

Washington State University College of Pharmacy and Pharmaceutical Sciences
Professional Year 1 Co-Curricular and CPD Requirements

To support the development of outstanding healthcare providers, all PY1 students will engage in and complete the following as part of their CPD and Co-Curricular activity requirements. Co-Curricular and CPD Requirements will be maintained and tracked within the rotation management system. Upon completion, students, will then review their CPD and Co-Curricular activities with their advisor. **Please see the Rubric at the end of this document that will be utilized for any area that requires a reflection.**

- Updated CV – document upload, preferably in PDF format
- Confidence Assessment –
 - At this point in time, reflect on your experiences thus far as a student pharmacist and asses your confidence on the [ACPE Standards](#) 1-4. Read each standard carefully to accurately assess yourself. Be prepared to discuss your responses with your advisor. **The assessment categories are: Not Confident At All, Somewhat Confident, Neutral, Confident, Extremely Confident.** Remember, this assessment is based on your own perception and how you feel you are performing in each area:
 - Standard 1 – Foundational Knowledge
 - 1. Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.
 - Standard 2 – Essentials for Practice and Care
 - 2.A. Patient centered-care – Provide patient centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
 - 2.B. Medication Use Systems Management - Manage patient healthcare needs using human, financial, technological and physical resources to optimize the safety and efficacy of medication use systems.
 - 2.C. Health and Wellness – Design prevention, intervention and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
 - 2.D. Population-based Care – Describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices
 - Standard 3 - Approach to Practice and Care
 - 3.A. Problem solving – Ability to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
 - 3.B. Education – Educate all audiences by determining the most effective and enduring ways to impart information and assess learning.
 - 3.C. Patient advocacy – Represent the patient's best interests.
 - 3.D. Interprofessional collaboration – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
 - 3.E. Cultural sensitivity – Recognize social determinants of health to diminish disparities and inequities in access to quality care.
 - 3.F. Communication – Effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

- Standard 4 - Personal and Professional Development
 - 4.A. Self-awareness – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
 - 4.B. Leadership – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
 - 4.C. Innovation and entrepreneurship – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
 - 4.D. Professionalism – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
- Personal Statement –
 - In 250 words, reflect on the following question: **Who am I as a Student Pharmacist?** To begin delving into who you are as a student pharmacist, consider the optional prompts below to help you reflect on this big picture question:
 - How do you use resources or your support community to determine how to solve a problem?
 - What kind of pharmacist do I aspire to be and how can I use my time as a student to accomplish this goal?
 - What originally led me to pursue pharmacy, and why do I continue to do so?
- Co-Curricular Tracking – PY1 students are required to engage in a total of three Co-Curricular activities:
 - **One activity defined as Public Health**
 - Student pharmacists present health and wellness information, participate in community service that is directly related to support public wellness using strategies that respect individual patient needs, including culture and educational level. These activities may include assessing, advising and monitoring individual patient's health or monitoring disease progression. Students advocate for patients by suggesting appropriate therapy as appropriate with other members of or aspects within the health care system.
 - **Two activities defined as Professional Development**
 - Student pharmacists identify career interests and passions in addition to developing personal and professional strengths through interactions with pharmacists and other health care providers. Through this domain, students should engage in activities that focus on exploration of the profession or personal professional development.

What can count as a Co-Curricular activity?

- It is not an expectation and/or a requirement for a course (Including IPPE rotations/expectations of those rotations).
- It relates to the co-curricular area for which you are hoping to use the activity.
- You are able to articulate how the activity enhances your development as a student pharmacist.
- The activity has occurred during the didactic year for which you are hoping to use it for. For PY1, activities may start to count once you are an active PY1 student (i.e. have started coursework in August) in the PharmD Program and up to one week before your PY1 Advising Appointment in the Spring semester.

□ Information needed for each activity:

- Date (s) - Please provide the date (s) in which the event occurred
- Event Title – Please be specific. Example: Interviews vs. College of Pharmacy and Pharmaceutical Sciences PharmD Candidate Interviews
- Provide a brief summary of what happened during this event

Please check the Advising & Co-Curricular Engagement web page for further event guidelines and information here:
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/advising/>

- Co-Curricular Reflection – **You will answer a total of four reflection questions - two per required Co-Curricular area:**
 - Public Health:
 - Why did you choose this activity and how has it informed your practice as a student pharmacist? (100-250 words)
 - What did you learn from this experience and how will you apply what you have learned moving forward? (100-250 words)
 - Professional Development:
 - Describe the most impactful co-curricular activity you participated in related to professional development - why did you choose this activity and how has it informed your practice as a student pharmacist? (100-250 words)
 - How will you apply what you have learned from this experience moving forward? (100-250 words)

Rubric to Evaluate Reflection

	Proficient	Satisfactory	Incomplete
Effort	<p>Student consistently makes meaningful high quality connections between personal or professional development and specific experiences that have contributed to their development. Time was spent on genuine self reflection/critical thought.</p> <p>A paragraph or more is provided and has enough detail to demonstrate that the student pharmacist has thoughtfully responded to each component of the prompt.</p> <p>There are none or only a few grammatical errors.</p>	<p>Student usually makes meaningful quality connections between personal or professional development and specific experiences that have contributed to their development.</p> <p>Only a couple of sentences are provided in each response and/or one part of prompt is missing.</p> <p>There could be more detail to demonstrate that the student pharmacist has responded thoughtfully to each component of the prompt.</p> <p>There are only a few grammatical errors.</p>	<p>Student work is superficial in nature and generic. Work is absent, incomplete, and/or effort is well below professional expectations.</p> <p>There are so many grammatical errors that it causes the meaning of the prompt to be misunderstood.</p> <p>There is more than one part of the prompt missing.</p> <p>There's not enough detail provided to understand what the student pharmacists thinks about the prompt.</p> <p>Student will be asked to make corrections/adjustments until Satisfactory is reached.</p>