**Use this WORD document to prepare your information for adding to the E\*Value form. It is best to record the information shortly after the event while details are fresh in your mind.**

**Updated August 2023. YELLOW highlights indicate where you need to add your information.**

1. **Event date:**  Add using this format: **MM/DD/YYYY** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*(Events for current academic year - between May 15 current year and May 14 the following year are eligible for reporting).*

1. **Type of Event: (check one of three options available – choice depends on which criteria event meets)**

\_\_\_\_ **Co-curricular**: Not tied to any course; no credit received for doing it; organized by school or community group. May include internship experience here one time.

\_\_\_\_ **Interprofessional:** students or practitioners from one or more other healthcare disciplines are also participating; these activities may be for credit or they may be volunteer (i.e., co-curricular).

\_\_\_\_ **Both** (co-curricular and interprofessional):

1. **Other Professions Present:** Check all that apply. (If you check more than one option other than pharmacy, be sure you indicated the event is interprofessional or both in question 2)

|  |  |  |  |
| --- | --- | --- | --- |
| Select | Options | Select | More Options |
|  | Physician |  | Student Physician |
|  | Physician Assistant |  | Student Physician Assistant |
|  | Nurse |  | Student Nurse |
|  | Nurse Practitioner |  | Student Nurse Practitioner |
|  | Physical / Occupational Therapist |  | Student Physical/Occupational Therapy |
|  | Social Worker |  | Student Social Worker |
|  | Psychiatrist / Psychologist |  | Student Psychiatrist / Psychologist |
|  | Dentist |  | Student Dentist |
|  | Dietitician |  | Student Dietician |
|  | Pharmacist |  | UM Pharmacy Student P1 P2 P3 P4 |
|  | Pharmacy Resident (PGY1) |  | Student Pharmacist from other school |

1. **Activity**

There are six main categories of activities – choose the one that best fits your experience.

See list of possible activities in the required reflection description document.

|  |  |
| --- | --- |
| select |  |
|  | School Service (i.e., organized through the School such as committees, interviews, events) |
|  | Professional Event (i.e., organized through an association or a professional meeting) |
|  | Community Event (i.e., organized by community group but students can join event or organize a part of it) |
|  | Student Event (i.e., organized completely by student groups such as KE,KPsi,ASP, RhoChi, ACCP) |
|  | Interprofessional, required (i.e., a requirement in a course such as embedded IPPE) |
|  | Interprofessional, optional (i.e., not required for a course; may also be co-curricular) |

1. **Sponsoring Organization (**select all that apply to the activity**)**

|  |  |
| --- | --- |
|  | APhA-ASP |
|  | Kappa Epsilon |
|  | Kappa Psi |
|  | Rho Chi |
|  | AACP |
|  | NCPA |
|  | Other pharmacy student organization (specify in narrative) |
|  | Professional Pharmacy Organization (specify in narrative) |
|  | Other (Specify in narrative) |

1. **Activity Description** (Text box. Include the three elements listed below in 1-2 paragraphs using a narrative format).
2. Name of event:
3. Purpose of event:
4. Your role in the event:
5. **Time Involved** (round to closest number of hours) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. **ACPE Standards** (Select all of the domain areas where the activity helped you develop your professional skills)

|  |  |
| --- | --- |
|  | STANDARD DOMAIN |
|  | * 1. Foundational Knowledge application
 |
|  | 2.1 Patient-Centered Care |
|  | 2.2 Medication Use |
|  | 2.3 Health and Wellness |
|  | 2.4 Population-based Care |
|  | 3.1 Problem Solving |
|  | 3.2 Education for patients or general public |
|  | 3.3 Patient Advocacy |
|  | 3.4 Interprofessional Collaboration |
|  | 3.X Effective Teamwork |
|  | 3.5 Cultural Sensitivity |
|  | 3.6 Communication with patients or general public |
|  | 4.1 Self-Awareness of knowledge and/or skill levels |
|  | 4.2 Leadership |
|  | 4.3 Innovation, Creative Thinking, or Entrepreneurship |
|  | 4.4 Professionalism |

1. **Reflection** (For each Standard domain selected, describe how your participation in the activity helped you work towards developing that professional skill. One or two sentences should be sufficient.)

**Examples of how to describe contribution to domain development:**

Leadership: I was in charge of a group of 4 students who prepared materials for the event. I gained experience in getting a group to complete a project task.

Innovation/creative thinking: I was asked to find a new way to get the general public to attend the health fair. I used social media instead of radio PSAs and it seemed to work.

**End of Information Needed forcompleting E\*Value Form**.

**Reference Table for Possible Activities that Promote Development of Professional Skills by Standard**

*(Use information when answering questions about domain development. These are only suggestions – other activities may apply or touch on other domain skills)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Std | Title | What it means for a pharmacy student: | Examples Co-curricular | Examples Interprofessional |
| 1.1 | Foundational Knowledge Application | Apply classroom knowledge to a real patient case or real-life project | Health FairsScreening eventsImmunizationEducation event | Health FairsScreening events |
| 2.1 | Patient-Centered Care | Provide care to patients that considers their needs and abilities |  | Health Clinics |
| 2.2 | Medication Use | Review prescriptions to ensure appropriateAdvise patients on proper useReview entire medication therapy to ensure best combination | Brown Bag |  |
| 2.3 | Health and Wellness | Promote behaviors and knowledge that reduce the risk of illness or injury and increase physical and mental well-being | Fun RunPoison Prevention |  |
| 2.4 | Population-based Care | Develop or apply guidelines for specific populations of patients that can be used in decision-making |  | Health Clinics |
| 3.1 | Problem-solving | Take steps to fix or solve an issue related to an event or activity | All events | All events |
| 3.2 | Education for patients or general public | Prepare and provide written or verbal materials that are appropriate for the audience | Health FairsSchool events |  |
| 3.3 | Patient advocacy | Intervene or represent the interests of a patient in a healthcare setting or groups of patients | n/a | Care team |
| 3.4 | Interprofessional collaboration | Work or learn with individuals from one or more other disciplines | Wellness ClinicsScreening events | Wellness ClinicsScreening events |
| 3.X | Effective teamwork | Work well with others to plan, perform, and review activities or prepare materials | Student-run events | Care teams |
| 3.5 | Cultural Sensitivity | Interact with all patients and other providers in an appropriate manner that demonstrate awareness of cultural influences. Be respectful and responsive. | Health FairsWellness ClinicsScreening eventsEducation events | Patient careHealth FairsWellness ClinicsScreening events |
| 3.6 | Communication with patients or general public | Effectively give and receive information from a variety of individuals or groups | Health FairsWellness ClinicsScreening eventsEducation events | Patient careHealth FairsWellness ClinicsScreening events |
| 4.1 | Self-awareness of knowledge and/or skill levels | Identify skills or knowledge needed to successfully complete a task or increase level of independence in performing patient care | All events | All events |
| 4.2 | Leadership | Take responsibility for a group or a task to ensure the group functions effectively or the task is successfully completed | Student-run eventsTasks for eventsRepresent studentsTake responsibility for others |  |
| 4.3 | Innovation, Creative Thinking, or Entrepreneurship | Given a task or project, provide ideas and thoughtful input to assist with planning, preparation or performance. Turn idea into something. | All events | All events |
| 4.4 | Professionalism | Behave in a manner that is respectful, thoughtful, and facilitates appropriate patient care processes | All events | All events |