



Co-Curricular Requirements (CCR)

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Co-Curricular Requirements (CCR)

- Experiential activities that enhance students' learning through the application of knowledge and skills acquired in the classroom setting to activities, projects, and experiences in the community.

ACPE Standards

Standard 3

- The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate and collaborate, working with a broad range of people; recognize social detriments of health; and effectively communicate verbally and nonverbally

ACPE Standards

Standard 4

- The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism

Domain: Education

Educate all audiences using the most effective and enduring ways to impart information and assess learning

- Example of an Objective
 - Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education

Domain: Patient Advocacy

Assure that the patients' best interests are represented

- Examples of Objectives
 - Empower patients to take responsibility for, and control of, their health
 - Assist patients in navigating the complex healthcare system
 - Ensure patients obtain the resources and care required in an efficient and cost-effective manner

Domain: Interprofessional Collaboration

Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs

- Example of Objective
 - Define clear roles and responsibilities for team members to optimize outcomes for specific patient encounters

Domain: Cultural Sensitivity

Recognize social determinants of health to diminish disparities and inequalities to access to quality care

- Examples of Objectives

- Recognize the collective identity and norms of different cultures without overgeneralizing
- Demonstrate an attitude that is respectful of different cultures

Domain: Self-Awareness

Examine and reflect on personal knowledge, skills, abilities, benefits, biases, motivation, and emotions that could enhance or limit personal and professional growth

- Example of Objective
 - Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors

Domain: Leadership

Demonstrate responsibility for creating and achieving shared goals, regardless of position

- Examples of Objectives

- Identify characteristics that reflect leadership versus management
- Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork



Domain: Innovation and Entrepreneurship

Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals

- Example of Objective
 - Develop new ideas and approaches to improve quality or overcome barriers to advance the profession

Domain: Professionalism

Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society

- Example of Objective
 - Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement

Examples

Domain	Activities
Education	Health fairs, brown bags, presentations at community events, Medication Awareness, MTM
Patient Advocacy	Pharmacy Day at the Capitol, Health Fairs, MTM
Interprofessional Collaboration	Interdisciplinary simulation events, UTMB: IPE Day
Cultural Sensitivity	Participation in cultural competency training, health fair in underserved community, Multicultural Day
Self-Awareness	Completion of Strengths Quest self-assessment, Mentoring Day
Leadership	Student leaders professional development retreat, serve on a college planning committee
Innovation & Entrepreneurship	Develop a new program, project, event, or P&T competition
Professionalism	Attendance at White Coat Ceremony, attendance at Summer Academy/Orientation, residency showcase, attendance at professional meetings, join an organization

Service Learning Hours

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

- Example of Objective
 - Know and apply principles of health and wellness in the provision of individual and population-based health and wellness information

Service Learning Hours

Example of Activities

- Should involve interprofessional (e.g., medical students, nursing students, respiratory therapist students, dietitian students, etc.) interactions
- Participating in distributing health education to students on campus

Service Learning Hours

- Presenting health information (includes disease prevention information) to patients at a clinic/pharmacy/health fair/wellness fair
- Providing health information to health fair participants
- Performing blood pressure or other health-related screenings (once you learn how)

Service Learning Hours

- Educating primary and secondary students about health professions and methods to improve personal health
- Presenting on the importance of medication safety to nursing home residence
- Assessing patient health literacy and adherence medication regimen

Service Learning Hours

Service Learning Criteria – Part 1

- **Service learning activities must have a pharmacist preceptor on site and available for consultation**
- Service learning activities must include **two or more** of the following activities:
 - Conducting patient interviews to obtain patient information
 - Responding to drug information inquiries
 - Interacting with other health care professionals
 - Participating in educational offerings or health screenings designed to benefit the health of the general public
 - Triage and assessing the need for treatment or referral, including referral for a patient seeking pharmacist-guided self-care
 - Assessing patient health literacy and compliance
 - Providing point-of-care and patient-centered services

Service Learning Hours

- **Service Learning Criteria – Part 2**
 - Service learning activities must also meet **one** of the following criteria:
 - Meet a community need
 - Establish or enhance a relationship between the community and Texas Southern University College of Pharmacy and Health Sciences
 - Help foster civic and professional responsibility and the development of a sense of caring for others

Expectations

P1 year, P2 year, and P3 year

- Complete 3 activities
 - Event must fall within a domain
 - Will complete at least one activity within each domain by P4 year
 - CCR Credit Request Form/Reflection due within 14 days of the event
- Complete 7 hours of service learning
 - Event must fall within a domain
 - CCR Credit Request Form/Reflection due within 7 days of the event

Expectations

- Complete documentation for retro events (Fall 2018) by April 1, 2019 for credit
 - Online fillable form on OSS website
- All recent or upcoming events must meet the regular expectations
- All activities and service learning hours must be completed by June 1st of each professional year

Expectations

P4 year

- Complete 1 activity
 - Event must fall within a domain

Summary

- By graduation
 - Total of 10 activities
 - At least one activity completed in each domain
 - Total of 21 service learning hours
 - May use hours at an event claimed as a domain activity but must meet the criteria of a service learning event

Expectations

- All required activities in a specific year must be completed for progression to the next professional year and graduation
 - You may not “bank” activities or service learning hours for subsequent years
- You must get approval from the Director of Advising and Counseling for events not hosted by the COPHS
 - Submit request in writing (5) business days before the event

Documentation

Simply complete the Co-Curricular Requirements Credit Request Form on the Office of Student Services page

- <http://www.tsu.edu/academics/colleges-and-schools/college-of-pharmacy-and-health-sciences/oss/co-curricular-requirements.php>
 - You can upload supporting documentation
- At this time, all approvals will go through the Director of Advising and Counseling; not by Faculty Advisor first

Documentation: Description

When describing the event, be sure to be detailed about...

- What was the nature of setting of the event
- How many people attended the event
- How many patients were served at the event
- What were the objectives of the event
- How long were you present at the event

Documentation: Reflection

Your reflection should address the following topics:

- What was the significance or impact of this activity
- What challenges did you confront, and how did you mitigate or resolve those challenges
- Who collaborated with you in this activity and how did their collaboration help you achieve an optimal outcome

Documentation: Reflection

- If you were planning a similar activity, what challenges would you expect to encounter and what might you do differently to assure a successful event
- What were two key points addressed in the activity and how did the information presented compare to what you have previously learned
- What skills did you practice or acquire as a result of your participation

Documentation: Reflection

- How did this experience contribute to your development as a pharmacist and influence your career goals or understanding of the pharmacy profession
- Describe a meaningful interaction you observed or had with a patient, caregiver, community member, or health care provider
- What was your specific role

Consequences

Failure to complete your CCRs will **halt** your...

- Progression through the program
 - Must have all CCRs completed by June 1st to avoid getting your classes dropped
 - Ability to graduate
- Approval of travel
- Request for recommendation letters

Questions

DISCLAIMER: This information is subject to change. Students will be notified of such changes and are expected to govern themselves accordingly.

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