Co-Curricular Event Reflection for P3 & P4 Students

Student Name: Jane M. Student  Date: Oct 17, 2020  Student UID: u1234567

Faculty Mentor Name: James N. Herron

Please check the box for the Current Semester: ☑ P3 Fall  ☑ P3 Spring
☐ P4 Fall  ☐ P4 Spring

Note to faculty mentor: all students are required to meet with their faculty mentors to discuss and review the following required items during both the Fall and Spring Semesters of the P3 and P4 years. If you feel that the student has satisfactorily completed items 1 and/or 2, please check the appropriate check boxes below:

☒ 1. Participation in co-curricular activities (e.g. volunteer experiences)

Students are required to participate in one co-curricular activity each semester (they may participate in additional ones if they want to). Use the College’s co-curricular event webpage to view and sign up for co-curricular activities.

Students: Please list your required co-curricular activity below. Be sure to include its name, date, and location: Midvale Clinic, 10/17/2020, 49 W Center St, Midvale UT 84047

Students: Please obtain the student event coordinator’s signature to confirm your participation. Event coordinators are listed in the Event Detail accessible by clinking on the event name in the calendar. If you participated in an event that was not registered in the co-curricular event system (e.g. residency fellowship, or job interview), your faculty mentor may sign in place of the event coordinator.

Event Coordinator Name: Presley Whetman

Event Coordinator’s Signature: ___________________________  Date: _________

☒ 2. Reflection Assignment:

Students are required to write reflections about their required co-curricular event. In particular, each co-curricular event covers one or more key elements from ACPE\(^1\) accreditation Standards 3 & 4. These are also known as the “affective domain” competencies and include the following key elements: 3.1 Problem solving; 3.2 Education; 3.3 Patient advocacy; 3.4 Interprofessional collaboration; 3.5 Cultural sensitivity; 3.6 Communications; 4.1 Self-awareness; 4.2 Leadership; 4.3 Innovation and entrepreneurship; and 4.4 Professionalism.

The relevant key elements covered by a given event are listed in the Event Detail accessible by clinking on the event name in the calendar. Using the text boxes on the next page, please write a reflection (200 words or less) for each key element listed for the event. If more than four key elements are listed, choose the four most relevant for the event that you attended. If no key elements are listed, then you should sign up for a different event that lists one or more of them.

Please refer to the Standardized Reflection Questions document for each of the key elements in ACPE

\(^1\)ACPE: Accreditation Council for Pharmacy Education
accreditation Standards 3 and 4. The standardized reflection questions are intended to assist students in writing their reflection assignments, but students may adapt the reflection questions as needed to best describe their growth in the affective domain competencies. If you participated in an event that was not registered in the co-curricular event system, please choose four relevant key elements from the Standardized Reflection Questions document to reflect on.

Note 1 – Please save your reflection assignments and other artifacts (e.g., photos, notes, etc.) from co-curricular events using the Co-Curricular Activities System’s “Add a Reflection” feature. This information can also be added to your ePortfolio.

Note 2 – Please be aware that copying other students’ reflections and/or reusing your own reflections constitutes plagiarism and violates the terms of the Orientation Agreement that you signed at your P1 Orientation. The University of Utah characterizes plagiarism as Academic Misconduct.

Reflection 1: Enter Key Element number and name: 3.3 Patient Advocacy.

Enter Reflection 1 below:
Midvale Clinic provided an excellent environment to learn about patient advocacy. Many of the patients who come to the clinic come as a family so it is possible to meet with children and their parents during their visit. This gives the opportunity to improve the health of the entire family, even if the visit was to help only one family member. By helping one member of the family, that entire patient's family health is improved.

Reflection 2: Enter Key Element number and name: 3.4 Interprofessional collaboration.

Enter Reflection 2 below:
I really learned a lot from this co-curricular activity because it allowed me to work in an interprofessional team environment involving students from the college of pharmacy, school of medicine, and college of nursing. I learned that pharmacists play an important role in interprofessional healthcare teams because we are trained to know about many different drugs, and their possible adverse effects and interactions. Other members of the team depend upon us to provide accurate and up to date information about the best drugs to use in a given patient.

Reflection 3: Enter Key Element number and name: 3.5 Cultural sensitivity.

Enter Reflection 3 below:
I speak Spanish and was able take medication histories for several patients. I observed that some were not compliant with the medications and discussed with my preceptor how to improve compliance. Some of the reasons for non-compliance with anti-depressant drugs was because of beliefs that these drugs would be addicting. I was able to educate the patients about how these drugs are used and that the ones being prescribed were not addicting, but needed to be used for a long period of time to gain the benefits.

Reflection 4: Enter Key Element number and name: 4.1 Self-awareness.

Enter Reflection 4 below:
This is the first time that I volunteered at the Midvale Clinic and learned a lot from the experience. For example, I hadn't previously considered the sorts of medical challenges faced by underserved population and that I could have a real impact on the health of the patients who come to the Midvale Clinic because I can talk with them in Spanish, get to know them, and explain to them about the drugs they are prescribed in terms they can understand.
FACULTY AND STUDENT SIGNATURES

Faculty mentors have many demands on their time; students should schedule 30-minute meetings with their faculty mentor as soon as possible after completing their co-curricular activity. This will allow the student ample time to meet with their mentor and incorporate feedback before submitting their final assignment.

Deadline: This form must be uploaded to Professional Development Seminar course in Canvas by the deadline.

Note – if you don’t meet this deadline, you will receive an Incomplete grade in the Professional Development Seminar, which will be converted to a grade only after the assignment has been satisfactorily completed.

By signing below, the Faculty Mentor confirms that they have discussed and provided feedback on each of the required items identified above.

Faculty Mentor’s Signature: _____________________________ Date: 11/2/2020

Please indicate whether or not the student contacted you at least two weeks prior to the submission deadline to schedule a meeting.  ☒ YES ☐ NO

By signing below, the Student confirms that s/he has discussed each of the required items above with my faculty mentor.

Student Signature: ___________________________________________ Date: _______