

An Examination of the Implementation of Co-Curriculum Programs in US Schools and Colleges of Pharmacy

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BACKGROUND

Accreditation Council for Pharmacy Education (ACPE) Standards 2016^{1,2}

- Require student involvement in experiences that complement or advance curricular components
- Experiences should be linked to Standards 3 and 4: “Approach to Patient Care” & “Personal and Professional Development”
- Assessment should include how they advance student learning and address Standards 3 and 4

Implementation of Co-Curriculum Requirements

- Limited direction from ACPE on the development and specific requirements of co-curricular activities
- Schools can consider modifying existing extracurricular activities or developing a new program³
- Little is known on how schools are effectively developing, implementing and assessing their co-curriculum programs

The research was conducted by a group from the AACP Assessment SIG

OBJECTIVE

- To examine how US schools/colleges of pharmacy are implementing and evaluating their co-curriculum programs
- Specifically to examine the following aspects of co-curriculum:
 - Structure and Types of Activities
 - Assessment
 - Confidence that ACPE co-curriculum requirement is satisfied
 - Challenges to implementation

METHODS

Survey Development

- Identified objectives for the survey
- Worked in small groups to develop items
- Large group met to discuss and finalize items
- Pilot tested with research group

Survey Administration

- Administered through Qualtrics to assessment personnel at each of the 143 colleges/schools of pharmacy
- Initial email + 2 follow-up reminders
- Phone calls to non-respondents

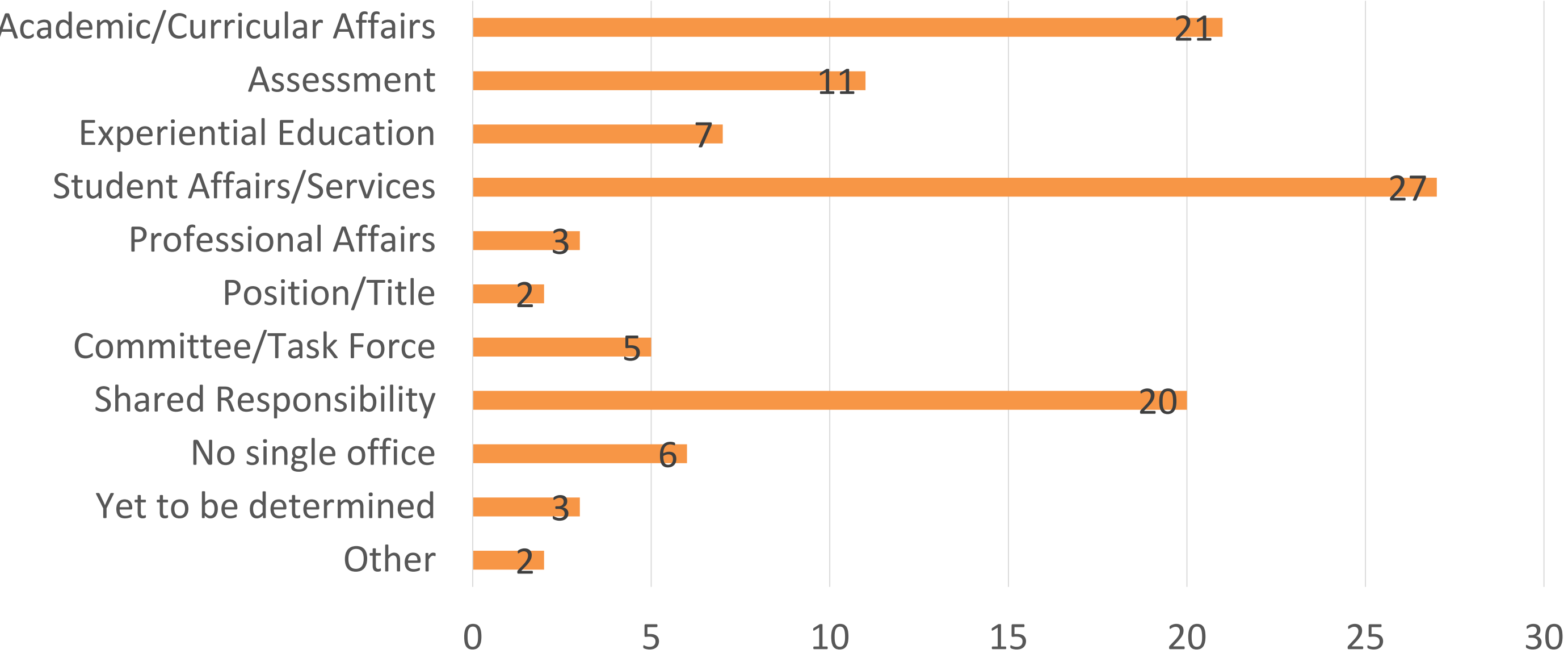
Data Analysis

- Data were analyzed in SPSS
- Descriptive statistics were examined
- Mean and standard deviation for examined for scale rating item
- 107 of 143 Schools responded for response rate of

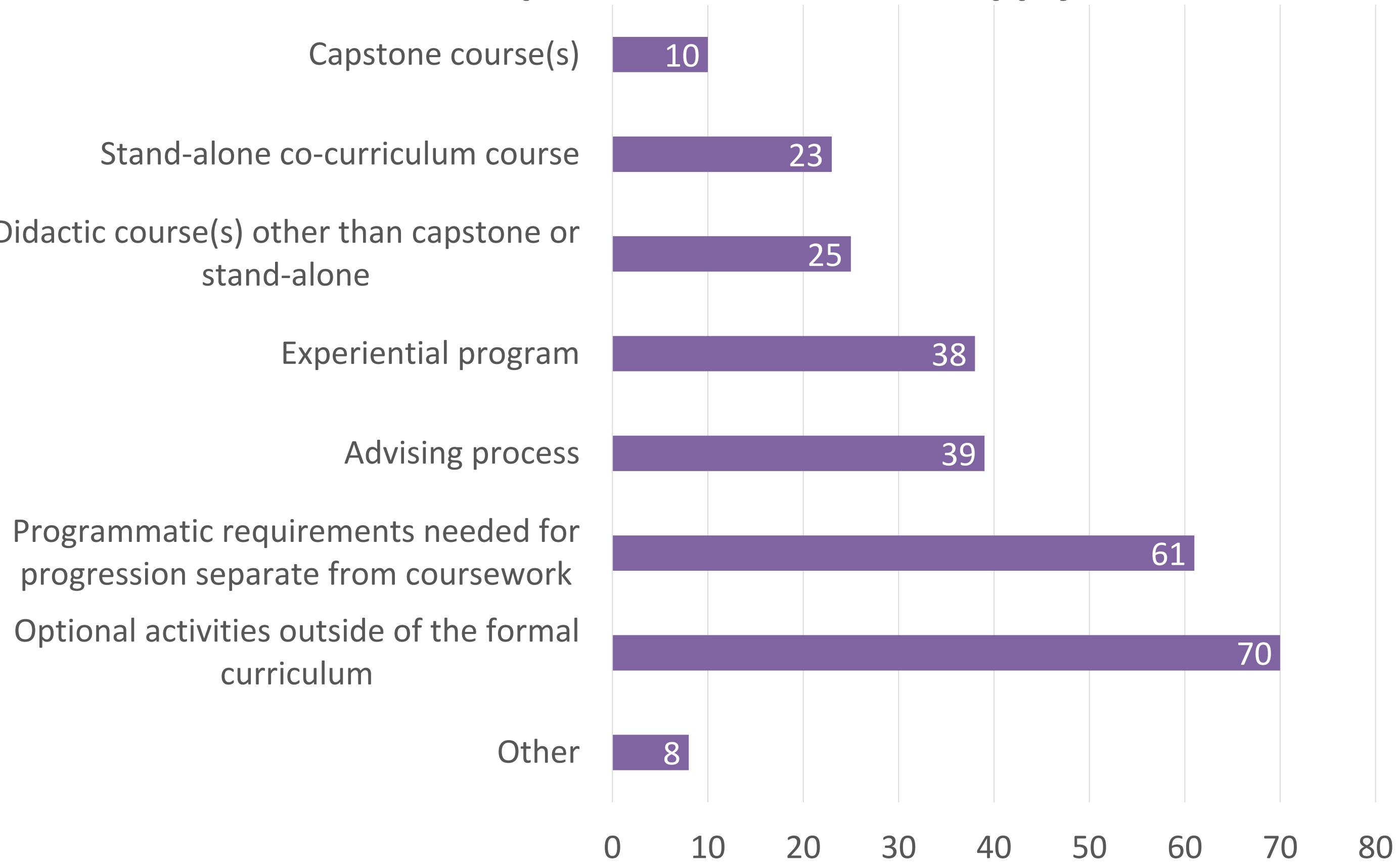
74.8%

RESULTS

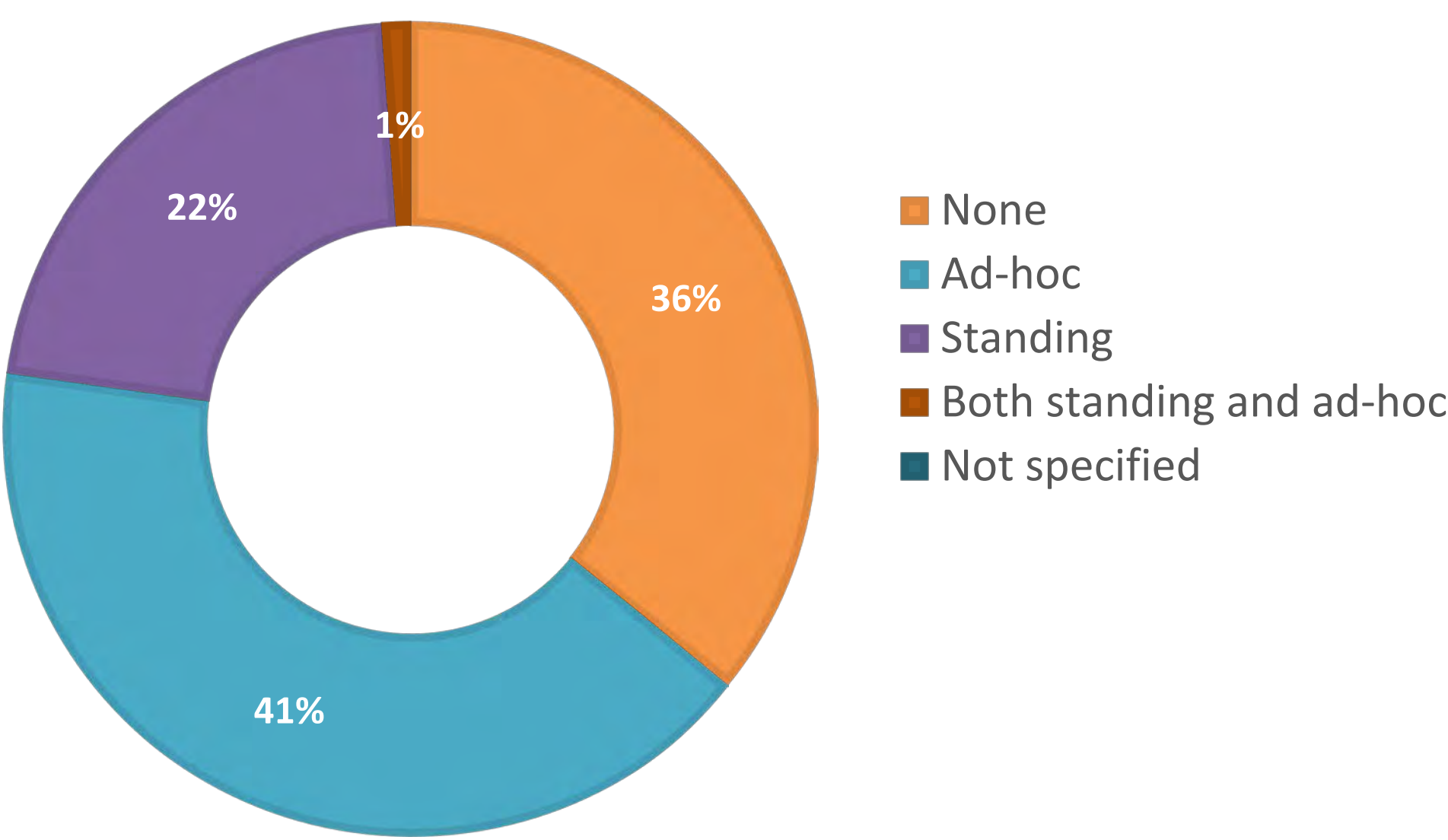
Office/Department Primarily Responsible for Co-Curriculum



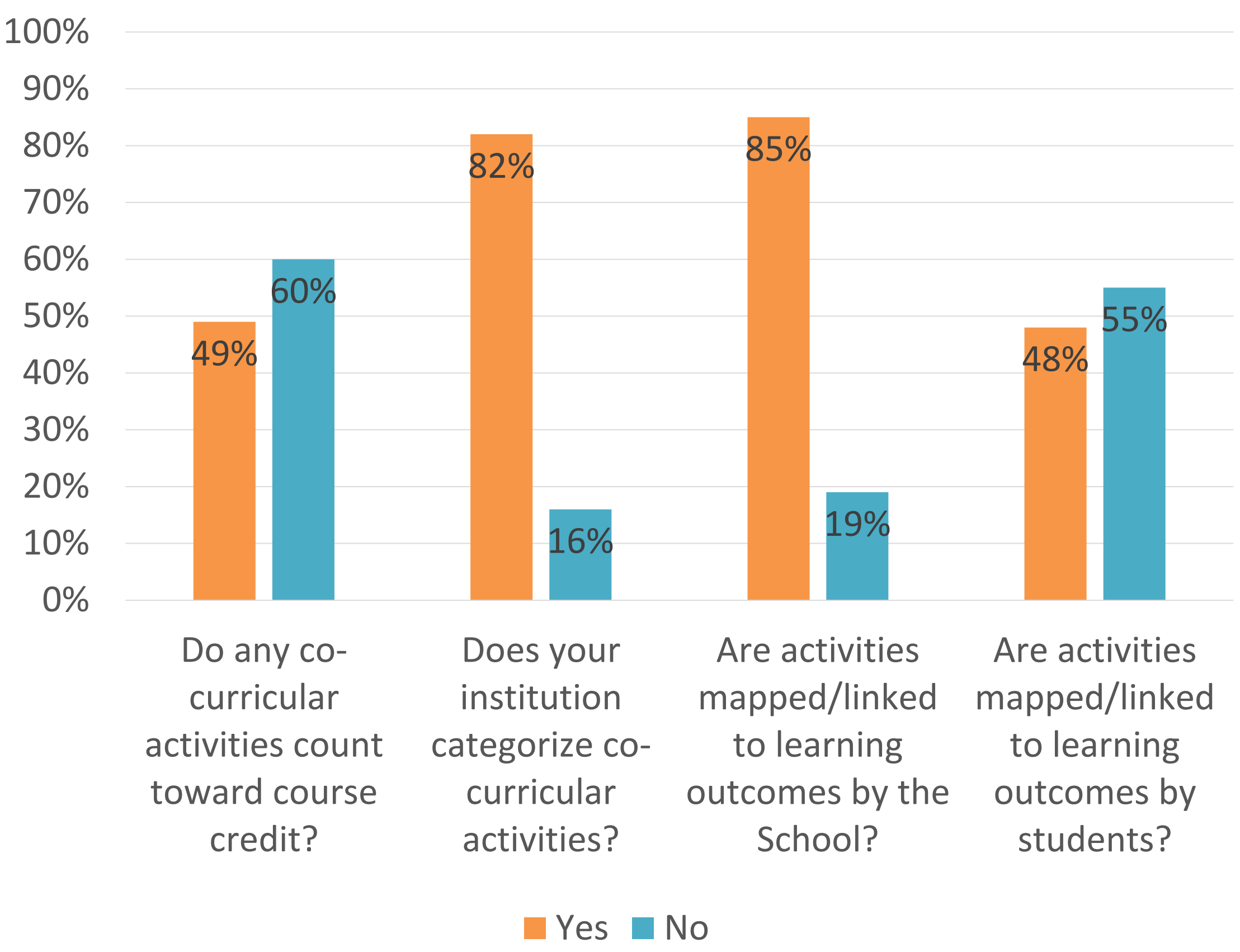
Co-Curriculum is part of: Select all that apply



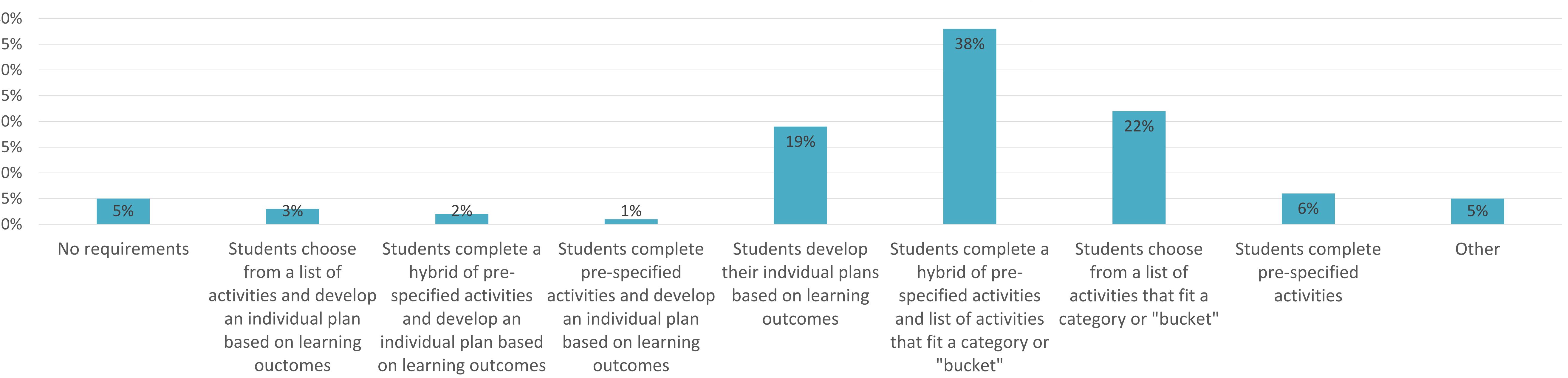
Standing Co-Curriculum Committee/Subcommittee



Other Co-Curricular Structural Elements



Select the model that best describes the co-curriculum at your institution



What areas of concern does your College/School have with satisfying the ACPE co-curriculum requirement?

| | n (%) |
|--|-----------|
| Establishing deliberate and intentional activities that “count” as co-curriculum | 21 (19.6) |
| Inadequate number of co-curriculum activities available to students | 9 (8.4) |
| Inadequate system for documenting co-curriculum activities completed by students | 35 (32.7) |
| Activities not linked/mapped to educational outcomes in Standards 1-4 | 10 (9.3) |
| Documentation of how the student's experiences have advanced learning | 53 (49.5) |
| Assessment of co-curriculum activities/plan | 54 (50.5) |
| ‘Closing the loop’ – student being able to discuss his/her co-curriculum plan/experiences with faculty | 54 (50.5) |
| No areas of concern | 13 (12.1) |

DISCUSSION AND CONCLUSIONS

Structure and Types of Activities

- Many schools have established either a standing or ad-hoc committee tasked with the oversight of co-curriculum
- Most schools identified an Office/Department primarily responsible for co-curriculum; however, most schools reported additional support from 1-3 other Offices/Departments suggesting that implementing co-curriculum requires collaboration
- There are variations in how co-curriculum is implemented which may be due to the structures in place prior to the co-curriculum requirement
- Most schools map activities to learning outcomes, most often ACPE Standards 1-4 or CAPE

Assessment

- Preliminary analysis of the questions regarding assessment show that reflections are the most common assessment used (90%), followed by self-assessment surveys (62%) and checklists (37%); future research will explore variations in types of assessment and technology platforms used in co-curriculum

Confidence that ACPE Requirement is Satisfied and Challenges

- Schools were asked to rate their confidence level that they are able to meet the ACPE requirements using a 10-point scale; the scores ranged from 2-10 with the mean of 7.91 (SD=1.6) demonstrating that most schools are confident
- Most schools had areas of concerned regarding satisfying the requirement with the greatest concern being documentation, assessment, and “closing the loop”

REFERENCES

- Accreditation Council for Pharmacy Education. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (“Standards 2016”). Published February 2015. Available at: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>.
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- Patel UJ, Mediwala KN, Smith KM, Taylor S, Romanelli F. Carpe Diem! Seizing the Rise of Co-Curricular Experiences. Am J Pharm Educ. 2017;81(8): Article 6702



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