

**Washington State University College of Pharmacy and Pharmaceutical Sciences**  
**Professional Year 4 CPD and Continuing Education Requirements**

To support the development of outstanding healthcare providers, all PY4 students will engage in and complete the following as part of their CPD and Continuing Education requirements. Continuing Education and CPD Requirements will be maintained and tracked within the rotation management system. Upon completion, students, will then review their CPD and Continuing Education 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
  
- Confidence Assessment -
  - At this point in time, reflect on your experiences thus far as a student pharmacist and assess 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.



- Should result in a certificate of completion

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

- **What can count as a CE activity?**
  - **It should not be a rotation requirement** - it should instead be an additional activity in which you engage outside of those requirements. For example, your preceptor may require you to attend a presentation--this would not be considered.
  - These can be in-person or online. Please see the link above for a more comprehensive outline of what is suggested.
  - It relates to the purpose of the PY4 Continuing Education requirement.
  - You can articulate how the activity enhances your development as a student pharmacist.
  - The activity has occurred during the program year for which you are hoping to use it for. For PY4, activities may start to count once the Spring semester of your PY3 academic year has officially ended (last day of the term has passed in April/May) and by the time of your PY4 academic advising appointment.
- **Information needed for each CE:**
  - Date (s) - Please provide the date (s) in which the event occurred (DD/MM/YY)
  - Event Title – Please be specific. Example: Interviews vs. College of Pharmacy and Pharmaceutical Sciences PharmD Candidate Interviews
  - Hours spent for each CE
- **Continuing Education Reflection –**
  - Describe the most impactful CE activity you participated in related to professional or personal development. (Max 250 words)
  - How did participating in this CE Activity help you meet your professional or personal goals, and in what way (s)? (Max 250 words)

Rubric to Evaluate Reflection

	4	3	2	1
<b>Effort</b>	Student <b>consistently</b> makes meaningful <b>high quality</b> connections between <i>professional and personal development goals</i> and <b>APPE</b> experiences.	Student <b>usually</b> makes meaningful <b>quality</b> connections between <i>professional and personal development goals</i> and <b>APPE</b> experiences.	Student work makes minor connections between <i>professional and personal development goals</i> and <b>APPE</b> experiences. <b>Minimal</b> effort is put forth.	Student work is <b>superficial</b> in nature and <b>generic</b> . Work is absent, incomplete, not taken seriously or effort is well below expectation.

Please be prepared to discuss your reflection in your advising appointment. Reflections should make meaningful and high-quality connections between your professional and personal goals and your APPE rotations.