

## DKICP Co-curricular program - Effective Fall 2023

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Co-curricular activities complement what students learn in the classroom and can contribute significantly in developing the values and attitudes of the profession of Pharmacy (ACPE Standard 12.3). The DKICP co-curricular plan is designed to encourage student involvement in professional development and engagement activities that will help develop, improve and refine communication, leadership and patient care skills.

- I. Section 1: Defined domains of co-curricular activities
  - II. Section 2: Educational outcomes of the co-curriculum provides educators with a framework for monitoring student activities and achievement.
  - III. Section 3: Expectations for student participation and involvement as a means to reinforce and apply what is learned in the classroom, and to enhance one's personal and professional growth.
  - IV. Section 4: Processes by which student involvement in the co-curriculum will be tracked and reported, **currently utilizing** CORE ELMS and CompMS.
  - V. Section 5: Expectations of Faculty Advisor and feedback
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I. **Section 1: Domains** (EXAMPLES listed, but not limited to; see full list of activities in Appendix A)

A. **Approach to Patient Care**

1. Disease State Management
  - a) Vaccine clinics
  - b) Health screening events
  - c) Brown bag events
  - d) Telehealth sessions
2. Educational Outreach- health literacy (Presentations)
  - a) Present webinar/seminar
  - b) Outreach to K-12, undergrad/pre-pharm org, general public including edu boards

B. **Personal/Professional Development**

1. Leader/Innovator
  - a) Hold leadership positions
  - b) Chairperson of events/committee
  - c) Serve as a tutor
  - d) Serve as a pharmacy student mentor
  - e) Serve as a student member on a DKICP or UH Hilo committee (e.g. curriculum or assessment committees)
  - f) Serve as a student member on a professional pharmacy organization committee
2. Professional Engagement

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- a) Participate in DKICP's White coat ceremony
  - b) Attend a Continuing Education (CE) webinar/podcast
  - c) Attend a conference related to the profession of pharmacy
  - d) Currently working as a pharmacy intern
  - e) Poster presentation
  - f) Manuscript participation
  - g) Participate in legislative advocacy at the local, state or federal level
  - h) Participate in a Career Fair/presentation
  - i) Be a member of a professional pharmacy organization
  - j) Participate in a clinical skills competition
3. Professional Development
    - a) Attend a Curriculum Vitae (CV) Workshop
    - b) Have CV reviewed by mentor/advisor
    - c) Attend a business or entrepreneurship seminar/discussion/presentation
    - d) Complete CITI Training (Human Subjects Protection)

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II. **Section 2: Outcomes** (to be updated with new COEPA and Standards in 2024)  
Educational outcomes of the co-curriculum provides educators with a framework for monitoring student activities and achievement.

- A. Domain 3 - Approach to Practice and Care
  - 3.1 Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
  - 3.2 Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
  - 3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.
  - 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
  - 3.5. Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

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3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

### B. Domain 4 – Personal and Professional Development

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.

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

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

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.

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### III. Section 3: Expectations of Students

A. Students will be held accountable for their involvement in co-curricular activities including the documentation and reflection of such activities. Co-curricular documentation will be a part of the following courses:

1. For the class of 2026, 2025: Introductory Pharmacy Practice Experience (IPPE) courses that occur during the P1-P3 fall and spring semesters.
2. For the Class of 2027 and beyond: Principles of Pharmacy Readiness (PPR) courses that occur during the P1-P3 fall and spring semesters.

B. Student requirements:

1. Students are required to complete a minimum of 2 co-curricular activities each semester (minimum 4/academic year). Subject to change each academic year.
2. Students may choose activities that complement their professional and personal interests/goals. Activities not on the co-curricular list of activities (appendix A) must be approved by the course coordinator.
3. Failure to complete may impact progression in the applicable course. Compliance reports will be completed and shared with the course coordinator.

**IV. Section 4: Tracking and documentation**

- A. Students will document their co-curricular activities in CORE ELMS using the Field Encounters function.
  - 1. CORE ELMS co-curricular field encounters list different types of activities. If an activity is not listed, the student will email Dr. Gomez or Mrs. Christina Requelman to request the activity be added to CORE.
  - 2. Students will answer questions with each co-curricular activity submission. See Table 1.
  - 3. An end of semester field encounter addressing the student’s SMART goal will be submitted by the assigned due date. See Table 2.
  - 4. These field encounter submissions will be sent directly to the students’ faculty advisors for acknowledgement.
  - 5. Students will be advised to add these activities to their CV and share their CV with their faculty advisors. *(Plan to use MyCred e-portfolio- to be implemented late fall 2023/spring 2024).*
- B. Table 1 is the scale and reflection questions that are included in the student submission on CORE ELMS for EACH co-curricular activity:
- C. Table 2 is the Goal setting question students submit at the end of each semester via CORE ELMS.

Table 1: Student reflection on the co-curricular activity

	Strongly Agree	Agree	Disagree	Strongly Disagree
This experience enhanced my understanding of the pharmacy profession (e.g. day-to-day professional activities, ethical or legal responsibilities)				
Activities from this experience complemented what I have learned in the pharmacy curriculum				
I can identify how activities from this experience differed from my prior experiences				
<p>Question 1: (CAPE 4.1)</p> <p>In what ways has this experience contributed to your growth and development as a professional in the field of pharmacy?</p>				

<p>Question 2: (CAPE 4.1) (2 paragraph limit)</p> <p>What specific skills, knowledge and attitudes have you honed or developed through this activity, and how do you envision these skills aiding you in future endeavors, rotations, and your overall career?</p>
<p>Question 3: (CAPE 4.1)</p> <p>How would you evaluate your level of preparedness for this event; what factors contributed to that feeling; was your approach successful/unsuccessful and what changes would you make in the future?</p>
<p>Question 4:</p> <p>What specific support or resources from the college would enhance your preparation for similar experiences in the future?</p>

Table 2: Question asked during End of Semester co-curricular SMART Goal submission:

<p>What is (are) your SMART goal(s) for your next semester action plan? Create and outline your goal(s) below:</p> <p>S (Specific): M (Measurable): A (Achievable): R: (Relevant): T (Time-Bound):</p>
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**V. Section 5: Expectations of Faculty Advisor and Feedback (Rubric with Written feedback)**

**A. Defined Roles and Responsibilities:**

1. Faculty Advisor will be responsible for:
  - a) Reviewing the content of the co-curricular activity
  - b) Reviewing and discussing rubric and written feedback with the student
2. Course Coordinator will be responsible for:
  - a) Ensuring the co-curricular activity gets done.

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3. Student will be responsible for:
  - a) Planning and completion of the activity
  - b) Documenting activities in CORE ELMS
  - c) Submitting an end of semester SMART goal via CORE ELMS to their faculty advisor
- B. Faculty advisors will confirm that they have reviewed the student's co-curricular submissions **AND** SMART goals for the following semester, as well as provide feedback at the end of the semester as described in Table 3 via CORE ELMS.
  1. This feedback is viewable by the student. This feedback form should be used to guide future faculty/student conversations about the student's professional development.
- C. Timeline:
  1. Fall Semester
    - a) Co-curricular activities for Fall semester must fall between (May 1- Nov 14)
    - b) Students submit completed end of semester SMART Goal by **November 15** via CORE ELMS Field Encounters.
    - c) Faculty reviews submission, completes feedback rubric **AND meets with student** by mid January of following spring semester
  2. Spring Semester
    - a) Co-curricular activities for Spring semester must fall between Nov 16- April 14)
    - b) Students submit completed end of semester SMART Goal by **April 15** via CORE ELMS Field Encounters.
    - c) Faculty advisor reviews submission, completes feedback rubric **AND meets with students** by end of finals week.

Table 3: Faculty Feedback

	Not demonstrated	Emerging	Accomplished
Q1: Recall & Evaluation of Experience			
Q2: Skills Identification & Relevance to Future			
Q3: Self Preparedness/Change in Preparation			
Q4: Suggestions for College Support			
Comments			

- Not Demonstrated: Student did not address the question or criteria.

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- Emerging: Student showed some understanding and provided a moderate level of detail or insight.
- Accomplished: Student demonstrated a strong understanding and provided detailed and thoughtful responses.

### Appendix A

List of *possible* co-curricular activities taken from [AACP Toolkit page 17-21](#)

## APPENDIX A: CO-CURRICULUM ACTIVITIES MAPPED TO SUGGESTED ACPE STANDARDS

Disclaimer:

- Items on the activities list are repeated when they are mapped to more than one standard.
- Items on the activities list may or may not be mapped the same way for each school or college.
- Items on the activities list may or may not fit within every school or college's co-curricular plan.

Activity/Assignment	SUGGESTED Standard(s) if provided*
Assist with an educational camp	4.2 Leadership
Assist with patient assistance programs	3.2 Patient Advocacy
Attend a Board of Pharmacy Meeting	4.2 Leadership
Attend a Board of Pharmacy Meeting	4.4 Professionalism
Attend a campus cultural sensitivity event	3.5 Cultural Sensitivity
Attend a CE lecture	3.2 Education
Attend a diversity focused event	3.5 Cultural Sensitivity
Attend a live workshop/seminar/presentation on academic success	4.1 Self Awareness
Attend a live workshop/seminar/presentation on addiction	3.5 Cultural Sensitivity
Attend a live workshop/seminar/presentation on financial well-being	4.1 Self Awareness
Attend a live workshop/seminar/presentation on NAPLEX success	4.1 Self Awareness
Attend a live workshop/seminar/presentation on personal well-being	4.1 Self Awareness
Attend a live workshop/seminar/presentation with an interprofessional focus	4.1 Self Awareness
Attend a live workshop/seminar/presentation with leaders on innovation and entrepreneurship	4.3 Innovation and entrepreneurship
Attend a local, regional, or national professional conference attendance	4.4 Professionalism
Attend a religious service that is different than you personal faith	3.5 Cultural Sensitivity
Attend additional lectures, labs, or IPE activities (beyond school requirements)	4.1 Self Awareness
Attend Apothecary Ball	4.4 Professionalism
Attend at least one school student organization meeting per term (membership not required)	4.4 Professionalism
Attend Residency Showcase	4.4 Professionalism
Attend school /university Career Day	4.4 Professionalism
Chair of a school, regional, state, or national professional organization or committee	4.2 Leadership
Chair of a school, regional, state, or national professional organization or committee	4.4 Professionalism
Class elected official	4.2 Leadership
Complete a Career Preparation Assessment	4.1 Self Awareness



Activity/Assignment	SUGGESTED Standard(s) if provided*
Complete a CV review with mentor/advisor	4.4 Professionalism
Complete a management interview with a Pharmacy Manager	4.4 Professionalism
Complete a mock Interview (behavior questions)	3.6 Communication
Complete a personal SOAP note activity connecting to career path	4.1 Self Awareness
Complete a poster presentation at a conference	4.3 Innovation and Entrepreneurship
Complete a study abroad experience	3.5 Cultural Sensitivity
Complete AHA Basic Life Support Certification	
Complete an ACPE approved CE event related to cultural sensitivity	3.5 Cultural Sensitivity
Complete an IPE Professionalism Reflection	3.4 Interprofessional Collaboration
Complete APhA Career Pathways	4.1 Self Awareness
Complete APhA Immunization Certification	
Complete APhA Leadership Training Series /Certification	4.2 Leadership
Complete APhA Medication Therapy Management Certification	4.4 Professionalism
Complete APhA-ASP IPSF student exchange program	3.5 Cultural Sensitivity
Complete end of year Co-Curricular Survey	4.1 Self Awareness
Complete innovation activity	4.3 Innovation and Entrepreneurship
Complete NAPLEX practice quiz in TrueLearn	4.1 Self Awareness
Complete Open Doors Ally Training	3.5 Cultural Sensitivity
Complete outreach intention survey	4.1 Self Awareness
Complete Patient Relationship Model	4.1 Self Awareness
Complete poverty simulation activity	3.5 Cultural Sensitivity
Complete professionalism self-assessment	4.4 Professionalism
Complete Traffic Light inventory	4.1 Self Awareness
Conduct a patient interview to discuss health care issues	3.2 Patient Advocacy
Contribute to a journal/newsletter	3.2 Education
Contribute to a journal/newsletter	3.6 Communication
Contribute to a journal/newsletter	4.1 Self Awareness
Create a patient case scenario and key for class use (ex. OSCE, assessment day case)	4.3 Innovation and Entrepreneurship
Create a program focused on diversity (ex. disability, homeless, ethnicity, addiction/recovery, mental health, etc.)	3.5 Cultural Sensitivity
Develop an innovative way to convey information to a community	4.3 Innovation and Entrepreneurship
Develop and lead an academic success workshop	4.2 Leadership
Develop elevator speech	4.1 Self Awareness
Develop patient education material/presentation	3.2 Education
Develop patient education material/presentation	3.3 Patient Advocacy
Develop patient education material/presentation	4.2 Leadership
Develop patient education material/presentation	4.3 Innovation and Entrepreneurship

Activity/Assignment	SUGGESTED Standard(s) if provided*
Develop/coordinate a novel/unique student fundraiser	4.3 Innovation and Entrepreneurship
Develop/Update your CV	4.4 Professionalism
Employment in a pharmacy	4.2 Leadership
Employment in residence life (RA, SRA, RD)	4.2 Leadership
Employment off campus	4.2 Leadership
Employment/volunteer as tutor, study table leader or course teaching assistant	4.2 Leadership
Establish new outreach project	4.3 Innovation and Entrepreneurship
Establish/develops a new community service project	3.1 Problem Solving
Establish/develops a new community service project	4.2 Leadership
Establish/develops a new community service project	4.3 Innovation and Entrepreneurship
Facilitate a lab session or OSCE event	4.2 Leadership
Host a study abroad student	3.5 Cultural Sensitivity
Leader or coach of a civic or community group or team	4.2 Leadership
Meet regularly with a leadership mentor	4.2 Leadership
Meet with an alumni of their pharmacy school (mentor/mentee)	4.1 Self Awareness
Member of a national professional organization	4.4 Professionalism
Member of a regional/state's professional pharmacy organization	4.4 Professionalism
Member of a school's professional pharmacy organization	4.4 Professionalism
Member on a national organization committee	4.4 Professionalism
Oath of Pharmacist Activity	4.1 Self Awareness
Obtain Pharmacy Intern License	4.4 Professionalism
Officer of a professional pharmacy organization	4.2 Leadership
Officer of a professional pharmacy organization	4.4 Professionalism
Officer of a school's professional pharmacy organization	4.2 Leadership
Officer of a school's professional pharmacy organization	4.4 Professionalism
Officer of Student Government Association	4.2 Leadership
Officer of Student Government Association	4.4 Professionalism
Organize a speaker visit for a student organization meeting	4.3 Innovation and Entrepreneurship
Participate as a food pantry volunteer	3.5 Cultural Sensitivity
Participate as a peer mentor	4.2 Leadership
Participate in a fitness club/class/gym	4.1 Self Awareness
Participate in a live grief workshop/seminar/presentation	3.5 Cultural Sensitivity
Participate in a medical mission trip	3.5 Cultural Sensitivity
Participate in a non-pharmacy school related community service project/event	3.5 Cultural Sensitivity
Participate in ACCP Clinical Challenge Team	3.1 Problem Solving
Participate in ACCP Clinical Challenge Team	4.3 Innovation and Entrepreneurship
Participate in ACCP Clinical Research Challenge	3.1 Problem Solving
Participate in ACCP Drug Literature Evaluation Team	3.1 Problem Solving

Activity/Assignment	SUGGESTED Standard(s) if provided*
Participate in ACCP Drug Literature Evaluation Team	4.3 Innovation and Entrepreneurship
Participate in admissions interviews	4.2 Leadership
Participate in AMCP P&T Competition	4.3 Innovation and Entrepreneurship
Participate in an immunization clinic	3.2 Education
Participate in APhA- ASP Patient Counseling Competition	3.1 Problem Solving
Participate in APhA- ASP Patient Counseling Competition	3.6 Communication
Participate in APhA Quiz Bowl	3.1 Problem Solving
Participate in ASHP Clinical Skills Competition	3.1 Problem Solving
Participate in ASHP Clinical Skills Competition	4.4 Professionalism
Participate in ASHP Collaborative Practice Competition	3.1 Problem Solving
Participate in ASHP Collaborative Practice Competition	3.4 Interprofessional Collaboration
Participate in ASHP Collaborative Practice Competition	4.3 Innovation and Entrepreneurship
Participate in Clinical Research Competition	4.4 Professionalism
Participate in community health fairs	3.2 Education
Participate in healthcare related fundraising walks/runs	4.3 Innovation and Entrepreneurship
Participate in Naloxone training	4.1 Self Awareness
Participate in NCPA Business Plan Competition	4.3 Innovation and Entrepreneurship
Participate in non-required IPE events	4.2 Leadership
Participate in on-campus leadership development event	4.2 Leadership
Participate in OPA OTC Competition	4.3 Innovation and Entrepreneurship
Participate in Pharmacy Quality Alliance Healthcare quality innovation challenge	4.3 Innovation and Entrepreneurship
Participate in Polar PALS	3.5 Cultural Sensitivity
Participate in school or college recruitment events	4.2 Leadership
Participate in Script your Future Innovation Challenge	4.3 Innovation and Entrepreneurship
Participate in State Legislative Day event	3.2 Education
Participate in State Legislative Day event	3.3 Patient Advocacy
Participate in State Legislative Day event	4.2 Leadership
Participate in the elevator pitch competition (ex. Polar Pitch event)	4.3 Innovation and Entrepreneurship
Participate in the Global Missions Health Conference	3.5 Cultural Sensitivity
Participate in the KEEN program	4.3 Innovation and Entrepreneurship
Participate in White Coat Ceremony	4.4 Professionalism
Personal participation (donor) Bone Marrow	4.3 Innovation and Entrepreneurship
Practice or Research focused internship	4.1 Self Awareness
Practice or Research focused internship	4.2 Leadership
Presentations on Diversity and Inclusion	4.4 Professionalism
Professional development meeting with advisor	4.4 Professionalism
Professional development meeting with faculty	4.4 Professionalism
Professional development meeting with peers	4.4 Professionalism
Professional development SMART Goals/reflection	4.1 Self Awareness

Activity/Assignment	SUGGESTED Standard(s) if provided*
Professional goal reflection	4.1 Self Awareness
Professional goals and annual reflections/updates	3.1 Problem Solving
Project at internship or during IPPE rotation	4.3 Innovation and Entrepreneurship
Provide Boys and Girls Club Educational Activities	3.2 Education
Provide counseling to assisted living groups	3.2 Education
Provide OSCE Patient Counseling	3.2 Education
Research project with a faculty member	4.3 Innovation and Entrepreneurship
Researching and creating a lecture/training/workshop	4.3 Innovation and Entrepreneurship
Researching and preparing an article for a journal	4.3 Innovation and Entrepreneurship
Role of Pharmacist and Scope of Proactive activity (includes a reflection)	3.3 Advocacy
Serve as a board member of a nonprofit organization of school board	4.2 Leadership
Serve as an editor of a journal/newsletter	3.2 Education
Serve as an editor of a journal/newsletter	3.6 Communication
Serve as an editor of a journal/newsletter	4.2 Leadership
Shadow a pharmacist at a practice site (not work or rotation)	4.2 Leadership
Student ambassador at your pharmacy school/college	4.2 Leadership
Submit a research/project grant for a student organization	4.3 Innovation and Entrepreneurship
Team Peer Evaluations (CATME activities)	4.1 Self Awareness
Volunteer at professional meetings	4.2 Leadership
Volunteer with Habitat for Humanity service outreach in area outside of local projects	3.5 Cultural Sensitivity
Working with Teammates Exercise (includes a reflection)	4.1 Self Awareness
Working with Teammates Exercise (includes a reflection)	4.2 Leadership
Write a letter to your senator/congressperson	3.3 Patient Advocacy