

University of Oklahoma College of Pharmacy Co-Curriculum Requirements
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Co-Curriculum Overview. The PharmD Co-Curricular Program is designed to help you make the most of the opportunities for personal and professional growth as an OUHSC PharmD student in all four years of the program. These opportunities will complement the curriculum. With a variety of activities ranging from cultural lunch talks, community service experiences, career related panels and presentations, skill building sessions, and much more, the program provides a means for you to enhance your knowledge, skills, and attitudes alongside our pharmacy curriculum. We encourage you to consult a mentor and intentionally plan your activities. Questions regarding the program should be directed to Dr. Melissa Medina @ Melissa-medina@ouhsc.edu

Benefits. The Accreditation Council for Pharmaceutical Education recognizes that what students do and learn outside the formal curriculum can be essential in developing the skills, experience, and knowledge to make you a team-ready and practice-ready pharmacist. Through the co-curricular program, you should select and participate in meaningful activities based on your interests, experiences, and goals. Completing co-curricular activities every year is a graduation requirement, it will help you develop personally and professionally. This program is designed with your experience and future as a team- and practice-ready pharmacist at its core.

Domains. Learning-focused, student-centered, and intentional, the PharmD Co-Curricular Program encompasses five Areas of learning. You are encouraged to engage in activities that support you in:

1. identifying career and professional plans
2. developing resilience and stress reducing strategies
3. Increasing your awareness and understanding of other cultures
4. enhancing your interpersonal and communication skills and providing patient education
5. gaining experience as a leader and team member in group settings and initiatives

Requirements overview. One course per semester is designated to track the completion and assessment of these activities. Each year you will complete 5 co-curricular requirements (but you can complete more activities in each area). The requirement is designed to both encourage you to experience a broad array of opportunities to help you explore your plans after graduation. You can meet with a mentor to plan/reflect. You will track your progress and growth using the D2L Co-Curriculum Community.

Fall	Spring
<p>1. Professional & Career Development (4.4 Professionalism) These programs and activities assist students in the conscious planning and development of their pharmacy career and in developing professional skills to help them excel in their career. Activities provide insight for students to reflect upon the direction of their future career path and how to approach their career planning.</p>	<p>4. Patient Education and Outreach (3.2 educator); 3.4 IPE Collaborator; 3.6 Communicator) These programs and activities engage students in the community to promote health and the safe and effective use of medications. Additionally, they help bring awareness to the roles and contributions of a pharmacist and provide experience and insight related to patient care.</p>
<p>2. Personal Development and Wellness (4.1 Self-awareness) These programs and activities assist students in exploring and establishing an ongoing process of promoting balance in one's personal and professional life.</p>	<p>5. Leadership (4.2 Leader; 3.1 Problem Solver; 4.3 Innovator) These programs and activities engage students in learning effective collaboration techniques to achieve shared goals and foster awareness and development of an individual's contributions in a team setting. Activities include conflict management, goal setting, and people management</p>
<p>3. Cultural Understanding (formerly community service) (3.3 Advocacy and 3.5 Cultural Sensitivity) These programs and activities assist students in the effective delivery of health care services that meet social, cultural, and linguistic needs of patients through cultural sensitivity and competency and understanding.</p>	

Activities. At the beginning of each year, students should reflect on professional goals and interests in order to assist with the selection of 1 meaningful activity per Area. Students will complete at least 1 activity in each Area a year (3 in the fall and 2 in the spring). A menu of activity options for each Area is provided below to facilitate selection. Students can request special permission to complete an Area activity not listed from Dr. Medina (Melissa-medina@ouhsc.edu). Due to COVID-19, a virtual activity is offered for each Area. See the D2L co-curriculum community for more video link, activities, and details. If a virtual activity does not align with the student’s professional goal, students can propose an alternate activity and resource to Dr. Medina.

<p>Fall</p> <p>1. Professional & Career Development (4.4 Professionalism)</p> <ul style="list-style-type: none"> Attend College Seminar series or campus professional seminar Attend national/regional meetings Attend career development workshop (CV workshop, interview workshop) Attend Education talk (Resident Rounds, Grand Rounds, Education Grand Rounds, AACP Walmart Scholar Program) Volunteer research (not course or Ind Study credit) Virtual opportunity: OU College of Pharmacy Ashby Lecture series - Watch the Video “Just a Pharmacist” by Dean Kelly Smith, University of Georgia College of Pharmacy

<p>Spring</p> <p>4. Patient Education and Outreach (3.2 educator; 3.4 IPE Collaborator; 3.6 Communicator)</p> <ul style="list-style-type: none"> Health Fair (Hispanic Health Fair, Vestido Rojo, Big Event, City Rescue Mission) Flu clinics (not I/APPE flu clinics) Provide pt education on a clinical service (Asthma Education Service, Stroke Risk, OSHP Smoking Cessation Clinic, Brown Bag Med Program, Know your Diabetes Risk) Clinical Skills Competition or Pt Counseling Competition Tutoring Millwood Students or Pharmacy Students National/International Mission Trips Virtual opportunity: US Surgeon General Video - watch the video discussion delivered by the US Surgeon General

<p>2. Personal Development and Wellness (4.1 Self-awareness)</p> <p><i>Activity must be able to be documented</i></p> <ul style="list-style-type: none"> Run/walk in charity event (OUCOP Adrenaline Run) Participate in a book club (campus or other) Participate in an exercise class at a gym or studio Attend a virtual talk with HSC Counseling Services Compete on an extramural sports team Complete an art project at an art class Virtual opportunity: Public Health Grand Rounds Video- watch the video The Role of Mind and Spirit in Health – What is science telling us?

<p>5. Leadership (4.2 Leader; 3.1 Problem Solver; 4.3 Innovator)</p> <ul style="list-style-type: none"> Serve on Natl/Campus/College organization officer or member (join, invited, or elected position) <ul style="list-style-type: none"> Committee chair, Ambassadors Program, Crimson Club, Pharmacy Month chairs Attend PLS, College, or Campus sponsored Leadership talk OSHP District Meeting HSC Leadership lunch series OK Legislative Day (need permission to miss class) State Board mtg (P4 only) Service mtg with APPE preceptor (P4 only) Virtual opportunity: Leadership Frames Exercises (complete inventory, watch video, review PP presentation)

<p>3. Cultural Awareness (formerly community service) (3.3 Advocacy and 3.5 Cultural Sensitivity)</p> <ul style="list-style-type: none"> Attend cultural talk Volunteer at a community service organization (Community Food Bank, Habitat for Humanity, Children’s Hospital, Cavett Kids (non-pt care) Virtual opportunity: Public Health Grand Rounds Video – watch the video Healthcare Costs and Payment Models

Assessments and Documentation

A student who fails to complete these requirements in total will receive an Incomplete for his/her course grade, unless extenuating circumstances have been approved in advance by Dr. Medina.

Area Objectives Self-reflection

- Each co-curricular Area is tagged to at least one of our College's program outcomes (ie, CAPE outcomes). You should reflect on the associated objective(s) when you complete a co-curricular activity, because they are expected learning outcomes (see next page & D2L for objectives)
- The knowledge quiz questions will be derived from these objectives and there is a study guide on D2L available to reinforce the knowledge you should gain from completing your Area activities.

Reflection Paper

- You (students) will select and state 1 Area activity that you got the most personal or professional development from and 1 area activity that you got the least from. You will then explain why you think you got the most and the least from both of the areas. You will then explain your plans for new activities and continued growth in both areas next year.
- Reflection paper is due in the spring semester by May 1.
- Minimum page length – 1 typed (max=2 pages), double-spaced page, 12-point font with name, date and class year (eg., P1) at the top of the page

Knowledge Quizzes

- Fall - 15 knowledge question per semester (5 questions per Area)
- Spring - 10 knowledge question per semester (5 questions per Area)
- Use study guide and objectives to prepare for quizzes, located in the D2L co-curr community
- Quizzes will be completed in D2L co-curriculum community

Activity Artifacts and Logs Documentation

- Students will upload an "artifact" for each Area (in lieu of getting an activity log signed)
- Artifacts consist of a photo or specified pdf; in some instances, the artifact will consist of quiz questions
- Students who attend a Zoom meeting to fulfill a requirement should ask the meeting host to download and send you the Zoom meeting attendance sheet.
- Students must upload the artifact into the D2L co-curriculum community site, no later than the quiz date
- An audit of students' logs will be conducted and the artifact will be verified. Any student who has falsely uploads an artifact will be subject to the academic misconduct policy, receiving a zero on the activity and up to an F in the designated course.

Reflection Quizzes

- Questions will pertain to "My perspective grew or I gained insights as a result of this activity"
- Will be completed in D2L co-curriculum community
- Students will also complete a questionnaire about co-curriculum perceptions

Courses

The following courses have been designated as the home course for capturing and assessing the co-curricular activities. A student who fails to complete these requirements in total will receive an Incomplete for his/her course grade, unless extenuating circumstances have been approved in advance by Dr. Medina.

Fall

- P1 F Math
- P2 F Biotech
- P3 F Law
- P4 F Seminar

Spring

- P1 S Drug Info
- P2 S Pt Assessment
- P3 S Clin Tox
- P4 S Seminar

Area Objectives. Each co-curricular Area is tagged to at least one of our College’s program outcomes (ie, CAPE outcomes). When you complete a co-curricular activity you will gain knowledge, skills, and professional attitudes about the co-curricular Area. To guide your knowledge development, there are objective listed for each Area, which are the outcomes we expect you to gain while you are completing each respective activity. The knowledge quiz questions will be derived from these objectives and there is a study guide on D2L available to reinforce the knowledge you should gain from completing your activities.

<p>Fall</p> <p>1. Professional & Career Development (4.4 Professionalism)</p> <p>4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, & society.</p> <p><u>Learning Objectives</u></p> <p>4.4.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.</p> <p>4.4.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.</p> <p>4.4.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.</p>

<p>2. Personal Development and Wellness (4.1 Self-awareness)</p> <p>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.</p> <p><u>Learning Objectives</u></p> <p>4.1.1. Use metacognition to regulate one’s own thinking and learning.</p> <p>4.1.2. Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.</p> <p>4.1.5. Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate.</p> <p>4.1.7. Use constructive coping strategies to manage stress.</p> <p>4.1.9. Display positive self-esteem and confidence when working with others.</p>

<p>Spring</p> <p>4a. Patient Education and Outreach (3.2 educator); 3.4 IPE Collaborator; 3.6 Communicator)</p> <p>3.2. Educator (Educator) – Educate all audiences by determining the most effective & enduring ways to impart information & assess understanding.</p> <p><u>Learning Objectives</u></p> <p>3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).</p> <p>3.2.2. Select the most effective techniques/strategies to achieve learning objectives.</p> <p>3.2.6. Assess audience comprehension.</p>

<p>4b. Patient Education and Outreach (Continued) (3.2 educator); 3.4 IPE Collaborator; 3.6 Communicator)</p> <p>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.</p> <p><u>Learning Objectives</u></p> <p>3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient care needs.</p> <p>3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.</p> <p>3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.</p> <p>3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.</p> <p><u>Learning Objectives</u></p> <p>3.6.1. Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.</p> <p>3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.</p> <p>3.6.4. Use effective interpersonal skills to establish rapport and build trusting relationships.</p> <p>3.6.5. Communicate assertively, persuasively, confidently, and clearly.</p> <p>3.6.6. Demonstrate empathy when interacting with others.</p> <p>3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.</p>

**3. Cultural Awareness (formerly community service)
(3.3 Advocacy and 3.5 Cultural Sensitivity)**

3.5. Cultural sensitivity (Includer) - Recognize *social determinants of health* to diminish disparities and inequities in access to quality care.

Learning Objectives

3.5.1. Recognize the collective identity and norms of different *cultures* without overgeneralizing (i.e., recognize and avoid biases and stereotyping).

3.5.3. Assess a patient's *health literacy* and modify communication strategies to meet the patient's needs.

3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.

Learning Objectives

3.3.1. Empower patients to take responsibility for, and control of, their health.

3.3.2. Assist patients in navigating the complex healthcare system.

3.3.3. Identify ways patients can obtain the resources they need in an efficient and cost-effective manner.

**5. Leadership
(4.2 Leader; 3.1 Problem Solver; 4.3 Innovator)**

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

Learning Objectives

4.2.1. Identify characteristics that reflect *leadership* versus *management*.

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

Learning Objectives

3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.

3.1.4. Define and demonstrate critical thinking by anticipating positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.

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

Learning Objectives

4.3.5. Define *entrepreneurial skills*

4.3.6. Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.