**INTRODUCTION**

- Doctor of Pharmacy (PharmD) programs impart to each graduate the knowledge, skills, abilities, and values that enable 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 professionalism.
- In order for students to gain experience leading to professional and personal development, the 2016 ACPE Guidance document, under Standards 4 and 12, described curricular activities. It recommended a coherent, 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 (SJU) 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-CURRICULAR 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-curricular Outcomes**

- **CAPE Outcomes**
  - Domain 3: Problem solving, Educator, Collaborator
  - Domain 4: Leadership, Professionalism, Self awareness/Professional development and Innovation
- **Program Mission-Driven Outcomes**
  - Cultural Sensitivity (also CAPE Domain 3)
  - Global Competency
  - Service to Others
  - Interprofessional Education (IPE) (also CAPE Domain 3)

**CO-CURRICULAR OUTLINE by Year and Focus**

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Development</th>
<th>Self-Awareness</th>
<th>Total Co-Curricular Activities/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>White Coat</td>
<td>Write CV</td>
<td>2 activities</td>
</tr>
<tr>
<td></td>
<td>Competency Assessment</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>P2</td>
<td>CPD Plan</td>
<td>Networking</td>
<td>2 activities</td>
</tr>
<tr>
<td></td>
<td>Care Day</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>P3</td>
<td>CPD certificates</td>
<td>Networking</td>
<td>2 activities</td>
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<td></td>
<td>Case Day</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>P4</td>
<td>Interview role</td>
<td>Networking</td>
<td>2 activities</td>
</tr>
<tr>
<td></td>
<td>Professionalism</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**CO-CURRICULAR 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 of the 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 administrators throughout the program to assist students with implementation of their professional plan.
- Following completion of each activity, 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-CURRICULAR 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:
  - Scheduling of co-curricular events at a time that best fits students’ schedule.
  - Limited manpower for reviewing student reflections and providing timely feedback to all students.
- This plan serves as a co-curricular 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.

**ACKNOWLEDGEMENTS**

The authors would like to thank: Matthew Fumari and his staff at Career Services for assisting students in critiquing their CV/Resume; members of the co-curriculum task force who devised the co-curriculum plan; SJU, and students of the class of 2021.