Co-Curricular Engagement Requirements
Classes of 2020, 2021, & 2022

Oregon State University
College of Pharmacy

Our mission is to advance societal health through leadership in pharmacy education, research, community engagement, and improved patient care.

Coordinator

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General Description

Co-curricular experiential activities enhance students' learning through the application of knowledge and skills acquired in the classroom setting to activities, projects, and experiences in the community. Requirements within each category enhance and augment specific learning outcomes outlined in traditional curricular coursework. Students participate in or create active learning experiences that explore the roles, attitudes, and values of a pharmacist. Required activities are pass/fail.

Although no course number is defined for these expectations, it is anticipated that completion of co-curricular requirements will be documented on official transcripts beginning with the academic year 18-19. Completion of these activities are required for progression and graduation, and each student's progress towards these expectations will be reviewed and assessed annually.

Co-Curricular Domains, Outcomes, and Expectations

The four domains of co-curricular activities are:

- Public Health Education and Community Service*
- Patient Care and Advocacy*
- Professional Engagement
- Leadership and Innovation

*These two categories are identified collectively as "outreach activities."

There are a set of questions that students are to answer in reflecting upon their experience for each of the required domains. Students must use the Co-Curricular Activity Reflection Forms that are posted in each Canvas assignment under the Co-Curriculum Module in your respective Canvas Class site. Be sure to read the instructions for how to download, complete, and then upload the form.

Below is a summary of each domain and examples of activities that meet the requirements. If there is any question as to whether an activity will qualify, students should confirm that it is acceptable by contacting Dr. DeLander **before** submitting the Activity Reflection Form. Although this document provides an overview of the general expectations as you progress through the program, please only focus on those listed as a requirement for your current academic rank as you may not 'bank' activities for future years.

Public Health Education and Community Service

Within this domain, students present health and wellness information, or participate in community service efforts that contribute substantively to public wellness, using appropriate delivery strategies to assure learning regardless of setting, age, culture, or educational level. (Related P-SLOs: 2.3; 3.2; 3.3.1; 3.4.2; 3.5; 3.6.1; 3.6.2;3.6.4; 3.6.5; 4.1.3; 4.1.4; 4.3; 4.4)

Examples of this domain include students interacting with community members individually or in groups to provide health information and encourage wellness such as sharing disease-specific information (e.g., stroke prevention, risk factors for Type II diabetes) through conversation, posters, or presentations, and providing presentations to encourage wellness and safety (e.g., Mr. Yuk or medication safety presentations). Students may also participate in areas of community service not directly related to medicine or pharmacy, but that contribute to public wellness. Examples include presentations on emergency preparedness, or working in support of philanthropic outreaches or activities that address the needs of special populations (e.g., Special Olympics, events that enhance cultural awareness). *The emphasis in this category is on establishing an expectation that pharmacists are a resource that cuts across varied community needs.*

Public Health Education and Community Service Requirements

P1 students must complete a reflection on one activity in which they <u>participate</u> in presenting public health education or providing community service. Community service is consistent with the pharmacists' role as a community resource.

P2 and P3/P4 students must complete a reflection on one activity per program level year. In total the two activities must include at least one in which they <u>present</u> public health education. Substantive engagement in community service may be used to fulfill this requirement one time. "Engaging substantively" in community service suggests a role beyond being present for an activity and may include a longer-term commitment.

Patient Care and Advocacy

Within this domain, students assess an individual patient's health or monitor individual disease progression. Students advocate for patients by suggesting an appropriate course of action based on assessments and by facilitating patient interactions with other members or components of the health care system. (Related P-SLOs: 2.1; 2.3; 3.2.1; 3.3; 3.5.1; 3.6.1; 3.6.2; 3.6.3; 3.6.5; 4.1.4; 4.4)

Examples of this domain include interacting with patients to perform assessments and share patient-specific health education (e.g., BP, blood glucose, disease risk assessments), or providing direct patient care (e.g., immunizations, medication review) in community settings. Advocacy, in this category, specifically relates to being an advocate for the wellness of the person in front of you. This is accomplished by providing care that supports stronger self-care going forward or enabling patients to act more effectively and with better information as they advocate for their own care in interactions with colleagues, family, or other healthcare providers. *The emphasis in this category is on the assessment and delivery of individualized patient care.*

Patient Care and Advocacy Requirements

P1 students must complete a reflection on one activity in which they participate in providing patient care or patient advocacy.

P2 and P3/P4 students must complete a reflection on two activities in which they participate in providing patient care or patient advocacy per program level year. In total the four activities must include at least one per year in which they provide patient care, with the other two being either providing patient care or patient advocacy.

Professional Engagement

Within this domain, students develop personal and professional strengths and interests through direct interactions with a diversity of pharmacists and other health professionals. (Related P-SLOs: 3.4.1; 3.4.2; 3.5.1; 3.6.1; 3.6.5; 3.6.6; 4.1; 4.2.2; 4.4)

Examples of this domain include students developing an awareness of personal and professional strengths and interests interacting with professional colleagues. Similarly, the capacity of students to understand and participate in advancing the capabilities of their chosen profession requires exposure to a breadth of perspectives only gained through interactions with a diversity of pharmacists and other health professionals. Participation in full day professional meetings officially sponsored by the college (e.g., Professional Day, Quick Conversation), professional meetings at or above the state level, and service on professional or interprofessional committees addressing professional or public health concerns, are examples of desired activities. Additional activities might include association committee service or other settings that allow for meaningful conversations with other professionals regarding the profession of pharmacy or healthcare generally. *The emphasis in this category is an active exploration of one's own and the profession's capabilities through interactions with a diversity of professional colleagues.*

Professional Engagement Requirements

P1 and P2 students must complete a reflection on one activity in which they participate in professional engagement per program level year. In total the two activities must include at least one in which they attend an externally sponsored meeting at the state, regional, or national level. Professional engagement activities must involve personal interactions with external partners/preceptors/pharmacists.

P3/P4 students are not required to complete a reflection for this domain.

Leadership and Innovation

Within this domain, students demonstrate leadership and innovation through initiative and creativity individually or collaboratively to address concerns, advance common goals, or make scholarly contributions to existing knowledge. (Related P-SLOs: 3.1; 3.4.2; 3.4.3; 3.4.4; 3.6.4;3.6.5; 3.6.6; 4.1; 4.2; 4.3; 4.4).

Examples of this domain include students demonstrating initiative and imagination as they engage in collaborative problem solving of concerns, large or small. Innovation is a hallmark of leadership and

entrepreneurship requiring original or creative thought processes and openness to novel ideas. Demonstrated impact as an elected or appointed member of an organization or committee, directing implementation of a new or novel solution for concern, and creation of new knowledge or understanding through research and scholarship, are evidence of leadership and innovation. Other examples include organizing an outreach, developing a presentation, or carrying out and communicating original scholarship. *The emphasis in this category is to display initiative within a collaborative effort toward achieving a goal, irrespective of one's position within the team.*

Professional Engagement Requirements

P1 students are not required to complete a reflection for this domain.

P2 and P3/P4 students must complete a reflection on one activity in which they demonstrate leadership and innovation through initiative and creativity per program level year. Leadership and innovation is defined as an activity in which a student has made a substantive creative contribution to the development or communication of a project or service, preferably in collaboration with others.

Overall Co-Curricular Engagement Requirements Checklist by Program Year

The College reserves the right to adjust these expectations. Any changes to expectations will be communicated clearly to students. Note: Students that have completed the "outreach activity" requirements (*) are expected to defer to colleagues that have yet to complete the requirement during the initial signup period.

P1 students must complete reflections on:
- ☐ One activity in which they participate in either presenting public health education or providing community service.*
- ☐ One activity in which they participate in either providing care or patient advocacy.*
- ☐ One activity in which they participate in professional engagement.

P2 students must complete reflections on:
- ☐ One activity in which they present public health education or engage substantively in community service.*
- ☐ Two activities in which they participate in providing patient care or patient advocacy, with a least one being providing patient care.*
- ☐ One activity in which they participate in professional engagement.
- ☐ One activity in which they demonstrate leadership and innovation through initiative and creativity.

P3/P4s students must complete reflections on:
- ☐ One activity in which they present public health education or engage substantively in community service.*
- ☐ Two activities in which they participate in providing patient care or patient advocacy, with a least one being providing patient care.*
- ☐ One activity in which they demonstrate leadership and innovation through initiative and creativity.

Student Requirements for Completion and Evaluation of Performance

General Information

- These are non-credit requirements for progression and graduation from the PharmD program. Completion of co-curricular activities is pass/fail.
- Satisfactory completion is defined by meeting expectations established for each activity and responding to questions on the associated Activity Reflection Form within the defined timeframe.
- It is strongly recommended that each "outreach activity" be completed at a separate event; however, if you are engaged in an event and believe that it qualifies for two of these requirements, please contact Dr. DeLander to confirm the process for completing two reflection forms.
- Students may use qualifying activities that are completed as part of course requirements but must complete the appropriate Co-Curriculum Activity Reflection Form.
- Self-reflections for any activity must be submitted within one month of the activity
- The "academic year" for completion of co-curricular activities begins September 1 for incoming P1 students and July 1 for P2 and P3 students. _You may not "bank" activities or responses for subsequent years._
- All required activities in a specific year must be completed for progression to the next professional year and graduation. Failure to meet the co-curricular requirements will result in a referral to the Academic & Professional Standards (APS) Committee.
- Students should confirm with the Head Advisor or the Executive Associate Dean before participating and completing the activity if there is any question that an activity will be accepted as meeting these expectations.
- Procedures for site- or event-specific verification of student involvement will be provided.
- Student and event coordinator records of participation will be audited.
- NEVER act on behalf of another student to indicate their participation. This will be considered an act of academic dishonesty for both students.
- Any DAS or other concerns regarding completion of requirements, or potential needs for accommodation, should be communicated to the Head Advisor or Executive Associate Dean as soon as possible.
- Appropriate OSU wear (e.g., polos with logos) are required at activities EXCEPT in patient care activities, where white coats are appropriate.

Requirements for Completion of Co-Curricular Activities

- There is an expectation that the complexity and significance of individual activities will progress as the capabilities of the student progress.
- Satisfactory completion is determined and defined by responses to the questions on the Activity Reflection Forms that illustrate student achievement of associated learning outcomes. A faculty member will respond to student self-reflection on each activity, verifying satisfactory completion.
- Discussion of how completed co-curricular activities contribute to the creation or advancement of your Personal and Professional Development Plan (PPDP) will be included in annual advising meetings.

No Excuses Policy

Students have a diversity of opportunities throughout the year(s) to meet expectations of the co-curricular requirements. Early planning is recommended, including identification of alternatives to desired activities or events. Attention to identifying and pursuing specific areas of interest will more readily assure that students will meet requirements and build a sustainable pattern of professional engagement that will support their career.

Learning Resources

Co-curricular activities are complemented by and extend knowledge, skills, and values presented in all other areas of the curriculum. Co-curricular activities are supported in part through activities created by student leaders in the Oregon State Student Pharmacists (OSSP) and other student organizations (Phi Delta Chi, Phi Lambda Sigma, and Rho Chi). There are adequate opportunities for all students. However, opportunities made possible through student organizations may include preferred access to event sign-ups initially. The College and OSSP maintain a comprehensive list of professional meetings.

Students are required to maintain an active email account that is either your ONID account or linked to your ONID account. If your ONID email is forwarded to a second address, please assure that the second address is active and capable of receiving an email (e.g., it has not exceeded its maximum storage capacity). Students are responsible for all email communication delivered to student ONID email accounts through the course website.

General Oregon State University and College of Pharmacy Policies

Although academic credit is not assigned for completion of required co-curricular activities; College and University guidelines and policies apply to all activities.

Academic and Professional Standards

OSU Student Conduct & Community Standards (SCCS) are available online at http://studentlife.oregonstate.edu/studentconduct/offenses-0 and define expectations of students. The College of Pharmacy professional program has defined additional academic and behavioral expectations and characteristics considered essential to being a student pharmacist and pharmacist. Individuals who choose to become student pharmacists do so with the understanding that admission, progression and graduation are dependent upon their capacity to personally demonstrate essential characteristics defined by the College and profession of pharmacy, available at http://pharmacy.oregonstate.edu/current-student-resources.

To report a Conduct Incident please contact College of Pharmacy Student Services or use the "Report a Conduct Incident" on the SCCS page referenced above.

Students with Disabilities

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

Civility, Student Behavior and Non-discrimination

The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society. Our rules are formulated to guarantee each student's freedom to learn and to protect the

fundamental rights of others. Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action.

Oregon State University prohibits discrimination on the basis of protected status in any of its policies, procedures, or practices. Protected statuses include age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. People must treat each other with dignity and respect in order for scholarship to thrive. Behaviors that create a hostile, offensive or intimidating environment based on any protected status will be referred to the Affirmative Action Office. For any questions regarding civility or acceptable behavior, please reference the University's mission and values statements and the College of Pharmacy's Essential Characteristics of a Student Pharmacist at http://pharmacy.oregonstate.edu/current-student-resources.

Religious Accommodation of Students
The University will grant students' reasonable requests for religious accommodations where doing so does not conflict with reasonably necessary University goals. For more information, please consult the Religious Accommodation of Students Policy linked below or contact the Office of Equity and Inclusion: http://oregonstate.edu/oei/sites/default/files/religious_accommodations_for_student_policy_05_17_2012_v2.pdf

Co-Curricular Activity Reflection Form
Leadership & Innovation

Oregon State University
College of Pharmacy

Overview
Within this domain, students demonstrate initiative and creativity individually or collaboratively to address concerns, advance common goals, or make scholarly contributions to existing knowledge. The emphasis in this domain is to display initiative within a collaborative effort toward achieving a goal, irrespective of one's position within the team.

Activity Information

Student Name: _____ Date of Form Submission: _____

Activity Name: _____ Date of Activity: _____

Activity Location: _____ Activity Type: _____

Preceptor Name: _____ Community Served: _____

Questions

What was the setting or nature of this activity? (250 characters)

What were the goals or objectives of this activity? (250 characters)

Do you feel the activity was successful in meeting its goals or objectives?

◯ Yes   ◯ Partially   ◯ No

What was your role, and what specific leadership characteristics did you display in that role? (800 characters)

What was the significance or impact of this activity? (800 characters)

What challenges did you confront, and how did you mitigate or resolve those challenges? (800 characters)

Who collaborated with you in this activity and how did their collaboration help you achieve an optimal outcome? What additional expertise or alternative strategies would be valuable to enhance the success of future opportunities? (800 characters)

Were there unexpected perspectives about leadership or innovation you learned during this activity? What strengths or areas for improvement in your leadership skills were revealed in this activity? Are there skills you hope to develop to optimize future outcomes for similar activities? (800 characters)

How did this experience contribute to your development as a pharmacist and influence your career goals or understanding of the pharmacy profession? (1250 characters)

Co-Curricular Activity Reflection Form
Professional Engagement

Overview

Within this domain, students develop personal and professional strengths and interests through direct interactions with a diversity of pharmacists and other health professionals. The emphasis in this domain is an active exploration of one's own and the profession's capabilities through interactions with a diversity of professional colleagues.

Activity Information

Student Name: _____   Date of Form Submission: _____

Activity Name: _____   Date of Activity: _____

Activity Location: _____   Activity Type: _____

Questions

What were the goals or objectives of this activity? (250 characters)

Do you feel the activity was successful in meeting its goals or objectives?

◯ Yes   ◯ Partially   ◯ No

If you were planning a similar activity, what challenges would you expect to encounter? What might you do differently or what steps would you take to assure a successful activity? (1500 characters)

Reflect on the activity and address the following: (1250 characters)
- What were two or three key points addressed in the activity and how did the information presented compare to what you have learned previously? For example, did it complement, enhance, or contradict your current understanding?
- How did the activity stimulate your curiosity or leave questions unanswered that you want to explore further? Give an example.

Describe a one-on-one interaction you had with another health professional that you met during the activity, using the following as a guide: (1250 characters)
- Describe what you learned about their practice setting.
- What professional advice or perspectives did that individual share that facilitated your growth?
- How did the interaction expand your professional network, raise unanswered questions, or stimulate curiosity about the profession? Give an example.
- Is this relationship valuable going forward? If yes, how do you plan to sustain contact? If not, why not?

Reflect on how this activity contributed to your development as a pharmacist and what future goal(s) you have as a result of what you have learned or experienced. What personal or professional strengths or interests did you discover in yourself as a result of interacting with colleagues? What Personal & Professional Development areas did you identify for improvement through this activity? What will you do with this awareness? (2000 characters)

Co-Curricular Activity Reflection Form
Public Health Education & Community Service

Oregon State University
College of Pharmacy

Overview

Within this domain, students present health and wellness information, or participate in community service efforts that contribute substantively to public wellness, using appropriate delivery strategies to assure learning regardless of setting, age, culture, or educational level. The emphasis in this domain is on establishing an expectation that pharmacists are a resource that cuts across varied community needs.

Activity Information

Student Name: _____   Date of Form Submission: _____

Activity Name: _____   Date of Activity: _____

Activity Location: _____   Activity Type: _____

Preceptor Name: _____   Community Served: _____

Questions

How long were you present at the activity? _____ hours

How many patients or community members were served while you were present?
○ 1-20   ○ 21-40   ○ 41-60   ○ 61-80   ○ 81-100   ○ 100+ (please estimate: _____)

What public health education or community service was being provided? (250 characters)

What were the goals or objectives of this activity? (250 characters)

Do you feel the activity was successful in meeting its goals or objectives?
○ Yes   ○ Partially   ○ No

What was your specific role? Be concise. (250 characters)

What skill(s) did you practice or acquire as a result of your participation? (800 characters)

Describe a meaningful interaction you observed or had with a patient, caregiver, community member, or health care provider that caused you to reflect on how you could provide better health education or community service in the future. What did you notice or experience about communicating with those individuals, especially those that may appear different than yourself? (1250 characters)

Did you collaborate with any other professionals (public health, nursing, physician, social workers, etc.)? If so, what collaborations did you have? If not, do you see an opportunity in the future? (800 characters)

If you were planning a similar activity, what challenges would you expect to encounter? What might you do differently or what steps would you take to assure a successful activity? (1500 characters)

How did this experience contribute to your development as a pharmacist and influence your career goals or understanding of the pharmacy profession? (1250 characters)