Overview of Structured Co-Curricular Plan at St John's University College of Pharmacy and Health Sciences

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INTRODUCTION

- Doctor of Pharmacy (PharmD) programs impart to each graduate the knowledge, skills, abilities, and behaviors to develop into holistic practitioners who can work on an interprofessional team, employ evidence-based practice, and provide patient-centered care.

- The CAPE 2013 Outcomes expanded the expectations beyond knowledge and skills to include the development of the affective domain, which includes key elements of self-awareness, leadership, innovation and entrepreneurship, and professionalism.

- In order for students to gain experience leading to professional and personal development, the 2016 ACPE Guidance document, under Standards 4 and 12, clearly articulates the need to establish a structured co-curriculum that "complements, augments and/or advances what is learned in the didactic and experiential curriculum".

- Within these updated ACPE standards, colleges and schools are encouraged to develop intentional co-curricular opportunities that would deepen student pharmacists' understanding of the profession and complement student learning.

- However, questions still remain for many PharmD programs; especially regarding how to properly implement and measure the effectiveness of co-curricular activities in order to satisfy the ACPE standards related to co-curriculum.

PRESENTATION PURPOSE

St John's University (STJ) College of Pharmacy and Health Sciences developed a structured co-curricular plan for all PharmD students. This poster details the plan of co-curricular activities and experiences developed by the college. The primary goal is to engage and encourage students to actively participate in their continuous professional development through a series of required and elective co-curricular events.

CO-CURRICULUM PLAN

Definition of Co-curriculum

- "Co-curriculum" refers to activities and learning experiences that occur **outside** the requirements of the didactic and experiential curriculum that complement, augment and/or advance the students' learning and professional development to meet the established learning outcomes.

- Co-curriculum consists of required and self-selected activities that enhance student development related to the knowledge, skills, abilities and attitudes associated with the anticipated outcomes

Anticipated Co-Curriculum Outcomes

- *CAPE Outcomes*
  - Domain 3: Problem solving, Educator, Collaborator, Advocate and Communication (related to Patient care)
  - Domain 4: Leadership, Professionalism, Self awareness/ Professional development and Innovation

- *Program Mission-Directed Outcomes*
  - Cultural Sensitivity (also CAPE Domain 3)
  - Global Engagement
  - Service to Others
  - Interprofessional Education (IPE) (also CAPE Domain 3)

Co-Curriculum Outline by Year and Focus

Year	Professionalism & Patient Care	Self-Awareness & Professional Development	Professional Development Directive Activities	Total Co-Curricular Activities/Year
P1	White coat	Write CV	2 activities	4
P2	Residency show case/ Org Day/ Career Day	CPD Plan	3 activities	5
P3	CPD certificate	Networking skills	2 activities	5
P4	Pt. interaction activity / IPE	Interview preparation	2 activities	4

CO-CURRICULUM PROCEDURES

- During the first month of the academic year, the college's leadership will conduct a mandatory town hall meeting for each professional class to review requirements for the co-curriculum for that academic year.

- Co-curricular requirements will be a combination of required activities organized for the students by the College, as well as a required number of additional opportunities where students will have choices to select activities aligned with their interests.

- All activities will be approved by a co-curriculum committee led by the Director of Co-curriculum, and linked to established curricular outcomes.

- Students will develop an individualized plan each year to address all areas of the Co-curriculum over the course of the program.

- Guidance will be provided by College and University faculty and/or administrators throughout the program to assist students with implementation of their professional plan.

- Following completion of each activities, students will complete reflective essays based on their learning experiences and upload to their e-portfolio.

- All e-portfolios will be reviewed before the end of each academic year. Students will be required to demonstrate growth and achievement of all co-curricular outcomes across the program.

- Students who fail to meet the requirements will have their case reviewed by the program's Progression Committee. Failure to complete all assigned requirements within each academic year can result in disenrollment from coursework for the upcoming semester.

- The Director of Co-Curriculum will work with each student to develop an individualized co-curricular activity linked to a primary outcome. This activity will be driven by each student's Continuous Professional Development (CPD) plan.

- For the CPD plan, each student will work with the Director to devise learning outcomes for the activity to ensure it meets the definition of co-curriculum and can be assessed.

- Requests for co-curricular activities for the CPD plan must be approved PRIOR to the student's completion of the activity. Students need to meet with the Director of Co-Curriculum a minimum of six weeks before the activity.

CO-CURRICULUM ASSESSMENT

Directions for Reflections on White Coat Ceremony

Grading Rubrics for Co-curricular Activity Reflection Papers and CV/Resume Critique

CO-CURRICULUM IMPLEMENTATION

- Co-curriculum plan was implemented in Fall 2017 for the class of 2021 (class size of 230 students).

- A total of 227 students completed the required activities of professionalism and patient care (White Coat Ceremony reflection essays), and self-awareness (CV/Resume critique).

- A total of 227 students had their CV/resume reviewed by the Director of Employer Relations & Career Advisement (housed within the College of Pharmacy and Health Sciences).

- White Coat ceremony reflection essays were graded using a rubric discussed and approved by the adhoc co-curriculum committee. CV/Resumes were reviewed using the rubric provided by ASHP.

- A total of 188 students completed both elective activities for professional development. Professional development activities focused on leadership and, innovation.

- Of the students who did not complete the required co-curricular activities, 3 were on a leave of absence and the remaining students who did not complete the elective activities were instructed to complete all of the requirements by October 1st 2018.

CHALLENGES AND FUTURE PLANS

- The following challenges were faced during the implementation of the co-curriculum plan:

  o Scheduling of co-curricular events at a time that best fits students' schedule.

  o Limited manpower for reviewing student reflections and providing timely feedback to all students.

- This plan serves as a co-curriculum model that promotes activities and experiences for student pharmacists.

- As a College, we will continue to refine this plan to enhance student learning and develop competent healthcare professionals.

SELECTED STUDENT RESPONSES FROM REFLECTION ESSAYS FOR WHITE COAT CEREMONY

STUDENT RESPONSES

I realized that the White Coat I wore symbolized the traits of a profession. Some of them being accountability, respect for others, honor and integrity. I realized how the White Coat marked the start of my journey into finding and adapting these traits unto myself.

To me my White Coat ceremony is significant because it marks the beginning of my career I have chosen to dedicate my life to serve my patients with the best of my abilities. It symbolizes compassion, selflessness, responsibility, and honesty

White Coat ceremony was more than just an event. It marked my transition from pre-professional years to the professional years. I realized that my white coat symbolized responsibility and commitment to my patients and the medical community.

For myself, the White Coat symbolized a sense of maturity and growth. Now I can see how my White Coat makes patients feel more comfortable in trusting me and asking me questions about their medical needs. My White coat symbolizes that I am responsible for patient care.

We all are committed to patient-centered care and the White Coat ceremony and my White Coat reminded me of my responsibility towards serving my patients with respect and compassion.

For me, the White Coat Ceremony was a significant moment in my life. It marked the start of a new chapter in my professional career. It made me proud to be pursuing a profession that provides care and support to those in need.

To me the White Coat is a symbol of virtues such as compassion, respect, honor, and altruism. It gave me a sense of responsibility towards my patients and the care I can provide them.