

Office of Experiential Education
UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS)
Student Guidelines for Co-Curricular and IPPE Event Reflections and Questionnaire

General guidelines for student reflections about co-curricular and IPPE events

1. **Amount of detail.** Your reflection needs to thoroughly and professionally convey the experience of the event. The reviewer of the reflection may or may not have attended the event, so your submission must effectively “convince” the reviewer that the merits of activity are appropriate. Reflections should avoid non-layperson abbreviations as the reviewer may not have a background in healthcare. Do not include patient names or identifiers in your reflection.
2. **Depth.** The reflection should show analysis of the event and how it impacted others and yourself. Please provide specific, descriptive, in-depth responses, especially when giving insight into how the activity taught you something new, or helped you connect with another individual.
3. **Style.** The reflection should be written in a tone and manner that would be appropriate to present to a future employer, accrediting organizations, or even Dean McKerrow.
4. **Originality.** Your reflection should be in your own words. If a single event is claimed for two or more Co-curricular domains, a separate reflection is needed for each, specific to the respective domain.
5. **Length.** There is no required number of sentences in a reflection, but there must be a response to each question. “N/A” is not an adequate response. Most students can accomplish this in 3-5 thoughtfully written sentences for each reflection point.

SSPPS Service Learning IPPE reflection questionnaire

ACPE standard 3 prompts:

- 3.1. *Problem solving – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.*
- 3.2. *Education – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.*
- 3.3. *Patient advocacy – The graduate is able to represent the patient’s best interests.*
- 3.4. *Interprofessional collaboration – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.*
- 3.5. *Cultural sensitivity – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.*
- 3.6. *Communication – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.*

1. **Title of activity:**
2. **Date of the activity:**
3. **Location of the activity:**
4. **Signing faculty or preceptor, according to the newsletter:**
5. **Number of hours completed:**
6. **Description of the activity:**
7. Describe the demographics and cultural background of the community/audience served in this event. List any social determinants and unique health care needs that you recognized.
8. List one challenge related to this activity, and strategies to overcome this challenge. Describe how you designed and implemented (or would do so in the future) solutions to this challenge.
9. In your view, what was the most effective way to educate your audience/patients and to communicate information to them?
10. How did you advocate for the patients’ best interests or helped them? What approaches did you use to diminish disparities in access to quality care?
11. If this was an interprofessional event, describe the various roles of each discipline and how the professions interacted.

SSPPS co-curricular reflection questionnaires

Domain 1 Leadership questionnaire

ACPE prompt: The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.

1. Title of activity:
2. Date of the activity:
3. Location of the activity:
4. Signing faculty or preceptor, according to the newsletter:
5. Number of hours completed:
6. Description of the activity:
7. What was your leadership role in the activity? What was (or will be) the group of people influenced by your actions as a leader? Describe any shared goals that you created and helped others achieve.
8. What did you learn about leadership through this activity? Include any feedback that you received regarding your actions as a leader.
9. What was the biggest challenge in organizing and leading this activity? How did you address this challenge, or how would you address it in the future?

Domain 2 Innovation and Entrepreneurship questionnaire

ACPE prompt: The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

1. Title of activity:
2. Date of the activity:
3. Location of the activity:
4. Signing faculty or preceptor, according to the newsletter:
5. Number of hours completed:
6. Description of the activity:
7. What aspect of the activity was innovative or entrepreneurial? How did it involve creative thinking to envision better ways of accomplishing professional goals?
8. How did participating in this activity change your perspective on innovation or entrepreneurship in pharmacy or healthcare? Describe how your perspective has matured as a result of this activity.
9. What, in your view, is the biggest challenge or barrier in the way of bringing what you learned through this activity into pharmacy or healthcare practice?

Domain 3 Professionalism and Career Development questionnaire

ACPE prompt: The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

1. Title of activity:
2. Date of the activity:
3. Location of the activity:
4. Signing faculty or preceptor, according to the newsletter:
5. Number of hours completed:
6. Description of the activity:
7. How did this activity promote behaviors and values consistent with the trust given to the profession by patients, healthcare providers, and society?
8. How will this experience influence your professional growth and career choices?
9. Describe one lesson that you learned in this activity and how it will help you improve pharmacy practice and/or patient care in the future.

Domain 4 Self-awareness/StrengthsFinder questionnaire

ACPE prompt: The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

P-1 Self-awareness/StrengthsFinder questionnaire

1. List your top five strengths identified by StrengthsFinder, and discuss how those strengths resonate with you.
2. Identify and discuss opportunities for future uses of your strengths at SSPPS (i.e., IPPEs, health fairs, etc.).
3. Which of your strengths surprised you the most and why?

P-2 Self-awareness/StrengthsFinder questionnaire

1. Describe how your activities during your P1 year demonstrated one or more of your strengths (as identified in StrengthsFinder).
2. Choose one of your strengths and discuss how you can use it more intentionally.

P-3 Self-awareness/StrengthsFinder questionnaire

1. Describe how your activities during your P2 year demonstrated one or more of your strengths (as identified by StrengthsFinder).
2. Discuss opportunities to use your strengths during your APPEs or future career.
3. Which of your strengths would you like to develop further in your continuous professional development?