



Analysis and Implementation of Co-Curriculum Experience in a School of Pharmacy

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INTRODUCTION

The 2016 ACPE Standards emphasize the need for a deliberate and purposeful co-curriculum to foster and document student pharmacists' competency in the affective domain-related expectations of Standards 3 and 4. The co-curriculum relates to activities that complement the academic learning experience, particularly activities that engage students with opportunities to learn and refine technical and cognitive skills as they relate to personal and professional development, leadership, self-awareness, innovation and entrepreneurship. These attributes foster responsibility, critical thinking, advocacy, and ethical behaviors that contribute to personal development, the School and professional practice. **Here, we describe the design, development, and implementation of co-curricular requirements for a developing School of Pharmacy.** Programming offered through student organizations, campus departments, professional associations, and community partners provides a framework for students to experience a diverse portfolio of co-curricular activities. Assessment is achieved longitudinally throughout co-curricular experiences such as focused learning experiences and annual portfolio reflections. The co-curriculum described herein, may be leveraged and modified by Schools/Colleges of Pharmacy as they seek to execute their respective co-curricula.

STRATEGIC DEVELOPMENT OF CO-CURRICULAR REQUIREMENTS

A standing Co-Curriculum Committee was charged by the Dean of the School of Pharmacy to develop the co-curricular learning outcomes, requirements, assessment criteria, and co-curricular policies, procedures and programming. Committee membership included faculty appointed by the Dean, representative from the Office of Student Affairs, the Office of Experiential Education, and student representatives from each class. Once formed, the Committee met weekly, for over a year, to develop co-curricular requirements. The Committee first worked to develop Co-Curricular Learning Outcomes (Co-CLOs) that capture the affective domain-related expectations of Standards 3 and 4. The Committee carefully considered the assessment component of the co-curriculum throughout its work. Accordingly, each Co-CLO was mapped to the School's programmatic learning outcomes and this mapping was included on each co-curricular assessment piece to facilitate assessment efforts. Throughout its work, the Committee also considered the personalization of each students' co-curricular interests. To this end, the Committee developed a guidance document for the Pharmacy Student Handbook that included class-specific co-curricular requirements (including reflections) with due dates and examples of co-curricular engagements that satisfy the four areas of personal and professional development, leadership, self-awareness, innovation and entrepreneurship. RxPortfolio provided a unique sandbox for students to upload and document their co-curricular engagement, so that they could be shared with and assessed by faculty advisors. The Committee also collaborated with the Office of Academic Affairs to develop a pass/fail zero-credit course, to ensure that co-curricular requirements were tied to student progression.

Develop co-curricular learning outcomes

Identify required co-curricular activities

Develop co-curricular policies and procedures

Develop co-curricular assessment tools

Assess co-curricular learning outcomes

CO-CURRICULAR EVALUATION FORMS AND RUBRICS

A standardized co-curricular evaluation form was developed to facilitate preceptor/faculty evaluation of student co-curricular engagements. The form permits assessment of student pharmacist technical skills in addition to areas related to the affective domain (i.e., communication, active listening, professionalism, and ethics) using a meets or does not meet expectations evaluation scale.

The School utilizes co-curricular reflective writing assignments to promote reflection on past experiences, stimulate learning, and provide new insights to enhance practice. To this end, the School modified a previously described reflection rubric that permits students to reflect on their own thinking (metacognition), and recognize the different ways an experience is observed through an objective, subjective, and evaluative perspective.

APPENDIX I: REFLECTION RUBRIC

This rubric will help the faculty advisor determine whether the student met expectations regarding the co-curricular reflection assignments. One (1) instance of "Does Not Meet Expectations" (DNME) is sufficient grounds to have the student re-write the reflection entry and re-submit it. You must complete ALL components of each entry and no partial points are given for the domains.

- To the advisor: please provide specific comments to help guide the student in their re-write if you determine that the student does not meet expectations (DNME); please provide comments for any section noted DNME.
- To the student: please review the "Additional Comments" provided by the advisor to help you re-submit a re-write that meets expectations. Please use complete sentences and professional writing. Please pay special attention to clarity and being succinct.

Advisor to complete: Reflection Category (Co-CLO #): Leadership (2) Self-Awareness (4) Innovation/Entrepreneurship (3) Professionalism (1)

Domain	Meets Expectations (1 point)	Does Not Meet Expectations (DNME) (0 points)	Additional Comments: (Required for any DNME)	Point
Identify the One (1) MOST Impactful Experience	Identified one (1) most impactful experience.	Does not identify one (1) most impactful experience, and/or lacked focus on one (1) experience.		
Explore the Specifics of the experience (objective: facts, evidence, events, etc.)	Described the objective specifics of the experience, and is mostly absent of subjective thoughts, feelings, or ideas.	Does not describe the objective specifics of the experience. Subjective thoughts, feelings or ideas were present in this section, rather than any objective evidence or data, or chronological occurrences.		
Recall the Specifics of the experience (subjective: feelings, thoughts)	Described the subjective specifics of the experience, and illustrated how applicable senses were used during the event.	Does not clearly describe the subjective specifics of the experience. Use of the senses (thought, sight, smell, feel, etc.) was not incorporated in describing the event.		
Evaluate the Experience	Evaluated elements that were successful and/or unsuccessful during the experience, while providing reasoning.	Does not clearly evaluate elements that were successful and/or unsuccessful during the experience. No reasoning is applied.		
Total points*				

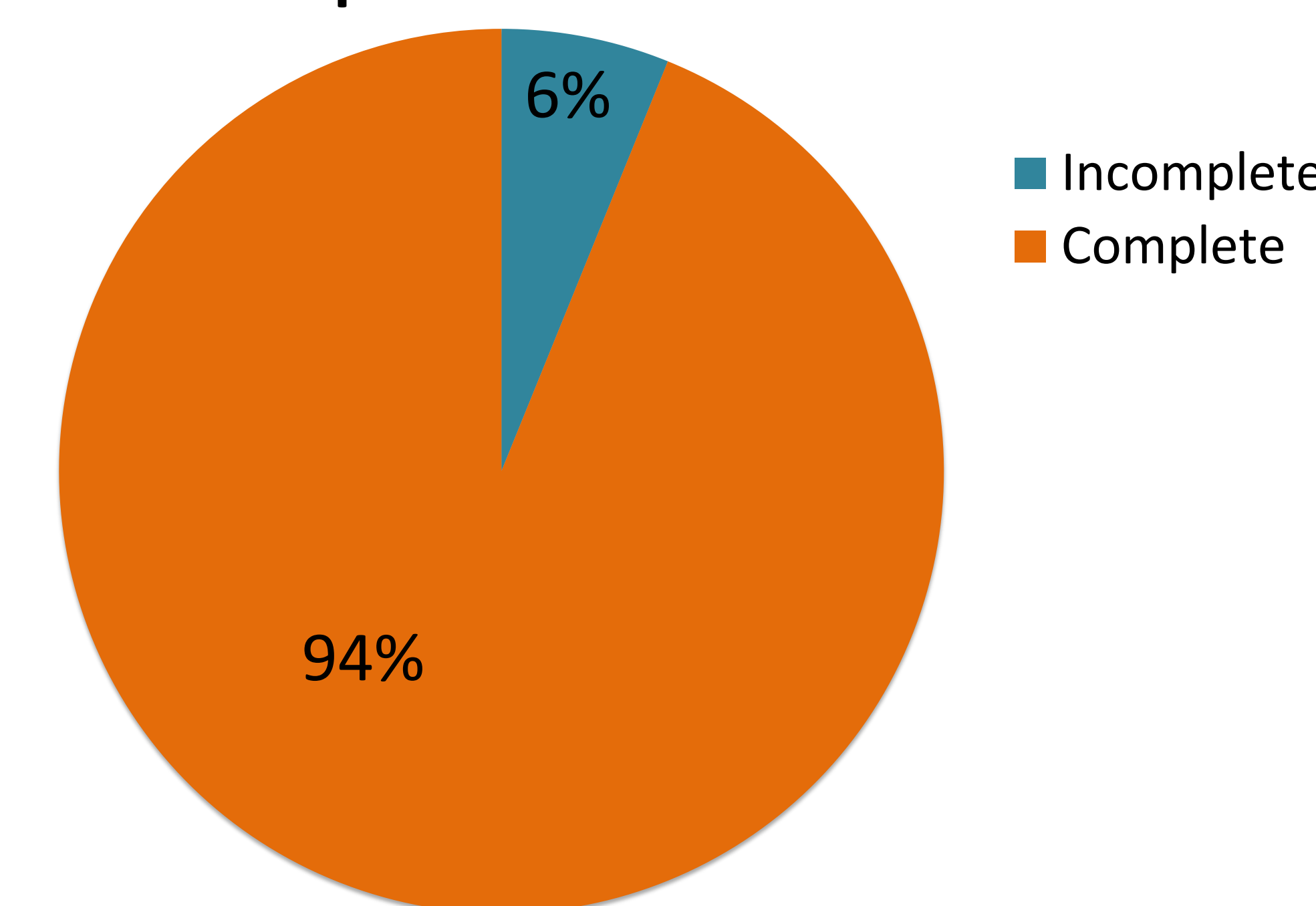
*Student must score at least 3 points in order to "pass" reflection assignment.

*adapted from PIE-RECAP rubric of Pacific University of Oregon School of Pharmacy

RESULTS

Co-curricular requirements were fully implemented for the 2017-2018 academic year and student engagement in leadership, professionalism, self-awareness, and entrepreneurship were assessed. A total of 114 students were required to complete their respective professional year's co-curricular requirements by April 1st of the academic year. Of the 114 students, seven (6%) failed to complete the co-curricular requirements. For those students failing to complete the requirements, a co-curricular remediation plan was developed by the Co-Curriculum Committee. The remediation plan included a individualized action plan (IAP) approved by the Committee and sent to the students. All students were given a deadline to complete the IAP and informed that failure to complete the requirements could impede their progression into the following professional year. Importantly, all student passed the co-curricular non-credit course. Of the 7 students failing to meet the co-curricular requirements, 57% the students failed to satisfy leadership expectations. Based on assessment data, the Committee is revising expectations for the upcoming School year to ensure that (1) the co-curricular expectations are reasonable, (2) adequate programming resources and opportunities are in place to help students execute their co-curricular requirements (3) and that measures of the affective domain development are evident.

Student Completion of Co-Curricular Requirements



DISCUSSION

Affective traits are as important to the success of future pharmacists. Efforts to develop areas of the affective domain in student pharmacists are often overshadowed by the necessity of committing volumes of therapeutic information to memory and mastering complex practice skills. The co-curricular components described herein, may be leveraged and modified by Schools/Colleges of Pharmacy across the academy as they seek to execute their respective co-curricula and develop successful graduates.

REFERENCES

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