SCHOOL POSTERS

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A Learning and Assessment Focused Co-Curriculum. Cynthia Watchmaker, University of California, San Francisco, Megan Dross, University of California, San Francisco, Sharon L. Youmans, University of California, San Francisco. The UCSF School of Pharmacy has created and implemented a Co-Curricular Assessment program focused on developing practice ready, team ready pharmacists. Through a new Co-Curricular model, we re-envisioned a co-curriculum that is learning focused, student-centered and intentional. The UCSF Co-Curricular program encompasses six domains: 1) cultural understanding; 2) community outreach and service; 3) collaboration and teams; 4) professional skills and networking; 5) personal development and wellness, and 6) career planning and development. These six areas map to Standards 2016 and CAPE domains three and four, and reflect key tenets of the IPEC Core Competencies for Interprofessional Collaborative Practice. A key component of pharmacy education, co-curricular activities provide the opportunity for students to practice lifelong learning, demonstrate resilience, find balance, develop essential interpersonal skills, experience self-efficacy, and work with the ambiguity of human environments. The UCSF Co-Curriculum emphasizes quality over quantity, collaborative achievement, professional service and stewardship, and personal responsibility. Programming offered through student organizations, campus departments, professional associations and community partners provides a framework for students to experience a diverse portfolio of co-curricular activities. The program’s longitudinal format identifies activities appropriate to each professional year and includes required and elective experiences. The nature of an individual student’s co-curricular plan is designed to reflect the student’s strength’s, growth areas, goals, and interests. The learning objectives developed for co-curricular programs combined with student self-assessment and reflection have created a robust and learning focused co-curriculum and facilitated a comprehensive assessment of student learning in their professional, leadership and educational endeavors outside the classroom.

A Longitudinal Approach for Developing and Assessing Professional and Personal Self-Awareness. Diane B. Ginsburg, The University of Texas at Austin, Billy W. Woodward, The University of Texas at Austin. The college developed and implemented the Foundations of Professional Development (FPD) course sequence to instill student awareness of their development as professionals. Students take one course per semester during the P1-P3 years. There are six modules that are interwoven throughout FPD: Self-Awareness, Professionalism, Leadership, Career Development and Planning, Contemporary Practice Issues and Outcomes, and Interprofessional Education. Students establish and maintain two portfolios: Professional Development Portfolio (PDP) and Personal Life Plan (PLP), to provide a longitudinal assessment of student development and serve as the student’s personal guide, documentation vehicle, and resources repository for professional development throughout the curriculum. Within Module 1, Foundations of Self-Discovery, students establish a solid foundation to develop self-awareness through the use of several assessment mechanisms to identify personal attributes, learning styles, personalities, and behaviors. Students complete the following: StrengthsFinder 2.0, DISC Personality test, Bolman and Deal Assessment, Gallup Strengths vs. Four Frames, and Emotional Intelligence 2.0 during P1 fall semester. Students post reflections to document their self-awareness development. Ongoing use of the PDP and reflections (with faculty mentor feedback) is a critical component of monitoring student development. Self-awareness is also embedded in the APhA Career Pathway Evaluation Program and used to assist students with career development and planning based on their personal attributes identified through Module I. Students utilize knowledge gained through Module I to connect with career speakers who have completed the same assessments and present these as the basis for sharing how their personal attributes contributed to career success in a respective practice area.

A Novel “C3” Approach to Assess the Key Elements In Standards 3 And 4. Jolee Rosenkrantz, Rosalind Franklin University of Medicine and Science, Janeen S. Winnike, Rosalind Franklin University of Medicine and Science, Lisa Michener, Rosalind Franklin University of Medicine and Science, David H.T. Harrison, Rosalind Franklin University of Medicine and Science, Marc S. Abel, Rosalind Franklin University of Medicine and Science. A mapping exercise conducted by the College of Pharmacy (COP) at Rosalind Franklin University (RFU) revealed that students participate in numerous curricular and co-curricular activities that provide opportunities for growth in the Key Elements (KE) of Standards 3 and 4. These occur in both curricular and co-curricular venues, e.g. didactic and experiential coursework, and student organizations. Key Elements are currently assessed as part of course grading rubrics where appropriate. While this captures a subset of activities, a systematic approach is needed to monitor and assess them throughout the entire program, including the co-curricular component. The COP developed a process to assure that all graduates achieve competency in the affective domain-related expectations of Standards 3 and 4. Starting in August 2017 the College will require students to participate in select curricular and co-curricular activities. This group of activities is called “C3 Activities”, in that they Continuously Complement the Curriculum. Students are provided with guidance as to which KE must be addressed in a given academic year and which activities meet each KE requirement. By the end of the P4 year all KE requirements will be met, however, the specific C3 activities completed will vary by student. Participation in C3 Activities are tracked by students, mapped to individual KE as appropriate, and critically reflected upon throughout the 4-year PharmD program using the C3 Activity Rubric.

A Voluntary Co-curricular Pharmacist Licensure Preparation Program. C. Lea Boner, Mercer University, Jill M. Augustine, Mercer University, Candace W. Barnett, Mercer University. Objectives: The purpose was to implement a voluntary pharmacist licensure preparation program as a co-curricular activity for PharmD. students and measure attitudes regarding administration of the program and suggestions for improvement. Methods: Fifty students enrolled in their final semester volunteered to participate in the program consisting of an investigator-designed schedule of assignments and activities using...
a commercial licensure preparatory product containing videos, a text book, and assessments. To evaluate the program, students completed an online survey questionnaire containing 15 descriptive phrases about the program, rated on a 5-point scale (strongly disagree...strongly agree).

**Results:** Forty-seven students (94%) evaluated the program. At midpoint, the majority agreed or strongly agreed that participation in the program was worth their time (81%), a professional responsibility (76%), confidence building (53%), and contributed to self-awareness of strengths and weaknesses (86%), ability to be a self-directed learner (74%), ability to manage time wisely (71%), studying for licensure early (79%) and in an organized way (74%). A minority found the program was enjoyable (43%), tedious (42%), stressful (41%), too fast paced (22%), and too slow paced (19%). Suggestions included earlier implementation with more due dates and content assessments. Consistent with these suggestions, the majority (66%) found the program difficult to manage along with advanced practice experiences (APPEs) and a minority (37%) felt it contributed positively to performance on APPEs.

**Implications:** Co-curricular licensure preparation programs implemented during the final professional year can serve as a means for all students to foster positive attitudes about and early preparation for licensure.

**A Focus on Student Leadership through a Co-Curricular Campus Initiative: The Shade Tree Clinic Experience.** James S. Wheeler, The University of Tennessee, Tracy M. Hagemann, The University of Tennessee.

**Introduction:** Student run free clinics provide care for the medically underserved, promote medical humanism, offer autonomous experiential learning, and promote leadership and professional development. The Shade Tree Clinic is a student run free clinic operated by Vanderbilt University School of Medicine in Nashville, TN. In 2016, the University of Tennessee College of Pharmacy entered into an agreement with The Shade Tree Clinic to provide student-directed pharmaceutical care. **Methods:** Each Tuesday evening and Saturday afternoon, student pharmacists serve by participating on interprofessional clinical teams, staffing an in-house medication dispensary, and performing medication counseling sessions. Two pharmacy faculty members serve as preceptors. **Results:** Forty-two of 94 (45%) Nashville campus students have actively participated in patient care at the Shade Tree Clinic, providing over 400 volunteer hours to date. Pharmacy students are developing leadership skills via coordinating pharmacy volunteers, implementing new pharmacy clinical services, participating in fundraising for the clinic, and leading topic discussions for medical students. The most common interventions made by students are medication reconciliations, immunizations, avoidance of drug-drug interactions, patient counseling, and prevention of medication errors. **Implications:** Incorporating student pharmacists as team members in a student run free clinic serves as a valuable co-curricular activity that not only provides care for an underserved population, but facilitates interprofessional learning, and promotes student leadership.

**A Multifaceted and Comprehensive Approach to Assessing and Supporting Student Professionalism.** Curtis G. Jefferson, University of Washington, Stanley S. Weber, University of Washington, Rachel A. Allen, University of Washington, Andrew Brusletten, University of Washington, Cherelyn Espina, University of Washington, Peggy S. Odegard, University of Washington. The University of Washington School of Pharmacy employs several mechanisms for assessing and inculcating student professionalism from multiple perspectives throughout the Doctor of Pharmacy program. We highlight a few of these mechanisms, demonstrating a range of opportunities supporting growth and development of student professionalism.

**Admissions:** Students are evaluated on professionalism during admissions interviews, specifically on their demonstrated potential to collaborate and work effectively with others. **Professional Points:** A “professional points” system is threaded throughout the skills lab and IPPE seminar courses, providing faculty the opportunity to assess student professionalism and intervene when necessary. Students who fail to meet professionalism standards for the course lose professional points based on the behavior demonstrated, and a minimum threshold must be maintained to receive credit. **Experiential Education:** Professional behavior competencies in the community and institutional IPPEs and the APPE evaluation allow preceptors to assess and provide feedback regarding student professionalism. Students who fail to meet expectations must submit reflections regarding their performance and may not receive credit for the experience, while students who exceed expectations receive recognition via an “Excellent” rating from the preceptor. **Yellow Cards:** The School’s professional behavior “yellow card” system provides an avenue for faculty and staff to address and correct student behavior that fails to meet expectations. **Self-Assessment:** Students have the opportunity to reflect on their own professionalism via an annual self-assessment of progress toward meeting the School’s ability-based outcomes, which include professionalism components. Course-embedded reflections and personal style assessments also require students to explore their professional development and growth.

**Achievement of Standard 4 Starts with Holistic Admissions.** Elizabeth M. Lafitte, The University of Louisiana at Monroe, David J. Caldwell, The University of Louisiana at Monroe, Laurel A. Sampognaro, The University of Louisiana at Monroe, Gina C. Craft, The University of Louisiana at Monroe. The admissions committee’s objective was to revise the interview process to better assess the traits addressed in ACPE Standard 4. Standard 16 on admissions encourages the use of a standardized interview process to assess the affective domain. Our current interview format, a 45-minute question and answer style interview with two faculty members and one P4 student has not effectively evaluated these characteristics in a standardized fashion. The admissions committee reviewed literature supporting the multiple mini interview (MMI) and decided to implement an updated interview process to better assess the affective domain. The MMI employs short stations with scenarios assessing affective traits and professional communication. The committee developed a survey for school of pharmacy faculty and non-faculty preceptors to identify traits they thought were integral to student and professional success. The list of traits was generated from the AACP 2015 White Paper on Pharmacy Admissions. Critical thinking and problem solving, which are integral to innovation and entrepreneurship, were among the top ten traits identified for both students and pharmacists. Professionalism ranked second and fifth for students and pharmacists, respectively. Ethics, honesty, and responsibility were all among the top ten characteristics for pharmacists. The admissions committee will use these survey results to develop an MMI process that assesses the affective domain in a standardized fashion. Next steps include a structured plan of faculty training, scenario and rubric development, and piloting with current and incoming students. The committee will evaluate links between the new admissions process and longitudinal performance in the affective domain.

**Achieving Professionalism: A Belmont Essential.** Cathy H. Ficzere, Belmont University, Tarmiessha Marable, Belmont University, Blanca Canales, Belmont University, G. Scott Weston, Belmont University.

**Objective:** To describe the assessment of professionalism across the Doctor of Pharmacy curriculum of the Belmont University College of Pharmacy (BUCOP). **Methods:** Assessments of professionalism were compiled longitudinally across the curriculum, beginning with the first semester of the first year (P1), continuing throughout the second (P2)
and third years (P3), and concluding with a comprehensive capstone assignment immediately prior to graduation in the fourth year (P4). Specific assignments, methods of assessment and the course type (didactic/experiential) were identified. Results: Student professionalism is addressed in the majority of courses as indicated by the curricular mapping to the BUCOP Student Learning Outcome (SLO): Behaves professionally and ethically. Professionalism is assessed by direct faculty observation, student reflection, and group discussion in both didactic and experiential courses and also in co-curricular events. Final achievement of professionalism is assessed in a fourth-year capstone course in which students must reflect on how they meet the “behave professionally and ethically” outcome. Conclusion: Transitioning new pharmacy students into health care professionals begins with the initial interview process, continues through new student orientation, and is intentionally developed through each progressive year of the Doctor of Pharmacy program, including both curricular and co-curricular activities.

Activities to Encourage and Capture Students’ Self-Awareness Skills Development. Jean T. Carter, The University of Montana, Donna G. Beall, The University of Montana, Gayle A. Hudgins, The University of Montana, Lisa Venuti, The University of Montana. The School has expanded the number and type of activities that will promote the development of students’ self-assessment skills as well as provide ways to assess those skills. The activities, most of which are embedded within required courses, occur across all four years of the program. To encourage introspection about how a topic makes the student feel, a P1 and P2 course now use journals and have assignments where students react to information using a two-column method (i.e., left column to record a fact or information and right column to record their reaction). Third year (P3) students further explore their own biases and beliefs in the ethics course. To encourage self-examination of performance, P1-P3 students participate in self-evaluations of their performance in team projects and skills labs activities. Additional self-evaluations by students occur towards the end of each school year through progress self-evaluation forms. These assessments are not tied to a specific course. Towards the middle of the APPE (P4) year, students also evaluate how well they have met their stated goals and make plans for reaching unmet goals by the end of the year. Reflection forms and papers are also used to develop students’ awareness of how an event or activity affects themselves and others. These are embedded within the required service-learning project. Assessment methods tend to use rubrics or checklists that can be self-administered or used by peers or faculty to rate a particular assignment.

Advising Model to Evaluate Student Progress in CAPE Domains & Self-Awareness of Professional Development. Erin L. Thompson, The University of Findlay, Sandra B. Earle, The University of Findlay, Laura Perry, The University of Findlay. Objectives: To develop a model utilizing academic advisors to evaluate student progress in CAPE domains across professional years, ensure students’ growth in self-awareness of their development and optimize the students’ time by identifying strengths and weaknesses to choose appropriate electives and co-curricular activities for the best outcomes. Methods: The University of Findlay College of Pharmacy developed an advising process to track students’ self-assessment of their progress in all CAPE domains. In the fall semester of 2016, students rated themselves using Google Forms on the first eight CAPE subdomains. Students also entered data from ExamSoft and were asked to provide additional examples (“proof points”), which included co-curricular activities, to support their ranking in each area. Finally, the student made a plan for improvement to include how they will use their elective time and improve their co-curricular involvement. Academic advisors reviewed each student’s self-assessment and plan with them, discussing how the student might improve in each subdomain, including co-curricular-activities and/or academic course work. A similar process is underway for spring semester 2017; where the remaining CAPE subdomains will be evaluated. Results and Implications: This is a novel approach for colleges of pharmacy to track and measure student progress in attaining CAPE Outcomes. Preliminary data shows that the students did well with the self-assessment, as the ExamSoft data correlated with the ranking of their abilities in each area. Beginning students ranked themselves as good learners and problem solvers; while the advanced students ranked themselves as strong caregivers, advocates, and educators.

An Integrative Approach to Students’ Self-Awareness using Global Learning Outcomes (GLOs). Christopher Foley, California Health Sciences University, Luma Munjy, California Health Sciences University, Julie Marty-Pearson, California Health Sciences University, Carolyn Harris, California Health Sciences University, Delvar Hussain, California Health Sciences University, Vinayak Shenoy, California Health Sciences University, Robert Clegg, California Health Sciences University, Nicole Nielsen, California Health Sciences University, Wendy Duncan, California Health Sciences University, Patty Havard, California Health Sciences University. Global Learning Outcomes (GLOs) were established at California Health Sciences University (CHSU) to ensure all graduating students develop core performance competencies that are essential for the successful growth of compassionate and adaptive health care providers and leaders. The CHSU GLOs are broadly applied to the CHSU College of Pharmacy, which will graduate its inaugural class in 2018. A total of 12 GLOs were identified by CHSU faculty and staff that are considered essential to the development and edification of health professional students. In addition to standard competencies such as communication and critical thinking, the CHSU GLOs include unique areas of student development such as demonstration of community engagement, moral and emotional intelligence, and creative and entrepreneurial thinking. The CHSU GLOs are assessed using a 4-level rubric modeled after the VALUE rubrics developed by the American Association of Colleges and Universities. Currently, the GLOs have been implemented within the CHSU co-curricular activities. Co-curricular activities were systematically designed to achieve all defined CHSU GLOs with an emphasis on enhancing student self-awareness and personal growth. Competency of GLOs are tracked and assessed using the CHSU Sync electronic program. After successful completion of a co-curricular activity, students are required to submit self-reflections to identify strengths and areas for improvement. The CHSU Sync program tracks student development by maintaining a co-curricular transcript that summarizes student involvement and success in achieving the 12 GLOs. This self-awareness conception model will be embedded across all pedagogies of the pharmacy curriculum and future health professional schools at CHSU.

An Enhanced Student Advising Process to Develop and Assess Elements of CAPE Domain 4. Justine S. Gortney, Wayne State University, Minakshi Lahiri, Wayne State University, Lynette R. Moser, Wayne State University, Candice L. Garwood, Wayne State University, Brian L. Crabtree, Wayne State University. Wayne State University is implementing a renewed Pharm.D. curriculum starting with P1s Fall 2016. The Renewal includes enhancement of the student advising process to improve career and academic counselling and to provide assessment of habits of mind. Previously, advisor meetings were only required during the P2 year with a standardized student reflection; all other advising was voluntary. Based on feedback from P4 student
Areas of Concentration for a Doctor of Pharmacy Degree. Maryann Wu, University of Southern California, Ian S. Haworth, University of Southern California, Steven W. Chen, University of Southern California, Melissa Durham, University of Southern California, Glen L. Stimmel, University of Southern California. Objectives: For many years, USC has offered joint degree programs in combination with the Pharm.D. While successful, these have required additional time and expenses for our students. In an increasingly diverse and competitive job market, our objectives were to offer more students the opportunity to differentiate themselves while still graduating in a timely manner, to enhance didactic and experiential education, and to foster student innovation in areas of modern pharmacy practice. Method: In 2015 USC introduced a revised Pharm.D. curriculum that provided additional opportunities for elective and experiential coursework. To capitalize on this, six “Areas of Concentration” (AoCs) were implemented in the curriculum in 2016. These include Comprehensive Medication Management and High-Risk Populations (CMMHRP), Health Systems and Care Management (HSCM), Pharmaceutical Industry (Ind), Education (Ed), Public and International Health (PIH), and Research (Res). Results: Students apply to an AoC as early as the P2 year. Current enrollment is 22 in CMMHRP, 11 in Ed, 32 in HSCM, 51 in Ind, 20 in PIH, and 1 in Res. Each AoC requires 6 units of electives, a 6-unit APPE, and participation in co-curricular activities. Examples include work at safety net clinics (CMMHRP), IPE in gerontology (CMMHRP), meeting with international visitors (PIH), and attendance at the AACP meeting (Ed). Implications: AoCs have increased student motivation and opportunities to pursue diverse areas of pharmacy. They have also been used as a recruitment tool and as an integral part of USC’s “Value Proposition for Current and Prospective Pharm.D. Students.”

Assessing Professionalism in a Direct Entry 0-6 Program. Jennifer Grundey, Ohio Northern University, Karen L. Kier, Ohio Northern University, Youssif B. Rojeab, Ohio Northern University, Michelle R. Musser, Ohio Northern University, Kelly M. Shields, Ohio Northern University, Andrew M. Roecker, Ohio Northern University. Introduction: As a direct entry 0-6 program, students at Ohio Northern University Raabe College of Pharmacy have extended opportunities to develop professionalism. Professionalism activities are integrated in early pharmacy coursework and continue throughout the curriculum utilizing both classroom and co-curricular experiences. As a six-year education opportunity, mentorship, professional involvement, and leadership skills are cultivated throughout the program. In an effort to further develop students’ professionalism, faculty have assessed professionalism-related activities among students and developed portfolio requirements to systematically document these critical skills. Methods: Annually, students complete professionalism elements for their electronic portfolio. These assignments are reviewed individually by faculty advisors and a sample is assessed by the College Assessment Committee. In their second year, students complete and interpret a professionalism activity in which they evaluate given scenarios and rate the level of professionalism displayed (from very professional to very unprofessional). Student responses are compared to those from faculty and discussed in class. Every three years, all students are asked to complete a standard professionalism survey. Results: Preliminary data suggests that students’ professionalism, as evaluated by responses to survey scenarios, starts high early in the program, lessens roughly half-way through and then increases towards the end of the didactic portion of the curriculum and prior to commencing their APPE training. Conclusions: Results from our professionalism survey will aid in identifying times in our curriculum where professionalism needs to be re-emphasized. Appropriate activities will then be developed/modified and included as required items in students’ portfolio.

Assessing Self-Awareness Utilizing Emotional Intelligence and Reflective Analysis. Nancy H. Goodbar, Presbyterian College, Mary Douglass Smith, Presbyterian College, Kayce M. Shealy, Presbyterian College. Presbyterian College School of Pharmacy (PCSP), through the work of a Student Development Committee (SDC), evaluated the most meaningful ways to incorporate CAPE Domain 4 (Personal and Professional Growth) into the students’ Growth and Assessment Portfolio (GAP) requirements. The GAP encompasses co-curricular needs of the program, including: leadership and professional development, creative and innovative thinking, community and professional service, and self-awareness of personal strengths and weaknesses. Through the GAP and oversight by the faculty advisor, students become more aware of how to optimize personal and professional growth during the time spent at PCSP. At the beginning of each academic year, the students take an online emotional intelligence (EI) test to determine their EI score and an analysis of the individual strengths and weaknesses. This score influences the students to thoughtfully and purposefully reflect on how their EI could advance or hinder their development as professionals. This process allows students to set goals for the academic year in which their faculty advisor can play an active role in guiding and mentoring their advisees towards meeting and accomplishing the goals that they set for themselves. An initial and final annual self-evaluation of the objectives of the PCSP professionalism survey will aid in identifying times in our curriculum where professionalism needs to be re-emphasized. This will be developed/modified and included as required items in the students’ portfolio.

Assessing Self-Awareness of Personal and Professional Development in Co-Curricular Activities. Jaime L. Maerten-Rivera, University at Buffalo, The State University of New York, Kayce M. Shealy, Presbyterian College, Peter M. Brody, University at Buffalo, The State University of New York, Nicholas Fusco, University at Buffalo, The State University of New York, Karl Fiebelkorn, University at Buffalo, The State University of New York, Kara Sweet, University at Buffalo, The State University of New York, Fred Doloresco, University at Buffalo, The State University of New York. Our School has developed an instrument to assess self-awareness of personal and professional development in co-curricular activities,
which will be used beginning in 2017-2018. All co-curricular activities will be documented as a part of introductory pharmacy practice experience (IPPE) courses. The instrument will consist of four sections: 1) Activity Checklist where students select the areas of ACPE Standards 1-4 that were developed or applied, 2) Evaluation of the Experience where students evaluate the quality of the experience using a Likert agreement scale, 3) Professional Interactions where students select the types of health professional and health profession students with whom they interacted, and 4) Reflection where students answer four directed reflection questions. The students will complete the instrument after participating in activities where co-curricular development is expected. Activities will include professional meetings, wellness clinics, community education events, simulation activities, interprofessional activities, and professional organization activities. The students will complete the instrument via an online form and the information will be transferred to a database. We will then analyze the data for common themes. Student reflections will be collected and organized into a journal for evaluation. We developed this tool to standardize the data collected regarding co-curricular activities and to encourage students to reflect on their personal and professional development across multiple years.

**Assessing Self-Awareness through Didactic, Experiential, and Co-Curricular Avenues.** Cameron C. Lindsey, University of Missouri-Kansas City, Maqual R. Graham, University of Missouri-Kansas City, Patricia A. Marken, University of Missouri-Kansas City, Valerie L. Ruehler, University of Missouri-Kansas City, Andrew S. Bzowyckyj, University of Missouri-Kansas City. **Objectives:** To describe the current assessment modalities utilized within the curriculum to evaluate the affective domain self-awareness subcategory in a 1-4 semester program. **Methods:** All syllabi for required didactic and experiential coursework were collected for the 2015-2016 school year and analyzed for educational outcomes that included the affective domain self-awareness. Co-curricular activities were evaluated for self-awareness requirements and placement in the program. Assessment modalities to measure the self-awareness learning objectives were evaluated and summarized. **Results:** Overall, self-awareness was evaluated throughout the entire program at UMKC. Didactically, self-awareness activities were identified within the first and sixth semesters. Experientially, programming for self-awareness occurred second and third semesters, the summer between the second and third professional years, and during the final year. Co-curricular requirements encompass self-awareness activities each year of the program. Tools utilized to assess self-awareness in the first semester included the Motivated Strategies for Learning Questionnaire, the Learning Styles Questionnaire, ACT ENGAGE, the Aggression-Passive-Assertive Scale, the Workplace Personality Inventory – II, and the American Pharmacist Association Career Pathway Survey. Survey results were shared with the students’ advisors for use when needed. Summative and formative assessments by preceptors, faculty, or faculty advisors were completed through review of student self-reflections during experiential learning, final didactic year coursework, and co-curricular activity completion. **Implications:** Assessment processes are in place that include validated tools and preceptor/faculty/faculty advisor feedback of student reflections and work. Ongoing evaluation to determine when to repeat validated assessments throughout the curriculum is being discussed.

**Assessing Self-Awareness, Professionalism, and Leadership through the Co-curriculum, Structured Advising Process, and Electronic Portfolio.** Teresa A. Schweiger, Shenandoah University, Jamie R. Klucken, Shenandoah University. During the 2016-17 academic year, we introduced a co-curricular approach to instilling the knowledge, skills, abilities, behaviors and attitudes necessary to demonstrate self-awareness, leadership and professionalism. This approach consists of the co-implementation of seminar series and structured advising, coupled with portfolio documentation of specific assignments and outcomes. The programmatic requirements embedded in our co-curricular approach are aligned with our student learning outcomes. The goals of the seminar series are to help student pharmacists expand their knowledge and continue professional development. Each year, students are required to attend seminars based upon five thematic areas: 1) academic success & increasing self-awareness; 2) leadership; 3) developing technologies & research; 4) current issues & advocacy; and 5) professionalism and professional development. In the past, our advising primarily focused on helping students academically. Our new plan provides advising in the following domains, in addition to academic success: 1) self-awareness, 2) leadership, 3) career planning, 4) professionalism, 5) advocacy and 6) community service. Students meet with advisors regularly reviewing progress toward completing advising requirements; reflecting on didactic, co-curricular, and IPPE experiences; and planning to meet goals in each of these domains. Part of the advising process includes evaluation of a newly required student electronic portfolio. Achievements of student outcomes are documented in the portfolio. A log of community service, advocacy and leadership work, as well as a professionalism plan, curriculum vitae, career planning documents and reflections for seminar topics and self-awareness are all documented here as direct evidence of learning.

**Assessing Student Achievement of CAPE Domain 4.1, Self-Awareness.** Kathryn E. Wheeler, University of Connecticut, Philip M. Hritcko, University of Connecticut. The University of Connecticut School of Pharmacy recognizes the importance of self-awareness to a person’s growth as a learner and professional. Self-assessment requires contemplation of one’s strengths and weaknesses to identify strategies for improvement. Continuous self-assessment throughout our curriculum allows students the opportunity to practice self-awareness and track their progress. During the fall P1 and spring P4 semesters, students complete a self-assessment of the CAPE outcomes. In the spring semester of P3 year, prior to Advanced Pharmacy Practice Experiences (APPE), students complete a self-assessment of Pre-APPE Performance Domains and Abilities. For both assessments, students score their confidence in their current abilities on a 5 point scale; 1 indicating a lack of confidence in their abilities and 5 indicating confidence in knowledge base or ability to perform well. For any rating of 1, students must provide a plan with strategies for improvement. In association with Community Introductory Pharmacy Practice Experiences (IPPE) during the P1 year and Institutional IPPEs during the P2 year, students complete a workbook. Each workbook contains assignments requiring the student to reflect and articulate personal goals that would further their growth as a professional, assess their achievement at the completion of the experience, and set new goals for continued growth. All student documentation is captured in RxPreceptor and CorECompMS learning management systems. The continuous reflection and documentation of learning outcomes fosters the development of self-awareness among our pharmacy students. Students’ scores reflect growth in their ability to be self-aware between P1 and P4 years.

**Assessing Student Competency in the Affective Domain.** Katie B. Tellor, St. Louis College of Pharmacy, Tricia M. Berry, St. Louis College of Pharmacy, Isaac Butler, St. Louis College of Pharmacy, Bruce Canaday, St. Louis College of Pharmacy, Kilinaya Colhman, St. Louis College of Pharmacy, Brenda L. Gleason, St. Louis College of Pharmacy, Gloria Grice, St. Louis College of Pharmacy. Per ACPE Standards 2016, curricular and if needed, co-curricular, activities must be
designed to develop and document student pharmacists’ competency in the affective domain-related expectations of Standards 3 and 4. However, specific co-curricular experiences are not formally prescribed for U.S. colleges and schools of pharmacy in the Standards. While many schools have developed co-curricular requirements, there is a paucity of information on how affective domain outcomes are explicitly practiced and formally assessed through co-curricular activities. The co-curriculum at St. Louis College of Pharmacy is being designed to complement and advance what is taught in the Doctor of Pharmacy curriculum. A menu of required and elective co-curricular activities has been created and mapped to program outcomes of Self-Awareness & Foundational Skills for Lifelong Learning, Social Awareness & Cultural Sensitivity, Creative & Innovative Thinking, Civic Engagement, and Collaboration, all of which are practiced in the context of developing students in the professional role of being a Patient & Professional Advocate. To date, activities and assessments have focused on Self-Awareness & Foundational Skills for Lifelong Learning, Social Awareness and Cultural Sensitivity, and Professionalism with ongoing development of other co-curricular outcomes planned. Using ACPE’s Continuing Professional Development model, students must reflect on strengths and goals for improvement, identify co-curricular activities aimed at achieving their goals, and demonstrate achievement of outcomes through completion of activities, pre- and post-activity surveys, and self-reflections. To assess and measure professional growth, the Assessment of Professionalism in Pharmacy, A Novel Instrument (APIPHANI) was created and is administered annually to students.

**Assessing a Comprehensive Professionalism Development Program: A Multi-Dimensional Approach.** Oluwaranti R. Akiyode, Howard University, Michael Marcus, Howard University. Howard University College of Pharmacy adopted a multi-dimensional approach in the implementation and assessment of a professionalism development program. The program is led by a Director of Professionalism and Professional Development that provides program oversight. The program is collaborative in nature and involve students, faculty, staff, alumni, and preceptors in the form of both curricular and co-curricular formats. The program initiatives include: (1) use of Professionalism criteria during College of Pharmacy interview process as component of student admission, (2) White coat ceremony and Professionalism Development workshop during pharmacy orientation week, (3) Fall semester professionalism seminars for all pharmacy students, (4) Annual professionalism and Leadership Workshops, (5) Continuing professional development model essay on Personal Professionalism, (6) Professionalism chair appointment for each pharmacy class, (7) Professionalism Recognition award to students from each pharmacy class, staff, faculty to recognize individuals that model professionalism, (8) Publication of a monthly professionalism Newsletter and a bulletin board to facilitate the dissemination of print/visual information to enhance personal professionalism, (9) The creation of a professionalism mentoring circle which allow alumni and preceptors to mentor students, and (10) professionalism related learning activities in didactic and experiential courses. The assessment regarding these initiatives occurs through several platforms including didactic courses assignments, objective structured clinical examinations, end-of-didactic course evaluation on coverage of CAPE domains 3 and 4, experiential evaluation of CAPE domains 3 and 4, and student CPD self-assessment on professionalism development. In addition, students provide feedback on the impact of the overall professionalism initiatives on their professional development.

**Assessing Self-Awareness in Pharmacy Students through the Use of Reflective Journals.** Kathryn T. Knecht, Loma Linda University, Christopher J. Jacobson, Loma Linda University, Nancy E. Kawahara, Loma Linda University. Self-awareness, as defined in Domain 4 of the CAPE Outcomes, requires students to “examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.” Self-awareness, as a component of emotional intelligence, affects not only the student’s academic performance but also his or her ability to cope with the demands of professional practice. However, the hidden and individualized nature of this skill makes it difficult to teach and to assess. Reflective journaling is one potential tool that has been used. As part of a required Professional Development course sequence, first-year pharmacy students received an explanation of self-awareness and were instructed to keep a self-reflection journal over a four-week period. Each week, they reflected upon their learning process during two different leaning activities that week and submitted the updated journal electronically. Guiding questions and an example were provided. Instructors read the journals and commented on the final submission. Journal entries ranged widely in regard to the depth of self-awareness, with a majority of responses describing class content rather than self-reflecting on the learning process. Comments on the learning process were in many cases general (“I need to study more”). Non-native speakers were especially challenged. Formative feedback in future might be helpful, as well as reinforcement in subsequent classes.

**Assessing Student Pharmacist Self-Awareness throughout the Curriculum: Engaging Faculty Mentors as Key Evaluators.** Lindsey Miller, Lipscomb University, Jeff Lee, Lipscomb University, Susan Morley, Lipscomb University, Kamala M. Nola, Lipscomb University, Thomas M. Campbell, Lipscomb University, Roger L. Davis, Lipscomb University. Development of a strategic co-curricular program reinforces classroom experiences while providing pragmatic opportunities to practice and develop critical skills. These skills go well beyond traditional clinical capabilities, and include development in affective domains related to self-awareness and professionalism, among others. Lipscomb University College of Pharmacy recently developed a co-curricular plan to provide a proactive framework for expectations related to student co-curricular activities. The plan was informed by Standards 2016, as well as internal data collection efforts related to co-curricular activities at the College. An initial survey of student pharmacists documented a diverse array of co-curricular offerings, and highlighted the potential for faculty mentors to provide integral feedback to the ongoing development of student pharmacists’ self-awareness throughout the co-curriculum. A Mentoring Toolkit was developed to equip faculty mentors to provide feedback and assessment related to student pharmacists’ self-awareness within the context of the overall co-curricular plan. Faculty mentors meet with student pharmacists to review co-curricular involvement and provide an additional point of assessment for key affective domain skills. Leveraging these periodic consultations as an opportunity to discuss and assess the outcomes of ongoing co-curricular activities reinforces the importance of these activities. This process facilitates consistent, ongoing student assessment to ensure appropriate progress on important affective domain skills and abilities. These mentoring discussions also provide practical feedback to support the ongoing evaluation and maintenance of the co-curricular program.

**Assessments Plus New Accreditation Standards Drive Co-curriculum Evolution, not Revolution, toward Enhanced Professionalism and Leadership.** Diane W. Morel, University of the Sciences, Laura A. Mandos, University of the Sciences. The 2016 ACPE Standards emphasize the importance of assessment strategies not only for curricular continuous quality improvement, but also for a deliberate
and purposeful co-curriculum to foster personal and professional development throughout the PharmD program. Our challenge was to shift the focus of an established co-curricular program called SiEPP (Student Excellence in Professional Preparation), from a near-peer mentoring program of pre-professional undergraduates in a direct entry pharmacy program by competitively-selected upperclass student pharmacists, to a fully inclusive, professional phase co-curricular program. STEPP is built on four pillars: professionalism, leadership, community service, and career development. Not wanting to lose the strides gained in personal and professional development of pre-professional students and their mentors from near-peer mentoring, we opted to retain it as a voluntary activity, instead of a ‘selective club’, that would count toward newly defined SiEPP requirements within the four pillars of STEPP. Thus, the expansion of STEPP to all student pharmacists provides a flexible, student-centric platform with transparent expectations for personal and professional development, met via each student’s personalized pathway. An additional feature to the expanded co-curriculum is a student reflection piece, through a Qualtrics survey, then shared with their faculty mentor each year to proactively plan subsequent personal and professional development.

Being Self Aware! Does Student Self-reflection Improve Self-awareness in Comparison to Peers? Mark A. Sweezy, University of Saint Joseph, Ola A. Ghoneim, University of Saint Joseph, F. Bahar Matsuk, University of Saint Joseph, Jennifer L. Luciano, University of Saint Joseph, James G. Henkel, University of Saint Joseph, Doreen E. Szollosi, University of Saint Joseph. The first subdomain of Domain 4 of the CAPE outcomes describes student self-awareness as examining and reflecting on personal knowledge, skills, abilities, beliefs, attitudes, motivation, and emotions that could enhance or limit personal and professional growth. To assess this domain, we have developed two internal tools: 1. An optional Student Self-Assessment of Accomplishment; 2. A required Peer Assessment (including a self-assessment component). The Self-Assessment of Accomplishment asks students to reflect on their development in seven abilities that closely align with the CAPE domains four times during their tenure in the Pharmacy Program. Students who completed the Self-Assessment of Accomplishment are called reflectors, and those who did not are called non-reflectors. Using a forced ranking system, our Peer Assessment asks students to rank other students in their group on similar abilities. In addition to ranking their peers, students are asked to rank themselves within the team. Both of these tools allow for development of a student’s ability to become self-aware. This study evaluates if personal reflection via the Student Self-Assessment of Accomplishment impacts the correlation between student’s self-rank and that of their peers’ in the Peer Assessment process. Reflectors were compared to non-reflectors in reference to the difference between peer and self-ranking. Our analysis of the data indicates a closer correlation between the peer and self-ranked abilities in the reflector cohort than in the non-reflector cohort, which is indicative of an increased self-awareness in the reflector cohort.

Beyond Reflections: How Student Portfolios Capture Achievement of Personal and Professional Development. Amanda S. Horn, Idaho State University. Objective: To capture achievement of student learning outcomes in Cape Domain 4 through an in-house portfolio system. Methods: Throughout all four years of the pharmacy program, Idaho State University students are required to participate in an online portfolio. Portfolio activities include student reflections, surveys, and artifacts to demonstrate student growth in areas of professional and personal development. Select areas such as leadership and self-awareness are emphasized and data is collected to show students’ increased attainment and satisfaction. Using a combination of newly created and existing validated instruments, the Office of Assessment is responsible for data collection and interpretation of surveys and self-assessment tools. Assessment: In 2015-2016, portfolio scores were collected for 270 students using an in-house portfolio database. Seven educational outcomes were mapped to portfolio activities related to self-awareness and professionalism during each of the P1-P4 years. Portfolio activities assessed a combined 22 learning outcomes for self-awareness and 10 outcomes for activities related to professionalism. Conclusions: Student portfolios provide a way to document student achievement in the soft-skills, which complement didactic coursework and enhance a holistic approach to becoming a pharmacist. These selected portfolio activities provide another way to identify areas which may need additional emphasis in the curriculum, as well as identify students who may be struggling in areas outside of graded coursework. In the fall of 2017, students will begin tracking participation in co-curricular activities as a supplemental portfolio requirement. Student portfolios will continue to require refinement and careful analysis as the practice of pharmacy evolves.

CNUCOP Student Leadership: Empowering Students for Peer Leadership. Jason A. McDowell, Jr., California Northstate University, Martha W. Pauli, California Northstate University, John Le, California Northstate University, Kyle K. Bakkie, California Northstate University, Justin D. Nguyen, California Northstate University, Dием-Chi N. Tran, California Northstate University, Parto Khansari, California Northstate University, Suzanne Clark, California Northstate University, Hieu T. Tran, California Northstate University. Empowering students to become effective leaders is a vital part of the PharmD program at California Northstate University College of Pharmacy. Our College strives to create an environment for students to develop and practice their leadership skills. The Student Ambassadors Advisory Council (SAAC) and Rho Chi/CNU Supplemental Instruction (Rho Chi/CSI) are major student-led groups on campus that contribute to student learning and success. Each fall the new SAAC members are selected by current members, based on their candidates’ understanding of effective leadership qualities. SAAC leaders run the student-centered component of our interview day for PharmD applicants. The SAAC team assigns and facilitates key student roles in the interview process. They also represent the student body for accreditation site visits and highlight the institution in open house events, tours and orientation. Rho Chi/CSI provides student-led academic assistance through formal, regularly scheduled review sessions. These opportunities promote student leadership in academics and teamwork, as well as provide exposure to academic careers. As CSI Leaders are among our strongest students academically, they model professionalism and academic excellence for the P1 class. These practices are well-aligned with two of our six fundamental Co-Curricular Learning Outcomes (# 2: Professionalism and Advocacy and # 6: Service and Leadership). These opportunities help student leaders develop collaborative leadership and mentoring skills to accomplish shared goals. The effectiveness of these leadership training programs was demonstrated in the recent Western Association of Schools and Colleges accreditation report where CNU received commendations for having an “…intentional spirit of innovative educational practices.”

Capturing and Assessing Student Initiated Co-Curricular Activities to Enhance Advisor Guidance. Ajay K. Bommareddy, Wilkes University, Jennifer M. Malinowski, Wilkes University, Julie Olenak, Wilkes University, Bernard W. Graham, Wilkes University. Objective: To capture and assess the student-initiated co-curricular activities to facilitate an advisor guided model for professional
development of pharmacy students. **Description:** The Nesbitt School of Pharmacy at Wilkes University is located in Northeastern Pennsylvania and follows a 2+4 model. In the professional program, the class size is 72 students. Within the Nesbitt School of pharmacy, students of P1 to P3 class are actively associated with various co-curricular activities. As co-curricular activities play a major role in a student life in both nurturing leadership qualities and developing personal & professional skills, the current poster presentation highlights the involvement and contribution of students in various student-initiated co-curricular activities. Specifically, we assessed the student’s involvement in various professional organizations, attendance to conferences and their role as leaders in the organizations, presentations and student government. Based on the collected data, we identified that the percentage of students involved in professional organizations is higher in P-1 year than the other two years. Conversely, the percent of class holding leadership positions is higher in P-3 class than the other two years. Analysis also revealed that 14 professional organizations were well represented by students from P-1 to P-3 class. We also noticed an increase in the percentage of students attending a conference away from the school as they progressed from their P-1 to P-3 year. In conclusion, the data collected will help serve as a guide to faculty advisors to advise students in identifying their interests and leadership opportunities in both community-based activities and professional organizations.

**Co-Curricular and Curricular Efforts to Enhance Student Pharmacist Awareness of Professionalism in Self and Peers.** Alicia S. Boulidin, The University of Mississippi, David F. Gregory, The University of Mississippi, Chelsea W. Bennett, University of Mississippi, Kristopher Harrell, The University of Mississippi, Katie S. McClendon, The University of Mississippi, David D. Allen, The University of Mississippi. **Program Objective:** To promote self-, peer-, and mentor-evaluation of professionalism, and to guide goal development for improving professionalism within a curricular and co-curricular socialization framework. **Years 1 and 2:** Students in their first two professional years evaluate themselves and anonymously evaluate a randomly assigned set of peers for the purpose of providing feedback concerning professional development in a co-curricular context. Hammer’s Behavioral Professionism Scale (26 items, 7-point Likert-type) is distributed online during the spring. Anonymity of the peer evaluators is protected through the online platform. Students in their second professional year evaluate the same peer set as in their first professional year, providing some assurance of interrater reliability across these first two formative years of development. A faculty advisor from each student’s Professional Development Advising Team (PDAT, a co-curricular program) conducts an individual development meeting with the student later in the spring term, using this self and peer feedback as a basis for goal-setting for the coming year. **Year 3:** Students complete a personal SOAP note prior to meeting with their PDAT advisor in the spring semester. Their personal SOAP notes and meetings focus on student development plans for their fourth year. **Year 4:** Students participate in reflective exercises throughout APPEs, exploring aspects of practice and professionalism. Preceptor evaluations of students include a professionalism component, providing an opportunity for feedback and further socialization in an authentic practice setting.

**Collaboration:** A Business Plan for Innovation. W. Mark Moore, Campbell University, Myrah Stockdale, Campbell University, Dayna T. Harper, Campbell University, Stephanie M. Olson, Campbell University, Brenda F. Blackman, Campbell University, Michael L. Adams, Campbell University. CPHS offers a diverse array of opportunities to student pharmacists for growth and development across their educational journey. As pharmacy education progresses, more attention has been given to the curriculum, co-curriculum, advisement, mentorship, personal and professional development. Innovation and entrepreneurship have been specifically highlighted by the CAPE. CPHS has a significant number of dual MBA student pharmacists that self-select each year to participate in marketing projects or a business plan competition. Based on the assessment of these experiences additional opportunities for the College were explored. In order to be more inclusive, a new innovation competition has been designed to launch along with our new curricular revision model. The aim of this competition is to stimulate innovation and interprofessionalism within the Health Sciences. Projects must address a specific health-care related theme that is determined on a yearly basis. The solution’s context can be national, regional (i.e., state), or local. “Local” may be defined as a campus’ immediate community, economic development region the state of North Carolina, though the innovation or business plan may eventually serve needs beyond that geography. Ideally, the plan should answer an unaddressed need or gap, but it may also be an idea that builds off an existing platform or extends an existing service offered by another organization. Students will work in interprofessional teams which may consist of students with other CPHS health science programs or students within other graduate or undergraduate programs within the university.

**Continuing Professional Development (CPD) Course – Assessing Student Development of Self-Awareness.** Catherine Cone, Roseman University of Health Sciences, Erin L. Johanson, Roseman University of Health Sciences, Elizabeth J. Unni, Roseman University of Health Sciences. **Background:** Schools of pharmacy are developing curriculum to address the affective domains of the CAPE 2013 educational outcomes. Roseman University instituted a Continuing Professional Development (CPD) course to address self-awareness and professional development, outcomes 4.1 and 4.4 respectively. The ACPE CPD cycle was adopted to achieve these outcomes. **Methods:** Reflective thinking, goal setting, career exploration, learning, and evaluating promote students professional growth. Student progression and achievement of the outcomes are assessed by faculty mentors and documented through an electronic portfolio/competency assessment system. Mentors grade and provide feedback to students to aid in student professional growth. Assignments are mapped to CAPE, and if applicable, to a modified Bloom’s taxonomy and a skill level to show progression over time. **Results:** Topics developed and presented in the CPD course to achieve the educational outcomes are the CPD cycle and process, self-assessment, reflection, setting and developing goals, action plan development, revision of goals and reflections, resume development, portfolio development, career planning, and mentoring resources. The CPD course started in academic year 2014-2015 spans two didactic years with graded assignments and mentor feedback following completion of each assignment. **Conclusion:** The CPD course promotes mentoring relationships and self-assessment. Mentors help students develop professionally by giving constructive feedback and helping students to achieve their goals. CPD course strategies help the school assess and track individual student achievement of self-awareness and professional development. The school can also assess programmatic achievement and map progression of the outcomes through time with the competency assessment system.

**Continuing Professional Development Process to Teach and Assess Self-Awareness.** Michelle Z. Farland, University of Florida, Diane E. Beck, University of Florida. **Background:** The University of Florida College of Pharmacy recently implemented a new
curriculum that includes a Personal and Professional Development course sequence across all four years. As a component of this course sequence, students are matched to a practicing pharmacist that coaches them through three cycles of continuing professional development (CPD) across the four-year curriculum, career planning, and professional growth. These Career Coaches assist students with refining short- and long-term professional goals, provide recommendations for learning activities they can engage in to achieve their goals, and serve as a sounding board to evaluate their progress. 

**Objective:** To describe the formative assessment process of the Career Coach program related to self-awareness. 

**Process:** Students learn the process of CPD during the first semester. Then, across the remainder of their first year they develop a CPD draft and write a reflection under guidance of their Career Coach. Over the remaining three years, students meet with their Career Coach at least two times annually and complete two additional CPD cycles. At the conclusion of each meeting the Career Coach provides an assessment of the students’ self-awareness. 

**Implications:** Accurate assessment of self-awareness requires a personal relationship with individual students and the Career Coach program meets this need. This process assists students with developing and refining professional goals, engaging in learning activities beyond those experienced in a typical academic setting, and broadens their professional network.

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**Core comps passports: Use of Reflective E-portfolios to Promote Self-Awareness through Self-Assessment.** Matthew R. Dintzner, Western New England University, Beth E. Welch, Western New England University, Kim D. Tanzer, Western New England University, Katelyn Parsons, Western New England University, Natalia Shcherbakova, Western New England University, Qun Wei, Western New England University.

**Objectives:** To develop a system for promoting and assessing self-awareness as it relates to progression towards programmatic core competencies (Core Comps) and the personal and professional development of students in the doctor of pharmacy program. 

**Methods:** A reflective e-Portfolio system called “Core Comps Passports” was developed as a platform for students to submit artifacts from their coursework, co-curricular, and extra-curricular activities as evidence to support their progression toward programmatic Core Comps and learning outcomes. Students were required to submit artifacts in support of three Core Comps each semester, self- assess through a survey instrument the learning outcome(s) with which they aligned, and justify their selections through a reflective component of the survey. The Dean for Assessment & Accreditation reviewed each submission for alignment with a Core Comps curricular map, and reported results back to the Assessment and Curriculum Committees, as well as the students. 

**Results:** The Core Comps Passports system was implemented in fall 2015 for the incoming PY-1 students (Class of 2019) and has been continued with the Class of 2020 as of fall 2016. Both classes were 100% compliant with submitting artifacts and completing surveys over three semesters, and qualitative alignment reports between artifact submissions and curricular maps were generated for each Class each semester. 

**Implications:** Through regular and routine self-assessment of their own work and justification of its connection to programmatic Core Comps, students are required to examine and reflect on their knowledge, skills, abilities, and beliefs, enhancing their self-awareness and contributing to their personal and professional development.

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**Correlation of Critical Thinking Assessment with Student Admissions Variables & First Semester Courses.** Roddick D. Jones, Texas Southern University, Shirllette G. Milton, Texas Southern University.

Development of critical thinking (CT), problem-solving, and clinical reasoning are noted as important outcomes in health professions education. Faculty often refer to CT when discussing how their students need to make tenable assumptions for a patient case, or choose a best therapy from among treatment options for a patient’s specific circumstance. More specifically, analysis of CT in the health professions including pharmacy, correlate with academic success. Student pharmacists enter the program with varying levels of ability in this area; and the faculty, curriculum, and student services must combine to foster learner growth. Merely possessing knowledge of preferred learning strategies will not lead to better academic performance.

The Center for Advancement of Pharmacy Education Outcomes state that students should be self-aware; reflect on knowledge, skills, abilities, and motivation; and utilize metacognition as a tool for learning. The objective of this study is to examine how CT skills correlate with students’ pre-admissions profiles and academic success during their first semester. During the admissions process, cognitive data, were collected from first semester PharmD students. A Critical Thinking Assessment (CTA) from a reliable critical logic/reasoning question bank was administered to 118 first-year students during the College’s Summer Academy 2015. Correlations between CTA scores and cognitive data, ethnicity and gender were examined. Characteristics of participants are presented using descriptive statistics. Bivariate relationships between CTA scores and variables were examined using Pearson’s correlations for numerical predictors (i.e. first semester GPA, PCAT scores, undergraduate GPA) and independent group t tests for categorical variables (i.e. gender and ethnicity).

**Creating an Initial Framework for the Longitudinal Assessment of Domain 4 Attributes.** Sean Leonard, St. John Fisher College, Lauren Vicker, St. John Fisher College, Sridhar Anand, St. John Fisher College, Kathryn A. Connor, St. John Fisher College, Christine R. Birnie, St. John Fisher College. The assessment of Domain 4 (D4) characteristics is inherently challenging as there exist numerous dimensions to personal and professional development. This maturation tends to occur in the interstices of the formal pharmacy curriculum, and cannot be easily captured. The WSoP has implemented a plan to address these challenges by assembling a D4 Assessment Battery, which includes measures of emotional intelligence, empathy, communication, moral reasoning, and professionalism. At orientation, P1 students also submit a 60-second video presentation that is reviewed by faculty. The Battery takes only 45 minutes to complete yet yields nearly 1,000 data points per student. Results from the Battery have been psychometrically analyzed and transformed into standard scores to allow for the meaningful comparisons between measures, and results have been locally-normed to facilitate programmatic evaluation through benchmarking. The Battery is being administered at orientation (Baseline), at the beginning of the P2 and P3 years, at the end of the P3 year, and at graduation (Exit). Results from the Battery are conveyed to the student’s academic advisor (via Tk20), and simultaneously mapped to WSoP and CAPE outcomes. In Fall 2017, the WSoP will be deploying dispositional assessments to continuously assess D4 development, using a professionalism rubric that conveys results directly to academic advisors. By “anchoring” D4 assessment results through psychometric techniques, it will be possible to gauge individual student growth in D4 areas, as well as yielding data that can be used to evaluate current and future training and advising opportunities.

**Creation of an Online Education Program to Measure and Improve Professionalism among Pre-Professional Pharmacy Students.** Meghan Bodenberg, Butler University.

**Study Objective:** To develop an online teaching module encompassing the themes of professionalism, honesty, and integrity aimed towards pre-pharmacy
students pursuing admission in a professional school of pharmacy, and to evaluate changes in professionalism. **Methods:** The current understanding of the professional conduct code for the College of Pharmacy and Health Sciences (COPHS) at Butler University, including the potential consequences of violations, was pre-assessed among participants using a quiz format exercise. Four online educational modules were distributed to the same participants, who were immediately post-assessed following the completion of all modules with the same quiz exercise. Included topics were those most commonly reported by the Academic and Professional Affairs committee, and included academic dishonesty (e.g., plagiarism, cheating), incivility, substance abuse (e.g. medication misappropriation), and practicing within the profession without appropriate credentials. **Results:** A total of 91 students (70% response rate) in the second pre-professional pharmacy year completed the pre-assessment, modules, and post-assessment. There was a statistically significant improvement in mean overall score for the post-assessment (14.7%, 95% CI 3.25 to 4.44, p < 0.001). In addition, scores for all four categories of questions improved following the completion of the modules, with the greatest improvement (22.2%) in the avoiding substance abuse subcategory (95% CI 0.92 to 1.30, p < 0.001). **Conclusion:** Online teaching modules help further pre-professional pharmacy student awareness of the college’s professional conduct code.

**Cultivating an Innovative Mindset.** Mary R. McClurg, University of North Carolina at Chapel Hill, Samuel K. Lai, University of North Carolina at Chapel Hill, Adam Friedman, University of North Carolina at Chapel Hill, Jimmy Xu, University of North Carolina at Chapel Hill, Robert A. Blouin, University of North Carolina at Chapel Hill. Innovation has become a necessity in healthcare. To be at the forefront of solving society’s greatest healthcare problems requires that we think differently, take risks, and creatively pursue solutions that will transform how care is delivered and lead to the discovery of new and novel pharmacologic therapies to prevent and treat disease. This requires that we educate and train aspiring pharmacists and pharmaceutical scientists to be curious, bold, and extend the boundaries of their own thinking. A generous gift to the School in 2014 led to the creation of the Eshelman Institute for Innovation. The gift enables faculty, staff, students, and collaborators to pursue high-risk, high reward ideas to advance innovation in education, research, and healthcare. The gift has also led to the creation of several programs designed to cultivate an innovative mindset in students, including (1) a funding mechanism that provides professional and graduate students as well as post-doctoral fellows an opportunity to pitch innovative ideas and receive funding to pursue them; (2) a Pharmacy Innovation and Problem Solving course required of second-year, professional students that exposes students to innovation in pharmacy and healthcare; (3) the Carolina E (I)Lab, an 8-month, interdisciplinary program that provides students with training in innovation, teamwork, and entrepreneurship as well as experience executing innovative solutions to unmet needs in healthcare; and (4) the Young Innovators Program (YIP), a unique STEM initiative that provides high school students with a mentored, immersive, summer research laboratory experience. Student programs will be described and key learnings to date shared.

**Cultivating Self-Awareness through Multiple Reflection Experiences.** Kelly L. Scolaro, Lake Erie College of Osteopathic Medicine, Hershey S. Bell, Lake Erie College of Osteopathic Medicine. Promoting student self-awareness can be accomplished by a variety of methods. Of these methods, reflections on experiences in and out of the classroom are among the most important. Repeated or continual reflection helps students close the gap between theory and real patient care. Students who are self-aware and have experience in reflection provide improved quality of care to patients and are more likely to engage in life-long self-improvement. At LECOM School of Pharmacy, reflection is incorporated throughout the curriculum. In year one, the emphasis is on professionalism. First year students are assigned readings, and discuss them in faculty facilitated small groups. Afterwards, students are asked to write a personal reflection. They reflect on their motivations to pursue pharmacy and what impact the readings had on them. Reflections are graded by faculty using a grading rubric. In years two and three, students take the Pharmacy Curriculum Outcomes Assessment (PCOA) exam and learn professional goal setting with the intent of promoting life-long learning. Students are asked to write a reflection including setting SMART goals based on individual PCOA scores. In the final year, interprofessional practice is emphasized. Students are assigned videos and readings and then write a reflection on rotation experiences. The reflections are graded by faculty advisors using the REFLECT rubric. Grade data and student feedback from course evaluations have reinforced incorporating multiple reflection assignments throughout the curriculum promotes student self-awareness. Our institution will continue to refine and create new reflection assignments as the landscape of healthcare continues to change.

**Curricular Revision through Backward Design and Integration:** CAPE Domain 4. Karen F. Marlowe, Auburn University, Channing Ford, Auburn University, Julaine Fowlin, Auburn University, Lori B. Hornsby, Auburn University, Timothy Moore, Auburn University, Dan Surry, Auburn University, Bradley Wright, Auburn University, R. Lee Evans, Auburn University. The Accreditation Council of Pharmacy Education mandates that all schools of pharmacy produce, and provide assessment evidence for the development of, ‘Practice-ready’ and ‘Team-ready’ graduates. Standard 4 assesses the curricular and co-curricular achievement of Self-awareness, Leadership, Innovation and Entrepreneurship, and Professionalism. The Auburn University Harrison School of Pharmacy is working on building a new curriculum utilizing the backward design process in order to meaningfully integrate elements of standard 4, which are often taught in isolation whereby students lose sight of their meaning and significance. Curricular redesign began with the faculty defining what the profession of pharmacy will look like in the next 10 years, and then define what Ability Based Outcomes (ABOs) the ‘Practice-ready’ graduate should demonstrate at the time of graduation. Competencies were developed from each of the ABO’s. Eighty-two competencies were mapped for the fourth domain of CAPE including each of the following: Self Awareness (n=27), Leadership (n=4), Innovation and Entrepreneurship (n=42), and Professionalism (n=9). The curriculum, implemented in Fall of 2017, will focus on achievement of competencies through integrated coursework with each semester designed by an interdisciplinary team. Importantly the competencies for CAPE Domain 4 will be woven through the student experience in a longitudinal manner. Through backward design, each development team will develop: 1) a concept outline, 2) learning objectives 3) assessment methods 4) an outline of learning experiences 5) semester syllabi and then 6) the learning experiences. Experiences will be aligned with assessments, be authentic, and utilize active and self-directed learning.

**Developing Professionalism in Cedarville’s Entry-level Graduates to Meet Our Core Values.** Emily Laswell, Cedarville University, Jeffrey A. Bates, Cedarville University, Brenda Pahl, Cedarville University, Juanita A. Draime, Cedarville University, Zachary N. Jenkins, Cedarville University. The Accreditation Council for Pharmacy Education, in their standards, challenges schools to develop not just...
competent but also professional graduates. Cedarville University School of Pharmacy’s core values of collaboration, character, ethics, leadership, global focus and innovation provide areas to develop professionalism in our students. Our core values very closely emulate the CAPE outcomes, ensuring that current and future pharmacists positively affect change within healthcare teams. These core values are easily recognized in the numerous experiences that prepare students for the highest levels of practice. Through collaboration with other health care professional students, STEPS and a Transitions of Care Conference have developed that provide students the opportunities to work alongside other healthcare disciplines. Via patient care simulations during modules, students are able to demonstrate character. The Center of Bioethics alongside of bioethics coursework in the Ethics module provide students with a background and framework to make ethical decisions while caring for patients. Students have excelled in leadership as evidenced by student’s collaboration with the Ohio governor’s “Start Talking” drug-free initiative. Global focus is achieved by P1 attendance at Global Missions Health Conference each year as well as students completing domestic and international medical missions trips. Innovation is seen in both student research projects and “Shark Tank” business proposals. Students also showed innovation in their collaboration with Ohio Pharmacy Counseling Services and the creation of a medication management call center to aid people as they use prescription medications. Outcomes of these experiences have demonstrated development of competent professional students.

Developing the Holistic Pharmacy Graduate through Longitudinal Assessment of CAPE Domain 4. Megan E. Thompson, University of Colorado, Jason Brunner, University of Colorado, Michael R. Cunningham, University of Colorado, Dana P. Hammer, University of Colorado, Kari L. Franson, University of Colorado.

Background and Purpose: At the University of Colorado, curricular and co-curricular activities are designed and thoughtfully integrated so that students have opportunities to reflect on their leadership skills and personal and professional growth. Our philosophy is based on students achieving the highest point of Miller’s Pyramid; a model whereby students can not only “do,” but also reflect (self-awareness) and envision what is possible (innovation and entrepreneurship). As such, we have intentionally and longitudinally placed Domain 4 activities throughout our PharmD curriculum.

Educational Activity and Setting: Students are given multiple opportunities throughout the PharmD curriculum to practice and refine all skills related to the CAPE Domain 4 outcomes. Early in the curriculum, didactic activities and assessments are used to provide students with the basics of Domain 4, and although not overtly assessed, include areas such as innovation and entrepreneurship. Subsequent activities are embedded in experiential training, didactic courses, the co-curriculum, and volunteer and community events.

Findings: Most Domain 4 development activities are assessed in each year of the curriculum. By the end of the curriculum, students, faculty and preceptors report achievement of CAPE Domain 4 outcomes, and that the activities had value and positively impacted their ability to demonstrate self-awareness and professionalism. Although our students report achievement of Domain 4 outcomes, further work is necessary to create a more transparent curricular and assessment process for leadership, innovation and entrepreneurship.

Summary: University of Colorado students develop into holistic pharmacy graduates through intentional and longitudinal practice of Domain 4 skills.

Development and Assessment of Self-Awareness through a Professional Formation Retreat. Nicole D. White, Creighton University, Victoria F. Roche, Creighton University, Justin A. Tolman, Creighton University, Amy F. Wilson, Creighton University, Kelli L. Coover, Creighton University, Harsh V. Chauhan, Creighton University.

A mandatory Professional Formation Retreat was held for all incoming P1 students. Information was provided on calling, professionalism, reflection and discernment. Faculty shared their call to pharmacy and use of reflection and discernment to chart the course of their career, make meaning of pivotal professional and personal events and guide challenging clinical decisions. Specially trained P4 facilitators led P1s through a series of guided questions for further discussion. At the end of the retreat, P1s were asked to complete a self-assessment of reflection skills and develop a personal and professional goal for their first year of pharmacy school. The most commonly cited personal goals were finding a balance between personal and academic responsibilities and maintaining health and well-being. Professional goal themes included obtaining good grades, developing good study habits and gaining work experience. 26.7% of students identified at least one area of reflection they were not confident in their ability to perform. Greater than 5% of students reported lack of confidence in their ability to recognize and reflect on emotions to understand their meaning, and recognize biases and assumptions that underlie perspectives, opinions and decisions. A mandatory retreat in the P1 year can be useful in the development and assessment of self-awareness. This retreat will be reinforced through routine goal setting and reflection with advisors. Self-awareness will be further assessed with a repeat administration of the self-assessment of reflection skills in the P4 year.


The 2016 ACPE Standards require schools and colleges of pharmacy to incorporate and assess student achievement of self-awareness. To be self-aware, one must reflect upon internal and external factors that impact personal and professional growth. At the Jefferson College of Pharmacy various methods are utilized throughout the didactic and experiential curriculum to facilitate development of student self-awareness. Written reflection has been incorporated throughout the 4 years of the curriculum and is the principal method used to facilitate student self-awareness. It is a required component of all introductory pharmacy practice experiences (IPPEs), 6 required didactic courses, 3 elective courses, and the advanced pharmacy practice experiences. Students use the “What?, So What?, Now What?” format to structure all of their written reflections. Didactic courses use a rubric based on this format to assess student performance. Additional methods of guiding students toward self-awareness include verbal reflections in IPPEs and electives; professional portfolio development in an elective; composition of a teaching philosophy in an elective; completion of the Emotional Intelligence 2.0 self-assessment in a required course; and completion of the Strengths Finder self-assessment, Myers-Brigg Type Indicator personality inventory, and Learning Style Assessment in elective courses. The degree to which self-assessment plays a role within each course varies, with reflection assignments contributing between 6% and 75% to a final course grade. Moving forward, we are exploring additional ways to accelerate the development of student self-awareness during the tenure of each student’s presence at JCP, from matriculation to graduation.

Development of Integrated Leadership and Professionalism Mini-Curricula within a Doctor of Pharmacy Program. Kyle Turner, The University of Utah, Holly E. Gurgel, The University of Utah, Donald K.
Blumenthal, *The University of Utah*. Professionalism and leadership are important outcomes of a pharmacy program and are often difficult to teach and/or assess. The beliefs, attitudes, and skills in these areas generally grow and evolve over time as students gain exposure in didactic and experiential experiences. However, some students may not gain these necessary skills due to lack of opportunity or interest, or their chosen career path. To address these potential learning gaps and fulfill the Domain 4 CAPE outcomes, we developed two longitudinal curricula intentionally designed to build these skills across the entire student body and prepare them for future practice irrespective of interest area. The professionalism mini-curriculum consists of four half-credit courses and formal mentoring from faculty and adjunct faculty based on their selection of one of three career tracks (pharmacotherapy, health policy and outcomes research, pharmaceutical science). Students will participate in sessions covering CV-building, portfolio development, interviewing, networking, and other professional skills and behaviors. The leadership mini-curriculum takes a relational approach to student development and emphasizes four domains for learning with corresponding sub-domains: managing self, including self-awareness, fostering teamwork, accelerating change, and coaching/mentoring. Learning in these areas will span the entire four-year program with lectures and active learning activities taking place in introductory courses, recitation sections, a required leadership and management course, elective courses, and experiential clerkships. The impact of these two curricula is being assessed using survey instruments based on the CAPE Outcomes that are used in student year-end surveys of all students, as well as preceptor evaluations of students.

**Methods:** Pharmaceutical Care series consists of six lab-based courses, beginning in Winter term of P1 year, and continuing through Summer term of P3 year. Students are required to dress and behave professionally for every class session, with penalties for failing to do so. The objective is to prepare the students for professional behavior during rotations. To assess the students’ preparedness, students and preceptors for the currently enrolled classes were surveyed.

**Results:** Overall, students expressed a high level of confidence in their ability to dress and behave professionally on rotations. Preceptors noted very few instances of unprofessional behavior in students currently on rotations.

**Implications:** Assessing and holding students accountable for professionalism standards early in the curriculum and extending throughout Pharmaceutical Care series can be beneficial in preparing students for rotations.

**Development of Student Pharmacist Self-Awareness Using a Professional Development Approach.** Teresa M. Seefeldt, South Dakota State University, Jane R. Mort, South Dakota State University, Brad R. Laible, South Dakota State University, Jennifer Ball, South Dakota State University. The self-awareness subdomain focuses on the ability of students to reflect on aspects, such as knowledge and skills, which can impact personal and professional growth. A learning progression framework was utilized in the design of the curriculum and assessment activities in the self-awareness subdomain; this framework guides the student’s longitudinal development of knowledge and skills. The design also included a focus on professional development, as this is an important way in which pharmacists implement self-awareness in their careers. Components of the self-awareness subdomain include instruction on reflective practice in the P1 year and completion of a reading assignment on professional development plans in the first IPPE. In addition, at the end of each academic year, students complete a self-evaluation of outcome achievement. In this activity, students are asked to reflect on their proficiency in each of the College’s outcome statements and utilize this information to identify areas needing improvement. In an additional activity, students write a professional development plan that includes a description of identified weaknesses, goals for the experiential course, and a plan for improvement. The students then implement the plan and reflect on its effectiveness. The reflective writings are included in the students’ portfolios and assessed by faculty using a rubric. The results from the self-evaluations and professional development plans are used in aggregate for curricular assessment and have guided curricular revision.

**Curricular Innovation:** An interdisciplinary faculty task force developed a longitudinal self-awareness curriculum, including curricular, co-curricular, and experiential components. The goal of this curriculum is to develop self-awareness to enable graduates to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivations, and emotions that could enhance or limit personal and professional growth. Activities include metacognitive calibration accuracy, personality assessments, personal and professional goal setting, self-evaluations, and reflections. The calibration activities allow assessment of knowledge and performance accuracy across the curriculum. Personal and professional goals are individualistic and the desired programmatic outcome is demonstration that the student has thoughtfully considered future career options and personal goals. Reflections should indicate thoughtful consideration of assigned topics.

**Accountability:** Grades are not assigned for reflections; however, completion is in itself an important indicator of engagement in the self-awareness reflection. Activities are documented in E*Value and are audited for quality and completeness. Students who are found to be missing any element during an audit will receive one written warning to complete it within 30 days, and faculty advisors will be notified. Students who do not comply with written warning requirements or have any subsequent instances of noncompliance will have documentation of professional misconduct placed in their file in the Student Affairs Office. In addition, these students will be ineligible for Dean’s List or any scholarship awards.

**Diversity Events Enhance Personal and Professional Growth in Appalachian College of Pharmacy (ACP) Students.** Afsana Momen, Appalachian College of Pharmacy, Virginia Dinh, Appalachian College of Pharmacy, Juan C. Vargas, Appalachian College of Pharmacy, Craig R. Mullins, Appalachian College of Pharmacy.

**Background and Aim:** ACP enrolls students from diverse backgrounds and promotes cultural diversity through activities and events. Two formal cultural events are held annually at ACP, one that highlights the Appalachian culture and the other that highlights the music, food, traditional attire, and religions from around the world – as represented by the student body. It is unclear to what extent these cultural events influence student knowledge, beliefs, motivation and skills that impact personal and professional growth.

**Method:** To address these questions, the Diversity Committee developed and administered an on-line survey questionnaire for the Classes of 2015, 2016, 2017, and 2019. Surveys were conducted annually. Throughout the survey period which spanned several years, ACP continued to hold biannual cultural events and encouraged student organizations to promote cultural
Do You See What I See?: Utilizing a Longitudinal E-Portfolio Course to Assess Student Self-Awareness. Mary E. Ray, The University of Iowa, Lisa DuBrava, The University of Iowa, Mary Ann Cull, The University of Iowa, Donald E. Letendre, The University of Iowa.

The University of Iowa places a strong emphasis on the development of personal and professional growth. As part of the recently implemented Learning and Living Curriculum, we designed a longitudinal electronic portfolio course spanning the didactic, experiential, and co-curricula of all four professional years with this emphasis in mind. Through this course, students enhance reflective writing skills and increase their understanding of how learning experiences connect both to the broader fifteen PharmD Learning Outcomes of our program and to their ongoing professional development. Students submit and reflect on a minimum of thirty-four artifacts representing various learning experiences. We utilize a pharmacist-reviewer to assess each reflection using an established rubric, and provide the opportunity for revision. Students struggling to make crucial connections receive guidance from the reviewer and course coordinator as needed. Using a global rating instrument, students also self-assess and reflect on their progress toward achievement of each PharmD Learning Outcome at baseline (first week of P1 year) and at the end of each academic year. Qualitative data regarding student portfolios is evaluated by the Assessment Committee as one of several indicators of their readiness for pharmacy practice. The process of constructing an electronic portfolio develops students’ capacity for reflection, their ability to assess their own strengths and weaknesses, and promotes lifelong learning.

Methods:

Objective: To describe the assessment of student achievement related to Domain 4 in both the curriculum and co-curriculum. Methods: Co-curricular activities and programs, along with required coursework, were mapped to the 2016 standards and guidelines. Participation rates, survey results and mapping results are presented. Areas addressed include: Curriculum -Continuing Professional Development (CPD) -During the new, 6 course series, students devise and implement CPD plans through class sessions, co-curricular activities, IPPE hours, and IPE activities. Co-curriculum -Pharmacy & Health Sciences Day -CPHS Student Leadership Development Series -The DELTA Rx Institute Next Top Entrepreneur Competition and Entrepreneurial Leadership Summer Internships -University and college leadership programs and experiences -White coat and Pinnning ceremonies Professional Organizations -Drake Rx Unified Group of Students -Professional meeting travel support Policies -Student-run honor code -College committee membership -Weekly time block reserved for professional organization meetings Results: Standards 4.1, 4.2, 4.3, and 4.4 are mapped to the CPD course series as well as to various components of the co-curricular activities and programs. Outcomes are tracked using a portfolio system which includes student reflections and assignments. In addition, high levels of student satisfaction were measured indirectly using surveys for the various programs. Participation in programs and activities remain high across the years of program offerings and activities. Conclusions: Courses and co-curricular offerings have broad coverage of domain 4. Professionalism, leadership, innovation, and self-awareness are incorporated into the program using continuing professional development to track progress.

Effect of Personal Background on Perceptions of Professionalism on Pharmacy School Didactic Years. Shadi Doroudgar, Touro University California, Vanishree Rajagopalan, Touro University California, Brienna Andrews, Touro University California, Helen Berhane, Touro University California, Caroline Farr, Touro University California, Danielle Fox, Touro University California, Pamela Lekthter, Touro University California, Tran Nguyen, Touro University California, Christopher Yee, Touro University California, Gabriela Young, Touro University California.

Developing a culture of professionalism is one of the values advocated by professional graduate programs, including pharmacy, to ensure that their graduates uphold both technical and ethical standards of the profession. Personal background, age, and work experience are among the variables that may influence how one perceives professional behavior. The aim of this study was to evaluate which characteristics affect perceptions of professionalism, during the didactic years, within the PharmD program at Touro University California. A Qualtrics survey was administered to first and second year pharmacy students as well as faculty and staff in the program. The survey first queried demographic attributes including age, gender, work experience, and cultural background and later,
participants evaluated a series of scenarios to judge whether or not it constituted professional conduct based on a 4-point Likert scale. Data included 181 student responses and 40 faculty and staff responses. Of the student participants, the average age was 26.8 ± 4.3 years, with the majority being female (62%) and of Asian descent (68.7%). Variables that associated well with higher expectations of professionalism were work experience, specifically full-time positions during undergraduate education (p = 0.003), and class attendance (p = 0.016), where, students who missed fewer than 2 lectures per month gave more professional answers to the scenario questions. Considering these findings, Touro University California may benefit from altering the curriculum to include more work experience simulations and enforce class attendance in an effort to imbue more professionalism in their student population.

**Empowering Student Pharmacist Innovation and Improving Self-Awareness through a Curricular and Co-Curricular Health Equity Leadership Framework.** Oscar W. Garza, *University of Minnesota*, L’Aurelle A. Johnson, *University of Minnesota*, Olihe N. Okoro, *University of Minnesota*, Chrystian R. Pereira, *University of Minnesota*. **Background:** Recognizing the important intersection of personal attributes and professional skills development is critical for bridging foundational scientific knowledge with the ability to provide care to a diverse patient population. **Objective:** To improve student pharmacist self-awareness, empower innovation, and encourage leadership through a curricular and co-curricular health equity education framework. **Process:** Recent curricular reform has facilitated development and assessment of curricular and co-curricular initiatives. Over the last two years, health equity curricula, including implicit bias training, have been integrated throughout the professional program. Programmatic outcomes for core and co-curricula, including a student-led cultural competency case competition, have been measured to assess cognitive and affective empathy and perceived self-efficacy of cross-cultural communication. The Intercultural Development Inventory (IDI) has been used to assess a recently launched co-curricular health equity scholars program to improve self-awareness and facilitate learning and personal growth. **Outcomes:** Increased awareness, understandings of social determinants of health, and development of leadership skills have become immediately evident. Preliminary assessments indicate intentional curricular and co-curricular programmatic initiatives positively impact self-efficacy and awareness among students and empower them to seek additional opportunities for improving leadership and interpersonal skills. Additionally, results suggest significant overestimation of student capability for coping with cultural differences. Consequently, the IDI will be used broadly as a curricular evaluation tool moving forward. **Implications:** Strategic curricular and innovative co-curricular approaches for improving metacognition, adaptability, and resiliency among student pharmacists will undoubtedly bolster efforts to both advance the profession and contribute to reducing health inequities in the communities in which they serve.

**Enhancing Metacognition among Student Pharmacists.** Marianne McCollum, *Regis University*, Robert C. Haight, *Regis University*, Christine Feltsman, *Regis University*, Erika Freitas, *Regis University*, Leticia Shea, *Regis University*. **Success in our Team-based Learning (TBL) program requires Regis University School of Pharmacy (RUSOP) students to be engaged in the achievements of team members, committed to the development of productive relationships, and open to new ideas and thoughts.** Self-assessment of growth through the practice of reflection is central to Jesuit education. Through reflection, students become self-aware and are able to consider how their actions impact their lives, leading them to become contemplative in their actions. During first-year orientation, TBL study skills workshops introduce the concept of metacognition and self-awareness to students. Development of self-awareness continues to expand as students create longitudinal portfolios, beginning at matriculation and culminating with a faculty presentation at graduation. Through portfolios, students self-assess their own growth and development based upon feedback received from others. Participation in events such as the White Coat Ceremony allows individual reflection on the significance of becoming a student pharmacist. Assessment of personal and professional development also occurs at the course level through multiple methods including readiness assurance tests, exams, self-awareness inventories, peer evaluations, and reflections. These assessments are carried through the entire curriculum, including service learning and experiential components. Specific courses covering cultural awareness, faith traditions in health care, and emotional intelligence challenge students to explore their motivations, biases, and belief systems. A variety of co-curricular programs and activities provide opportunities that further augment student development. Enhancement of metacognition among students, coupled with the RUSOP mission and active learning pedagogy, promotes personal and professional development of students through improved self-awareness.

**Enhancing Pharmacy Student Professionalism by Creating Meaningful Co-Curricular Experiences.** Veronica P. Shuford, *Virginia Commonwealth University*, Krista L. Donohoe, *Virginia Commonwealth University*, Cynthia K. Kirkwood, *Virginia Commonwealth University*, Phyllis M. Moret, *Virginia Commonwealth University*. **Professional development is a core value of the Virginia Commonwealth University School of Pharmacy (VCU SOP) for faculty, staff, and students. Professionalism is one of the core competencies of the revised Educational Outcomes for the Doctor of Pharmacy program, approved in spring 2016, to align with the 2016 ACPE Standards and CAPE 2013 Outcomes.** The curriculum is designed to assure that graduates exhibit professional behaviors, ethics, and values defined in the VCU SOP Attributes of Professionalism, that are consistent with the trust given to the profession by patients, other healthcare providers, and society. Professionalism is essential for successful promotion of holistic patient well-being. Co-curricular professional experiences complement and advance the learning that occurs within the formal didactic and experiential courses. Faculty developed a four-step implementation plan that maps co-curricular experiences of CAPE Domain 4 to the P1-P3 years of the curriculum. The first step was to create objectives for student development of professional attitudes and behaviors. The second step was identification of specific co-curricular experiences and practice opportunities for students that augment the professionalism objectives. The third step will be assessment of effectiveness of co-curricular professionalism activities. The final step will be establishment of an infrastructure to support and sustain student co-curricular involvement. We will evaluate development of professionalism among students in different cohorts using a variety of assessment strategies in required courses and co-curricular activities. Planned assessment measures include objective structured clinical experiences, professionalism cases in the labs, professionalism instruments, self-reflections, simulations, and student and preceptor experiential education evaluations.

growth. Self- and peer-evaluations are used to assess team contributions, create accountability, improve team effectiveness, and promote a greater self-awareness. Two courses at the University of South Carolina College of Pharmacy use a standardized assessment tool from CATME in various ways. Students complete self- and peer-evaluations for questions related to overall contribution, interaction with teammates, keeping the team on track, expecting quality, and having relevant knowledge, skills and abilities. Faculty can access individual scores, team performance history, and student comments. Feedback is released to students, allowing them to see a visual display of their self-rating, an average of how they were rated by their teammates, and their team’s overall average. Recently used in a large interprofessional course to assess team function, the tool has been able to identify dysfunctional teams earlier in the semester and encourage students to improve team skills. CATME is used at a higher level in the self-care course for formation of highly functioning teams in addition to self- and peer-evaluation. The tool significantly decreased the time required for team assignments, made the process more objective, and was favorably received by students. Future considerations include expansion of CATME to assess P2 and P3 teams in order to evaluate student performance across semesters as well as identify the impact feedback from the CATME tool had on student team behavior.

Entrepreneurship and Innovation through the Development of a Business Plan Project. Nelly Conte, University of Puerto Rico, Jonathan Hernandez-Agosto, University of Puerto Rico. Introduction: Schools of pharmacy should document the development of innovation and entrepreneurial skills stated in CAPE Outcomes. Objective: Describe how a management course, which culminates with the development of an innovative pharmacy service project and business plan, serves as a tool to address innovation and entrepreneurial skills. Methods: A topic was assigned to groups of P2-P3 students, for the development of an innovative pharmacy service and business plan. Three rubrics aligned to CAPE outcomes and program outcome abilities were utilized for three summative assessments: oral presentation to a faculty panel; business canvas in a 1-day event presented to community organizations are invited to interact with students, faculty and staff. Service Opportunity Fair, an exhibit style event in which area community organizations are invited to interact with students, faculty and staff. Conclusion: The service plan. The workshop includes a reading to be completed prior, discussion of reading material, application of time-management skills and coaching for improved professional behavior. Results: Over 3 semesters, 880 students were registered in courses that participated in the professionalism workshop. A total of 47 students attended a session (5.34%), with 43 students attending one session (4.89%) and 4 students attending 2 sessions (0.45%). The most common reasons for attending remediation include submitting late assignments and scheduling conflicts. Of the 47 students attending a session, 12 are PY4 students currently completing APPE rotations. At the time of submission only 1 has a documented professionalism concern that occurred during APPE rotations. Conclusion: Pharmacy programs across the country are developing methods to assess ACPE Standard 4.4 Professionalism. This approach is one example of identifying students with professionalism concerns during PY1-PY3 years and addressing the behavior prior to PY4 APPE rotations. Although initial data appears promising, comparative cohorts are needed for further evaluation. Future professionalism remediation attendees will be required to submit a reflection which will allow for further evaluation of the session impact.

Evaluating the Effectiveness of Professionalism Remediation to Instill Professional Behaviors and Values in Student Pharmacists. Shannon G. Panther, Washington State University, Julie Akers, Washington State University, Lisa J. Woodard, Washington State University. Objective: To determine if professionalism remediation decreases the occurrence of unprofessional behaviors in the IPPE curriculum and if students who remediate have professionalism concerns when their performance is evaluated on PY4 APPE rotations. Methods: Student pharmacists who display unprofessional behavior in IPPE courses are required to attend a remediation workshop at the end of the semester. The workshop includes a reading to be completed prior, discussion of reading material, application of time-management skills and coaching for improved professional behavior. Results: Over 3 semesters, 880 students were registered in courses that participated in the professionalism workshop. A total of 47 students attended a session (5.34%), with 43 students attending one session (4.89%) and 4 students attending 2 sessions (0.45%). The most common reasons for attending remediation include submitting late assignments and scheduling conflicts. Of the 47 students attending a session, 12 are PY4 students currently completing APPE rotations. At the time of submission only 1 has a documented professionalism concern that occurred during APPE rotations. Conclusion: Pharmacy programs across the country are developing methods to assess ACPE Standard 4.4 Professionalism. This approach is one example of identifying students with professionalism concerns during PY1-PY3 years and addressing the behavior prior to PY4 APPE rotations. Although initial data appears promising, comparative cohorts are needed for further evaluation. Future professionalism remediation attendees will be required to submit a reflection which will allow for further evaluation of the session impact.

Formulating a Systematic Plan to Develop, Assess, and Monitor Professionalism in the PharmD Program. Bupendra Shah, Long Island University, Fraidy N. Maltz, Long Island University, Jane Sliutynberg, Long Island University. Objective: To describe the process utilized to formulate a plan for the development, assessment, and monitoring of professionalism in PharmD students. Methods: In Fall 2016, LIU Pharmacy created a Learning Outcomes Committee (LOC) to oversee the development, assessment, and monitoring of learning outcomes for the PharmD program. The committee developed a 4-step
approach to accomplish these goals. Step 1 was to select a theoretical framework/conceptual model for each learning outcome. Step 2 was to determine, in conjunction with the Curriculum and Co-curriculum Committees, where each learning outcome could be developed, assessed, and monitored. Step 3 was to determine a common set of assessment tools to be used throughout the program. Step 4 was to educate students, faculty and staff on this process and its implementation. Results for the professionalism learning outcome are presented.

**Results:** Step 1 led to the identification and recommendation of The Ten Traits of a Professional outlined by the APhA-ASP / AACP Task Force on Professionalism. A review of the curriculum map and co-curricular activities identified several co-curricular activities, didactic courses, and introductory pharmacy practice experiences already utilizing this framework. However, assessment tools used were not spiraled and inconsistent. Also, assessment data were not tracked longitudinally to help determine student achievement of the outcome. Efforts associated with identifying a common set of tools, sustainable tracking mechanisms and educating stakeholders are currently underway. **Conclusions:** This 4-step process will be useful in developing consensus among all stakeholders in regards to inculturating and assessing student achievement of the professionalism outcome.

**Fostering Self-Awareness through a Focus on Innovation, Leadership and Professionalism.** Kim M. Jones, *Union University*; Jennifer Byrd, *Union University*. The Accreditation Council for Pharmacy Education Standards 2016 highlight the need for students to develop both personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4]. The need to formally teach and assess these concepts resulted in a redesign of Moral Reasoning in Health Care taught in the fall of the second professional year. The course transitioned from a semester long course focusing solely on morality and ethics to one divided conceptually into thirds: morality and ethics, leadership and service, and professionalism. Students were informed at the beginning of the course that the primary goal of the course was self-perceived intrinsic change in one’s knowledge, skills, abilities, and/or beliefs in regard to these four key elements. Class sessions involved student and faculty-led discussions, small-group case-based situational dilemmas, primary literature review, concept mapping, goal development and writing, exploration of individual and peer strengths, review of personal leadership strengths and emotional intelligence scores, and reflection-based activities. Self-awareness was fostered through many of the aforementioned in-class exercises, as well as short “ticket to leave” self-assessment questions, and was reinforced through a four-part series of guided reflection worksheets and a group reflection paper. Students received written faculty feedback on all reflective exercises. The final reflection asked students to describe if the course goal of self-perceived intrinsic change was met personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4].

**Implementation of Multiple Professional Development Tracks for Advanced Pharmacy Practice Experience (APPE) Students.** Nancy D. Ordonez, *University of Houston*; Matthew A. Wanat, *University of Houston*. The Accreditation Council for Pharmacy Education Standards 2016 highlight the need for students to develop both personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4]. The need to formally teach and assess these concepts resulted in a redesign of Moral Reasoning in Health Care taught in the fall of the second professional year. The course transitioned from a semester long course focusing solely on morality and ethics to one divided conceptually into thirds: morality and ethics, leadership and service, and professionalism. Students were informed at the beginning of the course that the primary goal of the course was self-perceived intrinsic change in one’s knowledge, skills, abilities, and/or beliefs in regard to these four key elements. Class sessions involved student and faculty-led discussions, small-group case-based situational dilemmas, primary literature review, concept mapping, goal development and writing, exploration of individual and peer strengths, review of personal leadership strengths and emotional intelligence scores, and reflection-based activities. Self-awareness was fostered through many of the aforementioned in-class exercises, as well as short “ticket to leave” self-assessment questions, and was reinforced through a four-part series of guided reflection worksheets and a group reflection paper. Students received written faculty feedback on all reflective exercises. The final reflection asked students to describe if the course goal of self-perceived intrinsic change was met personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4].

**Helping PharmD Students Develop Self-Awareness: A Longitudinal Approach.** Janet H. Cooley, *The University of Arizona*; Caitlin K. Cameron, *The University of Arizona*; Sandipan Bhattacharjee, *The University of Arizona*; Hanna Phan, *The University of Arizona*. The Accreditation Council for Pharmacy Education Standards 2016 highlight the need for students to develop both personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4]. The need to formally teach and assess these concepts resulted in a redesign of Moral Reasoning in Health Care taught in the fall of the second professional year. The course transitioned from a semester long course focusing solely on morality and ethics to one divided conceptually into thirds: morality and ethics, leadership and service, and professionalism. Students were informed at the beginning of the course that the primary goal of the course was self-perceived intrinsic change in one’s knowledge, skills, abilities, and/or beliefs in regard to these four key elements. Class sessions involved student and faculty-led discussions, small-group case-based situational dilemmas, primary literature review, concept mapping, goal development and writing, exploration of individual and peer strengths, review of personal leadership strengths and emotional intelligence scores, and reflection-based activities. Self-awareness was fostered through many of the aforementioned in-class exercises, as well as short “ticket to leave” self-assessment questions, and was reinforced through a four-part series of guided reflection worksheets and a group reflection paper. Students received written faculty feedback on all reflective exercises. The final reflection asked students to describe if the course goal of self-perceived intrinsic change was met personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4].

**Helping PharmD Students Develop Self-Awareness: A Longitudinal Approach.** Janet H. Cooley, *The University of Arizona*; Caitlin K. Cameron, *The University of Arizona*; Sandipan Bhattacharjee, *The University of Arizona*; Hanna Phan, *The University of Arizona*. The Accreditation Council for Pharmacy Education Standards 2016 highlight the need for students to develop both personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4]. The need to formally teach and assess these concepts resulted in a redesign of Moral Reasoning in Health Care taught in the fall of the second professional year. The course transitioned from a semester long course focusing solely on morality and ethics to one divided conceptually into thirds: morality and ethics, leadership and service, and professionalism. Students were informed at the beginning of the course that the primary goal of the course was self-perceived intrinsic change in one’s knowledge, skills, abilities, and/or beliefs in regard to these four key elements. Class sessions involved student and faculty-led discussions, small-group case-based situational dilemmas, primary literature review, concept mapping, goal development and writing, exploration of individual and peer strengths, review of personal leadership strengths and emotional intelligence scores, and reflection-based activities. Self-awareness was fostered through many of the aforementioned in-class exercises, as well as short “ticket to leave” self-assessment questions, and was reinforced through a four-part series of guided reflection worksheets and a group reflection paper. Students received written faculty feedback on all reflective exercises. The final reflection asked students to describe if the course goal of self-perceived intrinsic change was met personally and professionally, focusing on affective skills in the areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism [Key Elements for Standard 4].
and career searches. Methods: Two longitudinal professional development tracks were incorporated into the APPE year on-campus days in 2016. Students were able to choose between a residency/fellowship postgraduate training track and a career placement track, but can transition between groups depending on changing career interests during their APPE year. Certain professional development trainings, such as resume and curriculum vitae development, and interviewing skills were provided to both tracks. The primary outcomes measured were 2016 residency match rates and job placement rates compared to 2015. Results: Data from the tracks are documented by the individual students in the P4 portfolio in the Professional and Personal Growth area 8 in the Professional Program Student Learning Outcome (PPSLO). Outcomes are evaluated by the UHCOP Assessment Committee. Residency match rates were 79% in 2016, compared to 72% in 2015, prior to the residency professional development track. The job placement rate six months after graduation was 98% in 2016 versus 95.4% in 2015. Implications: Focused professional development activities during the APPE year will enhance students’ personal and professional growth and help them gain vital skills as they progress in their chosen career path.

Implementation of a Multi-Faceted Approach to Assess Student Achievement of CAPE Domain 4 Learning Outcomes. Timothy Gladwell, University of Maryland Eastern Shore, Hoai-An Truong, University of Maryland Eastern Shore, Dana R. Fasanella, University of Maryland Eastern Shore, G. Lawrence Hogue, University of Maryland Eastern Shore, Richard A. DeBenedetto, University of Maryland Eastern Shore, Lana Sherr, University of Maryland Eastern Shore, Bi-dar Wang, University of Maryland Eastern Shore. In anticipation of the release of the Accreditation Council for Pharmacy Education (ACPE) Standards 2016, the University of Maryland Eastern Shore School of Pharmacy implemented a comprehensive assessment plan to ensure student achievement of Domain 4 of the Center for the Advancement of Pharmacy Education (CAPE) 2013 outcomes. Utilizing the principles of a 360-degree feedback process, a multi-faceted approach was developed to evaluate student competency in the key areas of self-awareness, leadership, innovation and entrepreneurship, and professionalism through a variety of strategies and viewpoints. The initial step in this process involved a comprehensive programmatic review of CAPE Domain 4 topics across the curriculum. A crosswalk of our Professional Student Outcomes to the CAPE outcomes was completed, and the enacted curriculum maps were updated using CORE CompMS software. A preliminary gap analysis was performed to ensure deliberate integration of the topics across the curriculum. Assessments tied to specific outcomes were then identified to create an updated curriculum assessment plan for faculty evaluations of student competency in Domain 4 areas during the didactic curriculum. Similarly, the summative assessment tool used during Advanced Pharmacy Practice Experiences was mapped and aligned with the CAPE domains to facilitate consistent preceptor assessment of student competency in these areas. Finally, a mandatory Continuing Professional Development program has been implemented to track student involvement in co-curricular activities and provide additional perspectives on student achievement of learning outcomes through the use of student self-assessments and an augmented faculty mentoring relationship.

Implementing an Experiential Service Requirement to Promote Personal and Professional Development. Katelyn M. Alexander, East Tennessee State University, David W. Stewart, East Tennessee State University, Susie J. Crowe, East Tennessee State University, Annalis Mills, East Tennessee State University. While undergoing curricular revision, faculty identified opportunities to enhance student growth and development in CAPE Domains 3 (Approach to Patient Care) & 4 (Personal and Professional Development) through curricular (didactic and experiential) and co-curricular experiences. One component was creation of a service requirement in Introductory Pharmacy Practice Experiences (IPPEs). The goal was for students to focus, both outward (thinking of others) and inward (self-reflection). This was to be achieved by community service through professionally based activities and personal growth and development, both as a pharmacist professional and a global citizen. All students in the P1 through P3 year are required to complete a total of 10 service hours, longitudinally, divided between two categories: Personal Development and Professional Service. Personal Development hours are categorized as either Community Service or Professional Development. Students self-identify and self-select opportunities to fulfill this requirement, allowing for personalization of their education. Following completion of the requirement, students complete a reflective exercise with two primary components: evaluating meaningful interactions from their experiences and setting goals for future participation in specific service events. The impact of this requirement extends to the community at large by increasing student engagement with the public and enhances involvement with professional organizations, yielding sustainable benefits for the student, college, and community. Anecdotally, perceptions of both students and community partners validate the importance and positive impact of this requirement. These requirements, longitudinal patient care experiences, simulation, and traditional IPPEs enhance the ability to meet the intent of CAPE Domains 3 & 4.

Improving Self-Awareness through Longitudinal Reflection. Lanae L. Fox, University of Wyoming, Carol J. Kobulnick, University of Wyoming, Jeremy W. Vandiver, University of Wyoming, Alvin B. Oung, University of Wyoming, Michelle L. Hilaire, University of Wyoming, Jaime R. Hornecker, University of Wyoming, Lauren R. Biehl, University of Wyoming, Cara A. Harshberger, University of Wyoming, Mary K. Onysko, University of Wyoming. The University of Wyoming School of Pharmacy (UW SOP) provides longitudinal opportunities for student growth in the area of self-awareness. For P1s, an introduction to pharmacy careers lends itself to self-reflection assignments regarding time management and future professional goals. In addition, the students’ first interprofessional education (IPE) activity with nursing, dietetics and speech-language pathology students provides opportunity to reflect on assumptions about these other professions within a case context. In a P2 communications course students provide face-to-face feedback to each other by watching and discussing their own and peer videos recorded during pharmacist-patient communication simulations. P3 students are introduced to the concept of “5 Voices” as a means to increase their awareness of their own strengths and weaknesses as communicators and leaders, and how to improve these areas. Context is provided via a semester-long team project during which the course instructor provides coaching to students about the project and about their voices and team functioning. P4 students create written reflections for all APPE activities submitted to their online capstone portfolio. Outside of the required curriculum, as part of the newly developed co-curricular program, students will reflect on each activity they complete and how it helps them advance in the areas specified in CAPE Domain 4. Also offered is a career planning elective, wherein students reflect pre and post course about their career readiness, their Career Pathways results and their mock interview performance. Efforts are underway to improve coordination throughout the curriculum of these activities for maximum impact.

Increasing Student Self-Awareness during Introductory Pharmacy Practice Experiences through Skills Curriculum Innovation
to achieve Domain 4. Brandon Nuziale, Pacific University Oregon, Madeline Fry, Pacific University Oregon, Kristine B. Marcus, Pacific University Oregon. During AY 2016-2017 faculty initiated changes within the clinical skills curricula at Pacific University School of Pharmacy (PUSOP). Student surveys reflected a perceived deficiency in their self-described preparedness to function as a pharmacy intern during community pharmacy Introductory Pharmacy Practice Experiences (IPPE). Our IPPE includes a longitudinal community pharmacy experience that spans spring semester of P1 year to fall semester of P2 year. Students identified that the activities to fulfill the IPPE experience objectives were unclear and inconsistent across the IPPE courses. To better prepare students for their IPPE, the classroom based skills curriculum has incorporated the use of rubrics and skills checklists, basic drug information responses, and preceptor individualized feedback to more closely simulate IPPE practice. Consistency for the longitudinal community pharmacy IPPE series is improved through the collaborative development of a student workbook that identifies skills students should be practicing and refining while at their site. IPPE-1 activities are devoted to pharmacy workflow and regulatory issues. IPPE-2 adds early clinical functions such as counseling patients, applying OTC and Top 200 skills and knowledge from P1 coursework. IPPE-4 has a more advanced community practice focus where students are involved in quality improvement measures, pharmacist directed protocols such as immunizations, drug utilization review, complex counseling situations, and in-depth drug information responses. Students are continuously prompted to self-reflect on their experiences and set goals for further development through sequenced assignments. These implemented changes and activities address CAPE Domain 4 measures through the five subcategories identified by AACP, specifically self-awareness.

Innovating for Innovation: A Novel Twist on Pharmacy Practice Seminar. Jaime W. Riskin, Nova Southeastern University, Matthew J. Seamon, Nova Southeastern University, Barry A. Bleidt, Nova Southeastern University. Objectives/Intent: Pharmacy Practice Seminar, an annual third-year course, is based on literature searching, evaluation and presentation skills. With the intention of embracing the Center for the Advancement of Pharmacy (CAPE) Domain 4 outcome for innovation and entrepreneurship, the course was redesigned with a “Shark-Tank”-style approach to better provide the students with knowledge and skills necessary to advance the profession. Methods/Process: Previously, student groups were paired with faculty mentors who provided clinical-based research questions. Students performed literature searches, wrote papers, created posters, and delivered podium presentations. Although highly beneficial, entrepreneurship, ingenuity, and critical thinking was lacking. The remodeled course incorporates innovation; tasking students to identify a professional market need and develop a pharmacy-related service or product, in turn. Complementary resources are also provided to further inspire idea generation and development; such as lectures from the university’s Business School, on marketing and selling ideas. Results/Outcomes: Students work collaboratively to identify professional gaps and areas for improvement via stakeholder interviews and literature searches. Mentors facilitate, rather than direct, providing a truly pedagogical dynamic. The course culminates with a formal event in which students display their ideas via a poster and prototype exhibition as well as a podium presentation. Students “pitch” their innovations to simulated investors, mirroring the popular television series, “Shark Tank”. Additionally, students compose an abstract and manuscript, similarly to the previous course design. Implications: Incorporating innovative and contemporary methods into the curriculum allows students to lead their education and provides essential tools for success in the ever-changing healthcare arena.

Innovation in Action: Personalizing your PharmD Degree at Samford University. Peter J. Hughes, Samford University; Michael G. Kendrach, Samford University, Patricia B. Naro, Samford University, Mary A. Worthington, Samford University, Michael D. Hogue, Samford University, Elizabeth S. McCullough, Samford University. Objective: Analyze the continuing professional development (CPD) component of CAPE Domain 4 through student selection of elective educational offerings available in the Doctor of Pharmacy curriculum. Methods: Analyze number of didactic and experiential elective offerings, as well as enrollment in electives and dual degree programs. Present selected results from the AACP 2016 graduating student survey addressing CPD. Results: All students (since spring 2011) are required to complete two didactic electives; however, many students take advantage of additional didactic elective options at no additional cost. The average student completes 2.43 didactic elective courses (range = 2.07 to 2.77 [from classes of 2013 to 2018]). In addition, the number of didactic electives increased from 12 to 22 thus, allowing for 30.3% of students to enroll in ≥ 3 electives. From a list of 32 available elective APPEs, students must complete four. The Office of Experiential Education takes a personalized approach to assisting students in attaining professional goals by advising students during the elective selection process. During the 2016-17 academic year, 15.5% of eligible students were enrolled in ≥ 3 available dual degree programs. Graduating student survey data from the class of 2016 affirms that the school assists in attainment of professional goals through: introspection on personal growth (100%); development of new ideas to practice (99%) and CPD skills (100%); and exploration of advanced study in areas of professional interest (98%). Implications: Offering multiple elective learning options for students allows for self-exploration, personal enrichment, and opportunities for professional advancement.

Innovative Longitudinal Introductory Pharmacy Practice Experience in Partnership with a VA Medical Center. Lisa A. Nord, Marshall University, Kimberly A. Broedel-Zaugg, Marshall University, Robert B. Stanton, Marshall University, Christine D. Waugh, Veteran Affairs Medical Center. Purpose: To provide a long term pharmacy care experience for every student with exposure to care of an actual patient, the role/responsibilities of a pharmacist, and use of an electronic record to track and manage care. Description: Upon completion of VA prerequisites, second and third year students obtain remote access to the computerized record for their assigned patient. Students receive an overview of sections of the chart and documentation contained within each section. Course assignments guide students in maintaining a journal of medication additions, changes, proper dosing, adverse effects, duplication, interactions, and monitoring occurring during care of their patient. The course is self-paced and incorporates geriatric-focused content into the curriculum, including Beers List, START/STOPP criteria, and guideline-based medication review. Students utilize appointment dates as prompts to review progress notes for medication changes. If identified, a prescribing problem is brought to the attention of the course coordinator who, after validating the problem, serves as the intermediary between the school and the VA for resolution. To date, the program has been a success. Ongoing challenges include an onerous process for students to acquire system access and instability of the remote access environment. Conclusion: This rotation provides our students opportunity to achieve readiness for introductory and advanced practice experiences through increased understanding of therapeutics, disease progression and electronic record access and instability of the remote access environment.
navigation, prior to other rotations. Future plans include developing a professional relationship with their patient, as well as opportunity for interprofessional education with students from other health professions.

**Integrated Approach to Assessing Student Self-Awareness Using Electronic Student Portfolios.** Prabodh Sadana, Northeast Ohio Medical University, Seth P. Brownlee, Northeast Ohio Medical University, Scott S. Wisneski, Northeast Ohio Medical University, Stacey R. Schneider, Northeast Ohio Medical University, Richard J. Kasmer, Northeast Ohio Medical University. Assessment of CAPE domain 4 outcome areas presents unique challenges. At our institution, we have piloted the purposeful use of electronic portfolios to facilitate the assessment of student development and achievement of these outcomes. Herein, we present this distinctive approach as it applies to the assessment of student “self-awareness”. In the pilot stage, portfolios were used for assessment of CAPE outcomes for the P1 students in 2016. Rx Outcomes MSComp platform was employed as the portfolio system. Specific self-awareness artifacts from the P1 core curriculum that were required for upload into the student portfolio included a “strength finders reflection paper” in the fall and a “self-assessment and goal setting reflection” and a “career gap analysis worksheet” in the spring. To incorporate the assessment of self-awareness as a component of professional identity development, we have utilized the professional development advising team (PDAT) program, a practicing clinical pharmacist driven student mentoring program. The PDAT advisors serve as primary evaluators of students’ submissions into the portfolio system and use structured rubrics for grading student reflections. At defined time points in the P1 year, the PDAT advisors provide written and in-person feedback to the students on their self-reflections. Preliminary data from rubric driven grading by PDAT advisors has enabled monitoring the development of this CAPE competency in the P1 students. We envision that integrating electronic student portfolios within the framework of the PDAT program will enable the longitudinal evaluation and assessment of self-awareness and other CAPE competencies across the PharmD curriculum.

**Integrating Domain 4: A College-Wide Approach.** Danielle C. Ezzo, St. John’s University, Emily M. Ambizas, St. John’s University, Laura M. Gianni, St. John’s University, Donna Sym, St. John’s University, Joseph M. Brocavich, St. John’s University, Russell J. DiGate, St. John’s University. **Objectives:** The College of Pharmacy and Health Sciences at St. John’s University has addressed the assessment and integration of Domain 4 of the CAPE 2013 Educational Outcomes through the establishment of a Domain 4 Taskforce to assess how our College is currently meeting these principles. **Methods:** The Domain 4 Taskforce was established with four branches, self-awareness, leadership, innovation and entrepreneurship and professionalism. One faculty was chosen to lead each branch with charges that included: a review of previously conducted student Domain 4 survey data, performance of a gap analysis of our current curriculum and co-curriculum, review of pertinent external best practices, and to provide a report which included short and long-term recommendations to expand and/or incorporate Domain 4 principles in our Doctor of Pharmacy Program. The faculty leaders held focus group sessions with other faculty, students, and alumni of the College. Information was gathered and summed up in a report. **Results:** Upon completion of all reports, a forum was held to present all findings and recommendations to Faculty Council, as well as to solicit additional feedback. Short-term recommendations were identified to build upon current practices that fit within our current curricular structure. Long-term recommendations were identified but require restructuring of the current curriculum or co-curriculum. **Implications:** All findings were forwarded to both our Curriculum and Curriculum Development committees for the Doctor of Pharmacy Program, who will utilize the recommendations to alter our current curriculum and co-curriculum, as well as influence the structure of our new program.

**Integration of Entrustable Professional Activities & CAPE Domain 4 Outcome into a Revised PharmD Curriculum.** Tracey D. Boncher, Ferris State University, David R. Bright, Ferris State University, Heather L. Girand, Ferris State University, Kim E. Hancock, Ferris State University, Bradley Isler, Ferris State University, Lisa M. Meny, Ferris State University, Anne Ottney, Ferris State University, Lisa A. Salvati, Ferris State University, Mandy R. Seiferlein, Ferris State University, Curtis L. Smith, Ferris State University, Paul F. Thill, Ferris State University, Gregory S. Wellman, Ferris State University, Dane L. Shiltz, Ferris State University. **Introduction:** The Doctor of Pharmacy program at Ferris State University educates and supports their student professionals to positively influence and impact the health of the communities they serve. In the summer of 2015, the Curricular Rebuild Committee commenced the process to revise the program’s curriculum to meet the adopted, ability-based, Doctor of Pharmacy curricular outcomes and the updated Accreditation Council for Pharmacy Education (ACPE) Standards 2016. **Process:** The following describes a systematic approach to operationalize the knowledge, skills, behaviors, and subsequent assessment necessary to address CAPE Domain 4 educational outcomes of self-awareness; leadership; innovation and entrepreneurship; and professionalism subcategories. Using faculty-approved ability based outcomes (ABO’s), which were developed leading up to the curricular revision, the committee identified the specific knowledge, skills, and behaviors necessary for student achievement of each CAPE Domain 4 ABO. Faculty and faculty work groups proposed course outcomes, which were then reviewed with reference to the ABO’s. Following this, the placement and frequency of each ABO were reviewed across the revised curriculum for appropriate balance. The achievement of each CAPE Domain 4 ABO followed an initial introduction, reinforcement, and eventual student assessment process. Furthermore, the committee mapped each AACP-recommended entrustable professional activity (EPA) to each proposed course to direct the placement and frequency of each EPA assessment. **Conclusion:** ABOs with linked EPAs were foundational to the curricular rebuild process to address CAPE Domain 4 educational outcomes in didactic courses, experiential courses and co-curricular activities within the revised curriculum.

**Inventory of Student Leadership Development Opportunities: One School’s Experience.** Evelyn R. Hermes-DeSantis, Rutgers, The State University of New Jersey, Sowmya Banda, Rutgers, The State University of New Jersey, Quanhao Fu, Rutgers, The State University of New Jersey, Carol Goldin, Rutgers, The State University of New Jersey, Mary M. Bridgeman, Rutgers, The State University of New Jersey. **Objective:** Leadership is a key element mandated in the 2016 Accreditation Council for Pharmacy Education (ACPE) Standards for pharmacy education. This study evaluated the utility of co-curricular activities in preparing student pharmacists to fulfill defined leadership roles and identified self-reported barriers to participation. **Method:** With Institutional Review Board approval and informed consent, an anonymous survey of students at a U.S. pharmacy school was conducted. **Results:** Of 850 students invited to participate, 224 (26%) students completed the survey [83 (37%) first professional year (P1) students, 52 (23%) P2 students, 59 (26%) P3 students, and 30 (13%) P4 students]. Among the 14 elements of leadership presented, P2-P4 years most frequently cited development as
Communicators, learners and professionals as the characteristics most effectively developed through co-curricular involvement, while P1 students identified characteristics of communicator, self-awareness and collaborator most frequently. All class years reported that co-curricular involvement had the least impact on developing the qualities of “manager in the medication use system” and “provider.” Not enough time due to school work (34%) or due to work, family, or other responsibilities (25%) were the most frequently identified barriers impeding participation in leadership development activities. **IMPLICATIONS:** Student pharmacists are exposed to different aspects of leadership depending on their class year; however, some experiences and roles are lacking in the co-curricular opportunities regardless of class year. Barriers to participation in leadership development, such as time and logistics, indicate that leadership development skills and opportunities should be further integrated into professional coursework.

**Lessons Learned: Best Practices on Developing Self-Awareness in Student Pharmacists.** Nancy C. Grim, Chicago State University, Ahmd Azab, Chicago State University, Charisse L. Johnson, Chicago State University, Carmita A. Coleman, Chicago State University, Duc P. Do, Chicago State University. Chicago State University College of Pharmacy is committed to developing the knowledge, skills and attitudes of student pharmacists to ensure successful integration into their professional careers. As a predominately black institution (PBI) of higher education, CSU COP serves a 44.1% under-represented minority population. This poster will share lessons learned from the implementation of college-wide initiatives that address the need for a student pharmacist to develop a sense of self-awareness as a professional. Insights regarding curriculum and co-curriculum learning experiences will be shared including a Student Pharmacist Affective Domain Inventory, focused Reflections on learning experiences, and workshops. Co-curricular workshops designed to increase awareness of professional attributes and ways of thinking include an evidence-based curriculum specifically designed for teaching mindfulness, meditation, stress management, study skills, learning styles, and time management, among other topics.

**Leveraging a New Course Sequence to Address Wellness and Co-curricular Themes in a PharmD Curriculum.** Katherine A. Kelley, The Ohio State University, Jennifer L. Rodis, The Ohio State University, James W. McAuley, The Ohio State University, Justin Habash, The Ohio State University, Christina Archer, The Ohio State University. A curricular revision combined with the implementation of Standards 2016 created the opportunity for one PharmD program to implement a new course sequence. Four courses taught in block format and aptly named “Transitions” provide an environment to address themes in the areas of wellness and the co-curricular domains of self-awareness, professionalism, entrepreneurship and innovation, and leadership at key shifts in the student experience. Transitions 1 occurs at the start of the PharmD curriculum to equip students with skills and self-awareness as they become graduate professional students with discussion and activities that touch on professionalism and wellness. Transitions 2 occurs at the end of the first-year, in preparation for the move to the Integrated Pharmacotherapy sequence. This module revisits professionalism and wellness while introducing concepts through activities associated with entrepreneurship and innovation and a focus on leadership. Transitions 3 prepares students to begin their Advanced Pharmacy Practice Experiences (APPEs), and Transitions 4 addresses the passage from student to pharmacist. These courses revisit wellness and the co-curricular themes through reflection, discussion, and application and revisit career stages at each level using reflection and SMART goal action-planning to connect to the co-curricular domains. This poster will provide a description of the course sequence, including depictions of active learning techniques, and discussion on assessment methods.

**Longitudinal E-portfolio as a Tool to Develop Self-Awareness and Document Achievement of CAPE Outcomes.** Margarta V. DiVall, Northeastern University, Alexa A. Carlson, Northeastern University, Debra A. Copeland, Northeastern University, Jenny A. Van Amburgh, Northeastern University, Giwon Choi, Northeastern University, Michelle H. Min, Northeastern University, Michael Gonyeau, Northeastern University. **Objectives:** To redesign a longitudinal portfolio with the goal of allowing students to reflect on personal and professional growth, and document learning outcomes achievement throughout the curriculum and co-curricular activities. **Methods:** In 2014, the school adopted CAPE outcomes and re-mapped the curriculum. A committee was formed to revise existing professional development portfolio as one of the main mechanisms to meet the ‘self-awareness’ outcome. Input was gathered from students and faculty via surveys as well as review of available literature and best practices for reflective portfolios. Logistics of the faculty / student pairing, frequency of review, portfolio evaluation, and e-platform selection were considered. A series of faculty and student development sessions and guidance documents were developed. **Results:** A structured longitudinal e-portfolio utilizing the Digication platform was implemented in 2016. The portfolio consists of four main pillars: Pharmacy Education/Differentiated Learning, Learning Outcome Achievement, Career Development, and Professionalism. A map of deliverables informed by curricular and co-curricular expectations guides students each semester. A guided reflection using reflection on action framework is required for each deliverable. **Implications:** Self-awareness is an important outcome to develop for health professionals to facilitate self-directed life-long learning. E-portfolios can be used as an effective tool to develop goal setting, examination of strengths and weaknesses, and guide the reflection on curricular and co-curricular activities. Portfolios support the assessment of learning, contribute to continuous professional development, and support the pursuit and achievement of personal and professional competence.

**Marshall B. Ketchum University College of Pharmacy: Assessing Student Achievement of CAPE Domain 4.** Henry Hua, Marshall B. Ketchum University, Monica Trivedi, Marshall B. Ketchum University, Jack J. Chen, Marshall B. Ketchum University, Ajoy Koomer, Marshall B. Ketchum University, Rajesh Vadlapatla, Marshall B. Ketchum University, Edward Fisher, Marshall B. Ketchum University. **Introduction:** Marshall B. Ketchum University College of Pharmacy’s (COP) inaugural class matriculated in 2016. Active learning in small groups is a core instructional approach utilized by the College. The COP is committed to a student experience that fosters CAPE Domain 4 education objectives: Self-Awareness, Leadership, Innovation & Entrepreneurship, and Professionalism. **Methods:** The COP has implemented measures including a course on communication, leadership, and management; Gallop StrengthFinders assessment; a longitudinal, multi-year leadership certificate program; interprofessional didactic coursework with students from the physician assistant and optometry programs; self-reflection assignments; and over 60 co-curricular activities in the inaugural two quarters of academic instruction. **Results:** The most frequent Top Five StrengthFinders disposition among the inaugural class was “Empathy,” followed by “Achiever” and “Analytical.” When students were presented with the 15 CAPE 2013 educational outcomes and asked to identify which specific outcomes were met in their P1 co-curricular activities, Domain 4
outcomes comprised 37.39% of the identified outcomes. One area for improvement is the education outcome of Innovation & Entrepreneurship, which was one of the five least commonly identified outcomes that students identified as being met in co-curricular activities in the first 2 quarters. **Conclusion:** The University and College of Pharmacy have committed resources to develop student leadership, professionalism, and self-awareness. The COP plans on implementing peer evaluations in which students appraise each other’s attitudes and values in relationship to Domain 4. Assessment of Reflections in P2 year will be revised to allow students to map the multiple CAPE 2013 educational outcomes to their Reflections activity.

**Measuring Professionalism: Opportunities and Challenges.** Michelle L. Caetano, The University of Rhode Island, Katherine K. Orr, The University of Rhode Island, Norma J. Owens, The University of Rhode Island. While the ability of the students to demonstrate professionalism is identified as a learning outcome by CAPE and ACPE, it remains challenging to objectively measure. The purpose of this abstract is to describe the multiple measures we use to assess professionalism. At the end of each semester a survey is sent to the students in P1 – P3 years with questions inquiring about teaching and learning in the prior semester. Professionalism is evaluated on two items of this survey: “Student professionalism is expected at the College of Pharmacy” and “My classmates demonstrate professionalism”. Each item is rated on a 4-point Likert scale. Additionally, professionalism is assessed routinely by preceptors as part the evaluation of student pharmacists completing Advanced Pharmacy Practice Experiences (APPE). Professionalism is one of the 4 domains on our APPE Evaluations, and is appraised through multiple items such as: “The student is enthusiastic about practice and is professional in dealing with other health care professionals,”, “The student demonstrates an understanding of relevant ethical issues in the management of common disease states”, “The student shows empathy to patients and their problems”, and “The student protects patient confidentiality in oral and written communications.” We also use AACP surveys as benchmarked data for understanding how graduates view professionalism opportunities within our curriculum. Finally, professionalism is tracked annually as an outcome for our College goals with measures tracking student attendance at professional meetings. Taken together, these measures assess student professionalism as judged by their peers, by preceptors on rotations, and by graduates.

**Mentor-Mentee Sessions: An Approach for Developing Self-Awareness in Student Pharmacists.** Ashley Earley, Harding University, Sarah E. Griffin, Harding University, Jeanie M. Smith, Harding University, Rayanne A. Story, Harding University. Mentor-Mentee sessions are an experience at Harding University College of Pharmacy where six to seven students comprised from each of the first three professional years of study meet weekly with a faculty member. Mentor-Mentee sessions are integrated longitudinally throughout the program. Session activities include student lead healthcare discussions, simulated patient care scenarios, and other activities that promote the development of key professional attributes entrusted to all pharmacists: professionalism, self-awareness, and communication. Mentor-Mentee sessions cultivate these affective qualities as well as foster interpersonal relationships and promote engagement in co-curricular activities. Among these Mentor-Mentee activities, simulated scenarios and surveys evaluating students’ perception of The Stress Profiler Student Version, a tool used to categorize a student into one of seven stress levels, are used to assess self-awareness. In 2015 and 2016 the same cohort of students was asked to self-evaluate their performance for a simulated patient care scenario. The absolute difference between the students’ self-evaluation scores and the standardized grader scores decreased from 3.13 to 2.54 indicating closer alignment with the standardized grader in 2016 compared to 2015. In 2016, students were also given a survey following completion of The Stress Profiler to determine how closely the Profiler results reflected their perceived stress. For second year students, 36% indicated a close match with the Profiler, whereas 63% of third-year students indicated a match. While additional assessments continue, these indicators suggest that activities in Mentor-Mentee help increase self-awareness as students matriculate through the professional program.

**National Survey on Drug Screening in Pharmacy Programs.** Patricia L. Darbishire, Purdue University, Alexa J. Proctor, Purdue University, Wesley Horner, Purdue University. **Objectives:** To explore drug screening policies and procedures in U.S. colleges/schools of pharmacy, frequency of drug-related incidents, and types of substances most frequently abused among pharmacy students. **Methods:** An IRB-approved, web-based questionnaire consisting of 4-26 questions (utilizing skip-logic) plus demographic questions was sent to 135 pharmacy administrators. A paper copy was sent to non-responding schools. Responses to questions were held confidential and not linked to any individual or school, but combined and analyzed collectively to provide a national perspective. **Results:** The survey resulted in a 73% response rate, with 61% of respondents having a drug screen program. Private institutions were almost twice as likely to require screening as public schools. Motivation(s) for implementation included experiential site requirement (90.4%), admissions requirement (37.0%), profession protection (27.4%), drug abuse/addiction deterrence (20.5%), and/or specific drug-related incident(s) (8.2%). Incidents most commonly involved alcohol (79.5%) and marijuana (61.1%). On average, schools that screen students are aware of 0.79 (SD=1.03) drug-related and 1.07 (SD=1.32) alcohol-related incidents per year, compared to 1.00 (SD=1.24) drug-related and 3.00 (SD=2.75) alcohol-related incidents at those that do not. Approximately 75% of administrators believe random drug screening deters pharmacy students from substance abuse. **Conclusion:** These results are one consideration when evaluating the need to institute/enhance a drug screening program. A screening program can assist in safeguarding students’ welfare while in the school’s charge, ensure compliance with federal/state laws/regulations, promote optimal patient care, and protect the integrity of the school and the profession of pharmacy.

**PROgress Notes: Redesigning the Student Portfolio System for Greater Efficiency and Impact on Student Growth.** Kathryn K. Neill, University of Arkansas for Medical Sciences, Angie Choi, University of Arkansas for Medical Sciences, Marico Bryant Howe, University of Arkansas for Medical Sciences, Ashley Castleberry, University of Arkansas for Medical Sciences. Student portfolios provide a solution for organizing and documenting student performance related to the Accreditation Council for Pharmacy Education (ACPE) Standard 4. Intentional reflection and documentation of Personal and Professional Development provides opportunity to focus students’ conceptualization of self-awareness, leadership, innovation and entrepreneurship, and professionalism. Portfolios serve as tools to teach self-evaluation, promote life-long learning, foster reflection, and encourage career development. An ad hoc committee of 10 faculty and 4 students met 9 times from February through July 2016 (approximately 15 hours) with an objective to redesign a meaningful portfolio to document students’ personal and professional development with didactic and co-curricular activities across the entirety of the professional program. The “PROgress Notes” system was developed to allow students to chart their journey of professional growth. The
“what, so what, now what” model of reflection was adopted to teach self-awareness and planning. A co-curricular documentation form facilitates recording of activities that contribute to development of Standard 4 competencies. Small group sessions (6 P1 students, 6 P2 students, 6 P3 students, 2 faculty) occur each semester to discuss items documented in portfolios and co-curricular records. A tracking system for longitudinal personal and professional development orient student assignments and activities within a framework of perceptions, interactions, and impressions. “Perceptions” is how the student sees the world. “Interactions” is how the student interacts with the world. “Impressions” is how the world sees the student. PROgress Notes were implemented Fall 2016 and provide intentional, meaningful, and purposeful tools for mentoring and career advising.

**PaCE (Patient-Centered Care Experience): A Multi-Modal Approach to Flip the Patient Care Laboratory.** Clark Kebodeaux, University of Kentucky, Mikael D. Jones, University of Kentucky, Anne Policastro, University of Kentucky, J. Tyler Stevens, University of Kentucky, Trenika R. Mitchell, University of Kentucky, Mandy Jones, University of Kentucky, Tera W. McIntosh, University of Kentucky, Stacy Taylor, University of Kentucky, Holly S. Divine, University of Kentucky, Melanie M. Dick, University of Kentucky, Melody H. Ryan, University of Kentucky. The University of Kentucky College of Pharmacy launched a new curriculum with the entering Class of 2020 designed to enhance student learning and integrate multidisciplinary content delivery. A significant component is the longitudinal implementation of a Patient-Centered Care Experience (PaCE) course sequence. The PaCE course structure integrates PY1, PY2, and PY3 students into concurrent weekly laboratory sessions, intermittent complementary experiential fieldwork, and community service learning over a six-semester sequence. This blended learning style combined with opportunities for peer learning provides a holistic learning experience that develops patient care skills as well as self-awareness, leadership, and professionalism. PaCE is guided by Student Learning Outcomes (SLOs) that require learners to meet pre-defined, specific competencies before progression to each sequential semester in PaCE. These competencies are assessed through performance-based assessments designed to provide students with personal and professional feedback based on their performance. Participation in PaCE necessitates increased student self-assessment and self-awareness due to interaction with peers with varying degrees of pharmacy practice skill sets and professional levels. PaCE requires students to develop and maintain personal motivation to achieve the competencies while allowing for reflection and remediation if this is not attained initially. Student learning is further assessed through continuous self-evaluation of abilities, beliefs, biases, and emotions occurring during the integrated fieldwork and service learning experiences. The PaCE course sequence and design creates an environment for personal and professional growth in addition to fostering peer mentorship among students in various stages of the curriculum.

**Pharmacy Learning, Advising, Mentoring, and Engagement (PhLAMES): A Program to Achieve Outcomes of Domain Four.** James C. Lee, University of Illinois at Chicago, Melissa Badowski, University of Illinois at Chicago, Jeffrey J. Muckavage, University of Illinois at Chicago, Marieke D. Schoen, University of Illinois at Chicago, Judy L. Bolton, University of Illinois at Chicago, Linda M. Grider, University of Illinois at Chicago, Leslyn Hanakahi, University of Illinois at Chicago, Nicholas G. Popovich, University of Illinois at Chicago, Thomas TenHoeve, University of Illinois at Chicago, Rosalyn P. Vellurattil, University of Illinois at Chicago. The PhLAMES program is a four course series complementing didactic and experiential coursework that aims to advance the longitudinal professional and character development of student pharmacists. PhLAMES is designed to instill in students the value of lifelong learning and self-accountability using four core domains: 1) health promotion/education, 2) advocacy for the profession, 3) professional/leadership/career development, and 4) service to the College and broader communities. The program uses network-based mentoring to maximize professional networks by grouping faculty, near peer, and senior peer mentors. Group assignments are campus-based and consist of four students (one from each professional year), randomly assigned to one faculty mentor. This program hopes to support and engage students in their academic and professional development, encourage intellectual pursuits, facilitate communication, promote teamwork, and improve intergenerational understanding in the College of Pharmacy community. PhLAMES formalizes student participation in student-selected co-curricular continuous professional development (CPD) activities that will be assessed by course coordinators. PhLAMES is anticipated to be implemented in the 2017-2018 academic year in Chicago and Rockford and has support from faculty and administration. Student self-assessment will occur through brief post-CPD reflections to be assessed by course coordinators. A minimum of two PhLAMES group meetings per year and mentor/peer guidance will augment students’ experiences as they continue to develop professionally. Training will be provided to all faculty and students to establish consistent expectations. Program assessment and feedback will be sought from all participants. Integration of topics with personal and professional development core courses offered in the curriculum will be explored.

**Planning for Assessment of Standard 4 within Curricular Revision.** Jennifer D. Arnoldi, Southern Illinois University Edwardsville, Kate Newman, Southern Illinois University Edwardsville, Katie E. Ronald, Southern Illinois University Edwardsville, Gireesh V. Gupchup, Southern Illinois University Edwardsville. Southern Illinois University Edwardsville School of Pharmacy (SIUE-SOP) is undergoing a curricular revision process with plans for implementation in 2018. The transformation of four existing courses in the first and second professional years into six Personal and Professional Development courses in the first through third professional years aims to address, in part, ACPE 2016 accreditation Standard 4 (Personal and Professional Development) including 4.1 (self-awareness), 4.2 (leadership), 4.3 (innovation and entrepreneurship), and 4.4 (professionalism). The overarching goal of this course sequence is to establish professional habits and inculcate a sense of self-awareness through goal setting and reflection. The first year courses will lay the foundational knowledge and skills necessary to build the course pillars of self-awareness, leadership, innovation, and professionalism. Planned didactic and co-curricular activities supporting each pillar will be carried throughout the course sequence with increasing levels of application and student responsibility over time. The cornerstone of the course sequence is ongoing assessment of students’ growth through tenets of continuing professional development including self-assessment, goal-setting, and reflection. Learners will be asked to create SMART goals for each experiential rotation along with setting short and long term professional goals that will be revisited each fall and spring. Students will be prompted to reflect on what role their required or chosen curricular and co-curricular activities have contributed to the achievement of their goals and whether any of their goals need revision to align with their current ideals and plans.

**Power of Full Engagement Program: Integration into the PharmD Curriculum to Develop Leadership Capacity.** Michael J. Smith, The
University of Oklahoma, Jane E. Wilson, The University of Oklahoma, Christina Bulkley, The University of Oklahoma, David L. George, The University of Oklahoma, Philip E. Looper, The University of Oklahoma, Keaton Hasty, The University of Oklahoma, Paul Wallace, University of Colorado. Background: Sustaining high professional performance demands sharp intellect, energy capacity, and a defined sense of self-motivation. The development of the student pharmacist (SP), however, has primarily focused on cognitive capacity. The Accreditation Council for Pharmacy Education Standards 2016 identified this shortcoming as critical to development of future pharmacists. The Power of Full Engagement (PFE), by Loehr and Schwartz, addresses energy management to improve one’s capacity to meet daily personal, professional and leadership responsibilities.

Objective: To introduce PFE energy management dimensions to entering first-year pharmacy students so each can develop a plan to increase energy capacity. Program Description: The PFE trains individuals on four energy dimensions: physical, emotional, mental, and spiritual (purpose in life). Implementation of PFE began in fall 2016 with an orientation session introducing the four energy dimensions to entering first-year SPs. Planned follow-up reinforcement sessions that focus on a single energy dimension will be implemented each semester thereafter as students matriculate through the PharmD program. Students complete self-reflections on their energy management behaviors and how it relates to their professional and leadership performance. Methods: An integrated model of the PFE framework and the Boyatzis Ideal Self model will be used to measure behavior changes among SPs. A mixed-methods approach will be utilized to assess these measures. Specifically, data will be collected using pre- and post-session questionnaires and thematic evaluation of PFE self-assessment documents. Implications: After completing the PFE Training System, SPs will have adopted positive behavior changes, increasing their energy capacity for sustained high professional and leadership performance.

Prematriculation Professional Readiness and Enrichment Program (PREP) – Our Experience at the PCOM School of Pharmacy. Vicky Mody, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Harish S. Parihar, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Avadhes C. Sharma, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Mark P. Okamoto, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Michael J. Lee, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Naushad K. Ghlizai, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Yue Qiao Huang, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Rangaih Shashidharamurthy, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Desuo Wang, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Samuel M. John, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Sonja Amin Thomas, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Sara M. Reece, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Srujana Rayalam, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Xinyu Wang, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Brent Rollins, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus, Zhiqian Wu, Philadelphia College of Osteopathic Medicine School of Pharmacy–Georgia Campus. Objective: Completion of minimum required prerequisites may not sufficiently prepare all matriculating pharmacy students for the rigor of pharmacy curriculum. To address this, few schools adopted preparatory programs for incoming students to reduce deficiencies during first year. Hence to evaluate the effectiveness of preparatory programs we implemented “Professional Readiness and Enrichment Program” (PREP) to our incoming students. Our hypothesis is that duration of PREP, content, and active learning activities in prematriculation PREP program can reduce student deficiencies in the first year of curriculum.

Method: In the year 2015, we developed PREP-1, a week long program to review topics in basic science, calculation, therapeutics, time management, and test taking skills. In second year (2016), we developed a three week long PREP-2 program offered only to limited students. Courses in basic science and calculation assisted with active learning activities were main focus of PREP-2. Our analysis showed that PCAT scores of two groups were not significantly different (p = 0.326). Results: At the end of second term of the first year, 18.1% (4/22) students from PREP-1 received grades lower than C and their average GPA at the end of first and second term was 3.09 and 2.82, respectively. While among those participating in PREP-2, 0% (0/10) received grades lower than C and their average GPA at the end of first and second term was 3.18 and 2.89, respectively. Implications: Our results indicate that longer and curricular focused prematriculation PREP program, implemented via the use of active learning can reduce deficiency in first year.

Professional Development Course Sequence and Co-Curricular Activity Tracking to Assess CAPE Domain 4 Achievement. Jennifer Phillips, Midwestern University/Downers Grove, Ana C. Quiñones-Boex, Midwestern University/Downers Grove, Karen M. Nagel-Edwards, Midwestern University/Downers Grove, Jacob P. Gettig, Midwestern University/Downers Grove, Jill S. Borchert, Midwestern University/Downers Grove. To assess student achievement of the Center for the Advancement of Pharmaceutical Education (CAPE) Domain 4, our college of pharmacy developed a two-part approach. Part one involves the development of a new course sequence entitled Professional Development I-IV, which is offered every year of the 4-year professional degree program. The course sequence develops students’ knowledge, skills, behaviors, and attitudes necessary to demonstrate all four aspects of CAPE domain 4: self-awareness, leadership, innovation/entrepreneurship, and professionalism. The continuing professional development model serves as the framework in these courses. A variety of required and elective activities are offered and students document and reflect on these activities in their electronic portfolio. Required activities include participating in lectures/workshops on all four aspects. Elective activities include reading a book on well-being, watching a TED talk, serving as a student organization leader, attending legislative events, mentoring other students, and attending professional meetings. Student progress is measured and faculty advisors evaluate reflections and assignments in the electronic portfolio. Part two involves systematically tracking student participation in co-curricular activities sponsored by organizations within the college. After each student organization’s professional or community service event, student leaders must submit responses to a questionnaire that asks which aspects of domain 4 were addressed and the “reach” of the event (e.g., number of students, patients). Responses will be analyzed in aggregate to estimate how co-curricular activities map to the domain and the impact of these activities on the campus and community. Experiences with year one of this two-part approach will be shared.
Welch, The University of Georgia, Ashley N. Hannings, The University of Georgia, Trisha N. Branan, The University of Georgia, Trina J. von Waldner, The University of Georgia, George E. Francisco, The University of Georgia. In 2012, a Professionalism Task Force was assigned by the Dean of the University of Georgia (UGA) College of Pharmacy (COP) in response to faculty and student concerns regarding student professionalism. The task force developed recommendations for creating a culture of professionalism at the COP. The COP developed initiatives recommended by the Task Force that included a pledge of professional behavior, a week-long orientation “boot camp”, a new performance-based course, a career opportunities course, and better assessment of co-curricular activities. The pledge of professional behavior (RxDAWGS) is incorporated into all syllabi, handbooks, and during orientation. Evaluations by P1 students in 2016 showed that 91.04% of students rated themselves at the competent level in ability to apply professionalism policy to academic and professional scenarios as a result of participating in the RxDAWGS White Coat Boot Camp. 84.8% of Class of 2016 P4 students exceeded expectations when evaluated by preceptors on professional ethics and identity, 99.2% of Class of 2016 graduates agreed or strongly agreed that the PharmD program prepared them to act in a manner consistent with the trust given to pharmacists according to AACP survey data. 2016 Co-curricular assessment data for P1-P3 students showed that 66.18% of students listed “act in a manner consistent with the trust given to pharmacists” as an area where they saw growth and development as a result of participating in co-curricular activities when given a list of CAPE Domain Statements.

Promoting Innovation and Entrepreneurship in Pharmacy Students through Required Research Projects. Brookie M. Best, University of California, San Diego, Felix K. Yam, University of California, San Diego, Joseph D. Ma, University of California, San Diego, David S. Adler, University of California, San Diego. The Accreditation Council for Pharmacy Education (ACPE) Standards 2016 specifies innovation and entrepreneurship as key elements to personal and professional development. Since 2002, University of California, San Diego, Skaggs School of Pharmacy & Pharmaceutical Sciences students have been engaged in collaborative research as part of their graduation requirement. Research projects may be completed longitudinally or as part of a summer research program. The summer research program enables students to apply for stipends supported by NIH T35, TL1, or T32 training grants and other support. Selected students for the summer program engage in full-time mentored research projects that may fulfill their graduation requirements. All students identify research advisors and participate in projects ranging from basic science to clinical research. Students are expected to be involved in all phases of the research including: study design, IRB approval, data collection, statistical analysis, and preparation of a manuscript. Requirements include presenting a poster at the annual Graduating Class Research Symposium and completing a manuscript. Projects are graded as satisfactory or unsatisfactory. Since 2006, eleven classes have been awarded the Doctor of Pharmacy degree (n=533). Of these students, 219 (41%) presented their research at state, national and international professional meetings and 99 (19%) published their research in peer-reviewed journals. Through this research requirement, students gain critical skills in creative thinking and accomplishing professional goals. These skills are integral to training entrepreneurial and innovative pharmacists who will be responsible for generating and translating new research findings into pharmacy practice and patient care.

Promoting Self-Awareness through Required Interprofessional, Cultural Sensitivity Curricular Activities. Cheryl Abel, MCPHS University–Worcester/Manchester, Karyn M. Sullivan, MCPHS University–Worcester/Manchester, Anna K. Morin, MCPHS University–Worcester/Manchester, Kaelen D. Dunican, MCPHS University–Worcester/Manchester. Objectives: Describe two required interprofessional education (IPE) activities designed to promote cultural sensitivity, self-awareness, and self-examination in healthcare profession students. Methods: Students from pharmacy, acupuncture, dental hygiene, nursing, optometry, occupational therapy, physical therapy, and physician assistant programs participated in IPE activities that facilitated self-examination of cultural awareness and sensitivity. The first activity involved a cross-cultural simulation (BaFa’ BaFa’) where students visited a simulated culture. Through role playing and group discussions, students reflected on how their own values and biases affect their perception of other cultures and the impact this may have on patient care. The second activity involved a discussion on the book The Spirit Catches You and You Fall Down. Students explored themes of the story from the perspective of their professions. Reflective questions and a voluntary post-event survey examining self-awareness were sent to all participants. Results: A total of 691 and 516 students participated in BaFa’ BaFa’ and Book Club, respectively. Eighty-four students completed the BaFa’ BaFa’ survey (response rate 12%); 87% agreed or strongly agreed with, “This activity allowed me to experience what it might feel like if I was trying to interact with another culture.” Eighty-one students completed the Book Club survey (response rate 16%); 81% agreed or strongly agreed with, “After participating in this activity, I am better prepared to embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.” Implications: Two IPE activities allowed students to reflect on their attitudes, beliefs, biases, and knowledge related to cultural sensitivity.

Redesigning the ePortfolio System to Assess Student Learning, Self-Awareness, and Practice Readiness. Susan M. Gardner, University of Charleston, Rebecca S. Linger, University of Charleston, Sandra S. Bowles, University of Charleston, Jane H. Condee, University of Charleston. At the University School of Pharmacy, the ePortfolio is designed to provide intentional assessment of co-curricular learning required by the 2016 ACPE standards. We describe the enhancement, redesign, and implementation of our ePortfolio as means to both document and assess student learning outside of the classroom. Details of the redesign of our ePortfolio system, as well as the rationale for choosing a particular electronic platform are discussed. Additionally, the inclusion of digital badging allows assessment of learning in six globally mandated areas (or outcomes): IPE, research, advocacy, leadership, public health, and cultural awareness. Through written reflections students become more self-aware of their strengths and weaknesses in these areas and discuss how their co-curricular experiences will inform future pharmacy practice. Upon graduation, students defend their competency in these six areas through a formal presentation to the ePortfolio Advisory Board. Faculty, trained in appreciative advising, encourage students to select and document experiences based on future career goals. Because the role of the academic advisor is critical to supporting the student and effective assessment of the uploaded artifacts, we have implemented appreciative advising as a method to improve the student/advisor relationship. Finally, we provide a discussion of ongoing issues and solutions to support successful utilization of the ePortfolio. We believe our ePortfolio program serves as a model of “best practices” for institutions wishing to establish unique and innovative ways to capture and assess student learning both inside and outside the classroom setting.

Structured Advising Program for Students to Promote Personal and Professional Development: A Focus on Self-Awareness. Michael B. Doherty, University of Cincinnati, Teresa M. Cavanaugh, University of Cincinnati, Patricia R. Wigle, University of Cincinnati, Bradley E. Hein, University of Cincinnati. Objective: ACPE emphasis on Domain 4 and co-curricular activities challenges colleges of pharmacy to integrate learning opportunities in the curriculum which ensures students are developing sufficient foundational skills for lifelong personal and professional development. Our College had an established advising program, however, it lacked standardization and consistency between advisors. Therefore, we developed a structured faculty-guided advising process with student self-awareness activities as the focal point. Methods: Faculty collected an inventory of existing curricular and co-curricular requirements which were consistent with Domain 4. Self-awareness activities in the curriculum, in addition to newly developed directed reflections, were used as the foundation for the development of a new structured advising program for students. Results: A timeline of required advising visits was created and discussion points for faculty were created. Students submitted visit-specific reflections and curricular self-awareness activities to their advisor prior to the advising session. Each session targeted specific objectives for students in each professional year including, but not limited to, academic advising, career planning, selection and attainment of diverse co-curricular requirements, as well as an assessment of the students’ progress in leadership, innovation/entrepreneurship and professionalism. Implications: A structured advising process centered around student self-awareness was created to provide a mechanism for consistent review of personal professional growth of students and customized learning experiences.

Student Reflections on Impact of APPE Learning. Aimee F. Strang, Albany College of Pharmacy and Health Sciences, Laurie L. Brice-land, Albany College of Pharmacy and Health Sciences, Gina Garri-son, Albany College of Pharmacy and Health Sciences, Robert A. Hamilton, Albany College of Pharmacy and Health Sciences. Objective: To evaluate the quality of student self-reflections of APPE learning and how students meet CAPE domain 4.1 Self-awareness. Methods: P4 students are required to submit a narrative reflection on the impact of learning after each APPE. Reflections were independently scored by two faculty evaluators using a rubric to assess the degree of reflection (non-reflector-NR, reflector-R, critical reflector-CR). Interrater discrepancies were managed by the third investigator for final decision. Reflections were categorized into 1-3 main learning themes based on CAPE domains. The total number of reflections mapping to each domain was calculated. Preceptor evaluations of student self-awareness were also considered. Results: A total of 207 student reflections were reviewed. Reviewer concordance existed for 182 reflections (170 R or CR; 12 NR). The remaining 25 reflections were given to a third reviewer to decide (21 R or CR; 4 NR). In total 191 (92%) student reflections were deemed acceptable and 16 (8%) did not meet the criteria of reflective practice. Most learning experiences mapped to more than one CAPE domain. In addition to self-awareness, which most reflections mapped to by virtue of the assignment, the most commonly mentioned domains included patient-centered care (48%), communication (45%) and professionalism (44%). Preceptor evaluation of student self-awareness indicated 99% student proficiency. Conclusions: The majority of our P4 students are self-aware and can adequately reflect on APPE learning.
Background and School Poster Theme: Preparing and assessing Student Achievement ACPE standards and CAPE Domain 4, with a focus on Professionalism and IPE. Objectives: To implement IPE and to evaluate students-provided IPC during Advanced Pharmacy Practice Experiences. Methods: Educational and administrative efforts were utilized to design, implement, and assess IPE and IPC as defined by WHO and Interprofessional Education Collaborative “IPEC”. The Readiness for Interprofessional Learning Scale (RIPLS) and Entrustable Professional Activities (EPA) were utilized. An IRB approved student survey was completed by 89 pharmacy students, the Class of 2017, who documented IPC activities during their APPEs and mapped it to clinical pharmacy Intervention type, involved other healthcare providers, and the addressed IPEC competencies. Results and Implications: A total of 358 structured and simulated IPE activities were provided to prepare pharmacy, PA, and nursing students, for clinical rotations and APPEs. Activities included virtual and standardized patients, high fidelity simulations, telephonic interactions with prescribers, and research projects. A total of 621 IPC activities were captured by students. It addressed patient assessment and monitoring issues (43.7%), drug and dosage selections (32.3%), patient counseling (13.2%), and management of adverse events (10.8%). Involved healthcare providers included physicians (45.8%), nurses (37.3%), nurse practitioners (12%), physician assistants (6%), and others such as dietitians (5%), and respiratory therapists (7%). Each competency of the 38 IPEC competencies and its associated 4 domains (Vision& Ethics (29.6%), Roles & Responsibilities (24.2%), Teamwork 23.4%), and communications (22.8%) were addressed.

The Co-Curriculum – Providing Structure for Student Achievement. Karen S. Pater, University of Pittsburgh, Kristine Schonder, University of Pittsburgh, Lucas A. Berenbrok, University of Pittsburgh, Lorin B. Grieve, University of Pittsburgh, Susan J. Skledar, University of Pittsburgh, Randall B. Smith, University of Pittsburgh, Denise L. Howrie, University of Pittsburgh. The University of Pittsburgh created a process for development and implementation of a co-curriculum to promote longitudinal student achievement skills defined in the affective domain, also referred to as “power skills”. The process began with the establishment of a Co-Curriculum Task Force that was charged with developing a co-curriculum map. Because the power skills are embedded within the curricular outcomes for the School, the initial series of “fact-finding” steps used the curriculum map and the Assessment Matrix to identify specific activities where each of the six power skills are introduced and reinforced within the curriculum. The leaders of the professional student organizations were also surveyed to identify opportunities that contribute to the development of power skills that occur outside of the curriculum. The task force identified 177 unique opportunities for students to develop the power skills in the affective domain within and outside the classroom. All experiences were mapped to the specific power skill developed. Students have documented their achievements in these domains, providing evidence and reflections under the curricular outcomes for many years through the PITTPharmacy electronic portfolio. Using this background, the process was formalized to encourage continued and further development for each student as well as to assess achievements. The diversity of experiences allows students to personalize their pursuit of skills in all domains. The Co-Curriculum Task Force also recommended specific required and student-selected activities for each of the power skills that students would complete across the curriculum prior to graduation.

The President’s Student Leadership Initiative: An Interprofessional, Campus-wide, Co-curricular Certificate Program. Natalie D. Eddington, University of Maryland, Cherokee Layson-Wolf, University of Maryland, Lisa Lebovitz, University of Maryland, Amy Ives, University of Maryland. The University of Maryland Baltimore Office of Student Services (OSS) developed a co-curricular certificate program to expose professional students to contemporary issues in leadership. Enrollment is open to students from all seven professional schools, with the largest cohort from the School of Pharmacy. Throughout the academic school year, participants spend approximately 12 hours in lunch and learn seminars, complete 30 hours of community service, and submit end of semester reflections. Core required seminars include Rethinking the Resume, Measuring Success, Etiquette Dinner, Poverty Simulation, and President’s Symposium (2016 topic: Entrepreneurship). In addition, students select several elective seminars within one of six focus tracks: Cultural Competence, Effective Leadership, Community Engagement, Wellness, Career Development, or Sustainable Leadership. Seminar format is typically panels with highly interactive discussion. Seminar attendance is tracked through lunch reservations, service hours are self-reported in the Service Tracking Form, and end of semester written reflections are reviewed by OSS staff. OSS has recently partnered with pharmacy student organizations such as ACCP-SCCP and ASHP to coordinate requirements for both. Completion of the program is celebrated with a recognition ceremony, certificate and the University of Maryland Baltimore’s Interprofessional Honor Cord for commencement. Of the current 200 participants representing all schools on campus, nearly half are pharmacy students. This program can be easily implemented on any campus with minimal staff and budget support.

The Self-Aware Student: Assessment Across the Educational Experience. Christine F. Cox, Southwestern Oklahoma State University, Nina C. Morris, Southwestern Oklahoma State University, Sarah J. Ramsey, Southwestern Oklahoma State University, Dennis F. Thompson, Southwestern Oklahoma State University, Kristin Montarella, Southwestern Oklahoma State University, Lyanna M. Schulz, Southwestern Oklahoma State University, Caroll L. Ramos, Southwestern Oklahoma State University, David A. Ralph, Southwestern Oklahoma State University. Assessments of the CAPE Domain 4 affective sub-domains (self-awareness, leadership, innovation and entrepreneurship, and professionalism) have been positioned at points throughout the program. The assessment of student self-awareness begins with the applicant evaluation process. Guided questions for faculty interviewers have been developed as part of a standardized evaluation rubric that examines baseline affective characteristics during the applicant interview. Upon matriculation, a series of seminar courses assesses affective domains, as part of continuing professional development (CPD), interprofessional education (IPE), and co-curricular activities. Assessments in the P1 year related to self-awareness include the Emotional Intelligence Assessment, Learning Skills Assessment, APhA Career Pathway Assessment, and a reflective writing assignment. In the P2 year, the Myers-Briggs Personality Assessment, StrengthFinders, and another reflective writing assignment are utilized. P3 students repeat the APhA Career Pathway Assessment and review and modify individual CPD plans. Assessments for self-awareness are also imbedded in the experiential program. IPPE and APPE rotation students complete guided self-reflections at the conclusion of each rotation. The self-reflections are essay in nature and are evaluated by a faculty member. Feedback is provided to the student in respect to content and idea development. APPE students also complete an on-line discussion board activity utilizing the publication Habits of Mind: A Developmental Series (Costa and Kallick, 2000) and communicate with each other about their application of these habits in practice. These
assessments provide an opportunity to study the relationship between affective development and academic achievement.

University of Wisconsin-Madison School of Pharmacy Students Participate in Campus Mass Immunization Clinic. Mary S. Hayney, University of Wisconsin-Madison, Andrew D. Berti, University of Wisconsin-Madison, Joel D. Mahak, University of Wisconsin-Madison, Jennifer L. Baird, University of Wisconsin-Madison, Jennifer A. Kind, University of Wisconsin-Madison, William Kinsey, University of Wisconsin-Madison, Sarah A. Van Orman, University of Wisconsin-Madison. Three undergraduate students were hospitalized in October 2016 with genetically matched strains of serogroup B invasive meningococcal disease, meeting the CDC’s guidelines for a community outbreak. This prompted the activation of an emergency response to offer meningococcal serogroup B vaccine to the identified population at risk; undergraduates at the University of Wisconsin-Madison. The School of Pharmacy has a long history of working with University Health Services through the annual influenza vaccine campaigns and for emergency response planning. Pharmacy students were invited to participate in the emergency immunization clinics through their introductory pharmacy practice experiences. Ninety first- and second-year students served as greeters and screeners compiling 426 service hours. Third- and fourth-year pharmacy students administered vaccines alongside nursing students, nurses, physicians, physician assistants, and pharmacists. These students covered 35 four-hour shifts. During six clinics held in a campus gym, over 20,000 doses of vaccines were administered to University of Wisconsin-Madison students resulting in immunization of ~67% of undergraduates. This high immunization rate was attributed to process factors including workable response plan, organized multimedia communication, and short wait-times for students presenting for immunization. One key factor enabling the successful pharmacy student experience was a waiver to the one-to-one pharmacist to intern requirement obtained from the Wisconsin Pharmacy Examining Board in the weeks prior to the clinic activation. Additionally, students gained insight into emergency preparedness and strategies for mass dispensing.

Use of Multiple Methods to Assess Students’ Self Awareness Skills. Marie A. Abate, West Virginia University, Krista Capehart, West Virginia University, Marina Galvez Peralta, West Virginia University, Teresa Hedrick, Louis A. Johnson VA Medical Center, Mary K. Stamatakis, West Virginia University, Grazyna Szklarz, West Virginia University, Xi Tan, West Virginia University. Self-awareness is addressed in our curriculum through four major components: 1) exploration of career options, 2) guided reflections, 3) portfolio self-assessments, and 4) emotional intelligence. Students explore career options throughout the curriculum to identify interests and to grow professionally. Success is assessed by completion of required coursework and assignments. Guided reflections are used to relate academic experiences to individual learning and to promote application of learning experiences to practice. Self-assessment skills are developed through three types of portfolio assignments: 1) Students select completed coursework related to each of five longitudinal outcomes: professionalism/leadership, teamwork and interpersonal collaboration, evidence-based practice, critical thinking/problem-solving, and communication/cultural competence. They describe how the uploaded coursework relates to the outcome, identify areas for improvement, and describe improvements accomplished; 2) Students self-assess proficiency in each longitudinal outcome; and 3) Students complete continuing professional development (CPD) assignments in which they follow the four CPD steps to achieve self-identified learning goals. The last component, emotional intelligence (EQ), is addressed in various courses and in the portfolio. EQ includes self-awareness, along with self-management, social awareness, and relationship management. Students complete the EQ test, read assigned chapters in the book Emotional Intelligence 2.0, and each semester during years 1 and 2 identify strategies they plan to implement to improve an EQ area, beginning with self-awareness. Students later describe whether they implemented their strategies and any outcomes. During year 3, students retake the EQ test, reflect on their previous strategies for improvement, and summarize the areas with the most growth.

Use of the Jefferson Scale of Empathy to Assess Professional Development in the PharmD Curriculum. Kathleen A. Snella, The University of Texas at Tyler, Simi Gunaseelan, The University of Texas at Tyler, Frank Yu, The University of Texas at Tyler, Leanne Coyne, The University of Texas at Tyler, Jody K. Takemoto, The University of Texas at Tyler. Introduction: The Center for the Advancement of Pharmacy (CAPE) specifies professionalism as one of the desired characteristics of doctor of pharmacy (PharmD) graduates. CAPE describes professionalism as exhibiting “… behaviors and values that are consistent with the trust given to the profession”. One component of professionalism is empathy, which can be measured by the Jefferson Scale of Empathy-Health Professions Students (JSE-HPS) assessment. Objective: Assess changes in empathy at each year of the PharmD curriculum. Methods: The JSE-HPS was administered to students at the beginning of their first (n=79) and second (n=80) professional years. Scores were calculated based on responses to 20 statements using a 7-point Likert scale. Possible scores ranged from 20-140, with higher scores representing greater empathy. Data was excluded if both assessments were not available (n=14) and if multiple evaluations were submitted (n=1). The Wilcoxon signed rank and independent t-test were used to assess ordinal and interval data; a p-value < 0.05 was considered significant. Collection of student-related assessment data was approved by the university’s Institutional Review Board. Results: Paired data was available for 74 students, 50% males and 50% females. Median empathy scores increased from 109.5 (range 74-137) to 115 (80-140); with males increasing from 111 (74-137) to 115 (80-140) and females increasing from 109 (range 88-131) to 116 (90-132); p < 0.05 for each comparison. Conclusions: Empathy scores increased in both male and female PharmD students after completing one year of didactic and introductory pharmacy practice experiences. Additional assessments are planned in each year of the curriculum.

Using an Experiential Preceptor Dashboard to Promote Continuous Quality Improvement at Preceptor and Program Levels. Randy Martin, University of North Texas System, W. Russell Coyle, University of North Texas System, Lisa J. Killam-Worrall, University of North Texas System. In their most recent standards, the Accreditation Council for Pharmacy Education (ACPE) has placed a high emphasis on curricular and programmatic assessment. While assessment of didactic curricula has become very robust, there is an opportunity to improve assessment within experiential education. The University of North Texas System College of Pharmacy (UNTSCP) developed an Experiential Preceptor Dashboard to address this opportunity. Feedback to experiential preceptors and sites is often limited to the results of student surveys and only a few programs provide comparator data. These limitations hinder the ability of preceptors to make informed, targeted, and effective improvements to their experiential offerings. The UNTSCP Experiential Preceptor Dashboard was designed specifically to empower preceptors to initiate continuous quality improvement, help direct efforts toward specific competencies, and strengthen the dialogue between the college and its preceptors. In addition to
student survey results, the dashboard includes results and analysis of experiential assessments, capstone exams, and assessments of interprofessional learning. To help direct targeted improvements, dashboard results are mapped to the CAPE 2013 domains and competency areas. For assessing relative performance, the dashboard also includes stratified comparator data for all data points, allowing preceptors to comparison within the practice site, across rotation type, or across the entire UNTSCP experiential program. Through effective utilization of meaningful data analytics, UNTSCP provides preceptors and sites with a comprehensive, evolving assessment of their efforts. We plan to leverage the Experiential Preceptor Dashboard to drive experiential quality improvement and promote preceptor involvement within the college’s evolving culture of assessment.

Utilization of an Augmented Student Portfolio and Mentored Review to Assess Student Self-Awareness. Michael A. Dietrich, Midwestern University/Glendale, Suzanne Larson, Midwestern University/Glendale, Shawn E. Tennant, Midwestern University/Glendale, Mitchell R. Emerson, Midwestern University/Glendale. Midwestern University College of Pharmacy-Glendale’s revised faculty advisor program incorporates reviewed reflections as part of the student portfolio to better assess all aspects of Domain 4, especially self-awareness. An ad hoc committee consisting of faculty, staff, and students is designing these activities with the primary purpose of providing evidence of the achievement of programmatic competencies. Sub-outcomes are: to provide a common platform to showcase exemplary work, skills, and experiences; refine reflective writing; demonstrate growth throughout the program; and to assist students in making connections across the curriculum. The existing Learning Management System will house the student portfolios and be the repository for their reflective writing assignments at three distinct points in the curriculum: 1) Prior to Introductory Pharmacy Practice Experiences (end of first year); 2) Prior to Advanced Pharmacy Practice Experiences (end of didactic curriculum); and 3) The final 12 weeks of the program. Reflective writing assignments will be required for each of the College’s curricular outcomes and professionalism. Faculty will be trained to evaluate the reflections and utilize a rubric to determine competency. Faculty feedback will be provided and the Office of Experiential Education will coach students through identified scenarios and revisions as necessary. Aggregate student progress will be shared with the College’s Assessment Committee at each check point. Benefits of the program include: increased student self-awareness; providing a method to assess the achievement of curricular outcomes (particularly Domain 4); and increase deep learning as connections are made across the didactic, experiential, and the co-curriculums.

Utilizing Self-Assessment Tools within a Portfolio to Evaluate Domain 4 Skills among Student Pharmacists. Amany Hassan, D’Youville College, Stacie J. Lampkin, D’Youville College, Michael S. MacEvoy, D’Youville College, Lloyd F. Alfonso, D’Youville College, Robert K. Drobitch, D’Youville College, Victoria Belousova, D’Youville College, Talisa M. Marchese, D’Youville College, Canio J. Marasco, D’Youville College. Background: The expansion of educational outcomes to include domain 4 emphasizes the necessity to develop the personal and professional skills needed to provide patient care. However, assessing the students’ progression in these outcomes poses a challenge to pharmacy schools. Methods: A co-curricular framework was used to guide the first year students’ professional development beyond the scope of didactic and experiential courses. The framework included educational outcomes and objectives of domain 4 and parts of domain 3. To assess achievement of educational outcomes, students incorporated evidence into a portfolio. The evidence consisted of documentation in the form of self-assessment including reflective writing or submission of verifiable artifacts (e.g. certificate of completion). Students shared the portfolio with their advisors who were responsible for evaluating the evidence, assessing progression, and guiding students on future goals. Results: Among 66 students in the first professional year, we were able to compile a list of completed co-curricular activities during fall semester of 2016 for 52 students (78.78%). A total of 48 students (92.31%) provided evidence of activities related to increasing self-awareness such as attending professional presentations. While, 45 students (86.54%) completed professionalism-related activities, including completing the naloxone training, and community service activities. Only eight students (15.38%) had leadership roles. Conclusion: Students will need to expand the scope of activities related to professional development as they progress in the program. For future direction, an e-portfolio will be used to assess domain 4 skills across the curriculum (didactic, experiential, and service learning), in addition to the co-curricular activities.