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A \_\_\_\_\_ and \_\_\_\_\_ of the co-curricular plan, which provides assurance that activities are mapped to all key elements of Standards 3 and 4 and identifies additional activities for P4 students.

A copy of the co-curricular plan is provided in Appendix 1.

The co-curricular plan provides a structured map for documentation and assessment of student development in all key elements of Standards 3 and 4. The components of the program are outlined below and include: mandatory co-curricular activities, reflection on professional growth related to the activities, attendance at mandatory presentations related to elements of Standards 3 and 4, and participation in peer groups facilitated by a faculty member. Program components will be evaluated and tracked longitudinally through the Professional Growth and Development course series (I-VI) during the P1 through P3 years. Professional growth and development during the fourth professional year will be documented and assessed during the advanced pharmacy practice experiences (APPEs).

### Co-curricular Activities and Reflections

Students will complete one or more hours of co-curricular activities that address professional development in three elements of Standard 3 and one element of Standard 4 each semester. Students may choose to participate in more than one activity to address different elements of Standards 3 and 4, but if students can document that an activity addresses three key elements of Standard 3 and one key element of Standard 4, only one activity will be required per semester. Students will complete reflective statements in the \_\_\_\_\_ format that will address the ways in which the activity helped them to develop in the identified element of Standard 3 and Standard 4. Faculty will ensure that the student has selected appropriate activities to address elements of Standards 3 and 4 and assess the

### Mandatory Co-Curricular Presentations

Each semester, students in the P1 through P3 years will attend two mandatory co-curricular presentations that introduce topics related to key elements of Standards 3 and 4. The concepts introduced in the large group presentations will be further addressed in the smaller peer groups.

### Peer Groups

Peer groups will consist of a maximum of two students from each professional year and a faculty group leader. The groups will meet two to three times per semester to discuss participation in co-curricular om each profession

also assessed by their preceptor on selected entrustable professional activities and all key elements of Standard 4 at the conclusion of each APPE.

In addition to selecting and documenting goals for career and professional development, the classes of 2020 and 2021 will continue to participate in peer group meetings and document co-curricular activities with corresponding reflective statements in the portfolio software during the 2019/2020 and 2020/2021 academic years.

Finally, the class of 2022, having had the benefit of participating as junior members of the peer group and having attended all required co-curricular presentations, will be prepared to lead the peer groups under the direction of their group facilitator during their fourth professional year. They will also be expected to continue to document and develop CPD goals across their APPEs.

A \_\_\_\_\_ of the progress made toward appointing the Director of IPE and Co-Curriculum.  
(LIMIT: 400 Words)

The College performed an internal search for an individual for assume the Director of IPE and Co-Curriculum position. The search failed to identify a leader to assume this essential role. Upon discussion with several faculty, the anticipated workload for the individual was a significant deterrent to faculty engagement. Specific concern was the workload involved in development of the processes, assessment, and reporting anticipated as part of the individual programs. To address this concern and motivate recruitment, we chose to split the Director position into two, separate positions for the next year. The position of Director of IPE and Co-Curriculum was split into two positions as follows:

(1) Dr. Roxie Stewart was named as the Interim Program Director for Interprofessional Education (IPE) in September, 2018. She is responsible for the programmatic delivery of the IPE program in the College of Pharmacy, and serves as the decanal representative for IPE to the University and regional IPE efforts.

(2) Dr. Liz Lafitte was named as the Program Director of Assessment in September, 2018. Her responsibilities include implementation and oversight of the comprehensive assessment pIETQ( 1.-14(s)5(ig)-3(ht)-3( o-8



## Clinical Sciences

The mid-level administrative positions were all filled by faculty in the clinical sciences department, which has led to a concern that these positions may have created workload inequalities. However, our current workload analysis shows that there is sufficient capacity for the individuals assuming those roles to do so with minimal change in current assignments and existing faculty have the capacity to assume any workload reassignments that may be necessary.

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clinical positions, with the exception of the Regional Dean and Endowed Chair positions in New Orleans.

We will continue to refine our process and will re-assess workload annually, with a focus on ensuring successful delivery of the curriculum and expansion of our practice efforts where opportunities exist. As a result of this process, we are more aware of our existing faculty workloads, we have the capacity to be flexible and strategic when determining where the most pressing needs for expansion exist. We plan to open positions based on enrollment, programmatic needs, and opportunity.

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based upon enrollment.

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A copy of the updated proforma is provided in Appendix 2.

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through a special appropriation as has been done previously and a more permanent solution. We will have evidence of the success of these efforts in late Spring 2019.

In the interim, the college has planned for budgetary needs to be addressed through changes in tuition and fees and a more vigorous recruitment effort \ resourced through student tuition and professional fees. Student enrollment, enrollment mix, and progression are essential to the financial viability. Historically, the College has seen a substantial decrease in out-of-state (OOS) student admissions as new Colleges/Schools of Pharmacy have launched within states contiguous to Louisiana and as our OOS tuition has increased and exceeded regional OOS tuition averages. We plan to address resource needs by establishing reasonable recruitment targets, facilitating matriculation pathways, and addressing the current, noncompetitive, OOS tuition.

Given the delay in movement of salary expenditures to the general fund, the College will take action to protect our reserve fund from depletion in one or more of several ways. The primary action planned is revision of the OOS student tuition. Our current OOS tuition is approximately \$34,000 plus \$10,000 in professional fees (\$44,000 annual all-in cost). Regional average in state tuition of \$27,250 has made our OOS tuition noncompetitive. Our plan calls for reduction of OOS tuition to \$27,000 plus \$10,000 in professional fees (\$37,000 annual all-in cost). We believe this action -- coupled with an increased regional recruitment presence --- will position our program to achieve targeted OOS admission of 5-8 students annually.

As part of our

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# CO-CURRICULAR PLAN

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## PERSONAL GROWTH AND DEVELOPMENT

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This is a six series course sequence entitled Personal Growth and Development, I-VI. Each will be 1-credit hour, credit/no credit courses that includes the following:

- Two mandatory presentations per semester that introduce concepts that will be further developed in small group meetings (see Peer Groups section).
- Programming content:
  - P1 fall: Participating in peer groups
  - P1 spring: Professionalism (bootcamp and 4010 presentations)
  - P2 fall: Self-awareness (GiANT 5 voices/5 gears)
  - P2 spring: Leadership (communication code/support challenge matrix)
  - P3 fall: Innovation
  - P3 spring: Leadership (understanding others/bridging change)

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## PEER GROUPS

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- Each faculty member will facilitate groups comprised of 2 students from each professional year.
- Mentoring groups will meet two to three times per semester

Evidence of these activities will be added to the student portfolio. The student must include a reflection



Activity	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	4.4
Tutoring										
Mentoring										

## LEVELS OF ENGAGEMENT

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- - Successful completion of the Personal Growth and Development course each semester, attendance/participation in peer groups, and participation in activities that address standards 3 and 4.
  
- - A higher number of documented hours spent in various activities that are currently offered as service learning and new activities that have been developed.
  - E membership and participation G
    - 1 cr hour (total) awarded for completion of 3 activities each semester x 5 semesters = 15 hours of activity plus outside time for preparation and portfolio/reflection development.
    - 2 cr hours (total) awarded for an additional documented 15 hours of activities with outside preparation and portfolio/reflection development.
  
- - Participation in a higher number of hours in Level II activities or participation in specific activities
  - Examples: organization leadership, PALS membership, class rep/student council

## PORTFOLIO

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Students will create a portfolio of their activities using the new software VIA. Each activity will have an accompanying reflection using the What? So What? Now What? format.

At the beginning of the spring semester, faculty will review the activities and reflections. Feedback will be provided to the students as needed.

## TIMELINE

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AY beg	Mandatory meetings	Peer Groups	Portfolio	Self-selected Activities	Career & Prof. Dev. Goals & Reflections
2017					

level of achievement for entrustable professional activities and all areas of Standard 4 for each APPE rotation.

Class of 2020:

In addition to the activities detailed above, these students will continue to participate in their peer groups and continue to develop their portfolio by including the activities that are unique to their P4 year.

Class of 2021:

These students will also serve as leaders of their peer groups, with oversight and guidance by their faculty facilitators.

## ASSESSMENT

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### STANDARDS

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

### PORTFOLIO

Evidence of effective problem solving from coursework or other opportunities.

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.

MBTI (P1 year)

Co-curricular activities

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

EQI (P1 and P4)

Co-curricular activities

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

Co-curricular activities

Didactic assignments

IPPE/APPE assignments

Pharmacy Student

Entrepreneurial Orientation

APPENDIX 2: Updated Pro-forma

APPENDIX 3: Faculty Workload Charts

