Co-curricular Training Guide

For Faculty and Students of the ULM College of Pharmacy

# Fall 2018

## Meetings

9/10 @ noon\* – Peer group introductory meeting

9/25 @ noon – Mandatory presentation (B170, B202, B340)

10/22 @ noon\* - Peer group meeting to discuss information learned in 9/25 presentation

10/24 @ noon - Mandatory presentation (B170, B202, B340)

11/12 @ noon\* - Peer group meeting to discuss information learned in 10/24 presentation

\*these dates may be changed by faculty facilitator based on the needs of the group

## Self-assessments

All students will self-assess in all areas of Standard 4 at the beginning of the year

CAPE 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.

 MBTI: All students are provided with their results during bootcamp

 EQi: P1

EIL: Emotionally intelligent leadership survey – this was completed by the P2 class last year; Dr. Craft will email results in September. A link will be sent to all P3 students to complete; results will be returned within 2 weeks.

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

 EQi: P1

EIL: P2 (see above); P3 (see above)

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

PSEO: Pharmacy Student Entrepreneurial Orientation Scale – P1, P2, P3

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

APIPHANI: Assessment of Professionalism in Pharmacy: A Novel Instrument – P1 students will complete; P2 students completed last year; P3 will not complete

## Co-curricular (service learning) activities

Students shall engage in 3 chosen activities this fall. Evidence of these activities will be added to the student portfolio. The student will also indicate which area of standard 4 the activity addresses. The accompanying reflection should include the rationale for this choice. *[For planning purposes, students will be asked to select 3 activities in the spring (this usually includes IPE); they should have engaged in all 6 domains by the end of the year, which may include the summer to capture IPPE activities for 3.3]*

*Domain 3 - Approach to Practice and Care*
CAPE 3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
*Examples: Any evidence of using problem solving skills! Could be that you used gum to plug a hole in your tire until you were able to have it repaired.*

CAPE 3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
*Examples: service learning activities, teaching Sunday school, leading a bible study, tutoring students, etc.*

CAPE 3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.
*Examples: could be interventions for patients during work experiences, IPPE rotations, could be advocating for other groups, such as classmates for Class representatives, etc.*

CAPE 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.
*This will come from your assigned IPE activities. You should be able to upload copies of your evaluations of your performance.*

CAPE 3.5. Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care. (This can be age, educational background, socioeconomic, or cultural.)
*Examples: Service learning activities, campus cultural events, etc.*

CAPE 3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
*Examples: service learning activities, examples of professional communication you have sent, such as an email to a professor, letter to physician, etc.*

## Portfolio

Students will create a portfolio of their activities using the new software VIA. Each activity will have an accompanying reflection using the What? So What? Now What? format.

At the beginning of the spring semester, faculty will review the activities and reflections. Feedback will be provided to the students as needed.

*Dr. Craft will schedule multiple training sessions on the use of VIA for both faculty and students. Student training will begin in September. Dates will be announced ASAP.*