DEFINED IN THE PHARMACY CURRICULUM?

While pharmacy education has provided co-curricular opportunities throughout its history, in 2016, the Accreditation Council for Pharmacy Education (ACPE) created a more formalized expectation that PharmD learning experiences include co-curricular activities to support student learning and development. Since the co-curricular activities became emphasized in 2016, pharmacy education has seen an evolution in how these activities are identified, developed, mapped to outcomes, implemented, and assessed.

The co-curriculum is intended to run parallel to the formal curriculum and support the development of students’ professional knowledge, skills, abilities, behaviors, and attitudes, including scientific foundation,

¹ Great Schools Partnership. Co-Curricular definition. The Glossary of Education Reform, 2013. Retrieved May 16, 2022, from <https://www.edglossary.org/co-curricular/>

knowledge application, and practice competencies. Additionally, the co-curriculum can also support proficiency in skills and achievement of competencies that are concurrently taught within the formal curriculum. ACPE evaluates the way programs assess students' acquisition of knowledge and application of knowledge to practice within co-curricular experiences and especially how they advance the professional development of students within affective domain areas of learning.

In summary, co-curricular activities should complement and advance the learning that occurs within the formal didactic and experiential curriculum. With this end in mind, programs may provide traditional co-curricular programs that reside outside of the classroom while others may have components of their co-curriculum tied directly to courses within the formal academic curriculum. These nuances are left to the discretion of the program as long as they can demonstrate how their co-curriculum prepares students for their future career in pharmacy.

CO-CURRICULAR STANDARDS AND OUTCOMES

BACKGROUND AND INFORMATION ON AFFECTIVE DOMAINS AND CAPE DOMAINS

The most recent accreditation standards from the Accreditation Council for Pharmacy Education (ACPE) Standards 2016 introduced a co-curriculum requirement for Doctor of Pharmacy (PharmD) programs.² While the Standards do not specify what constitutes a co-curricular activity or how the co-curriculum should be enacted, the importance of co-curricular experiences in advancing student professional development is recognized. The Standards specifically refer to the co-curriculum in the following Standards:

- Standard 3: Approach to Practice and Care
- Standard 4: Personal and Professional Development
- Standard 12: Pre-Advanced Pharmacy Practice Experience Curriculum
- Standard 24: Assessment Elements for Section I: Educational Outcomes
- Standard 25: Assessment Elements for Section II: Structure and Process

In addition, ACPE provided schools and colleges of pharmacy with a guidance document describing co-curricular activities and highlighting their role in supporting the achievement of competencies related to the affective domains of Standards 3 and 4. The guidance document also suggests the use of portfolios to document student progressive achievement of competencies related to co-curricular activities.³ In the guidance document, co-curricular activities are referred to as experiences that complement and advance what is taught in the formal didactic and experiential curricula and further states that these experiences can encompass diverse activities and should be deliberate, intentional, and linked to the curriculum, particularly the educational outcomes of Standards 3-4, which are also the 2013 Center for the

² ACPE. Accreditation standards and key elements for the professional program in pharmacy leading to the doctor of pharmacy degree, 2015. <https://www.acpe-accredit.org/pdf/standards2016FINAL.pdf>. Accessed May 16,2022.

³ ACPE. Guidance For the Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, 2015. <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf>

Advancement of Pharmacy Education (CAPE) Outcomes.⁴ The guidance then provides examples of co-curricular activities linked to Standards 3 and 4.

Although the co-curriculum is not mentioned in Standard 10 (Curriculum Design, Delivery and Oversight), the guidance for this standard refers to the co-curriculum in the context of promoting self-directed lifelong learning. Furthermore, the guidance for Standard 12 is found in key element 12.3 which states that both curricular and co-curricular activities should be purposely developed and implemented to ensure competency in the affective domain outlined in Standards 3 and 4 with activities that complement and advance learning in the didactic and experiential curriculum.⁵ The guidance document encourages schools to thoughtfully develop co-curricular offerings and also encourages student self-reflection in selecting activities to deepen their understanding of the profession. The document encourages interprofessional co-curricular programs and involvement of faculty, staff, alumni, and preceptors.

Standards 24 and 25 requires schools to assess the attainment of education outcomes. The guidance for this standard specifies that the school document how the learning experiences, including co-curricular activities, are appropriate for the development of required competencies. The guidance also suggests that portfolios are useful in documenting student progressive achievement of the competencies throughout the curriculum, co-curriculum, and practice experiences.

Appendix A lists co-curricular activities mapped to ACPE Standards. This information will continue to be updated and revised on the AACP Co-Curriculum Community Connect page.

CO-CURRICULAR INFRASTRUCTURE

SURVEY STRUCTURE AND METHODS

To begin to comprehend the diversity and complexity of co-curricular education programs around the country, a group of interested individuals from the American Association of Colleges of Pharmacy Connect pages came together to discuss and compare their own co-curricular programs. A published survey by Maerten-Rivera, JL et al.⁶ of many current pharmacy institutions' co-curricular programs was studied to help understand the diversity and current landscape of co-curricular education. The consensus was that the most needed resource was specific information to help in crafting or revising a co-curricular program. Out of this was born a survey for participating institutions with both discrete and free-text answers to capture further detail on a sample of co-curricular education programs around the country. In addition, programs were encouraged to upload documentation from their program. Further analysis on the uploaded documentation was done to extract any further patterns that might emerge. Most of the results

⁴ Medina MS, Plaza CM, Stowe CD, Robinson ET, DeLander G, Beck DE. Center for the Advancement of Pharmacy Education 2013 Educational Outcomes. *AJPE* 2013; 77(8).

⁵ ACPE. Guidance For the Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree, 2015. <https://www.acpe-accredit.org/pdf/GuidanceforStandards2016FINAL.pdf>

⁶ Maerten-Rivera JL et al. Co-Curriculum Implementation and Assessment in Accredited Doctor of Pharmacy. *AJPE* 2020; 84(3): 370-380

of this survey were captured June 10 through Aug 12, 2021, however we did allow the late addition of one result in March of 2022. The results of this survey were used to develop the remainder of the toolkit.

DEMOGRAPHICS

Representatives of seven public and nine private pharmacy education programs participated in this survey (Table 1). The majority of enrolled pharmacy colleges/schools (11/16) are four-year traditional programs (Table 2). The co-curricular structure in different programs was assessed considering multiple elements. First, whether the co-curriculum is associated within a course and the nature of course grading, if any (Table 3). We assessed the organizational structure for co-curricular management considering the specific office, committee, or task force that handles co-curricular-related duties (Table 4). Finally, we assessed student choice in the co-curriculum. We asked a series of questions about co-curricular activities. Including whether an institution had a list of required co-curricular activities throughout the program including the APPE year, student freedom to choose activities that are not proposed by the program, and necessary approval processes were evaluated (Table 5).

Table 1: Demographics of Programs Represented

Description	Number of programs
Number of schools	16
States represented	14
Private school	56.3% (9)
Public school	43.8% (7)
Three-year accelerated program	18.8% (3)
Four year traditional programs	68.8% (11)
Six-year direct entry program	12.5% (2)

Table 2: Cohort Class Size

	Number of programs
50 students or less	12.5% (2)
51-75 students	25.0% (4)
76-100 students	6.3% (1)
101-125 students	12.5% (2)
126-150 students	31.3% (5)
151 or more students	12.5% (2)

Table 3: Items Describing the Co-Curricular Structure

Description	Yes	No
Program has a course associated with Co-Curriculum	37.5% (6)	62.5% (10)
Of programs with a course (6), course is graded as Pass/No Pass	83.3% (5)	16.7% (1)
Of programs with a course (6), academic credit is given	66.7% (4)	33.3% (2)

Table 4: Co-Curricular Management (Programs could choose more than one option)

	Number of programs
Program has a dedicated Co-Curricular Director or Coordinator	43.8% (7)
Curriculum Committee	18.8% (3)
Co-Curricular Task Force/Committee	50.0% (8)
Other Committee	12.5% (2)
Pharmacy Practice	25.0% (4)
Experiential Office	12.5% (2)
Student Services	25.0% (4)
Other	25.0% (4)

Table 5: Items Describing Student Autonomy & Activity Approval Process

	Yes	No
Program has a list of required activities associated with the Co-Curriculum	81.3% (13)	18.8% (3)
Students have a choice in required activities	87.5% (14)	12.5% (2)
Students are allowed to find their own activities*	75.0% (12)	18.8% (3)
Activities are approved in advance	68.8% (11)	31.3% (5)
Activities are required during APPEs*	50.0% (8)	43.8% (7)

*One non-response in each case

STRUCTURE AND MANAGEMENT

We found that the structure of an institution's co-curricular program was different based on the needs of the college or university. A third of the co-curricular programs surveyed have a course associated with them and some of the co-curricular requirements are also requirements for the course (6/16, 37.5%). Some of our surveyed institutions granted credit for these courses while some offered zero-credit courses (Table 3 above). There are advantages to offering credit for co-curricular experiences including student motivation and accountability.

Almost half of the schools (7/16, 43%) have chosen to assign an individual to oversee the co-curricular program. This individual may work with another committee or taskforce. The other half of schools use some combination of a taskforce or other committee without a specific individual in charge of the co-curriculum (Table 4 above). Regardless of whether an individual is responsible for the co-curricular program, institutions also have a wide variety of places where this individual might belong. Some co-curricular programs are run through the pharmacy practice department while others are part of the experiential office or the student services office. Co-Curricular experiences can be a useful way to engage the student in professional or career development which is sometimes associated with a student services office. Many of our surveyed institutions also partner with student professional organizations to plan events and outreaches. Student leadership in professional organization is often encouraged as part of the co-curriculum.

CO-CURRICULUM VS. EXPERIENTIAL

Co-Curricular experiences by definition occur outside of the curriculum, including experiential education components of mandatory coursework. There are two key differences between co-curricular and experiential education. First, as discussed above, the co-curriculum should focus on development of activities that complement experiences being completed during the experiential education but are purposefully developed to enhance the student's understanding and ability to perform items outlined in Standards 3 & 4. Second, is the element of student individualization of the experiences. Experiential education at most colleges of pharmacy include several core or required rotation experiences, and several elective rotations. These experiences are longitudinal in nature, often spanning 4 to 8 weeks in duration. In contrast, co-curricular activities may be standalone events, chosen by the student, with guidance from the College or University. Students often have much greater freedom in choosing co-curriculum activities, as well as when and how they complete them. The level of choice varies based on the individual program. The emphasis on Standards 3 & 4 are a key distinguishing feature of the co-curriculum as it is compared to experiential education.

TECHNOLOGY USE

Co-Curricular education can be very data intensive. Many pharmacy education programs use software to help with documentation, communication, completion of activities and student assessment. There is no program currently on the market specifically for use with co-curricular activities although several pharmacy programs have attempted to cater to the different needs in co-curricular education. We discovered that almost all schools who utilized an LMS for the bulk of their co-curricular management had an average cohort size of 100 or more students. No other trends were seen in the types of programs that used different technology (Table 6). Programs were asked about the advantages and disadvantages present with different technological solutions. In general, schools found that it was easier to use a program that was already being used at the school/college of pharmacy. The advantages and disadvantages of several technology systems are described below.

Table 6. Software Used to Track Co-Curricular Education and Types of Activities Tracked

Tool	Documentation	Assessment	Reflection	Communication	Portfolio
CORE®	25.0% (4)	25.0% (4)	18.8% (3)	12.5% (2)	68.8% (11)
e-Value by Medhub®	7.7% (1)	7.7% (1)	7.7% (1)	7.7% (1)	N/A
Canvas® or other LMS	38.5% (5)	38.5% (5)	38.5% (5)	38.5% (5)	7.7% (1)
Homegrown System ¹	15.5% (2)	15.5% (2)	15.5% (2)	N/A	7.7% (1)
Cloud Services	7.7% (1)	7.7% (1)	7.7% (1)	7.7% (1)	7.7% (1)
Other ¹	15.5% (2)	23.1% (3)	7.7% (1)	23.1% (3)	7.7% (1)

1 ExamSoft® and Qualtrics® were two “other” commercial tools that were identified in the comments. Qualtrics® was also identified as a “homegrown” system.

Technology Advantages:

- **General:** convenience – tool(s) already in use by other divisions
- **CORE®:** multiple reports with data extraction at student or cohort level; used by experiential teams
- **e-Value® by Medhub:** data extraction is strong, and evaluators can assess individual questions from an assessment perspective; rubrics and assignments can roll over each year; can communicate selectively to all students who are missing or late with assignments
- **Canvas® (or other LMS):** can build cohort-specific courses; can communicate to each cohort through this platform; faculty/staff familiarity with LMS; no formal course number required to utilize platform; can act as a one stop shop for students, faculty, and staff
- **Homegrown System:** unlimited customization
- **Cloud Services:** can act as a one stop shop for students, faculty, and staff; one institution reported grouping mentors and mentees together; very economic when compared to other commercial tools (especially with something like Office 365® or Google Drive®)

Technology Disadvantages:

- **CORE®:** Communication tools are difficult to use; rubrics may not work as intended; students complain that the system is not intuitive; steep learning curve
- **e-Value® by Medhub:** steep learning curve; significant upkeep
- **Canvas® (or other LMS):** assessments may not cross over easily to assessment platforms without extra work; requires manual data input; non-credit courses may not have access to full features
- **Homegrown System:** custom forms may not yield desired data inputs without extra work; no automated connection to LMS systems
- **Cloud Services:** over-abundance of SharePoint groups; independent system to keep track of from other systems; requires significant work to layer permissions and groups
- **Other:** ExamSoft® and Qualtrics® are costly

CO-CURRICULAR ACTIVITIES

SCHOOL SPECIFIC CATEGORIES

As part of the survey, participants were encouraged to upload any documentation they had about their specific activities. Half of the institutions (8/16, 50%) chose to upload information. The documentation was then analyzed by a small group to extract any additional patterns from the surveyed institutions.

Many programs (5 out of 8) have collapsed all the aspects of Standards 3 & 4 into broader categories, usually around four to five categories that encompass the ten specific words in Standards 3 & 4. Cedarville University in Ohio has five affective domains: Leadership and Professional Development, Advocacy and Inclusivity, Innovation and Entrepreneurship, Service and Spiritual Growth, and Interprofessional Collaboration. You can see that these domains often borrow words from CAPE Domains three and four. The majority of programs (7 out of 8) have co-curricular activities embedded into the curriculum in some form. William Carey University in Mississippi has a number of embedded activities in the P2 and P3 year that cover some of the CAPE standards and are part of the co-curriculum. Additionally, there is an overall trend to include more embedded activities in the earlier professional years and more elective/self-identified activities in the latter professional years (P3/P4) as the student increases in ability. Mercer University College of Pharmacy in Georgia has required activities from five distinct categories each term and also elective activities each term. Even the required activities for P1 students are more specific than for P4 students. For instance, Under Professional Development, P1 students are required to write a personal creed and obtain an intern license in the fall semester. On the other hand, P4 students must participate in “Capstone Week.” Each has one elective and the elective categories becoming broader later in the student’s career.

BEST PRACTICES OF A CO-CURRICULAR ACTIVITY

A quality co-curricular activity encompasses the following elements:

1. Intentionally designed to advance knowledge, skills, behaviors, abilities, and attitudes taught and assessed in the curriculum.
2. Mapped to curricular/learning outcomes (e.g., ACPE Standards/CAPE Outcomes and/or institution-specific co-curricular objectives)
3. Includes documentation of how activity advances learning outcomes based on areas of interest (practice, personal and/or professional)
4. Followed by constructive feedback on how activity advanced learning
 - a. Rubrics may be used to maintain consistency when evaluating submissions

GUIDANCE FOR STUDENTS ON APPROPRIATE ACTIVITIES

Co-Curricular activities are at the heart of most pharmacy co-curricular programs. Because students have more choice in co-curricular activities than they do in didactic or experiential experiences, some guidance is often necessary on the part of the program in order to help the student fulfill the appropriate standards. For instance, State University of New York (SUNY) in Buffalo has four areas or domains corresponding to CAPE objectives 4.2, 4.3, 3.2 and 3.3 and an additional “elective” domain to allow the students ultimate freedom in their co-curricular journey. Each domain has a list of activities that could be used to fulfill that

domain. This is common in many of the programs surveyed. From the example above, SUNY has both required activities such as school sponsored Career Days and also a list of activities to choose from throughout the P1-P3 years. Oregon State University, on the other hand, has required activities only during the P1 year and students have the freedom to choose any pre-approved activity in the P2-P4 years. Like many other Universities, the activities must be approved by a faculty member before the activity.

CO-CURRICULAR ASSESSMENT AND FEEDBACK

RUBRICS AND ACHIEVEMENT OF OUTCOMES AND COMPETENCY

Co-Curricular activity completion is typically tracked in some way (i.e., submission system, portfolio). The most common form of assessment of co-curricular activities reported were student reflections. Many programs have developed question prompts, sometimes by domain or area, which students must respond to either after a co-curricular activity is completed or by a set deadline. Typically, the student reflection is graded by a faculty member using a rubric to assess components of the reflection. It was found that some programs had students meet in small groups with a faculty member to discuss their co-curricular experience(s) in addition to written results from a rubric. Other programs used faculty advisors to grade reflections that included discussion of the experience(s) individually with the student. SUNY at Buffalo and Manchester University reported that in addition to the rubric, a Situational Judgment Test (SJT)^{7,8} on Standards 3 and 4 was administered annually or twice during their P1-P3 years.

Reflections used in each program varied across institutions; however, common themes emerged. First, most programs had students complete reflections each semester. Reflections focused on evaluation of their experiences related to the co-curricular activities they completed during the semester. Second, all programs incorporated some level of continuous professional development process in their reflections. For example, Touro College of Pharmacy had students complete a reflection at the beginning that included development of SMART goals based on the objectives for each co-curricular objective and then a post-reflection at the end of the semester on whether they achieved their goals. Additionally, Manchester University utilizes a reflection form that has students identify areas of improvement and has students identify activities they can do to improve this skill, challenges they may face, resources needed to work on this area and how the student will measure success for improvement. Students then have opportunities to reflect on their ability to meet these goals between their P1 to P2 year. Lastly, many programs centered their reflections around the domains specific to that institution. For example, Cedarville University had 5 domains (outlined above) and Oregon State University had 4 domains as outlined above. Both of these programs provide students a number of reflection prompts that can be addressed within a written reflection.

⁷ DeLellis T, Nouredin M, Park SK, Shields KM, Bryant A, Chen AMH, Petrelli HMW. A Situational Judgment Test to Assess Students' Achievement of Accreditation Council for Pharmacy Education Standards 3 and 4. *AJPE* 2022; 86(2).

⁸ DeLellis T, Maerten-Rivera JL, Zhao Y, Nouredin M, Chen AMH, Park SK. Examining Validity for the Pharmacy Affective Domain-Situational Judgment Test (PAD-S). *AJPE* 2022; 86(4).

Examples of reflection prompts related to a domain category are:

Public Health and Community Service and Patient Care and Advocacy (Oregon State University; Domain Category)

- What were the specific goals or objectives of this activity?
- What was the subject of your presentation? What health screening were you doing? Were you with an organization? Be succinct and specific.
- Do you feel the activity was successful in meeting its goals or objectives?
- How did this experience contribute to your development as a pharmacist and influence your career goals or understanding of the pharmacy profession?

Advocacy and Inclusivity (Cedarville University; Domain Category)

- Discuss the importance of advocacy for the profession.
- How should pharmacists better advocate for their patients? [CAPE 3.3, 3.3.3]
- What challenges do patients face in navigating the healthcare system, and how can you assist patients in navigating them? [CAPE 3.3.2]
- How do you plan to become involved in advocacy?

Innovation and entrepreneurship (Manchester University)

- What are your short and long term career goals post-graduation? How have they changed, if at all, from last year?
- Identify one downside to the area of pharmacy you are pursuing. Utilizing Figure 1, which provides a few proposed definitions of a pharmacist entrepreneur, what is an innovative or entrepreneurial approach to overcome this issue? How can you implement or initiate this change once you get out into practice?

All programs incorporated some type of rubric in order to assess progression of the student. Mainly faculty advisors completed the rubrics. Many programs have also established minimum criteria for “passing” co-curricular content. Students must meet these criteria to demonstrate that one or more learning outcomes were achieved. Alternatively, one program reported participation as the fulfillment of the outcome. One public institution uses a scaled approach, where students earlier in the curriculum have a lower minimum required level, and then requires students to achieve competency by the end of the third professional year. Example rubrics can be found in Appendix B.

FEEDBACK (CLOSING THE LOOP)

Most of our surveyed programs used academic advisors or mentors to provide verbal and/or written feedback. Course faculty also often provided feedback. Less commonly, a peer or faculty associated with a committee or office provided feedback. Most of the programs surveyed used both written and verbal feedback in some combination. A few programs (3) used only written feedback. However, among those, two of the programs were moving to a mixed written and verbal feedback in the next year. There was one program that used only verbal feedback (Table 7).

Table 7. Outline of Individuals Responsible & Method Used for Feedback for Co-Curricular Education

	Verbal feedback	Written feedback	Both Verbal and Written
Academic Advisors	7.7% (1)	7.7% (1)	38.5% (5)
Alumni	7.7% (1)	N/A	N/A
Assessment Office and Student Affairs	7.7% (1)	N/A	7.7% (1)
Committee	N/A	15.4% (2)	N/A
Coordinator/Director	N/A	7.7% (1)	N/A
Course Faculty	N/A	15.4% (2)	15.4% (2)
Mentors	15.4% (2)	7.7% (1)	30.8% (4)
Peers	7.7% (1)	N/A	7.7% (1)

CONCLUSION

This resource provides an overview and a discussion of what our committee has identified as best practices in design and implementation of co-curriculum programs. However, the specific details of the program will vary depending on the unique needs of each school of pharmacy and their student population.

APPENDIX A: CO-CURRICULUM ACTIVITIES MAPPED TO SUGGESTED ACPE STANDARDS

Disclaimer:

- Items on the activities list are repeated when they are mapped to more than one standard.
- Items on the activities list may or may not be mapped the same way for each school or college.
- Items on the activities list may or may not fit within every school or college's co-curricular plan.

Activity/Assignment	SUGGESTED Standard(s) if provided*
Assist with an educational camp	4.2 Leadership
Assist with patient assistance programs	3.2 Patient Advocacy
Attend a Board of Pharmacy Meeting	4.2 Leadership
Attend a Board of Pharmacy Meeting	4.4 Professionalism
Attend a campus cultural sensitivity event	3.5 Cultural Sensitivity
Attend a CE lecture	3.2 Education
Attend a diversity focused event	3.5 Cultural Sensitivity
Attend a live workshop/seminar/presentation on academic success	4.1 Self Awareness
Attend a live workshop/seminar/presentation on addiction	3.5 Cultural Sensitivity
Attend a live workshop/seminar/presentation on financial well-being	4.1 Self Awareness
Attend a live workshop/seminar/presentation on NAPLEX success	4.1 Self Awareness
Attend a live workshop/seminar/presentation on personal well-being	4.1 Self Awareness
Attend a live workshop/seminar/presentation with an interprofessional focus	4.1 Self Awareness
Attend a live workshop/seminar/presentation with leaders on innovation and entrepreneurship	4.3 Innovation and entrepreneurship
Attend a local, regional, or national professional conference attendance	4.4 Professionalism
Attend a religious service that is different than you personal faith	3.5 Cultural Sensitivity
Attend additional lectures, labs, or IPE activities (beyond school requirements)	4.1 Self Awareness
Attend Apothecary Ball	4.4 Professionalism
Attend at least one school student organization meeting per term (membership not required)	4.4 Professionalism
Attend Residency Showcase	4.4 Professionalism
Attend school /university Career Day	4.4 Professionalism
Chair of a school, regional, state, or national professional organization or committee	4.2 Leadership
Chair of a school, regional, state, or national professional organization or committee	4.4 Professionalism
Class elected official	4.2 Leadership
Complete a Career Preparation Assessment	4.1 Self Awareness

Activity/Assignment	SUGGESTED Standard(s) if provided*
Complete a CV review with mentor/advisor	4.4 Professionalism
Complete a management interview with a Pharmacy Manager	4.4 Professionalism
Complete a mock Interview (behavior questions)	3.6 Communication
Complete a personal SOAP note activity connecting to career path	4.1 Self Awareness
Complete a poster presentation at a conference	4.3 Innovation and Entrepreneurship
Complete a study abroad experience	3.5 Cultural Sensitivity
Complete AHA Basic Life Support Certification	
Complete an ACPE approved CE event related to cultural sensitivity	3.5 Cultural Sensitivity
Complete an IPE Professionalism Reflection	3.4 Interprofessional Collaboration
Complete APhA Career Pathways	4.1 Self Awareness
Complete APhA Immunization Certification	
Complete APhA Leadership Training Series /Certification	4.2 Leadership
Complete APhA Medication Therapy Management Certification	4.4 Professionalism
Complete APhA-ASP IPSF student exchange program	3.5 Cultural Sensitivity
Complete end of year Co-Curricular Survey	4.1 Self Awareness
Complete innovation activity	4.3 Innovation and Entrepreneurship
Complete NAPLEX practice quiz in TrueLearn	4.1 Self Awareness
Complete Open Doors Ally Training	3.5 Cultural Sensitivity
Complete outreach intention survey	4.1 Self Awareness
Complete Patient Relationship Model	4.1 Self Awareness
Complete poverty simulation activity	3.5 Cultural Sensitivity
Complete professionalism self-assessment	4.4 Professionalism
Complete Traffic Light inventory	4.1 Self Awareness
Conduct a patient interview to discuss health care issues	3.2 Patient Advocacy
Contribute to a journal/newsletter	3.2 Education
Contribute to a journal/newsletter	3.6 Communication
Contribute to a journal/newsletter	4.1 Self Awareness
Create a patient case scenario and key for class use (ex. OSCE, assessment day case)	4.3 Innovation and Entrepreneurship
Create a program focused on diversity (ex. disability, homeless, ethnicity, addiction/recovery, mental health, etc.)	3.5 Cultural Sensitivity
Develop an innovative way to convey information to a community	4.3 Innovation and Entrepreneurship
Develop and lead an academic success workshop	4.2 Leadership
Develop elevator speech	4.1 Self Awareness
Develop patient education material/presentation	3.2 Education
Develop patient education material/presentation	3.3 Patient Advocacy
Develop patient education material/presentation	4.2 Leadership
Develop patient education material/presentation	4.3 Innovation and Entrepreneurship

Activity/Assignment	SUGGESTED Standard(s) if provided*
Develop/coordinate a novel/unique student fundraiser	4.3 Innovation and Entrepreneurship
Develop/Update your CV	4.4 Professionalism
Employment in a pharmacy	4.2 Leadership
Employment in residence life (RA, SRA, RD)	4.2 Leadership
Employment off campus	4.2 Leadership
Employment/volunteer as tutor, study table leader or course teaching assistant	4.2 Leadership
Establish new outreach project	4.3 Innovation and Entrepreneurship
Establish/develops a new community service project	3.1 Problem Solving
Establish/develops a new community service project	4.2 Leadership
Establish/develops a new community service project	4.3 Innovation and Entrepreneurship
Facilitate a lab session or OSCE event	4.2 Leadership
Host a study abroad student	3.5 Cultural Sensitivity
Leader or coach of a civic or community group or team	4.2 Leadership
Meet regularly with a leadership mentor	4.2 Leadership
Meet with an alumni of their pharmacy school (mentor/mentee)	4.1 Self Awareness
Member of a national professional organization	4.4 Professionalism
Member of a regional/state's professional pharmacy organization	4.4 Professionalism
Member of a school's professional pharmacy organization	4.4 Professionalism
Member on a national organization committee	4.4 Professionalism
Oath of Pharmacist Activity	4.1 Self Awareness
Obtain Pharmacy Intern License	4.4 Professionalism
Officer of a professional pharmacy organization	4.2 Leadership
Officer of a professional pharmacy organization	4.4 Professionalism
Officer of a school's professional pharmacy organization	4.2 Leadership
Officer of a school's professional pharmacy organization	4.4 Professionalism
Officer of Student Government Association	4.2 Leadership
Officer of Student Government Association	4.4 Professionalism
Organize a speaker visit for a student organization meeting	4.3 Innovation and Entrepreneurship
Participate as a food pantry volunteer	3.5 Cultural Sensitivity
Participate as a peer mentor	4.2 Leadership
Participate in a fitness club/class/gym	4.1 Self Awareness
Participate in a live grief workshop/seminar/presentation	3.5 Cultural Sensitivity
Participate in a medical mission trip	3.5 Cultural Sensitivity
Participate in a non-pharmacy school related community service project/event	3.5 Cultural Sensitivity
Participate in ACCP Clinical Challenge Team	3.1 Problem Solving
Participate in ACCP Clinical Challenge Team	4.3 Innovation and Entrepreneurship
Participate in ACCP Clinical Research Challenge	3.1 Problem Solving
Participate in ACCP Drug Literature Evaluation Team	3.1 Problem Solving

Activity/Assignment	SUGGESTED Standard(s) if provided*
Participate in ACCP Drug Literature Evaluation Team	4.3 Innovation and Entrepreneurship
Participate in admissions interviews	4.2 Leadership
Participate in AMCP P&T Competition	4.3 Innovation and Entrepreneurship
Participate in an immunization clinic	3.2 Education
Participate in APhA- ASP Patient Counseling Competition	3.1 Problem Solving
Participate in APhA- ASP Patient Counseling Competition	3.6 Communication
Participate in APhA Quiz Bowl	3.1 Problem Solving
Participate in ASHP Clinical Skills Competition	3.1 Problem Solving
Participate in ASHP Clinical Skills Competition	4.4 Professionalism
Participate in ASHP Collaborative Practice Competition	3.1 Problem Solving
Participate in ASHP Collaborative Practice Competition	3.4 Interprofessional Collaboration
Participate in ASHP Collaborative Practice Competition	4.3 Innovation and Entrepreneurship
Participate in Clinical Research Competition	4.4 Professionalism
Participate in community health fairs	3.2 Education
Participate in healthcare related fundraising walks/runs	4.3 Innovation and Entrepreneurship
Participate in Naloxone training	4.1 Self Awareness
Participate in NCPA Business Plan Competition	4.3 Innovation and Entrepreneurship
Participate in non-required IPE events	4.2 Leadership
Participate in on-campus leadership development event	4.2 Leadership
Participate in OPA OTC Competition	4.3 Innovation and Entrepreneurship
Participate in Pharmacy Quality Alliance Healthcare quality innovation challenge	4.3 Innovation and Entrepreneurship
Participate in Polar PALS	3.5 Cultural Sensitivity
Participate in school or college recruitment events	4.2 Leadership
Participate in Script your Future Innovation Challenge	4.3 Innovation and Entrepreneurship
Participate in State Legislative Day event	3.2 Education
Participate in State Legislative Day event	3.3 Patient Advocacy
Participate in State Legislative Day event	4.2 Leadership
Participate in the elevator pitch competition (ex. Polar Pitch event)	4.3 Innovation and Entrepreneurship
Participate in the Global Missions Health Conference	3.5 Cultural Sensitivity
Participate in the KEEN program	4.3 Innovation and Entrepreneurship
Participate in White Coat Ceremony	4.4 Professionalism
Personal participation (donor) Bone Marrow	4.3 Innovation and Entrepreneurship
Practice or Research focused internship	4.1 Self Awareness
Practice or Research focused internship	4.2 Leadership
Presentations on Diversity and Inclusion	4.4 Professionalism
Professional development meeting with advisor	4.4 Professionalism
Professional development meeting with faculty	4.4 Professionalism
Professional development meeting with peers	4.4 Professionalism
Professional development SMART Goals/reflection	4.1 Self Awareness

Activity/Assignment	SUGGESTED Standard(s) if provided*
Professional goal reflection	4.1 Self Awareness
Professional goals and annual reflections/updates	3.1 Problem Solving
Project at internship or during IPPE rotation	4.3 Innovation and Entrepreneurship
Provide Boys and Girls Club Educational Activities	3.2 Education
Provide counseling to assisted living groups	3.2 Education
Provide OSCE Patient Counseling	3.2 Education
Research project with a faculty member	4.3 Innovation and Entrepreneurship
Researching and creating a lecture/training/workshop	4.3 Innovation and Entrepreneurship
Researching and preparing an article for a journal	4.3 Innovation and Entrepreneurship
Role of Pharmacist and Scope of Proactive activity (includes a reflection)	3.3 Advocacy
Serve as a board member of a nonprofit organization of school board	4.2 Leadership
Serve as an editor of a journal/newsletter	3.2 Education
Serve as an editor of a journal/newsletter	3.6 Communication
Serve as an editor of a journal/newsletter	4.2 Leadership
Shadow a pharmacist at a practice site (not work or rotation)	4.2 Leadership
Student ambassador at your pharmacy school/college	4.2 Leadership
Submit a research/project grant for a student organization	4.3 Innovation and Entrepreneurship
Team Peer Evaluations (CATME activities)	4.1 Self Awareness
Volunteer at professional meetings	4.2 Leadership
Volunteer with Habitat for Humanity service outreach in area outside of local projects	3.5 Cultural Sensitivity
Working with Teammates Exercise (includes a reflection)	4.1 Self Awareness
Working with Teammates Exercise (includes a reflection)	4.2 Leadership
Write a letter to your senator/congressperson	3.3 Patient Advocacy

APPENDIX B: EXAMPLES OF CO-CURRICULUM PROGRAMS, ASSIGNMENTS AND RUBRICS

1. Tuoro College of Pharmacy Co-Curriculum and Development Portfolio Plan
2. Mercer University College of Pharmacy Student Guidance on Professional Engagement and SMART Goals Rubric
3. Chapman University College of Pharmacy Professional Portfolio Rubric and SMART Goal Reflection
4. Cedarville University College of Pharmacy Co-Curriculum Prompt and Rubric
5. Manchester University College of Pharmacy Co-Curriculum Plan

Co-Curriculum Plan

Touro College of Pharmacy

Essentials of Co-Curriculum

The Essentials of Co-Curricular Learning (ECCLs) are based on the Touro College of Pharmacy (TCOP) Outcomes for the Doctor of Pharmacy (PharmD) Program. The ECCLs, together with the curricular outcomes that are expected to be achieved through the didactic (classroom and laboratory) and experiential (introductory and advanced pharmacy practice experiences) components of the PharmD program, form the conceptual framework to assure the student pharmacist achievement of each of the four domains (Domain 1: Foundational Knowledge; Domain 2: Essentials for Practice and Care; Domain 3: Approach to Practice and Care; Domain 4: Personal and Professional Development) of TCOP's Outcomes. In particular, the ECCLs focus on those elements of Domains 3 and 4 that are considered to benefit most toward the student pharmacist's achievement of mastery through a longitudinal approach of repeated opportunities to practice these outcomes by engagement in co-curricular activities throughout the PharmD program.

Definition of Co-Curriculum

Co-curricular activities are intentionally designed and conducted to complement and advance the learning that occurs in the didactic and experiential curriculum. While the difference between co-curricular and extra-curricular activities has become increasingly blurred, (in fact, the terms are often used interchangeably) extra-curricular activities are often defined as those activities that are totally outside the realm of the usual curriculum. For example, participation in health fairs, brown bag sessions, and legislative days may be considered co-curricular because of their close ties to students either applying curricular learning toward their participation in the activities or directly supplementing their curriculum learning through participation. Extra-curricular activities, while also essential for the all-around development of students, might be social events, sporting activities, and field trips to museums and performances.

Linkage of the Essentials of Co-Curricular Learning with Continuing Professional Development

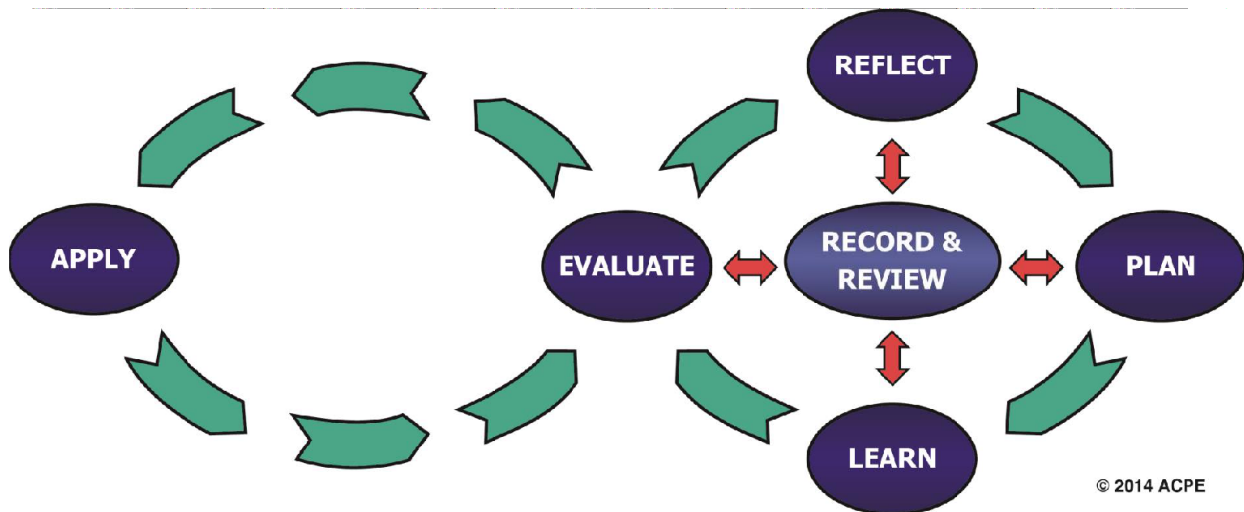
The Joint Commission of Pharmacy Practitioner (JCPP) vision for the professional of pharmacy states, "Patients will achieve optimal health and medication outcomes when pharmacists are included as essential and accountable members of patient-centered health care teams." In order for this to be achieved pharmacists must maintain their competency throughout the span of their professional practice. While PharmD programs cannot provide all the knowledge, essentials for practice and care, approaches to practice and care, and personal and professional development needed for pharmacists to practice in a dynamically changing health care system, it is critical for students to develop the habit of being a lifelong learner.

The Touro College of Pharmacy plan for the achievement of the Essentials of Co-Curricular Learning, along with the intentions of the pre-APPE and APPE curriculums, is to emulate the CPD process in order to develop the knowledge, skills, attitudes and values of self-directed lifelong learning in the education of TCOP's student pharmacists. The plan is designed to inculcate a commitment to CPD by encouraging student pharmacists to consider their learning needs and tailor their learning through a choice of co-curricular activity participation. Through the use of developmental portfolios student pharmacists, in consultation with faculty/staff advisors, will reflect, plan, learn and evaluate their learning through appropriate documentation and review. In addition to selecting and participating in co-curricular activities that support individual student pharmacist achievement of desired outcomes, their plans should include consideration of elective didactic and experiential courses that support their goals.

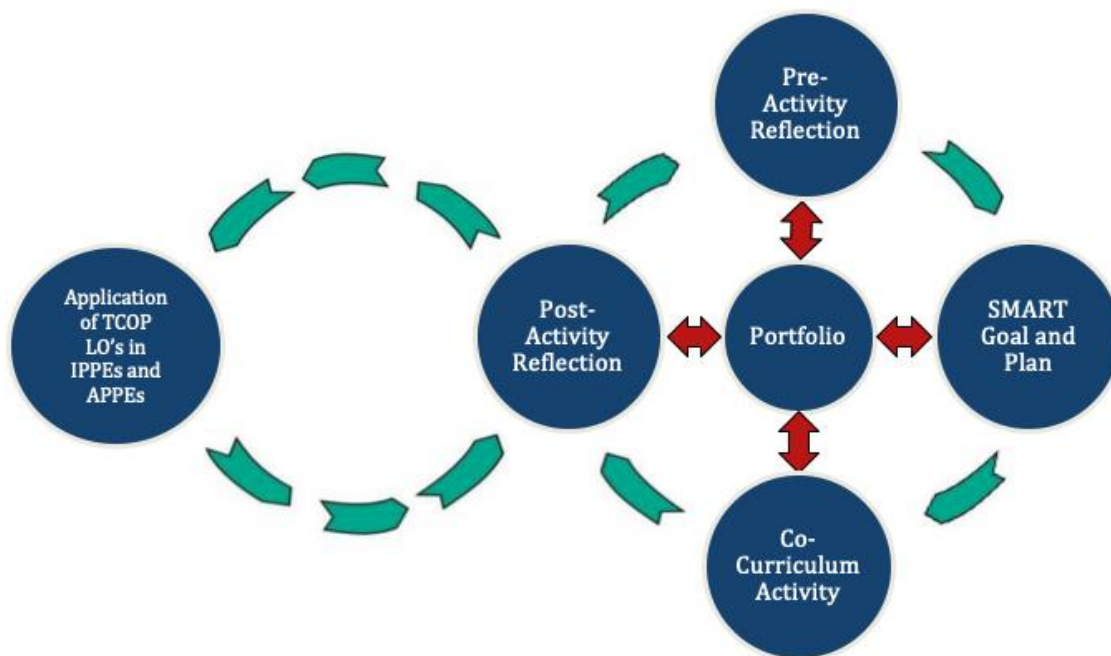
Continuing Professional Development

Continuing Professional Development (CPD) is a model that is intended to support the lifelong learning habit. CPD is intended to be self-directed, ongoing and focused on desired outcomes of engaging in lifelong learning. It involves engagement in both formal and informal learning activities that support continued competence, enhanced professionalism, and achievement of goals.

The Accreditation Council for Pharmacy Education (ACPE) has defined CPD as a cyclical process and has illustrated it as follows:



Linkage of this process to the required elements of the Touro College of Pharmacy Co-Curriculum Program can be seen below:



Reflect

Students begin the CPD process in the beginning weeks of each semester. Students complete a reflection about the TCOP Learning Outcomes assigned by the Co-Curriculum Program. This Pre-Activity Reflection helps students to identify strengths and weakness related to the learning outcome, and encourages students to think critically about the co-curriculum activities that would benefit them the most.

Plan

After completing the pre-activity reflection, students create at least one SMART goal related to each assigned TCOP Learning Outcome. Students then document their plan for achievement of the goal. Ideally, this plan will be actionable during the semester, and includes identification of a co-curriculum activity which would help them achieve their goal. Learning Outcome goals are completed by students within the several weeks of the beginning of each semester.

Learn

After prospectively identifying a co-curriculum activity which will meet the student's educational needs, the student learns by participating in two Co-Curriculum Activities per semester, each targeting one of the TCOP learning outcome assigned.

Evaluate

Students evaluate their progress towards their TCOP learning outcome-related goal via a Post-Activity Reflection. The post-activity reflection is evaluated by the student's academic advisor.

Record and Review

Students record their reflective essays and SMART goals in their Developmental Portfolio. Co-Curriculum activities are documented in the student's co-curriculum transcript and via the co-curriculum tracks and checklists in the developmental portfolio. Curriculum artifacts and post-activity reflections are completed within the developmental portfolio. The student's CPD process is discussed and reviewed between the student and their advisor throughout the semester during academic advising sessions.

Apply

Students apply the knowledge and skills gained in each of the Co-Curriculum Domains in their Experiential Education, including both IPPE and APPE rotations. Students document their progress by uploading all mandatory assignments in their core rotations to their developmental portfolio.

Theoretical Consideration of Student Identity Development

In psychology, identity is the qualities, beliefs, personality, looks and/or expressions that make a person, or the idiosyncratic things that make a person unique (personal identity). Identity can also refer to the qualities, beliefs, and personality of a group. TCOP's Outcomes for the PharmD Program are intended to influence the personal identity of the student pharmacist in ways that are requisite to the practice of pharmacy. The Outcomes are also intended to encourage student pharmacists to adopt the social or collective identity of the profession of pharmacy.

Social identity is the portion of an individual's self-concept derived from perceived membership in a relevant group. The Outcomes, particularly those in Domain 4, are intended to influence the student pharmacist's adoption of membership in the profession of pharmacy. Professional identity and professionalism thus may be considered in terms of the student pharmacist's self-categorization as a "pharmacist" rather than simply attaining the role of a pharmacist through traditional acquisition of knowledge and licensure. In other words, the transition from student pharmacist to pharmacist does not only involve qualifying as a pharmacist but rather "becoming" a pharmacist and internalizing the pharmacist identity.

The Essentials of Co-Curricular Learning are intended to serve as a modality to enhance the development of the "pharmacist" social identity of student pharmacists beyond what might be expected in the didactic classroom or in introductory or advanced pharmacy practice experiences. Participation in co-curricular activities enable the student to experience engagement in being a "pharmacist" in a variety of settings and activities outside of the traditional classrooms and practice settings. These opportunities are intended to enhance the student pharmacist's role immersion as a "pharmacist", simulating the concept that "being" a pharmacist (like all professions) extends beyond those times and events of "working" as a pharmacist in the practice setting.

Through intentional participation in co-curricular activities it is hoped that the student pharmacist achieves a heightened sense of access to the social identity of the pharmacist. Co-curricular activities should aid the student pharmacist in constructing narratives around the practice of pharmacy as well as offering opportunities to explore his/her fit to the narratives. Through the emphasis of performances as a “pharmacist” in co-curricular opportunities it is conceptually possible that these activities will accelerate the adoption of the pharmacist identity.

With respect to the personal identity of college students perhaps no theorist has had more influence than Arthur Chickering. Chickering identified seven vectors of development. He labeled these as “vectors” as he felt each of them had direction and magnitude. The seven vectors are as follows:

1. **Developing competence:** The analogy of the three-tined pitchfork is utilized to describe competence. The tines are intellectual competence, physical competence, and interpersonal competence. The handle of the pitchfork represents the sense of competence that comes from the knowledge that the individual is able to achieve goals and cope with adverse circumstances. Taken together TCOP’s Outcomes for the PharmD program are intended to develop competence as they address the cognitive knowledge, psychomotor skills and affective abilities considered requisite to the practice of pharmacy.
2. **Managing emotions:** This vector consists of learning to understand, accept, and express emotions. Individuals learn how to appropriately act on feelings that they are experiencing. With respect to TCOP’s Outcomes, Domain 4—Personal and Professional Development, particularly the subdomains of Self-Awareness and Professionalism, are intended to aid in the development of the managing emotions vector.
3. **Moving through autonomy toward interdependence:** The successful achievement of this vector involves learning how to be emotionally independent. This includes becoming free from the consistent need for comfort, affirmation, and approval from others. Individuals also see growth in problem solving abilities, initiative, and self-direction. They begin to understand that they are part of a whole. They are autonomous, but interdependent of others in society. TCOP’s Outcomes from the subdomains of Problem Solving and Interprofessional Collaboration of Domain 3--Approach to Practice and Care, as well as the subdomains of Self-Awareness and Professional of Domain 4, address the movement toward interdependence.
4. **Developing mature interpersonal relationships:** In this vector, individuals learn to appreciate and understand others. Some of the related tasks include cross-cultural tolerance and appreciation for the differences of others. Achievement of TCOP’s Outcomes from the subdomains of Cultural Sensitivity, Communication, Self-Awareness, and Professionalism aid in the development of interpersonal relationships.
5. **Establishing identity:** This vector builds on each of the ones which comes before it. It involves becoming comfortable with oneself. This includes physical appearance, gender and sexual identity, ethnicity, and social roles. It also includes becoming stable and gaining self-esteem. A person who has a well-developed identity can handle feedback and criticism from others. TCOP’s Outcomes subdomains of Self-Awareness, Professionalism and Leadership are intended to aid in the establishment of identity. In particular, toward establishing identity, leadership requires the expression of the authentic self.

6. **Developing purpose:** In this vector, an individual develops commitment to the future and becomes more competent at making and following through on decisions, even when they may be contested. It involves developing a sense of life vocation. It may involve the creation of goals, and is influenced by the family and lifestyle of the individual. The sense of purpose, as it is associated with the pharmacist, may be linked to the sub-domains of Patient Advocacy, Educator, Interprofessional Collaboration, Leadership, and Innovation and Entrepreneurship as each is directed toward goals of improving patient care and professional enhancement.
7. **Developing integrity:** This vector consists of three stages which flow in chronological order, but are able to overlap. These stages are humanizing values, personalizing value, and developing congruence. The process of humanizing values encompasses the shift from a cold, stiff value system to one which is more balanced with the interests of others matched with the interests of the self. After this is established, the individual begins to assemble a core group of personal values which are firmly held, but the beliefs of others are considered and respected. Developing congruence involves bringing actions in line with beliefs. As with other vectors this is closely related to the sub-domain of Self-Awareness and most importantly, Professionalism.

TCOP Outcomes of the PharmD Program Most Closely Tied to the Essentials of Co-Curricular Learning

Domain 3: Approach to Practice and Care

Subdomains

3.1. Problem Solving (Problem Solver) – *Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.*

Learning Objectives:

- a. Identify and define the primary problems
- b. Identify treatment goals and design potential treatment strategies
- c. Implement and evaluate the most viable solution
- d. Assess and reflect on the solution implemented, including intended and unintended effect to improve future performance

3.2 Educator (Educator) – *Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.*

Learning Objectives:

- a. Develop learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators)
- b. Select optimal techniques/learning strategies to achieve learning objectives
- c. Deliver information that is current and relevant to the intended audience
- d. Adapt instruction and deliver to the intended audience
- e. Assess audience comprehension by pre and post assessment questions

3.3 Patient Advocacy (Advocate) – *Assure that the patients' best interest as represented.*

Learning Objectives:

- a. Assess and encourage patients to take responsibility for, and control of, their health
- b. Assist patients in navigating the resources and care in the complex healthcare system
- c. Ensure patients obtain the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services)

3.4 Interprofessional Collaboration (Collaborator) – *Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.*

Learning Objectives:

- a. Identify clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters
- b. Interact with health care professionals/team members to maintain a climate of mutual respect and shared values
- c. Communicate in a manner that values team-based decision making and show respect for contributions from other areas of expertise
- d. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving

3.5 Cultural Sensitivity (Includer) – *Recognize social determinants of health to diminish disparities and inequities in access to quality care.*

Learning Objectives:

- a. Recognize and address personal biases and one's own cultural beliefs
- b. Discuss the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping)
- c. Demonstrate an attitude that is respectful of different cultures
- d. Incorporate cultural and health literacy needs and behaviors into management, health care access and/or adherence plans

3.6 Communication (Communicator) – *Effectively communicate verbally and nonverbally when interacting and individual, group, or organization.*

Learning Objectives:

- a. Interview patients using organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience
- b. Actively listen and ask appropriate open and closed-ended questions to gather information
- c. Use available technology and other media to assist with communication as appropriate
- d. Use effective interpersonal skills to establish rapport and build trusting relationships
- e. Communicate assertively, persuasively, confidently, and clearly
- f. Demonstrate empathy when interacting with others
- g. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment

- h. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents)
- i. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology

Domain 4 – Personal and Professional Development

Subdomains

4.1 Self-Awareness (Self-Aware) – *Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.*

Learning Objectives:

- a. Demonstrate a systematic process for self-reflection of professional knowledge, skills, attitudes, and behaviors
- b. Recognize and address one's own personal limitations using metacognition
- c. Demonstrate lifelong, self-directed and independent learning to continually advance one's own knowledge and current understanding of pharmacy and chosen specialization
- d. Recognize responsibility and accountability for one's work and actions
- e. Receive feedback and seek to improve performance

4.2. Leadership (Leader) – *Demonstrate responsibility for creating and achieving shared goals, regardless of position.*

Learning Objectives:

- a. Compare and contrast leadership and management roles, responsibilities, and skill sets
- b. Communicate goals to help build consensus
- c. Develop effective strategies to organize, build, motivate, and inspire others to achieve shared goals
- d. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork
- e. Empower team members by actively listening, gathering input or feedback, and fostering collaboration

4.3. Innovation and Entrepreneurship (Innovator) – *Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.*

Learning Objectives:

- a. Demonstrate initiative when confronted with challenges
- b. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession
- c. Demonstrate creative decision making when confronted with novel problems or challenges
- d. Assess personal strengths and weaknesses in entrepreneurial skills
- e. Conduct a risk-benefit analysis for implementation of an innovate idea or simulated entrepreneurial activity
- f. Demonstrate ability to adapt and fit in a dynamic environment

4.4. Professionalism (Professional) – *Exhibit behaviors and values that are consistent with the trust given to the professional by patients, other healthcare providers, and society.*

Learning Objectives:

- a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions
- b. Display preparation, initiative, punctuality, and accountability consistent with a commitment to excellence
- c. Deliver patient-centered in a manner that is legal, ethical, and compassionate
- d. Identify and comply with the federal, state, and local laws and regulations related to pharmacy practice

Policies and Procedures of Co-Curriculum Program

Expectations of Co-Curricular Activities Completion

Student pharmacists are made aware of the co-curricular requirements and deadlines for completion for their given year in school within the first month of each semester. Co-curricular requirements vary by semester and year to coincide with didactic coverage of outcomes as well as the assessed needs of the student pharmacists. There will be a mixture of required activities by learning outcome organized by the Director of Co-Curriculum & Developmental Portfolios with input from faculty/staff advisors of student organizations as well as a required number of additional opportunities from which students will have option to select by learning outcome. While a menu of learning outcomes may be listed under a given co-curricular activity, one activity unit cannot be used to meet multiple outcome requirements. It is the responsibility of the student pharmacist to efficiently plan and identify co-curricular activities to complete the required learning outcome expectations, ensure that participation in the activity is documented, and learning outcome expectations are assessed within the expected time frame. The time requirements for the completion of activities the student pharmacist may select from will vary. Students pharmacists are encouraged to be self-directed in selecting activities that will enhance their development and growth. Selections should be made in conjunction with the assigned faculty advisor of the student pharmacist.

Failure to complete required activities within the allocated timeframe may result in disenrollment from coursework for the following semester. Students who fail to meet the requirements have their case reviewed by the Associate Dean for Student Affairs for appropriate disposition based on the circumstances surrounding the noncompliance.

The following is a schedule for Co-Curricular Activities student pharmacists enrolled in each academic year of the program must complete.

Learning Outcome Requirements		
Academic Year	Fall Semester	Spring Semester
Year 1	Professionalism Self-Awareness	Professionalism Cultural Sensitivity
Year 2	Professionalism Problem Solving	Education Patient Advocacy
Year 3	Innovation and Entrepreneurship Leadership	Professionalism Interprofessional Collaboration
Year 4	Communication Education	Professionalism Leadership

Determining Expectations of Co-Curricular Activities

In each semester there are two co-curricular outcome requirements coinciding with didactic coverage of the outcomes. The Co-Curriculum & Portfolios Committee in conjunction with the Office of Assessment reviews overall student achievement of co-curricular outcomes based on assessment to identify those outcomes most in need of additional development for each class. With the faculty advisors of student organizations the Director of Co-Curriculum & Developmental Portfolios then identifies co-curricular experiences with sufficient opportunities for students to engage in the learning and application of desired outcomes over the course of the academic year.

Activity Units

While many co-curricular activities may be mapped to more than one learning outcome, student pharmacists must select one of the learning outcomes that they wish to focus upon and be assessed upon per unit of the activity. Activity units may be considered as separate aspects of a given overall activity. For example, a health fair could include units that involve planning and coordination; outreach to other healthcare individuals and organizations, as well as community groups; and participation during the actual health fair event. Outcomes that might be mapped to (but are not limited to) planning and coordination include problem solving, leadership, innovation and entrepreneurship; outcomes that might be mapped to outreach are interprofessional collaboration, and communication; while outcomes that might be mapped to participation include patient advocacy, educator, cultural competency, and professionalism. If a student pharmacist was to participate in each of the three example activity units associated with a health fair then the student could select one outcome, or a total of three outcomes, to focus on and be assessed upon for the health fair. Similarly, if a student is an active member of a professional organization and participates in three different meetings over the course of a semester each meeting could be considered an activity unit. The Director of Co-Curriculum & Developmental Portfolios works with both faculty/staff advisors and student pharmacists to determine activity units and mapping of outcomes to units of overall co-curricular activities. Examples of mapping of recent co-curricular activities are presented in the table on the follow page.

Example of Co-Curricular Activity Mapping

Host	Event Name	Problem Solving	Educator	Patient Advocacy	Interprofessional Collaboration	Cultural Sensitivity	Communication	Self-Awareness	Leadership	Innovation and Entrepreneurship	Professionalism
ASCP	TCOM/TCOP Health Fair		1	1	1	1	1				1
ASCP	ASCP 1st GBM				1						1
ASCP	ASCP 2nd GBM				1						1
ASCP	ASCP/CPNP Game Night/StressBuster				1						1
ASCP	ASCP/CPNP Walk (second half of the semester)			1	1			1			1
ASHP-SSHP	E-board Meeting				1				1		1
ASHP-SSHP	NYCSHP BOD				1						1
ASHP-SSHP	SSHP 1st Spring Semester GBM				1						1
ASHP-SSHP	SSHP 2nd Spring Semester GBM					1		1	1		1
ASHP-SSHP	AIDS Walk Bake Sale			1		1		1			1
ASHP-SSHP	NYCSHP BOD				1						1
ASHP-SSHP	Cycle for Survival			1		1		1			1
ASHP-SSHP	SSHP 2019-2020 Candidates Submission										
ASHP-SSHP	NYCSHP Networking Event						1				1
ASHP-SSHP	NYCSHP BOD				1						1
ASHP-SSHP	NYCSHP Annual Assembly				1						1
ASHP-SSHP	Purple Strides Walk			1		1		1			1
ASHP-SSHP	SSHP 2019-2020 Elections										
ASHP-SSHP	Residency/Fellowship Showcase (Last SSHP GBM)				1		1	1			1
ASHP-SSHP	NYCSHP BOD				1						1
ASHP-SSHP	AIDS Walk with NYCSHP			1		1		1			1
IPhO	IPhO 1st GBM				1						1
IPhO	IPhO 2nd GBM - Fellowship panel Discussion								1		1
IPhO	Purple stride Walk for Pancreatic cancer (in collaboration with SSHP, PPH)			1		1		1			1
IPhO	Membership Drive										1
IPhO	IPhO 3rd GBM				1						1
PLS/Rho Chi	50/50 Raffle Fundraising Drive										
PLS/Rho Chi	Clinical Pearl Presentations#1	1									1
PLS/Rho Chi	Exam Survival Kit #1 Fundraising Drive										
PLS/Rho Chi	Exam Survival Kit #2 Fundraising Drive										
PLS/Rho Chi	NJSHP Quiz Bowl /Clinical SkillsC	1									1
PLS/Rho Chi	Clinical Pearl Presentations#2	1									1
PLS/Rho Chi	Residency Survival Information Session						1				1
PLS/Rho Chi	Adopt a Highway							1			1
PLS	GBM							1	1		1
PLS/Rho Chi	Pie Day (Fundraising Drive)							1			1
PSSNY	Valentine's Day Bake Sale										
PSSNY	PSSNY 1st GBM				1						1
PSSNY	Lobby Day		1	1			1	1	1		1
CPNP	Self-Care Workshops							1			1
CPNP	Vet Dogs										
CPNP	GBM				1						1
CPNP	Collaboration w/St. Johns, ASCP & PPH for Parkinsons			1				1			1
CPNP	Mental Awareness Month				1						1
SNPHA	Recognizing African American Excellence		1		1	1					1
Dean of Admissions	Interview Day Q&A		1				1				1
Dean of Admissions	Information Session and Campus Tour		1				1				1
Dean of Student Affairs	Leadership Development - Communication Skills						1		1		1
Dean of Student Affairs	Leadership Development - Self-Awareness							1	1		1
OPE	Preceptor Development Workshop		1				1		1		1
Associate Dean of Research	Research Colloquium - Diuretic Dosing in CHF										1
Associate Dean of Research	Research Colloquium - How Drugs and Chemicals Propel Mega, Micro and Nano Ultrastructural Changes in vivo										1

Addition of Co-Curricular Activities

Many potential co-curricular activity opportunities may not be among the options that are currently active for any given semester. The Director of Co-Curriculum & Developmental Portfolios works with individual student pharmacists to add co-curricular activities to the currently available options. Student pharmacists should contact the Director of Co-Curriculum & Developmental Portfolios with reasons for adding the co-curricular activity. If appropriate, the Director of Co-Curriculum & Developmental Portfolios will then work with the student pharmacist to develop appropriate learning outcomes for the activity to ensure that they can be assessed. Approval of the activity must occur prior to participation in the activity by the student pharmacist. The time frame to complete the approval process may take up to four weeks. Failure to complete the co-curricular requirements within the expected timeframe will not be excused due to an activity not being approved within the necessary time for completion.

Documentation of Assessment of Learning Outcomes

Student pharmacists are required to document the assessment of the required learning outcomes from co-curricular activities by the posting of all such assessments in their online developmental portfolios. In addition to the assessments conducted through participation in co-curricular activities student pharmacists are also required to write a reflective narrative on each learning outcome assessed during a semester focusing on their personal growth and future development needs with respect to the outcome. When student pharmacists have completed all co-curricular requirements for a semester and entered all necessary elements in their developmental portfolios they schedule an appointment with their faculty/staff advisor to discuss their growth and areas for improvement. Following the appointment student pharmacists are to accordingly revise the continuing professional developmental plan outlined in their developmental portfolios.

Developmental Portfolio

Student pharmacist developmental portfolios are maintained in electronic format in the Campus Groups® system. They are intended to document and exhibit evidence of growth or change over the time the student spends in the PharmD program. In addition to the elements required by the documentation of assessment of learning outcomes through participation in co-curricular activities, students are expected to select and submit pieces of work and assessments from didactic and experiential courses that similarly document growth and attainment of TCOP's Outcomes of the PharmD Program. Required elements of the developmental portfolio are presented in the table on pages 13-14.

Documentation of Completion of Required Co-Curriculum Activities

Following each semester faculty/staff advisors will record the successful completion of the required co-curriculum activities for the term in the student pharmacist's developmental portfolio. The assessment rubric on the page 15 is utilized for assessment of the co-curriculum reflective essays.

Required Elements of the Developmental Portfolio

Academic Year	Semester	Developmental Portfolio Requirement (Learning Outcome)
Year 1	Fall	Co-Curriculum (Professionalism) Co-Curriculum (Self Awareness) SBAN 570: Professional Practice I (Introduction to Pharmacy) - APhA Career Pathways Essay (Self Awareness) SBAN 570: Professional Practice I (Introduction to Pharmacy)- Reflections on Professionalism (Professionalism)
	Spring	Co-Curriculum (Professionalism) Co-Curriculum (Cultural Sensitivity) SBAN 560: Cultural Competency - Group Presentation and Flyer (Cultural Sensitivity) SBAN 571: Professional Practice II (Patient Provider Communication) - Patient Education Brochure (Communication) SBAN 571: Professional Practice II (Patient Provider Communication) - Professional Advocacy Assignment (Leadership)
IPPE Rotations	Summer	EXPN 512 IPPE Introductory Community Pharmacy Practice: Immunization Certificate Upload (Interprofessional Collaborator) EXPN 512 IPPE Introductory Community Pharmacy Practice: PPCP Disease State Presentation (Communication) EXPN 641 IPPE Introductory Institutional Pharmacy Practice: Drug Information Question Response (Education)
Year 2	Fall	Co-Curriculum (Professionalism) Co-Curriculum (Problem Solving) PHPN 684: Foundations of Interprofessional Education and Practice Part I IPE Activity Reflection (Interprofessional Collaboration) SBAN 630: Principles of Management & Pharmacoeconomics and Outcomes Research Health Quality Innovation Challenge (Innovation & Entrepreneurship)
	Spring	Co-Curriculum (Education) Co-Curriculum (Patient Advocacy) PBSN 636: Pharmacogenomics Presentation (Education) PHPN 695: Foundations of Interprofessional Education and Practice Part II IPE Activity Reflection (Interprofessional Collaboration)

Year 3	Fall	Co-Curriculum (Innovation & Entrepreneurship) Co-Curriculum (Leadership) PHPN 722: Comprehensive Patient Care Management SOAP Notes (Problem Solving) PHPN 751: Comprehensive Self Care (Self Care II) Counseling Activity (Education) PHPN 751: Comprehensive Self Care (Self Care II) Counseling Activity (Communication)
APPE Rotations	Various	Co-Curriculum (Professionalism) Co-Curriculum (Interprofessional Collaboration) Co-Curriculum (Communication) Co-Curriculum (Education) Co-Curriculum (Professionalism) Co-Curriculum (Leadership) EXPN (818, 836, 840, 843, 845, 846) APPE Rotation: Student Self Evaluation (Self Awareness) EXPN (840, 843, 846) APPE Rotation: SOAP Note Example (Problem Solver) EXPN (840, 846) APPE Rotation: Intervention Log (Patient Advocacy) EXPN (818, 840, 843, 845, 846) APPE Rotation: Diversity of Patient Care Experiences Activity (Cultural Sensitivity)

Co-Curriculum Reflective Essay Rubric

Criteria	Advanced	Proficient	Basic	Below Basic
Activity for the Reflection; What was experienced	Student's reflection demonstrates all criteria for "proficient" and: shows depth of thought, is creative and original, reveals ideas through comparison and imagery, and language that indicates a personal connection to the activity.	Student provides both description and reflection on their experience of the co-curricular activity with detailed language. The reflection provides an impression that the student actively participated and experienced the activity.	Student provides adequate information about the activity, but does not go deeply enough into the reflection. Could have been written from hearing about the activity from another. Talks too much about the activity rather than their experience.	Student does not provide adequate information about what they experienced with the activity, or provides vague information with little to no details.
Content of Activity; critical thinking of connection of activity to desired learning outcome	Demonstrates high degree of critical thinking in applying, analyzing, and evaluating key learning outcome concepts and theories from readings, lectures, discussions and/or assignments to elements of the co-curricular activity that related to the desired learning outcome.	Demonstrates appropriate degree of critical thinking in applying, analyzing, and evaluating key learning outcome concepts and theories from readings, lectures, discussions and/or assignments to elements of the co-curricular activity that related to the desired learning outcome.	Demonstrates limited critical thinking in making connections between the activity and the assigned learning outcome. Superficially references concepts and theories from readings, lectures, discussions and/or assignments.	There is no connection made between the activity and the assigned learning outcome. The reflection lacks critical thinking or analysis.
Personal/Professional Growth achieved through activity	Demonstrates strong evidence of reflection on own personal/professional growth through activity. Demonstrates awareness of deeper meaning through inferences made, examples, well-developed insights, and substantial depth in perceptions and challenges. Synthesizes activity experience into future implications for professional practice and/or personal growth.	Demonstrates appropriate evidence of reflection on own personal/professional growth through activity. Demonstrates awareness of meaning through inferences made, examples, insights, perceptions and challenges. Some thought of the future implications for professional practice and/or personal growth.	Demonstrates limited evidence of reflection on own personal/professional growth through activity. Provides few or simplistic associations to growth with limited inferences, examples, insight, perceptions and challenges. Minimal thought of the future implications for professional practice and/or personal growth.	Demonstrates no evidence of reflection on personal or professional growth through participation in activity OR demonstrates a neutral experience with the activity with negligible personal/professional growth. Lacks inferences, examples, insights. No mention of future implications for professional practice and/or professional growth.
Writing Quality	Well written and clearly organized using standard English characterized by a strong writing style. Generally free from grammar, punctuation, usage, and spelling errors.	Above average writing style and logically organized using standard English with minor errors in grammar, punctuation, usage, and spelling.	Average and/or casual writing style that is sometimes unclear and/or with some errors in grammar, punctuation, usage, and spelling.	Below average writing style perhaps lacking in standard English and clarity. Frequent errors in grammar, punctuation, usage, and spelling.
Timeliness	Submitted on or before deadline.	Submitted within 1 day after deadline.	Submitted 1-2 days after deadline.	Submitted 2 days or longer after deadline.

Co-Curriculum Assessment

This section is intended to be a guide to the consideration of the assignment of “grades” for co-curricular learning. For clarification some reference is made to the process of mentoring student pharmacists toward self-directed learning. It is not intended as a complete discussion of such mentoring.

The faculty/staff advisor assigns the numerical grade to the first-year student pharmacist after discussion with the student at each semester’s developmental portfolio review. The faculty/staff advisor should make every effort to emulate with the student pharmacist advisee the “Evaluate” component of the Continuing Professional Development Cyclical Process. First year student pharmacists are not expected to have independently developed the skills requisite to the “Reflect”, “Plan”, “Learn” and “Apply” elements of the CPD Cyclical Process. The portfolio meeting should focus on the level of development in the co-curricular associated learning outcomes that is desirable for first year student pharmacists as well as the level of development that the first-year student pharmacist has achieved in the co-curricular associated learning outcomes as assessed and documented in the portfolio.

In portfolio meetings, particularly with first-year students, it should be emphasized that marks at the “below basic” level does not represent failure but rather presents itself as an opportunity to fully consider the difference in how self-directed learning might be approached between areas of learning where individuals believe they are appropriately proficient but desire to improve upon themselves, and areas of learning where individuals are cognizant that they need to make additional efforts to raise the level of their learning to acceptable proficiency.

For example, a first-year student might be assessed as “below basic” for having the level of proficiency expected of such a student in cultural sensitivity. In such a case the faculty/staff advisor should guide the student on how to approach cultural sensitivity in the CPD Cyclical Process to best assure that the next levels of proficiency are met in succeeding years of the PharmD program. On the other hand, a first-year student might be assessed as “proficient” with respect to professionalism. In considering the assessment it might be identified that “empathy” is the area of greatest need for further development by the student. In such a case the faculty/staff advisor should guide the student on utilizing the CPD Cyclical Process to reflect on his/her own development of empathy and then how to plan, learn, evaluate and apply. The plan might include seeking out the availability of readings on empathy. Learning could include the study of the identified materials on empathy. The evaluate phase might involve how well the learning addressed the identified deficiency in empathy. Finally, apply could mean selecting a co-curricular opportunity where the empathy consideration of professionalism could be practiced. In this example the student might be guided to consider participating in a co-curricular activity involving professionalism that includes some type of interaction with patients or clients as opposed to a professionalism activity that does not involve interacting with patients. In this case then, participating in a brown-bag would perhaps be a preferred choice over attending a continuing education activity.

Advisor feedback via co-curriculum grades in the second, third, and fourth years foster the growth of independence in students of using the CPD Cyclical Process toward self-directed learning. Faculty advisors tailor their portfolio meetings with students to becoming less guidance-oriented in nature

toward more consultative-oriented in nature such that the faculty increasingly emulates a peer. Students are encouraged to take an increasingly independent role in developing their self-directed learning toward achievement of co-curricular associated outcomes.

Co-Curricular Transcript

The Co-Curricular Transcript (CCT) is the record of the student pharmacist's involvement in co-curricular experiences. It is a supplement to the academic transcript. The CCT is intended to enhance student involvement in the learning process and achievement of outcomes by documenting academic experiences that take place outside of didactic and experiential courses. The CCT provides a summary of the student pharmacist's personal journey and serves as a holistic view of the attainment of skills and abilities. In addition to reflecting participation in co-curricular experiences, additional components of the transcript provide the opportunity to highlight leadership, continuing professional development, recognition, and engagement. The components of the CCT include:

- **Co-Curricular Activity:** Participation and completion of required and "elective" co-curricular activities and the associated TCOP outcomes. This requires documentation by the faculty/staff advisor and/or the student pharmacist as noted above.
- **Clubs and Organizations:** Organization and leadership activities that reflect student pharmacist membership and participation in TCOP recognized organizations. This requires documented participation through a record of organizational membership for at least one semester and certification of contributions by the faculty/staff advisor of the organization.
- **Workshops and Seminars:** Participation in educational workshops, seminars and programs presented by faculty/staff or other professional educators, scholars or practitioners. Programs that are to be credited to this component are designed to enhance the student pharmacist's professional, academic and personal development.
- **Community Service:** Engagement in community and civic service represents participation in TCOP sponsored and associated events and activities that demonstrate commitment to civic responsibility, particular those that engage in and enhance the personal and public health of the community.
- **Honors and Awards:** Attainment of awards, honors and scholarships that acknowledge the academic or personal achievements bestowed on student pharmacists while attending TCOP.
- **Research:** Not for academic credit participation in research programs, presenting research or working with a faculty member conducting research.
- **Global Experience:** Locations that TCOP students have traveled to for activities.

Student pharmacists can freely access copies of the CCT through the Campus Groups[®] platform. The CCT will only be released to students. Copies will not be sent directly to employers, residency programs or graduate schools. An example of a co-curricular transcript appears on the following page.



Example Student

StudentName@student.touro.edu

International Society of Pharmacoeconomics and Outcomes Research

President

July 2020 - Present

Officer - President-Elect

January 2020 - July 2020

Events

DKA Review/ Game night

November 30, 2020

International Society of Pharmacoepidemiology

President

July 2020 - Present

Officer - President-Elect

January 2020 - July 2020

Events

Virtual Touro 5k Run/walk

November 16, 2020

Academy of Managed Care Pharmacists

Vice-President

January 2020 - July 2020

American Pharmacists Association

Vice-President

January 2020 - January 2020

Pharmacists in Academia

Member

December 2020 - Present

Events

Pharmacists in Academia (PiA) Introductory Meeting: Q & A

October 22, 2020

Student Government Association

Member

September 2020 - Present

Member

September 2020 - Present

Member

September 2020 - Present

Student Affairs

Member

November 2020 - Present

Member

November 2020 - November 2020

Research Week Poster Presenter

January 14, 2021 - *Touro College of Pharmacy*

CPNP/PIA Mental Health Finals De-stress

December 10, 2020 - *College of Psychiatric and Neurologic Pharmacists*

Student Leader Orientation to Campus Groups

September 16, 2020 - *Touro College of Pharmacy*

Additional Badges



Innovation & Entrepreneurship Badge

Student attended all three of the Innovation & Entrepreneurship Special Series workshops. - *Touro College of Pharmacy*



Career-Minded

Student attended at least one Career Workshop. - *Touro College of Pharmacy*



Moonshots Scholar

Attended all Moonshots Scholar Program sessions. - *Touro College of Pharmacy*



Student Leader

The student earns this badge by being an officer in one of Touro College of Pharmacy many student-led organizations. - *Touro College of Pharmacy*

PDN Student Guidance: Professional Engagement Policy

- Students are expected to participate in the noted co-curricular professional activities in accordance with their current academic year. **In addition to the noted requirements, students are also required to complete at least one additional activity (elective) from any category they choose each semester (this also includes P4 students).** *Of note, there is limited capacity/seating for some events and admission is not guaranteed (i.e., PDN hour)—it is advised not to wait until the last minute to satisfy requirements. A link is provided in PDN Central to the recorded PDN hour presentations; however, watching a session recording is not considered attendance and will not satisfy PDN hour requirements. Specific information regarding date/time and location of individual events will be provided separately. Please note, meetings with PDN alumni may be conducted face-to-face, via phone, Skype or other means.*
 - Students MUST present their Mercer ID BEAR card for electronic capture at all events in which attendance is taken in order to receive credit. If a student has lost his/her ID card, a new one should be obtained immediately.
 - A “PDN group meeting” is defined as a face-to-face meeting of PDN faculty and students (it is not the same as “PDN hour presentations”). The group meeting can either be organized by the Office of Student Affairs and Admissions or an individual PDN faculty member. If a student is unable to attend the group meeting, he/she must notify the faculty member prior to the meeting and get approval to arrange an individual meeting to satisfy the requirement. *Of note, approval of absence from PDN group meetings is at the discretion of the individual PDN faculty.*
 - A “PDN Advisor one-on-one meeting” is defined as a face-to-face meeting of PDN faculty and one student (it is not the same as “PDN hour presentations” or “PDN group meeting”).
 - **Students must note activity completion AND provide a brief description/date of the activity in the “comments” column** of the engagement tracking form. Please make special note of the extra “activity of choice” that is selected for the semester. In addition, a written **reflection/projection** detailing all activities in which the student was engaged and a professional development plan for the future should be prepared—a prompt/guided questions are provided on Canvas. The student is encouraged to review their activity “comments/description” notes when preparing their essay. Both documents are due at the end of each semester via the Canvas (submit through the PDN Central page).
 - Completion of the noted requirements is a **progression requirement for P1-P3 students** and a **graduation requirement for P4 students**.
 - Tracking forms and reflections will be evaluated by PDN faculty and the Office of Students Affairs. Any deficiencies noted will be promptly addressed between the faculty advisor(s) and student. Faculty advisors will notify the Office of Student Affairs of unacceptable student engagement/reflections not appropriately rectified. **The Honor Code applies to all PDN/PEP requirements.**
 - Students not satisfying policy requirements must provide a letter of explanation and plan for professional improvement to the faculty advisor(s) and Office of Students Affairs for review and record keeping. The Office of Student Affairs, under the direction of the Professionalism Committee, will work with the student to determine a student-specific action plan to satisfy the policy for progression/graduation. If the Office of Student Affairs is unable to resolve the issue, it will be forwarded to the Professionalism Committee for a Code of Professional Conduct hearing and adjudication.
- Uploaded May 18, 2022

Professional Year 1	Description
Professional Development	
Required:	
Creed	Fall semester
Obtain Intern License	Fall semester
Team Peer Evaluations (CATME activities)	2 per semester (4 per year)
Elective:	
Practice or Research-Focused Internship <i>(Internships with no academic credit awarded, but pharmacy work experience does count)</i>	
Meet with Career Management	
Meet with a PDN alumni member of your choice	
Professional Seminars/Events	
Required:	
White Coat Ceremony	Fall semester
Day at the Dome (State Legislative Day)	Spring semester
PDN Hour presentations	2 per semester
PDN Hour presentations on Diversity and Inclusion	2 per semester
PDN Advisor one-on-one meeting	1 per semester
PDN group meeting	Spring semester
Elective:	
Additional PDN Hour presentations	
Additional PDN faculty meetings	
VanGreene Lecture	
Residency Showcase <i>(Experience to broaden horizon in post-graduate education)</i>	
Professional (Pharmacy or Scientific) Involvement	
Required:	
Member of 1 professional organization	
Elective:	
Member of <u>Mercer</u> student professional organization	
<u>Mercer</u> student professional organization chapter meeting/program on leadership/entrepreneurship/advocacy development (Noon organizational hour)	
Service on <u>Mercer</u> professional committee (ad-hoc or standing)	
Member of <u>state/regional</u> professional organization	
<u>State/regional</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>state/regional</u> professional committee	
Member of <u>national</u> professional organization	
<u>National</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>national</u> professional committee	
Community Service	
No Required Activities	
Elective: No minimum requirement	
Event creator/planner for community service project/event	
Non-healthcare related community service project/event participant <i>(Not including required Mercer service learning within the curriculum- IPPE)</i>	
Public health and wellness promotion <i>(Not including required Mercer service learning within the curriculum- IPPE. Examples: Health fairs, in-services, immunization events, "brown bag", medication reviews, patient safety programs, etc.)</i>	
Leadership	
No Required Activities	
Elective: No minimum requirement	
<u>Mercer</u> Focus Group member	
<u>Mercer</u> Pharmacy Ambassador	
<u>Mercer</u> Student Government	
Chair of <u>Mercer</u> professional committee (ad-hoc or standing)	
Officer of <u>Mercer</u> professional organization chapter	
Chair of <u>state/regional</u> professional committee	
Officer of <u>state/regional</u> professional organization	
Chair of <u>national</u> professional committee	
Officer of <u>national</u> professional organization	
Please Note Additional Activity of Choice Completed (1 per semester required)	
Other Completed Activities Not Included on List	

Professional Year 2	Description
Professional Development	
Required:	
CV Review with PDN advisor/mentor	Spring semester
Team Peer Evaluations- CATME activities (TBL Group Evaluations)	2 per semester (4 per year)
Elective:	
Practice or Research-Focused Internship <i>(Internships with no academic credit awarded, but pharmacy work experience does count)</i>	
Meet with Career Management	
Meet with a PDN alumni member of your choice	
Professional Seminars/Events	
Required:	
VanGreene Lecture	Spring semester
PDN Hour presentations	2 per semester
PDN Hour presentations on Diversity and Inclusion	2 per semester
PDN Advisor one-on-one meeting	1 per semester
PDN group meeting	Spring semester
Elective:	
Additional PDN Hour presentations	
Additional PDN faculty meetings	
Residency Showcase <i>(Experience to broaden horizon in post-graduate education)</i>	Fall semester
Day at the Dome (State Legislative Day)	Spring semester
Professional (Pharmacy or Scientific) Involvement	
Required:	
Member of 1 professional organization	
Elective:	
Member of <u>Mercer</u> student professional organization	
<u>Mercer</u> student professional organization chapter meeting/program on leadership/entrepreneurship/advocacy development (Noon organizational hour)	
Service on <u>Mercer</u> professional committee (ad-hoc or standing)	
Member of <u>state/regional</u> professional organization	
<u>State/regional</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>state/regional</u> professional committee	
Member of <u>national</u> professional organization	
<u>National</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>national</u> professional committee	
Community Service	
No Required Activities	
Elective: No minimum requirement	
Event creator/planner for community service project/event	
Non-healthcare related community service project/event participant <i>(Not including required Mercer service learning within the curriculum- IPPE)</i>	
Public health and wellness promotion <i>(Not including required Mercer service learning within the curriculum- IPPE. Examples: Health fairs, in-services, immunization events, "brown bag", medication reviews, patient safety programs, etc.)</i>	
Leadership	
No Required Activities	
Elective: No minimum requirement	
<u>Mercer</u> Focus Group member	
<u>Mercer</u> Rho Chi tutoring/help sessions	
<u>Mercer</u> Pharmacy Ambassador	
<u>Mercer</u> Student Government	
Chair of <u>Mercer</u> professional committee (ad-hoc or standing)	
Officer of <u>Mercer</u> professional organization chapter	
Chair of <u>state/regional</u> professional committee	
Officer of <u>state/regional</u> professional organization	
Chair of <u>national</u> professional committee	
Officer of <u>national</u> professional organization	
Please Note Additional Activity of Choice Completed (1 per semester required)	
Other Completed Activities Not Included on List	

Professional Year 3	Description
Professional Development	
Required:	
1 activity from the Professional Development section elective choices (please specify)	
Pharmacy Curriculum Outcomes Assessment (PCOA)	Spring semester
Team Peer Evaluations (TBL Group Evaluations)	2 per semester (4 per year)
Elective:	
Practice or Research-Focused Internship <i>(Internships with no academic credit awarded, but pharmacy work experience does count)</i>	
Meet with Career Management	
Meet with a PDN alumni member of your choice	
Professional Seminars/Events	
Required:	
Pinning Ceremony	Spring semester
PDN Hour presentations	2 per semester
PDN Hour presentations on Diversity and Inclusion	2 per semester
PDN Advisor one-on-one meeting	1 per semester
PDN group meeting	Spring semester
Elective:	
Additional PDN Hour presentations	
Additional PDN faculty meetings	
Residency Showcase <i>(Experience to broaden horizon in post-graduate education)</i>	Fall semester
Day at the Dome (State Legislative Day)	Spring semester
Professional (Pharmacy or Scientific) Involvement	
Required:	
<u>Member</u> of 1 professional organization	
Elective:	
Member of <u>Mercer</u> student professional organization	
<u>Mercer</u> student professional organization chapter meeting/program on leadership/entrepreneurship/advocacy development (Noon organizational hour)	
Service on <u>Mercer</u> professional committee (ad-hoc or standing)	
Member of <u>state/regional</u> professional organization	
<u>State/regional</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>state/regional</u> professional committee	
Member of <u>national</u> professional organization	
<u>National</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>national</u> professional committee	
Community Service	
No Required Activities	
Elective: No minimum requirement	
Event creator/planner for community service project/event	
Non-healthcare related community service project/event participant <i>(Not including required Mercer service learning within the curriculum- IPPE)</i>	
Public health and wellness promotion <i>(Not including required Mercer service learning within the curriculum- IPPE. Examples: Health fairs, in-services, immunization events, "brown bag", medication reviews, patient safety programs, etc.)</i>	
Leadership	
No Required Activities	
Elective: No minimum requirement	
<u>Mercer</u> Focus Group member	
<u>Mercer</u> Rho Chi tutoring/help sessions	
<u>Mercer</u> Pharmacy Ambassador	
<u>Mercer</u> Student Government	
Chair of <u>Mercer</u> professional committee (ad-hoc or standing)	
Officer of <u>Mercer</u> professional organization chapter	
Chair of <u>state/regional</u> professional committee	
Officer of <u>state/regional</u> professional organization	
Chair of <u>national</u> professional committee	
Officer of <u>national</u> professional organization	
Please Note Additional Activity of Choice Completed (1 per semester required)	

Other Completed Activities Not Included on List	
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Professional Year 4	Description
Professional Development	
Required:	
Capstone week	Spring semester
Elective:	
Practice or Research-Focused Internship <i>(Internships with no academic credit awarded, but pharmacy work experience does count)</i>	
Meet with Career Management	
Meet with a PDN alumni member of your choice	
Professional Seminars/Events	
Required:	
PDN Hour presentations on Diversity and Inclusion	2 per semester
Elective: It is highly recommended to meet with PDN faculty electronically and/or face-to-face during Capstone week and attend the Career Fair and/or the Residency Showcase	
PDN Hour presentation	
PDN faculty meeting	
Residency Showcase <i>(Experience to broaden horizon in post-graduate education)</i>	Fall semester
Day at the Dome (State Legislative Day)	Spring semester
Hooding Ceremony	Spring semester
Professional (Pharmacy or Scientific) Involvement	
No Required Activities	
Elective: It is highly recommended to be a member of a minimum of 1 professional organization	
Member of <u>Mercer</u> student professional organization	
Service on <u>Mercer</u> professional committee (ad-hoc or standing)	
Member of <u>state/regional</u> professional organization	
<u>State/regional</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>state/regional</u> professional committee	
Member of <u>national</u> professional organization	
<u>National</u> professional organization convention/program on leadership/entrepreneurship/advocacy development	
Member of <u>national</u> professional committee	
Community Service	
No Required Activities	
Elective: No minimum requirement	
Event creator/planner for community service project/event	
Non-healthcare related community service project/event participant <i>(Not including required Mercer service learning within the curriculum- APPE)</i>	
Public health and wellness promotion <i>(Not including required Mercer service learning within the curriculum- APPE. Examples: Health fairs, in-services, immunization events, "brown bag", medication reviews, patient safety programs, etc.)</i>	
Leadership	
No Required Activities	
Elective: No minimum requirement	
<u>Mercer</u> Rho Chi tutoring/help sessions	
Chair of <u>Mercer</u> professional committee (ad-hoc or standing)	
Officer of <u>Mercer</u> professional organization chapter	
Chair of <u>state/regional</u> professional committee	
Officer of <u>state/regional</u> professional organization	
Chair of <u>national</u> professional committee	
Officer of <u>national</u> professional organization	
Please Note Additional Activity of Choice Completed (1 per semester required)	
Other Completed Activities Not Included on List	

	0	1	2
Specific	The goal is general and not linked to professionalism, learning, leadership, or wellness. No outcome is identified.	The goal is specific but does not specify an action or result to achieve. An outcome, if present, is vague.	The goal is specific and essential to achieving desired results. The outcome is clear and definable actions are outlined.
Measurable	The goal does not focus on student achievement in professionalism, learning, leadership, or wellness OR the goal mentions student achievement but no methods for measurement is specified.	The goal uses broad measurement points OR it is not specific to the student OR when the measurement will be made.	Multiple measures, both summative and formative are used ongoing to monitor progress and make adjustments.
Attainable	The goal reflects minimal effort. Is too basic. There is no time frame indicated, or if a time frame is present, it is vague. There is no obvious connection between strategies, action steps, and the goal(s).	The goal reflects a standard of student performance that is within the reach, but that may not represent a high standard. The time frame for the goal and strategies/action steps is vague or not reasonable. It is not clear how each of the strategies and action steps are connected to the goal(s).	The goal is realistic AND reflects high standards for student performance. The goal and strategies/action steps have a reasonable time frame and connections are made to the goal(s).
Results - Oriented	A level of performance is not indicated OR activities are listed that indicate a level of performance that is inappropriate.	An expected level of performance is indicated but is not tied to the goal(s). The level of performance may be appropriate for some students.	An expected level of performance is indicated and it is tied to the goal(s). It represents important and meaningful learning.
Time Bound	No time frames are given.	Time frames are general and/or not linked to measures, or action steps.	Time frames are specifically identified and linked to each measure, and action step.

SPECIFIC:

- Are the goals based on the student's professional growth, learning, leadership, and overall wellness?
- Do the goal(s) have a clear outcome stated in terms of student performance?
- Are the goals applicable to the student?

MEASURABLE:

- Do the strategies and action steps indicate that multiple measures will be used by the student to monitor progress and make adjustments as needed?

ATTAINABLE:

- Do the goals and each of the strategies and action steps have a reasonable time frame?
- Do the strategies and action steps reference specific action steps to achieve the goal(s)?
- Are strategies and action steps clearly connected to the goals? In other words, will you be confident that these strategies and actions steps resulted in meeting the student's goals?

RESULTS-ORIENTED:

- Are specific levels of expected performance indicated?
- Do the levels of performance represent important and meaningful learning for the student?

TIME-BOUND

- Are time frames specifically identified AND linked to each measure, strategy and action step.

Chapman University School of Pharmacy Professional Portfolio Rubric

General Overview

A professional portfolio is integrated into the Doctor of Pharmacy curriculum to promote student self-assessment of learning and reflection of their progress toward mastery of the curricular outcomes. This portfolio will serve several purposes. One, it provides a platform for continual documentation of progress made towards an individual student's professional and personal goals. Second, the portfolio is used to measure and track individual student progress in meeting the course, programmatic, and institutional learning outcomes. Third, students will utilize the portfolios for periodic self-assessment, reflection, and improvement. Finally, this will serve as a tool for student success advisors to provide meaningful feedback to students about their past performance and offer feed-forward, at the beginning of each trimester, for continual improvement and preparedness not just for achieving the learning outcomes but for starting a successful career path after graduation. Consistent evaluation of curricular, co-curricular, and extra-curricular progress through reflection and self-assessment allows students to act promptly and mediate identified deficiencies.

Portfolio Sections

The professional portfolio will be maintained and updated electronically. Students should include the following materials along the co-curricular domains:

- 1) **Career preparation and professional development:** This section contains a brief biographical sketch and a curriculum vitae. Students should include licensure and certifications, employment and educational history, personal and professional goals, and skills. This should be updated annually and reviewed for completeness and accuracy with the student success advisor.
- 2) **Community outreach and interprofessional education:** This section should document provision of patient care and interprofessional collaboration. This includes internship and externship experiences, reflections, pharmacy organization membership and service, and presentations.
- 3) **Leadership and innovation:** This section should document activities that support leadership development, innovation, and advocacy. This includes honors and awards, research, posters, publications, and leadership roles.

Student success advisors will review the professional portfolio annually to assess fulfillment of learning outcomes and ensure activities support student personal and professional goals.

Professional Portfolio Materials	Introductory	Intermediate	Advanced
Biographical sketch and Curriculum Vitae (CV)	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow needs improvement 	<ul style="list-style-type: none"> • Appropriate documentation included but organization could be improved • Grammar and syntax are error free but flow could be improved 	<ul style="list-style-type: none"> • Appropriate documentation included and well-organized • Error free, cohesive and easy to read
Academic service and professional society memberships	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow needs improvement 	<ul style="list-style-type: none"> • Appropriate documentation included but does not align with professional goals • Grammar and syntax are error free but flow could be improved 	<ul style="list-style-type: none"> • Comprehensive information on professional service included and is well aligned with professional goals • Error free, cohesive and easy to read
Educational background	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail 	<ul style="list-style-type: none"> • Appropriate documentation included but does not align with professional goals 	<ul style="list-style-type: none"> • Comprehensive but concise educational history, including awards and honors
Employment history	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow needs improvement 	<ul style="list-style-type: none"> • Appropriate documentation included but organization could be improved • Grammar and syntax are error free but flow could be improved 	<ul style="list-style-type: none"> • Comprehensive and concise employment history, including relevant roles and responsibilities and employee recognition • Error free, cohesive and easy to read
Goals (personal and professional)	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow needs improvement 	<ul style="list-style-type: none"> • Appropriate documentation included but goals do not follow the SMART format • Alignment of co-curricular activities with personal and professional goals could be improved • Grammar and syntax are error free but flow could be improved 	<ul style="list-style-type: none"> • Personal and professional goals are clearly defined and stated in SMART format • Co-curricular activities are strategically selected to support achievement of personal and professional goals • Error free, cohesive and easy to read
Internship and externship experience	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow needs improvement 	<ul style="list-style-type: none"> • Appropriate documentation included but alignment with professional goals could be improved • Grammar and syntax are error free but flow could be improved 	<ul style="list-style-type: none"> • Comprehensive and concise description of roles and responsibilities which aligns with professional goals • Error free, cohesive and easy to read
Licensure and Certifications	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow 	<ul style="list-style-type: none"> • Appropriate documentation included • Grammar and syntax are error free but flow could be 	<ul style="list-style-type: none"> • Licensure and certifications support professional goals • Error free, cohesive and easy to read

	needs improvement	improved	
Projects and presentations	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow needs improvement 	<ul style="list-style-type: none"> • Appropriate documentation included but alignment with professional goals could be improved • Grammar and syntax are error free but flow could be improved 	<ul style="list-style-type: none"> • Includes examples of projects and presentations which support professional goals • Error free, cohesive and easy to read
Reflections	<ul style="list-style-type: none"> • Documentation missing and/or would benefit from greater detail • Grammar, syntax and flow needs improvement 	<ul style="list-style-type: none"> • Appropriate documentation included but alignment with personal and professional goals is not clear • Grammar and syntax are error free but flow could be improved 	<ul style="list-style-type: none"> • Includes reflections which demonstrate skills that support professional goals, including self-awareness, communication, and cultural competency. • Error free, cohesive and easy to read

Comments:



Name: _____

Date: _____

PERSONAL, PROFESSIONAL AND ACADEMIC DEVELOPMENT PLAN FOR STUDENTS

Directions: This guided reflection will support you in creating strategic goals and a plan of action to achieve those goals. Students should consider their long-term career plans and create SMART goals for the next year that honestly assess the issues, challenges, and barriers to achieving your strategic goal. Make developmental action items specific, doable and measurable so that you can chart your progress. Think of them as commitments to yourself. Chart your progress, reassess and plan new action items. Remember, many small steps taken across time can lead to great progress.

Step 1: The Big Picture

Describe where you would like to see yourself after graduation. Be as detailed as possible in describing your ideal career, why this is important to you, and what would it take to get there.



Step 2: Break down your “Big Picture” into smaller goals

What are your goals over the next year to help you achieve your “Big Picture”? Write at least 2-3 personal, professional, or academic goals you have for the next year.

Step 3: Consider your strengths and areas needing improvement.

What are your talents, strengths, and skills? How will these support your success?

What are the areas needing improvement? (think of skills, knowledge, and personal/professional aptitude/attitude you need to further develop to achieve the smaller goals).



Step 4: Be SMART about goal setting

Re-write your goals as SMART goals

SMART goals are:

- S – Specific:** Be as clear and specific as possible with what you want to achieve.
- M – Measurable:** Quantify or suggest an indicator of progress
- A – Achievable:** State what results can be realistically attained, given available resources
- R – Realistic:** Specify why you want to reach this goal
- T – Time-bound:** Specify when results are aimed to be achieved

The following resources provide additional details on how to write an effective SMART goal. Please reference before writing.

<https://www.indeed.com/career-advice/career-development/smart-goals>

<https://www.mindtools.com/pages/article/smart-goals.htm>

	Goal #1	Goal #2	Goal #3
What specific about what achievement you are targeting?			
What measurable outcomes will indicate success?			
What results can be realistically achieved ?			
Why do you want to reach this goal? Is it realistic to your strategic plans?			
What time frame do you aim to achieve results?			



Step 5: Create an action plan

SMART goals should help you create an action plan to achieve your larger strategic goals. This requires incorporating frequent review and modification of your goals to assess success.

	Issues/Skills Critical to Accomplishing Goal	Action Items for July – Dec 2021	Critique of Progress (As of Jan 2022)	Action Items for Jan- June 2022
1				
2				
3				
4				
5				

Reflection

Prompt

The co-curriculum is designed to complement, augment, and/or advance what is learned in the classroom and your IPPEs/APPEs. At the end of each semester, you will reflect on your experiences and growth in each of our co-curricular pillars. Your reflection should tell the story about how you have developed this semester. Where possible, we hope that you can share how your co-curricular involvement has helped to shape you. While you may or may not have had co-curricular experiences related to each domain, you can still grow in unexpected ways! Or, you can identify future directions where you should grow. The questions below will stimulate your thinking in this reflection. All reflections must be professionally written with proper grammar and style. Reflections must be a minimum of three pages typed.

Questions to Stimulate Thinking

Reflection Sections	Example questions and suggestions to guide your thoughts
<p>Leadership and Professionalism</p>	<ul style="list-style-type: none"> ● What are the characteristics that reflect leadership? [CAPE 4.2.1] ● What do you learn about promoting teamwork as a leader? Describe how leadership skills were used by others during this activity. How do they compare to your own leadership skills? [CAPE 4.2.3] ● What did you learn about how you can empower your team members to be successful? [CAPE 4.2.5] ● <i>How has my leadership grown or been challenged in pharmacy school through attending co-curricular events ?</i> ● <i>How do you hope to lead and influence others as a pharmacist? How has that changed this semester?</i> ● What unexpected perspectives about leadership did you learn this semester through co-curricular activities? ● What strengths or areas of improvement in your leadership skills were revealed through co-curricular activities? ● What is professionalism and how do I hope to demonstrate this as a Christian pharmacist? [CAPE 4.4.1] ● What personal or professional strengths or interests did you discover in yourself as a result of the co-curriculum this semester? What personal or professional development areas did you identify for improvement? What will you do with this awareness? [CAPE 4.4.2] ● Reflect on how the co-curriculum this semester contributed to your development as a pharmacist and what future goals you have as a result of what you have learned or experienced. [CAPE 4.4.2] ● <i>What ways did these events change your thinking towards your personal/professional life and exhibiting behaviors and values consistent with the trust given to you by patients, other healthcare providers, and society? [CAPE 4.4]</i>
<p>Interprofessional Collaboration</p>	<ul style="list-style-type: none"> ● Describe a co-curricular event where you worked as part of an interprofessional healthcare team. How did you and your team establish your respective roles and responsibilities on the team, and communicate effectively with each other to make team-based decisions to optimize the care of your patient (s)? [CAPE 3.4.2, 3.4.3] ● <i>Describe what you learned about another health professional's practice setting. How might this modify how you interact with this profession in the future? What might foster the effectiveness of the team? [CAPE 3.4.4]</i> ● What professional advice or perspectives did that individual share that facilitated your growth?

	<ul style="list-style-type: none"> ● How did the interaction expand your professional network, raise unanswered questions, or stimulate curiosity about the profession? ● Is this relationship valuable going forward? ● What actions might you take moving forward from the information gained from the events or from the experiential learning? ● How have the co-curricular events that you have attended given you perspective on your experiential rotations? ● <i>What might you do to enhance your relationships with other healthcare professionals to establish mutual respect and shared values? [CAPE 3.4.1]</i>
<p>Advocacy and Inclusivity</p>	<ul style="list-style-type: none"> ● Discuss the importance of advocacy for the profession. ● <i>How should pharmacists better advocate for their patients? [CAPE 3.3, 3.3.3]</i> ● <i>What challenges do patients face in navigating the healthcare system, and how can you assist patients in navigating them? [CAPE 3.3.2]</i> ● How do you plan to become involved in advocacy? ● Discuss the importance of inclusivity in light of God's kingdom. ● How can our worldview influence how we care for and respect all of our patients? [CAPE 3.5.2] ● Describe a time at a co-curricular activity when you had an opportunity to demonstrate professional behaviors and values that are expected of pharmacists. What were the behaviors and values and why are these important to establish trust in pharmacists? ● <i>How can pharmacists demonstrate inclusivity when providing patient care to others from diverse backgrounds? [CAPE 3.5.2, 3.5.4]</i> ● Reflect on a co-curricular event that addressed an aspect of the social determinants of health (SDOH). How do the SDOH impact patient access to care? [CAPE 3.5]
<p>Innovation and Entrepreneurship</p>	<ul style="list-style-type: none"> ● Has this experience challenged your thinking about the role a pharmacist has in innovation or entrepreneurship? Why or why not? ● What aspects of entrepreneurship were displayed during this activity? ● Reflect on why innovation and/or entrepreneurship is important in pharmacy. ● Think about a time when you faced a challenge during a co-curricular event. How did you demonstrate initiative in addressing the challenge? If you didn't, then what might you do differently to take ownership of the challenge? [CAPE 4.3.1] ● <i>What aspects of being entrepreneurial come easily for you? What are areas that are weak for you? What might you do to develop in this area? [CAPE 4.3.4]</i>
<p>Spiritual Growth and Service</p>	<ul style="list-style-type: none"> ● How do I view the profession of pharmacy in light of my worldview? ● How has your service challenged your walk with God? ● <i>What change in my life does God want me to make so that I can better serve him personally and professionally? [CAPE 4.1.3, 4.1.6]</i> ● How could I love others better in my daily life as a future pharmacist? ● What did you find most challenging about this experience? Why? How might you approach a similar activity or interaction differently in the future? [CAPE 4.1.1, 4.1.6] ● Describe a meaningful interaction you observed or had with a patient, caregiver, community member, or health care provider that caused you to reflect on how you could provide better health education or community service in the future. What did you notice or experience about communicating with those individuals, especially those that may

appear different than yourself? [CAPE 4.4.3]

- *What role do the social determinants of health play in facilitating or limiting service? [CAPE 4.4.3]*

Categories	Mastery – 5 points	Advanced – 4 points	Intermediate – 3 points	Novice – 0 points
Leadership and Professionalism (1) Seeks to understand your own leadership and professionalism qualities and those of pharmacists (2) Examine growth and areas for improvement (3) Determine a plan to grow or develop	Reflection clearly addresses at least one of the prompts provided.	Reflection somewhat addresses at least one of the prompts provided.	Reflection briefly addresses at least one of the prompts provided.	No discussion included
Interprofessional Collaboration (1) Seeks to understand your role collaborating with other healthcare professionals as part of patient-centered care, communicating effectively and developing mutual respect. (2) Examine growth and areas for improvement (3) Determine a plan to grow or develop	Reflection clearly addresses at least one of the prompts provided.	Reflection somewhat addresses at least one of the prompts provided.	Reflection briefly addresses at least one of the prompts provided.	No discussion included
Advocacy and Inclusivity (1) Seeks to understand your role in advocating for the profession and for patients, how to care for and respect all patients, and how your faith intersects with advocacy and inclusivity. (2) Examine growth and areas for improvement (3) Determine a plan to grow or develop	Reflection clearly addresses at least one of the prompts provided.	Reflection somewhat addresses at least one of the prompts provided.	Reflection briefly addresses at least one of the prompts provided.	No discussion included
Innovation and Entrepreneurship (1) Seeks to understand your role in innovation and entrepreneurship and the importance of innovation and entrepreneurship in the profession. (2) Examine growth and areas for improvement (3) Determine a plan to grow or develop	Reflection clearly addresses at least one of the prompts provided.	Reflection somewhat addresses at least one of the prompts provided.	Reflection briefly addresses at least one of the prompts provided.	No discussion included
Service and Spiritual Growth (1) Seeks to understand how your spiritual life informs your worldview (including the ideas of people, health, illness, or the body), and connects to service. (2) Examine growth and areas for improvement (3) Determine a plan to grow or develop	Reflection clearly addresses at least one of the prompts provided.	Reflection somewhat addresses at least one of the prompts provided.	Reflection briefly addresses at least one of the prompts provided.	No discussion included
Returning to experience	Reflection provides a clear description of the semester chronologically and without any judgment	Reflection provides a clear description of the semester	Reflection provides a brief description of the semester.	Reflection does not provide a description of the event/ experience.

Attending to feelings	Reflection conveys personal feelings, thoughts (positive and/or negative) of the event/experience and relates to future personal learning.	Reflection conveys some personal feelings and thoughts of the event/experience but does not relate to personal learning.	Reflection contains some evidence of personal feelings or thoughts.	Reflection contains no evidence of personal feelings, thoughts.
Integration	Reflection clearly provides evidence of integration of prior knowledge, feelings, or attitudes with new knowledge, feelings, or attitudes, thus arriving at new perspectives.	Reflection provides some evidence of integration of prior knowledge, feelings, or attitudes with new knowledge, feelings, or attitudes, thus arriving at some new perspectives.	Reflection provides little evidence of integration of prior knowledge, feelings, or attitudes with new knowledge, feelings, or attitudes, thus does not arrive at new perspectives.	Reflection shows no evidence of integration of prior knowledge, feelings, or attitudes with new knowledge, feelings, or attitudes, thus not arriving at new perspectives
Outcomes of reflection/Transformative action	Reflection clearly shows evidence of reflection and clearly states: 1) A change in behavior or development of a new perspective as a result of the experience 2) Ability to reflect on own task, apply new knowledge, feelings, thoughts, opinions to enhance new future clinical pharmacy experiences 3) examples	Reflection shows some evidence of reflecting on own work, shows evidence to apply new knowledge with relevance to future practice for improvement of future pharmacy practice. Occasionally provides examples of possible new actions that can be implemented.	Reflection shows some evidence of reflecting on own work, shows evidence to apply new knowledge with relevance to future practice for improvement of future pharmacy practice. Does not provide examples of possible new actions that can be implemented.	Reflection contains no reflection on own work, does not show how to improve knowledge or behavior, and does not provide any examples of future improvement
Spelling and grammar errors	No grammatical or spelling errors	Few (1-5) spelling or grammar errors	Some (6-10) spelling or grammar errors	Many (>10) spelling and grammatical errors, use of incomplete sentences, inadequate proofreading

Manchester University Professional Identify Formation Program

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Introduction

Co-Curriculum Definition: Co-curricular activities complement and advance the learning that occurs within the formal didactic and experiential curriculum.

Co-curriculum activities allow the pharmacy program to meet specific standards published by the Accreditation Council for Pharmacy Education. Co-curricular activities occur outside of, but in addition to the academic curriculum. In order to successfully progress in Manchester University's pharmacy program students are required to complete both curricular and co-curricular activities. The focus of this program is on co-curricular activities that allow the students develop personally and professionally and development of ACPE standards 3 and 4.

Manchester University Professional Identify Formation Program Overview

Students must complete all three components of the professional identify formation program in order to successfully progress in the pharmacy program. Those components include:

- Mentorship Program
 - Part 1: Faculty Mentor Meetings
 - Part 2: Student Reflections
- Community Outreach Program
 - Part 1: Community Outreach
 - Part 2: Day of Service
- Foundational Development Activities
 - Part 1: Personal and Professional Development Menu
 - Part 2: Continued Education Menu

Executive Summary

The following table provides a quick and concise overview of requirements for the professional identify formation program. Following this table provides a description, purpose and requirements for each of the components of the program.

Table 1: Overview of professional identify formation program requirements

	<u>Requirement</u>	<u>Brief Description</u>	<u>Fall requirement</u>	<u>Fall due date</u>	<u>Spring requirement</u>	<u>Spring due date</u>	<u>Where to document</u>	<u>Contact</u>
Mentorship	Faculty mentor meeting	Once per semester P1-P3; Students schedule meeting	Y	End of semester	Y	End of semester	Faculty will document	Faculty mentor or OASA
	Student reflections	Answer all prompts once per semester P1-P3; and Spring for P4	Y	November 15th	Y	P1 & P2 – April 1 P3 & P4 - March 15	Canvas	Faculty mentor or Co-Curriculum committee
Community Outreach	Community Outreach	12 hrs per year for P1-P4	Y	Due in spring	Y	P1 & P2 – April 1 P3 & P4 - March 15	Canvas	Jessica Montalvo
	Day of Service	Actively participate once per year P1 – P3	N	n/a	Y	Scheduled date in academic calendar	Faculty will document	OASA
Foundational Development Activities	Personal and Professional Development Menu	Pre-recording webinars on various topics P1-P3	Y	Varies; As outlined in Canvas Class Page	Y	Varies; As outlined in Canvas Class Page	CompMS	Co-Curriculum committee
	CE menu for professional development	Self-identified activities to develop in leadership, cultural sensitivity, and self-awareness for P1-P4	Y	Due in spring	Y	P1 & P2 – April 1 P3 & P4 - March 15	CompMS	Co-Curriculum committee

Mentorship Program	Faculty Mentor Meetings	<ul style="list-style-type: none"> •DESCRIPTION: Students are paired with a faculty mentor. •PURPOSE: Faculty mentors provide support and encouragement as students navigate the program. •REQUIREMENTS: Meet with your faculty mentor during orientation week and at least once per semester.
	Student Reflections	<ul style="list-style-type: none"> •DESCRIPTION: Write reflections on assigned topics once per semester and discuss the reflections with your faculty mentor. •PURPOSE: Self-reflection is critical to growth and development. •REQUIREMENTS: Reflections as assigned each semester in the P1, P2, and P3 years of the program.
Community Outreach Program	Community Outreach	<ul style="list-style-type: none"> •DESCRIPTION: Partner with local organizations to improve the human condition of the community. •PURPOSE: Learn about the community and provide services to its members. •REQUIREMENTS: Complete 12 hours of community outreach experiences each professional year of enrollment.
	Day of Service	<ul style="list-style-type: none"> •DESCRIPTION: Dedicated day in the spring semester. A variety of activities occur to celebrate, recognize and reflect on service. •PURPOSE: Provide time for you to learn about service opportunities and share experiences. •REQUIREMENTS: Attendance and active participation at the Day of Service.
Foundational Development Program	Personal & Professional Development Menu	<ul style="list-style-type: none"> •DESCRIPTION: A mix of in-person, online, synchronous and/or asynchronous sessions. •PURPOSE: Develop traits necessary for being a competent, successful student pharmacist and practicing pharmacist. •REQUIREMENTS: Participation in activities assigned in the Canvas course for your class cohort.
	Continued Education Menu	<ul style="list-style-type: none"> •DESCRIPTION: A mix of activities that develop leadership, cultural sensitivity, and self-awareness traits. •PURPOSE: Develop traits necessary for being a competent, successful student pharmacist and practicing pharmacist. •REQUIREMENTS: Self-select activities, document, and track completion. Number of activities vary with the year in the program.

Figure 1: Description, purpose, and requirement for all components of the professional identify formation program

Mentorship Program

At the start of the pharmacy program, each P1 student will receive a faculty mentor assignment. The two required components of the mentorship program are faculty/student meetings and student reflections.

PART 1: Mentor/Mentee Meetings

Your faculty mentor is there to offer support and guidance on academic and career-related issues. At a minimum, students will meet with their faculty mentor two times annually to review assigned reflections and discuss other pertinent topics based on the student's needs.

Topics to discuss with your faculty mentor are wide and varied, but a few examples are below:

- Academic struggles (study tips, exam taking challenges, poor grades, etc.)
- Career path
- Information about residencies, fellowships, etc.
- Selecting electives
- Questions about running for leadership positions
- Unique opportunities that come up during pharmacy school (internships, research, etc.)
- Personal issues that impact success in the program (outside commitments, family considerations, health issues, etc.)

You and your mentor must meet at **least one time each semester** to discuss the reflections detailed below and to talk about other issues affecting you and your education. Unless indicated otherwise, it is the responsibility, as the student, to reach out to your mentor to schedule the meeting using Outlook Calendar or other scheduling system communicated by your faculty mentor. Mentors will verify in Comp MS that the meeting occurred. (Comp MS is the system used to track select co-curricular requirements.) Failure to schedule a meeting with your mentor will lead to consequences outlined in Late or Missing Assignment Section.

How/When to submit

Faculty will document in CompMS **after the** meeting is complete. Students do not need to document but do need to arrange the meeting as described by their mentor.

Due Date: Meetings should be scheduled during the semester or within a few weeks after completion of the semester.

PART 2: Student Reflections

Self-reflection is an important way for individuals to grow and develop. Reflection allows you to identify areas of strength and growth, create plans for development, and enhance self-awareness. This is a key component of being a lifelong learner and cultivating your professional identity. Students will submit reflections through your Canvas Class Page and must complete a reflection **every semester of enrollment**. This applies to students on alternate track plans.

As you work with your faculty mentor, you will submit written reflections on several topics. Students are responsible for one reflection assignment each semester. Multiple questions or prompts are included in each reflection assignment and will be located in the Canvas Class Page. Table 2 includes a brief outline of the topics and associated due dates. Students should dedicate time and thought to these reflections. The content must demonstrate that you have considered the reflection prompt, evaluated the relevance to where you are in your career, and developed a thorough response. Your reflection will be evaluated based on the depth of the reflection, structure of the response (introduction, conclusion, etc.), transition of ideas, flow of information, and use of appropriate grammar.

Your mentor will discuss the content and writing mechanics of your reflections and provide feedback on ways to improve. If the reflection does not meet expectations, your mentor will offer input on how you can successfully rewrite the assignment.

Table 2: Reflection Topics and Due Dates				
Year	Fall reflection topic	Fall due date (Canvas)	Spring reflection topic	Spring due date (Canvas)
P1	Career planning	Nov. 15 at 11:59 PM	Feedback-directed professional growth Community Outreach Reflection	April 1 by 11:59 pm
P2	Innovation and Entrepreneurship Career Planning	Nov. 15 at 11:59 PM	Feedback-directed professional growth Community Outreach Reflection	April 1 by 11:59 pm
P3	CV and Cover Letter	Nov. 15 at 11:59 PM	NAPLEX study plan Community Outreach Reflection	March 15 by 11:59 pm
P4	Patient Safety and Community Outreach			March 15 by 11:59 pm

How/When to submit

Students can find the reflection assignment in the Canvas Class Page. Once filled out and completed the assignment can be submitted in CompMS through your Canvas Class Page.

Due Dates: See table 2 for outline of when reflections are due based on your class and reflection type.

Who should be contacted if there is a question about mentor/mentee issues

If you have general questions or concerns regarding the mentor/mentee pairing, please direct them to jahrenriksen@manchester.edu

All other questions can be directed to cocurriculum@manchester.edu.

Community Outreach

Engaging in community outreach is an important part of the mission of MU Pharmacy Program. Community outreach provides students with the opportunity to become active members of their community to create and develop a lasting, positive impact for the community they serve. Through this aspect of the co-curriculum, pharmacy students develop skills needed for any pharmacy practice setting, gain insight into the lives of the people who are underserved, and learn about people of different cultures and backgrounds. The two parts of this requirement are community outreach and Day of Service.

PART 1: Community Outreach

It is essential that pharmacists know their community in order to provide comprehensive, patient-centered care. Through the community outreach component, students are able to identify organizations and populations of the community they most want to serve and seek out those opportunities. Students may choose to work with the same organization throughout their time with Manchester or they can experience serving a variety of different populations of the community. Students are encouraged to pursue opportunities that interest and inspire them or explore new types of community outreach that challenge them to step outside of their comfort zones.

Requirements

Students are required to complete **12-hours of community outreach for each professional year of enrollment (P1 through P4 year), this includes students who are on alternate tracks.**

Community outreach hours are a progression requirement and part of the professional identify formation program. We encourage students as they increase their therapeutic knowledge to serve in health-oriented projects, but can be any type of project. Failure to complete your community outreach requirements will lead to consequences outlined in Late or Missing Assignment Section.

Students will document their community outreach activities in Canvas. It is the student’s responsibility to provide the required information, as outlined below, to fulfill this requirement. If not all information is documented as outlined below, students will receive a rejection message and must submit the required information. The community outreach component will not be met until all appropriate documentation is submitted by the student.

How to submit

Students will submit documentation in CompMS through your Canvas Class Page

Document the following components into the COMMENT section for approval:

COMMUNITY OUTREACH, ACTIVITY:

DATE OF COMPLETION:

CONTACT INFORMATION:

OF COMMUNITY OUTREACH HOURS:

Due Date:

Due Dates for Community Outreach Submission by Student Year	
Year	CE Due Date
P1	April 1 at 11:59 PM
P2	April 1 at 11:59 PM
P3	March 15 at 11:59 PM
P4	March 15 at 11:59 PM

Who should be contacted if there is a question about Community Outreach Requirements

Jessica Montalvo, Director of Student Services for Pharmacy Programs

Email: jmmontalvo@manchester.edu

Frequently asked questions:

- Where can I do community service?
 - If you need assistance with identifying a community service project, contact Jessica Montalvo, Director of Student Services for Pharmacy Programs at: jmmontalvo@manchester.edu

- Why did my service project get rejected and go into remediation?
 - You may be missing pertinent information that has not been included into your submission. Once remediation is updated with the required information, it can be properly approved and documented.

- What if I am an on an alternate track?
 - All students enrolled in courses are required to perform community outreach, regardless of course load or other academic standing.

PART 2: Day of Service

Day of Service is a mandatory event for enrolled students during the Spring semester highlighting the community outreach component of our program. Classes are cancelled for the day to allow students and faculty to gather and share their community outreach experiences. The day includes a keynote speaker and small group discussions.

Students will be meeting with their mentor-mentee group along with one other faculty mentor-mentee group. During the designated time groups will engage in a meaningful discussion about their community outreach activities they participated in during the semester. Students should come prepared to deliver an “elevator speech” about one of their community outreach events and what they took away from the event. Below outlines potential but not an

exhaustive list of questions to incorporate into your speech or at least be ready to answer. The purpose of these discussions is to engage in a meaningful and purposeful discussion. Groups are not limited to the topics presented below. The focus of the discussions should be on community outreach, patient advocacy, self-awareness, and/or cultural sensitivity.

Day of Service discussion questions

- What was your activity and who was it intended to serve? (answering this question should take 30 seconds or less)
- In what ways did you serve as a leader or see leadership demonstrated?
- During this activity, in what ways were you an advocate or see advocacy for vulnerable and/or underserved individuals?
- During this activity, what types of cultures did you interact with and how did this impact how you will interact this culture in the future?
- How did this activity impact the community at large?
- How did you impact the community at large?
- How has this project changed you?
- In what way is the community outreach making a sustaining contribution to the community?
- Describe one memorable personal interaction that you had during the experience.

How to submit

Faculty mentors are responsible for completing an evaluation in CompMS on each of their mentees about their engagement during the group discussion section. Faculty evaluate the following categories: contributing positively to the discussion, communicating clearly, demonstrating engagement, reflection on community outreach, and ability to answer questions. The expectation is that students develop in these areas as they progress throughout the curriculum.

Students are not responsible for submitting anything at the completion of Day of Service. The evaluation filled out by faculty mentors should be discussed during mentor-mentee meetings.

Lack of participation and/or missing the event

Students who are unable to attend Day of Service for a medical or other excused reason, must contact the Office of Academic and Student Affairs as soon as possible to provide documentation. Students will make-up the absence as determined by the Office of Academic and Student Affairs.

Students with an unexcused absence, will be the consequences outlined in the late or missing assignment section below.

Students that decline to participate in the group discussion will receive a non-passing score in CompMS and may be submitted to honor council.

Who should be contacted if there is a question about Day of Service

Office of Academic and Student Affairs

Foundational Developmental Activities

As students enter the pharmacy profession, it is essential that they begin to cultivate their professional identity. Pharmacy school plays a key role in this development, but professional growth will continue long after graduation. The personal and professional development component will foster a spirit of lifelong learning and assist students in progressing while in the program. There are two parts to the personal and professional development: Foundational Development Activities and Continuing Education Menu.

PART 1: Personal and Professional Development Menu

Students will participate in and attend select sessions that are integral in developing a professional identity. These sessions are offered by the pharmacy program and must be completed in order to successfully meet the requirements of the co-curriculum.

Required sessions will be uploaded into your Canvas Class Page with assigned due dates. These sessions and due dates will vary across the semesters. Notifications will be placed when new material is uploaded so you are aware of this.

Part 2: Continuing Education Menu

The co-curriculum CE program was developed to help students enhance their knowledge and experience in the following 3 areas: Cultural sensitivity, Self-awareness, and Leadership. The purpose of this system is for students to develop in these three areas while offering flexibility and individualization in how these experiences are developed for each student. Students are required to meet specific requirements for the co-curricular CE activities through a system that resembles pharmacist continuing education credits in the areas of cultural sensitivity, self-awareness, and leadership. Just as pharmacists are required to complete continuing education credits to maintain their license, students are required to take part in various hours within these categories to progress through the PharmD program.

Required Co-curricular CE Credits

Table 3 outlines the number of required CE that a student should obtain each academic year the student is enrolled in the program based on the class ranking. Students may obtain and submit activities that were completed during the summer prior to the start of the academic year (i.e. activities completed from May to August prior to starting P2 year can be submitted as CE activities towards the required P2 CE credits).

Year	Cultural Sensitivity CE	Self-Awareness CE	Leadership CE
P1	1	2	1
P2	1	2	2
P3	1	1	4
P4	1	3	1

Activities that count towards co-curricular CE credits

- A list of Pre-Approved Activities can be found on the Canvas Class page under Continue Education Menu. This is a non-comprehensive list of opportunities with continuing education co-curricular credits as a reference. These activities have been approved by the co-curriculum committee and will be accepted as long as all required documentation is sufficiently provided.
- It is encouraged for students to self-identify alternative activities that meet their needs to develop in the 3 areas where co-curriculum CE are required, if the preapproved activities do not meet their developmental needs. See next section below on what is required if the activity is not currently pre-approved.

How to Receive Credit for Completion of Activities

Once students have completed *all* necessary activities for that co-curricular category (i.e. A P1 has completed all 2 CE credits for self-awareness), they must submit the activity in **CompMS** through their Canvas Class Page.

Required components that must be submitted with each activity

- Fill out necessary CompMS fields about the activity.
- Proof of Activity: If the activities is on the pre-approved list the student must provide proof of attendance at the activity.
 - Examples of proof of attendance include sign in sheet that has title of event, your signature and printed name, photograph proving you were there (i.e. picture of slide with title and presenter of activity), or even a picture of you participating in activity if it is clear you are at the event, etc.
- Contact name: Provide the contact name of the individual organizing or is the main contact for the event in case any follow-up questions are needed.

If the activity is not the approved list:

Students are encouraged to pursue and complete activities that develop a student’s knowledge/experience in the co-curricular categories outside of the pre-approved list. In addition to the required information for submission, students must also provide short and succinct information on the activity and how it relates to development to the area they are submitting for approval. For example, if an activity is being submitted for cultural sensitivity provide why the activity completed helped develop your understanding of others cultures or health disparities. The co-curriculum committee will approve or deny the request. The committee will only review the activity after it has been completed and submitted. The committee does not pre-approve activities. In general, 1 hour of activities equates to 1 hour of CE.

What doesn’t count towards co-curricular CE credit?

Activities cannot be counted towards multiple CE categories

Example: Some CE activities could be applied to multiple categories (i.e. leadership, cultural awareness, or self-awareness). Students can only submit an activity to one CE category. You cannot submit the same activity for multiple categories. If students get caught doing this, they may be reported to honor council.

Activities completed for co-curricular CE **may** can count towards community outreach activities.

If a student believes their activity should count towards community outreach and a CE category, please provide rationale to why the event should count in your submission form. Upon review of these activities the committee will make a final determination.

Example: Participating in a community outreach event with an emphasis on a diverse population that allowed you to engage in both community outreach but also allowed you to develop a better understanding of how to serve the that population can count towards both community outreach requirement and cultural sensitivity co-curricular CE requirement. In your submission form you can submit it for both but then add a rationale to support why the activity should count.

Any activity you completed for credit or is required for progression within the curriculum cannot be counted towards co-curricular CE. If activities are completed beyond requirements can potentially be counted

Example for P1-P3: Completed a patient a patient brochure on a disease state that is required for course. This cannot be submitted for co-curricular CE

Example for P4 student: If a student is required to attend a community outreach event for the APPE rotation (e.g. diabetes camp), this cannot count towards a category. If the student elects to attend an additional community outreach event on their own, this can count towards a category.

Due Dates for CE

CE credits are yearlong requirements. All CE credits must be completed no later than what is outlined in Table 4. CE requirements must be completed by students every year they are enrolled in Manchester University Pharmacy Program. This applies to students on alternate track plans. If a student is enrolled in either one or two semesters (full or part time) they will still need to complete all CE for the professional year they are currently enrolled in.

Year	CE Due Date
P1	April 1 at 11:59 PM
P2	April 1 at 11:59 PM
P3	March 15 at 11:59 PM
P4	March 15 at 11:59 PM

Submissions that are in Remediation

After submission of your CE credits, the committee will review your submission. This may take up to 1 month in order to hear back on your submission depending on when you submitted it. There are two outcomes that can result after the committee reviews it.

Archived or remediated submission: Your submission can be either archived or remediated. Common reason this happens are one of the activities you submitted does not qualify or possibly the appropriate

documentation is not uploaded. The committee will send a message with details on why the submission is archived or in remediation. Follow the instructions provided and then submit or resubmit based on the requested information. You have until the due date listed in Table 4 to fix the submission. If the submission is archived/rejected after the listed due date in Table 4, you have **1 week** to either resubmit an alternative activity or fix the issue with the original submission. If the submission is missing or in remediation after this time, consequences outlined in the Late or Missing Assignment Section will go into effect. Students who wait until the last minute to submit their activities and do not have the proper documentation or submit activities that don't qualify will not be given extensions. ***It is highly encouraged to submit your activities as soon as possible to prevent any issues with archived or remediated submissions.***

Completed submissions: Submissions that are marked as complete need no further action as they qualify for the submission.

Who should be contacted if there is a question about co-curricular CE

The co-curricular CE program is overseen by the co-curriculum committee. If there are questions or concerns in regards to submissions or how the program works please direct them to: cocurriculum@manchester.edu. Someone from the committee will answer as soon as possible.

Late or Missing Assignment

Students who fail to submit their CE, Community Outreach, PPD reflections, and schedule a meeting with their mentor by the due date as outlined in this document the following consequences will be enforced:

- P1 failure to submit: Be automatically placed into the second spin for IPPE 2
- P2 failure to submit: Be automatically placed into second spin for APPE
- P3 failure to submit: Pulled from their first APPE rotation and placed into the APPE Bootcamp Course for R2
- P4 failure to submit: Withholding of diploma until submitted

Co-curriculum requirements are a required progression requirement. Students who have late, missing, or submissions in remediation will have the above consequences enforced but will also be required to complete all requirements in order to properly progress in the program. Students entering the next academic year with delinquent co-curriculum items will be responsible for completion of the current academic and any missing co-curriculum items from the previous year. If these are not completed by the next due date then consequences will go into effect. For example, if a P1 student has missing CE submission for leadership after the set due date and never turns it in prior to starting the P2 year the student will be responsible for completing all CE requirements for the P2 year and the missing CE submission for leadership in P1 year. If they fail to submit all of these requirements the consequences for P2 year will be enforced.

Alternate Track Students

Alternate track students are defined as students who are currently repeating a professional year in the program. For example, you are re-taking one or more P1 classes during a new academic year.

Students who are on an alternate track are responsible for the completion of co-curriculum requirements for the academic year that they are enrolled. If students are only enrolled in one semester, then they are required participate in any co-curriculum requirements outlined for that semester. If the co-curriculum requirements are yearlong requirements (i.e. CE menu) then students are required to complete all year long requirements. Students can refer to each specific co-curriculum requirement above in order to determine necessary requirements.

APPENDIX 3: P1 Fall Reflection Prompts (Career Planning & Leadership)

Instructions:

The following document contains two parts that must both be completed prior to submission. This document should be uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. After writing this reflection you are to schedule a meeting with your faculty mentor to discuss this reflection, other co-curricular requirements, and curriculum

- Part 1: Please include answers to the prompts listed this section in a 3-5 paragraph thoughtful essay. (You will be marked down or asked to redo the assignment if you simply answer the questions in order.)
- Part 2: Set a SMART goal to achieve career aspirations

Prompts:

PART 1 – Goals and Leadership

1. What are your career goals immediately following graduation?
2. Using the 5 leadership styles outlined below, determine your preferred leadership style and explain why you selected that one.
3. How does your leadership style align with where you see your immediate post-grad career?
4. Reflect on and describe what your dream job would look like. Don't limit yourself to the same exact career path that you listed above. Be creative and think outside the box. How will your leadership style help you move toward that goal?
 - a. *Examples: Veterinary pharmacist, District manager, Independent pharmacy owner, Medication specialist assigned to families with a child who has a chronic illness, DEA diversion investigator, Lead clinical research coordinator with a pharmaceutical company, White House pharmacist, etc.*

The Five Leadership Styles

Innovator	Developer	Activator	Maximizer	Stabilizer
<i>Design</i>	<i>Design and Build</i>	<i>Build</i>	<i>Build and Maintain</i>	<i>Maintain</i>
Bringing new ideas and original solutions to the marketplace. Thinking outside the box to solve problems.	Taking action on original solutions and learning along the way. Motto: Ready, Fire, Aim.	Moving forward to achieve challenging goals. Overcoming obstacles and getting things done.	Embracing the good of the past while making new changes. Working together with all different kinds of people	Keeping things running smoothly and efficiently. Creating systems that meet the highest standards of accountability.
<i>Creativity</i>	<i>Flexibility</i>	<i>Tenacity</i>	<i>Diplomacy</i>	<i>Consistency</i>

PART 2 – SMART goal to achieve career goal

Identify one thing that you will do over the next year to get one step closer to your initial career goal (other than complete P1 year) or to improve your leadership skills. Using the S.M.A.R.T. (Specific, Measureable, Achievable, Realistic, Time based) goal format may offer you some structure for your goal.

Example: My dream job is to be the President of the United States. My first step toward this dream is to volunteer with the mayoral candidate's campaign this fall. I plan to dedicate 10 hours to the campaign each week.

APPENDIX 4: P2 Fall Reflection Prompts (Innovation & Entrepreneurship)

Instructions:

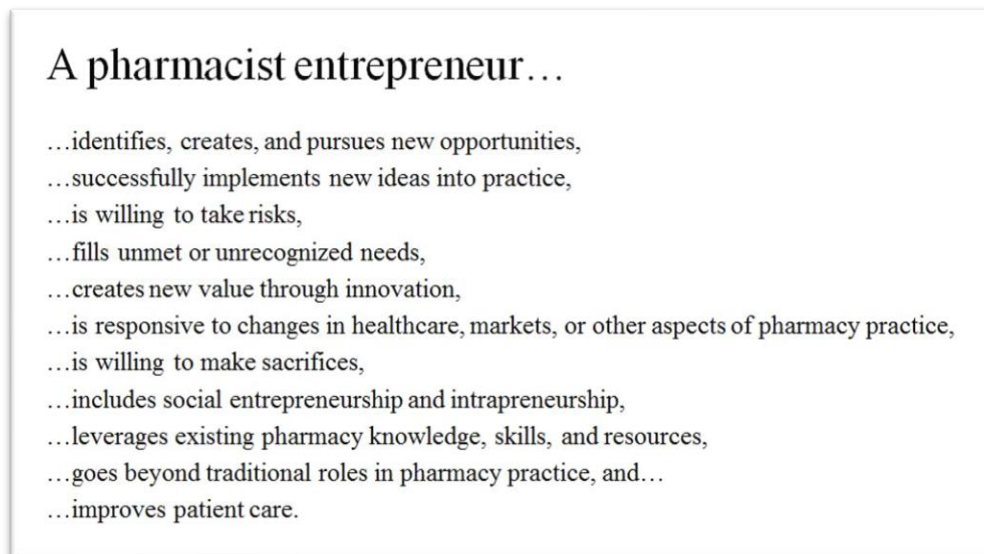
The following document provides two prompts for you to develop a well thought-out written response. Please provide your response in **1-3 paragraph thoughtful essay**. You will be marked down or asked to redo the assignment if you simply answer the questions in order.

This document should be uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. After writing this reflection you are to schedule a meeting with your faculty mentor to discuss this reflection, other co-curricular and curriculum requirements

Prompts:

1. What are your short and long term career goals post-graduation? How have they changed, if at all, from last year?
2. Identify one down side to the area of pharmacy you are pursuing. Utilizing Figure 1, which provides a few proposed definitions of a pharmacist entrepreneur, what is an innovative or entrepreneurial approach to overcome this issue? How can you implement or initiate this change once you get out into practice?

Figure 1: Definitions for Pharmacist entrepreneur



Permission granted to reproduce for co-curriculum us. ¹Mattingly TJ, Abdelwadoud M, Mullins CD, Eddington ND. Pharmapreneur – Defining a Framework for Entrepreneurship in Pharmacy Education. Am J Pharm Educ. 2019 Dec;83(10):7548.

APPENDIX 5: P3 Fall Reflection Prompts (CV and Cover Letter)

Instructions:

The following two parts should be completed in two separate word documents and uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. Documents should be uploaded in word format for easy ability for your mentor to give you feedback. After completing this assignment you are to schedule a meeting with your faculty mentor to discuss these documents, other co-curricular and curriculum requirements.

- Part 1: In a separate word document update your curriculum vitea. Upload this into CompMS by the assigned due date outlined in the co-curriculum manual or PPD Page.
- Part 2: In a separate word document write a one-page cover letter in a business letter format to a mock pharmacy position as if you were applying for the position. Ideally, choose a position that you for see yourself applying to in the future (i.e. a residency application cover letter/letter of intent, staff retail pharmacist position, staff in-patient pharmacist position, etc.). This is a time to get feedback on a letter you can use in the near future. The following site has helpful materials for pharmacy cover letters: <https://career.ucsf.edu/pharmacy-students/internships-jobs-residency/cvs-resumes-cover-letters>

APPENDIX 6a: P1/P2 Spring Reflection Prompts (Feedback-Directed Professional Growth)

Instructions (P1 year):

During your P1 year you will fill out the first two tables below on pages 2 and 3. List out your identified area of strength and improvement in the respective tables then answer the questions in the subsequent columns to reflect on how you can develop these areas over the course of the next year. Provide as much information as you need in order to communicate this information to your faculty mentor. It can be in your preferred written format - bullet points or paragraph format.

This document should be uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. After writing this reflection you are to schedule a meeting with your faculty mentor to discuss this reflection, other co-curricular and curriculum requirements.

This document will then be used during P2 year to reflection on your development and you will work to develop a continuous personal/professional plan. More specific instructions for steps to follow during your P2 year start on page 5.

Table 1: Area of Strength identified P1 Year

AREA OF STRENGTH (P1 Year)	Identified Strength	Provide examples of when your strength has allowed you to overcome specific challenges	<ul style="list-style-type: none"> • Part 1: Identify challenges or scenarios that you have encountered that make you question your strength. • Part 2: How did you overcome it? 	What activates (organization involvement, Co-curriculum activities, or extracurricular) could you get involved that will allow you to demonstrate or further develop your strength?

Table 2: Area of Improvement identified P1 Year

AREA FOR IMPROVEMENT (P1 Year)	Identified area for improvement	What activities/actions will you take to develop this attribute over the next year?	Identify challenges that you may encounter as you work to improve this attribute.	What resources will you need to improve this attribute?	Final outcome that indicates success.

APPENDIX 6b: P1/P2 Spring Reflection Prompts (Feedback-Directed Professional Growth)

Instructions (P2 year):

Based on the Continuous PPD plan you developed during your P1 year, identify whether you have successfully develop in the areas you provided as an area for strength or improvement or are still working on these skills/attributes.

1. Refer to your PPD plan from P1 year above and evaluate the following:
 - a. Were you successful in developing your area of strength identified last year
 - i. If yes, briefly describe how you were successful. Then identify a new area of strength that you want to develop over the next year. Please fill out the Table 3 below.
 - ii. If no or you want to continue to develop in this area, describe how you will readdress /continue developing this area utilizing new methods or approaches in Table 3 below.
 - b. Were you successful in developing your area of improvement identified last year
 - i. If yes, briefly describe how you were successful. Then identify a new area of improvement that you want to develop over the next year utilizing Table 4.
 - ii. If no or you want to continue to develop in this area, describe how you will readdress /continue developing this area utilizing new methods or approaches in Table 4 below.

Table 3: Area of Strength identified P2 Year

AREA OF STRENGTH (P2 Year)	Identified Strength	Provide examples of when your strength has allowed you to overcome specific challenges	<ul style="list-style-type: none"> • Part 1: Identify challenges or scenarios that you have encountered that make you question your strength. Part 2: How did you overcome it? 	What activates (organization involvement, Co-curriculum activities, or extracurricular) could you get involved that will allow you to demonstrate or further develop your strength?

Table 4: Area of Improvement identified P2 Year

AREA FOR IMPROVEMENT (P2 Year)	Identified area for improvement	What activities/actions will you take to develop this attribute over the next year?	Identify challenges that you may encounter as you work to improve this attribute.	What resources will you need to improve this attribute?	Final outcome that indicates success.

APPENDIX 7: P3 Spring NAPLEX Study Plan

Instructions

In a separate document or utilizing the table below develop a realistic and appropriate study plan you will utilize for studying for the NAPLEX. Use your PCOA results (obtained mid- to late March) and your APPE schedule to devise a NAPLEX study plan to use during your APPE year. Your plan should include

- When you will study a topic
- What resources you will use (resources on Access Pharmacy are available now, the NAPLEX course book will be available no later than January 2021 with associated online quizzes becoming available in January as well).

Page 2 outlines an example table you could use to develop your study plan. However, you can create your own study plan in a different format that meets your individual needs.

Page 3-4 provides a Table of contents page for the 2018 RxPrep book to guide you on which topics you should focus on.

This document should be uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. After writing this reflection you are to schedule a meeting with your faculty mentor to discuss this reflection, other co-curricular and curriculum requirements

Example Study Plan:

TOPIC	WHEN TO STUDY	RESOURCES	NOTES

APPENDIX 8: P1/P2 Spring Service Reflection

Instructions

Each year students will complete one written reflection about their community outreach events they completed. Students will meet with their faculty mentor and discuss the event(s) and their reflection. The following four questions should be written in short essay format (except question 1).

This document should be uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. After writing this reflection you are to schedule a meeting with your faculty mentor to discuss this reflection, other co-curricular and curriculum requirements

1. Below outlines the 7 domains of wellness. Please fill out the table provided below by placing the name/title of each of your completed service events on top of each column and then place an "X" for each domain of wellness your service event impacted for the population you served.

Use the following link to learn more about the different domains of health:

https://business.mindbody.io/sites/default/files/public/education/learning-assets/7_Dimensions_of_Wellness-Infographic.pdf

Event Names:	Enter name of service event 1	Enter name of service event 2	Enter name of service event 3	Enter name of service event 4
<i>Emotional</i>				
<i>Environmental</i>				
<i>Intellectual</i>				
<i>Occupational</i>				
<i>Physical</i>				
<i>Social</i>				
<i>Spiritual</i>				

2. Using at least one of your volunteer experiences from this year, address **one** of the two items listed below:
 - a. Most volunteer opportunities allow you to represent the best interest of an individual or population. How did you represent the best interest of an individual or population during this experience? Why did you specifically chose to help that individual or population? [Patient advocacy]
-OR-
 - b. What did you learn from the patient population you served during this event that will allow you to advocate/help support/represent this group in your future career? [Patient advocacy]
3. Using a volunteer experience from this year (can be the same or different than the event you discussed above), reflect on the unique living, economic, and social factors (social determinates of health) of the individual or population that you served. How does this influence their wellness or access to healthcare? You can use the following link from the CDC to help you address this question:
<https://www.cdc.gov/socialdeterminants/index.htm> [Cultural Sensitivity]
4. Brainstorm types of service events you would like to seek out next year. [Self-awareness]
 - a. Why are these (type) volunteer events important to you?
 - b. How will these events prepare you for your personal and/or professional future?
*If you are continuing to do similar activities as you have in the past, still reflect on the above points and think about how you can make additional contributions.

APPENDIX 9: P3 Spring Service Reflection

Instructions

Each year students will complete one written reflection about their community outreach events they completed. Students will meet with their faculty mentor and discuss the event(s) and their reflection. The following four questions should be written in short essay format (except question 1).

This document should be uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. After writing this reflection you are to schedule a meeting with your faculty mentor to discuss this reflection, other co-curricular and curriculum requirements

1. Below outlines the 7 domains of wellness. Please fill out the table provided below by placing the name/title of each of your completed service events on top of each column and then place an "X" for each domain of wellness your service event impacted for the population you served.

Use the following link to learn more about the different domains of health:

https://business.mindbody.io/sites/default/files/public/education/learning-assets/7_Dimensions_of_Wellness-Infographic.pdf

Event Names:	Enter name of service event 1	Enter name of service event 2	Enter name of service event 3	Enter name of service event 4
<i>Emotional</i>				
<i>Environmental</i>				
<i>Intellectual</i>				
<i>Occupational</i>				
<i>Physical</i>				
<i>Social</i>				
<i>Spiritual</i>				

2. How did the service events you participated in during the first 3 years of the curriculum impact:
 - a. Your understanding of what it means to be an advocate or represent the best interest of a person or population. What does advocating for a patient mean to you? [Patient advocacy]
 - b. Your development of cultural sensitivity. How will this affect your service to your community or profession in the future? [Cultural Sensitivity]
3. Describe how you plan to incorporate service during your fourth professional year and beyond. [Self-awareness]

APPENDIX 10: P4 Patient Safety and Community Outreach

Instructions:

The following document contains two parts that must both be completed prior to submission. This document should be uploaded into CompMS through your Canvas Class Page by the assigned due date outlined in the professional identify formation manual or Canvas Class page. After writing this reflection you will meet with your faculty mentor during graduation week to discuss this reflection, your plans for preparation for licensure, and your career plans.

- Please include answers to the prompts listed this section (Part 1 and Part 2) in two 3-5 paragraph, thoughtful essays (one for each Part). (You will be marked down or asked to redo the assignment if you simply answer the questions in order.)

Part 1, Patient Safety:

1. Think back to a time when you were working carefully in a pharmacy or other patient care setting on an APPE rotation. Describe one to three specific strategies that you used in order to minimize risk for a specific adverse drug event or error. What kind of event(s) were you working to prevent and how?
2. Considering the same event type(s), provide a brief outline of systematic and/or technology-based interventions (i.e., not dependent on actions of individuals) that this site or a similar clinical site could use to prevent the specific adverse drug event or error from occurring.
3. Thinking about the risk reduction strategies you proposed to address items 1 and 2, how would you ensure they are embedded in the pharmacy operations you oversee during your work shifts as a pharmacist? Consider people, systems, and technology in your response.

Part 2: Service

1. Describe a professional and/or community service event you engaged in as an APPE student. This could be part or outside of a formal rotation requirement.
2. Articulate how you improved wellness of communities through that event. For this reflection, “wellness” can refer to emotional, environmental, intellectual, occupational, physical, social, or spiritual.
3. Discuss your plans for continued service to communities as a practicing pharmacist.

PPD Reflection Template RUBRIC

	Exemplary	Acceptable	Developing	Emerging	Not Evident
Demonstrated an understanding and development [insert CAPE Outcome 1 }					
Expressed an understanding and development in [insert CAPE Outcome 2]					
Expressed an understanding and development in [insert CAPE Outcome 3]					
Expressed an understanding and development in [insert CAPE Outcome 5]					
Developed a thoughtful and introspective response that did not simply answer the questions in order.					
Demonstrates ability to develop a personal professional development plan. If necessary, demonstrates ability to adjust plan based on internal and external factors.*					

- This will not be included in the PPD reflections for the P3 Fall submissions on CV and Cover Letter

Reflection Scoring:

- **Exemplary:** Performance is consistent with a practicing pharmacist.
- **Acceptable:** Performance is consistent with a student at the end of APPEs.
- **Developing:** Performance is consistent with a student at the beginning of APPEs.
- **Emerging:** Performance is consistent with a student at the beginning of IPPEs.
- **Not Evident**