

# Co-Curriculum in the Doctor of Pharmacy degree program 2018-2019 Academic Year

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This syllabus outlines the requirements for co-curricular education at TTUHSC School of Pharmacy for the 4-year Doctor of Pharmacy degree program. It is a companion document to the “TTUHSC I Inter-professional Education” syllabus. The contents of this syllabus include:

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## **Co-curriculum purpose:**

“Co-curriculum” refers to experiences that complement, augment, and or advance what is learned in the formal didactic and experiential curriculum. The co-curriculum consists of activities and related assessments that are not always formally part of semester credit hour coursework. These activities enrich learning and ensure an array of opportunities for students to document competency in the requirements delineated in ACPE (Accreditation Council for Pharmacy Education), most notably standards 3 and 4, which have been described below.

## **Educational Mission:**

**ACPE Standard 3** on the “*Approach to Practice and Care*” requires the Doctor of Pharmacy “program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.”

**ACPE Standard 4** on the “*Personal and Professional Development*” requires the Doctor of Pharmacy “The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.”

**Degree requirement:** The completion of the co-curriculum is required for awarding of the diploma in the Doctor of Pharmacy program. Students have the duration of the 4 year program to complete the requirements, with incremental completion checkpoints required in each professional year and a formal summative assessment at the end of the 3<sup>rd</sup> year before entering advanced patient care activities. This requirement is similar to the IPE (Inter-professional Education) degree requirement. In fact, some of the IPE activities will satisfy the co-curriculum. The IPE requirement is described in a companion syllabus. See the TTUHSC SOP Course catalogue at: (link) for more information about the requirement of both of these educational components.

### **Syllabus and Policy links:**

IPP1-Intro to Pharmacy Practice 1 (PHAR 1101) Syllabus:

[https://hscweb.ttuhsu.edu/pharmacy/documents/faculty/self-governance/curricular-affairs/syllabi/FA2018\\_P1\\_1101\\_Introduction\\_to\\_Pharmacy\\_Practice\\_I.pdf](https://hscweb.ttuhsu.edu/pharmacy/documents/faculty/self-governance/curricular-affairs/syllabi/FA2018_P1_1101_Introduction_to_Pharmacy_Practice_I.pdf)

IPP2-Intro to Pharmacy Practice 2 (PHAR 2101) Syllabus:

[https://hscweb.ttuhsu.edu/pharmacy/documents/faculty/self-governance/curricular-affairs/syllabi/FA2018\\_P2\\_2101\\_Introduction\\_to\\_Pharmacy\\_Practice\\_II.pdf](https://hscweb.ttuhsu.edu/pharmacy/documents/faculty/self-governance/curricular-affairs/syllabi/FA2018_P2_2101_Introduction_to_Pharmacy_Practice_II.pdf)

Mentoring and Advising Policy (77.P.39):

[https://hscweb.ttuhsu.edu/pharmacy/documents/administration/policies/SOP\\_OP\\_77.P.39\\_Mentoring\\_and\\_Advising\\_5.15.17.pdf](https://hscweb.ttuhsu.edu/pharmacy/documents/administration/policies/SOP_OP_77.P.39_Mentoring_and_Advising_5.15.17.pdf)

**Learning objectives:** The following learning objectives are required by ACPE Standards 3 (Approach to Practice and Care) and 4 (Personal and Professional Development). For reference, they are enumerated 3.1, 4.1... These apply to the entire co-curriculum, but by the completion of the third year of the Doctor of Pharmacy program, students must be proficient in all areas before progressing to advanced patient care activities in the fourth year experiential rotations. The practice of these activities will continue, however, into the final professional year.

- 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. **Inter-professional 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.
  - This relates to the Inter-professional education requirement. Meeting this part of the standard requires participation in activities that satisfy the 4 core tenets of IPE:
    - Values and ethics
    - Roles and responsibilities

- Communication
- Teamwork
- 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.
- 4.1. **Self-awareness** – 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.
- 4.2. **Leadership** – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.3. **Innovation and entrepreneurship** – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- 4.4. **Professionalism** – 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.

### **Teaching and learning activities:**

The co-curriculum is satisfied by a combination of activities both in and out of the required curriculum. The bulleted list below provides examples of activities that satisfy the requirement. Each student can complete the requirement with an individualized mix of activities based on personal interest. To assist in this process, through the formalized TTUHSC SOP mentoring program, students will be responsible for initially developing and then revising each year a professional identity plan. One component of this plan will be to annually assess their progress toward fulfilling the requirements of the co-curriculum.

The following list is not exhaustive, but provides a few examples of applicable activities that would satisfy the co-curriculum. Please note that students may map multiple standard outcomes to a single activity. For example, health fairs could be mapped to 3.3, 3.5, 3.6, and 4.4. However, this should be done within reason, and your mentor will ensure that your reflection clearly highlights how your participation in a/an activity(ies) has helped you to meet these standards. When logging in E-value you will be able to make the determination of what each activity links to. Students may also identify additional opportunities for consideration by vetting them through their mentor.

- **Completion of activities outside the curriculum via student professional organizations and student government.**
  - Health fairs
  - Community service
  - Committee membership
  - Leadership / officer roles
  - Other University / school service
  - Continuing professional development events
- **Other self-facilitated activities.**
  - Personal volunteer activities
  - Paid health care related work experiences
  - Research and scholarly activities

- Clinical skills related competitions
- Career development activities (interview skills, CV preparation)
- **Inter-professional activities** (examples provided here may overlap with others but are specific to activities in which 2 or more health professions are learning with & about each other)
  - Symposium and conferences
  - Simulation and active learning
  - Team STEPPS training
- **Classroom based instruction:**
  - Interactive on-line modules (Foundations in Practice of Pharmacy course)
  - Professionalism modules (Foundations in Practice of Pharmacy course)
  - Business plan (Financial management course)
  - Leadership, self-awareness, emotional intelligence and communication / interview skills activities (IPPE, Leadership and Ethics course and P3/P4 career fair)
  - Personalized activities tied to elective coursework (Cultural competency, independent study activities)
- **Activities completed as part of required experiential coursework:**
  - Practice site specific activities involving patient outreach, education, or health systems administration (IPPE or APPE experiences all 4 years)
  - Mini-series activity (IPPE 1<sup>st</sup> professional year)
  - Health fairs and community service (as noted above)
- **Activities for P4 students:**

While P4 students have already demonstrated competency by the completion of P3 year, there are still professional development activities pertinent to the final pre-professional year. These include:

- NAPLEX prep
- CV / resume finalization
- Interview skills
- Advanced learner mentoring (part of formal mentoring program)
  - P4 students conducting peer mentoring activities with students in the P1, P2 and P3 years

### **Documentation of outcomes:**

The E-value online management system will be utilized for documentation of co-curricular activities, student self-reflections, and reflection evaluations completed by faculty. Students will participate in a mandatory orientation in the P1 year to learn the use of the E-value system.

- After completion of any activity, students will log the event/activity using the Co-curricular activity form in E-value.
- Twice per year (once per Fall/Spring semester) P1, P2, and P3 students will complete the Co-curricular reflection where, using a guided reflection instrument, students will self-evaluate their progress towards proficiency in the co-curricular competencies.
  - Each semester, students must reflect on a **minimum of two components** of the competencies enumerated in the standards (*eg. 3.1 and 3.2*).

- By the end of the P3 year, they must have demonstrated proficiency in all competencies (3.1 – 3.6 and 4.1 – 4.4).
- To assist students, with their self-assessment of performance, students will be asked to create a professional identity plan. One component of this plan will be to annually assess their progress toward fulfilling the requirements of the co-curriculum. This will be created in the first year and updated annually. Students will also complete the APIPHANI\* tool to assist with their self-evaluation of professional development. Both of these documents will also be maintained within the E-value system.

### **Assessment methods:**

Beginning in their first professional year and continuing through their fourth year, students will be required to document activities for each of the elements of Standards 3 and 4 in their online portfolio. By the end of the third professional year, all students must have documented a collection of activities for each of the required areas. **Note:** There is no specific requirement to the number of activities that must be logged per area, rather students will need to have documented enough activities to clearly demonstrate their ability to perform that element. Feedback from mentors will be critical in ensuring students are documenting both the right “quantity” and “quality” of experiences.

Aside from documenting co-curricular activities in their portfolio, students will also be asked to complete a series of self-assessments, reflections, and professional identity plans to monitor their professional growth. At the start of their first professional year, they will complete self-assessment of professionalism (APIPHANI\*, St. Louis College of Pharmacy validated rubric), along with a short assessment on the four pillars of IPE. Each year, at the end of both the Fall and Spring semesters, students will be asked to complete a reflection on each of the required competency areas, describing the impact they have had on their professional development. Additionally, students will also create a professional identity plan in which they will begin formulating their professional goals for the future and how their experiences in co-curricular activities have impacted them through the mentoring and advising program.

Biannually, faculty mentors will provide feedback on each of these elements, along with monitoring student documentation of co-curricular activity logs in their portfolios. To assist mentors, the Office of Professional Affairs will also be monitoring student progression and sending notifications to students and mentors of any concerns that are identified. To ensure completion of each activity, the co-curricular component has been linked to required coursework. **Note: Students' failure to complete these activities will result in an incomplete for the course in which the co-curricular requirement has been embedded.**

During the first two professional years, mentors will be providing only formative feedback to their students through the portfolio system and mentoring meetings. In the third year, mentors will be asked to utilize student self-assessments, co-curricular activity logs, professional identity plans, and reflections, to complete a summative evaluation of their performance in each of the competency areas. For this summative evaluation, students must receive a satisfactory rating (*e.g. proficiency*) from their mentor for each of the required areas. This information, along with other TTUHSC SOP pre-APPE requirements will be used to determine a student's ability to progress to the fourth professional year.

- NAPLEX prep
- CV / resume finalization
- Interview skills
- Advanced learner mentoring (part of formal mentoring program)
  - P4 students conducting peer mentoring activities with students in the P1, P2 and P3 years

In the fourth professional year of the program, students will still be strongly encouraged, but not required to document additional co-curricular activities. Instead, all students will be taking part in a collection of required activities that will further support growth in the areas of Standards 3 and 4. Examples include, but are not limited to, the NAPLEX prep, CV/resume finalization, interview skills, and peer mentoring activities with students in the 1<sup>st</sup> – 3<sup>rd</sup> professional years of the program. Unlike at the end of the 3<sup>rd</sup> year, student mentors will not be completing a summative assessment of their performance in these areas, rather student performance in required and elective rotations, along with Grand Rounds courses, will be used to ensure student attainment of competency in the required elements of Standards 3 and 4 prior to graduation.

Year	Course	Task	Person Responsible	Assessment	Mentoring/ Stakes
P-1	Phar 1101	1. Co-curricular pre-assessment (IPE & APIPHANI) 2. Activity Log 3. Structured reflection (biannually)	Student, Professional Affairs, and Mentor	Student portfolio in E-value: Reflection for at least 2 required activities per semester	Formative feedback  Advising for any identified deficiency and creation of remediation plan.
P-2	Phar 2101	1. APIPHANI 2. Activity Log 3. Structured reflection (biannually)	Student, Professional Affairs, and Mentor	Student portfolio in E-value: Reflection for at least 2 required activities per semester	Formative feedback  Advising for any identified deficiency and creation of remediation plan.

<b>P-3</b>	<b>PHAR 3251 Clinical Correlations 6 course</b>	1. APIPHANI 2. Activity Log 3. Structured reflection (biannually) 4. IPPEs	Student, Professional Affairs, Mentor, and Preceptors	-Student portfolio in E-value: Reflection for at least 2 required activities per semester	Summative feedback. Must receive a "meets expectation" rating on all 10 ACPE Standard 3 and 4 areas of Co-Curricular pre-APPE assessment to matriculate to APPEs.  Advising for any identified deficiency and creation of remediation plan.
<b>P-4</b>	<b>Capstone (Grand Rounds)</b>	1. APIPHANI 2. APPEs 3. Advanced Learning Mentoring	Student, Professional Affairs, Mentor, and Preceptors	- Advanced Learning Mentoring evaluation	Completion of co-curriculum requirements to be awarded diploma.

APIPHANI = Assessment of Professionalism in Pharmacy, A Novel Instrument; APPE = Advanced Pharmacy Practice Experiences; IAL = Integrated Active Learning; IPE = Inter-professional Education; IPP = Introductory Pharmacy Practice; IPPE = Introduction to Pharmacy Practice Experiences.

### **Remediation and progressions:**

#### **P1 and P2 years:**

As this requirement is linked to the IPPE coursework in the P1 (*PHAR 1101*) and P2 years (*PHAR 2101*), completion is noted as a component of the IPPE grade. If, based on mentor assessment, a student is evaluated to be deficient in their progress in meeting any of the requirements of the co-curriculum program they will be required to develop a plan for remediation. If the remediation plan is satisfactory, the student will receive their assigned grade for the course. If the remediation plan is deemed unsatisfactory than the student will received an incomplete for the course and it could impact their progression. The incomplete is replaced with a course grade as soon as the requirement(s) is/are met.

#### **P3 year:**

In the P3 year, the requirement is linked to the Clinical Correlations course (*PHAR 3251*). If, by the end of the P3 year, a student has not completed co-curricular requirements and/or has not received a satisfactory rating they will receive an incomplete for the course and will be unable to progress to the P4 APPE patient care experiences. A remediation plan will be required and students are strongly encouraged to complete during the summer term to minimize their delay in progression. The incomplete is replaced with a course grade as soon as the requirement(s) is/are met.

**P4 year:**

Students are still encouraged to maintain their activity log and reflection practices as this supports the continued development of their professional identity plan in the P4 year. The identify plan and APIPHANI are still required. In addition, P4 learners are required to conduct advanced learner mentoring sessions with P1, P2 and P3 students. An evaluation of their abilities to peer mentor is imbedded in the mentoring and advising program and subsequently the Capstone course. Failure to complete these required components would result in an incomplete for the course. The incomplete is replaced with a course grade as soon as the requirement(s) is/are met.

**Co-curriculum personnel and institutional contacts:****Office of Professional Affairs**

- |                       |              |                            |
|-----------------------|--------------|----------------------------|
| • Dr. Krystal Edwards | 214-358-9051 | krystal.edwards@ttuhsc.edu |
| • Dr. Kenna Payne     | 806-414-9309 | kenna.payne@ttuhsc.edu     |
| • Rebecca Perry       | 806-414-9352 | rebecca.perry@ttuhsc.edu   |

**Support Staff**

- |                |              |                         |
|----------------|--------------|-------------------------|
| • Krista Brown | 806-743-1936 | krista.brown@ttuhsc.edu |
|----------------|--------------|-------------------------|

# Logging Co-Curricular, Mentoring Activities, & Patient Encounters

1. To log a Co-Curricular, Interprofessional, or Mentoring Activity, including those for the PHAR 1101 and 2101 courses such as Patient Encounters, you can use the “Log New Case” shortcut on the homepage:

Welcome to E\*Value

**My Information**

If this or any other biographic information is incorrect or missing, you can [update this information](#).

**Email:** nobody@e-value.net  
**Rank:** P2  
**Roles:** Student

**Urgent Tasks**

[Complete Pending Evaluations \(6\)](#)

**Tasks**

[Initiate Ad hoc Evaluations](#)  
[Log New Case](#)

OR click on the “**Case Logs**” tab and then “**Log New Case.**”

**E\*VALUE™** a medhub product  
Texas Tech University HSC  
School of Pharmacy  
Program ID:5341

Home Schedules Evaluations **Case Logs** Learning Modules Reports

Case Log Management

**Case Log Management**

**Manage Case Logs**

[Log New Case](#)

2. Simply fill in the fields listed as you move down the screen.

**Activity Date (or Date Logged) \***

8/3/2018

**Activity or Event Name \***

**Was the Activity part of a Course? \***

☐ Yes ☐ No

**Event Type \***

If the activity was longer than just one day such as a conference or employment, just select the date you are logging instead of a specific activity date.

Please select the event type from the descriptions in this drop down box.

**If a Mentoring Meeting, select topic(s) discussed**

- ☐ Curriculum vitae development
- ☐ Career Planning
- ☐ Co-Curricular activities
- ☐ Academic performance
- ☐ Outside work habits & commitments
- ☐ Professional organizations
- ☐ Professional identity plan
- ☐ Working in teams
- ☐ Time management
- ☐ Health & wellness (financial planning, work/life balance, etc.)
- ☐ Elective and/or experiential rotation selection
- ☐ Interview skills
- ☐ NAPLEX and licensure preparation

**IF** you are logging a meeting with your **Faculty Mentor**, please select the topics you discussed.

Use the "Notes" field below to give more details, if necessary.

**Type of Health Screenings, if applicable**

- ☐ Triage/Patient Intake
- ☐ Blood Pressure
- ☐ Blood Glucose
- ☐ Blood Cholesterol
- ☐ Immunization (Flu, TB or other)
- ☐ A1C
- ☐ BMI
- ☐ Bone Density (DEXA scan)
- ☐ Other (please describe in notes)

**IF** the event you are logging involved **Health Screenings**, please select the type(s) you performed.

**IF** you performed Blood Glucose, Blood Cholesterol, A1C screenings, OR administered immunizations list the number given here.

**If Blood Draw Screenings or Immunizations, how many?**

**IF** you performed Blood Pressure screenings, list the number of screenings here.

**If Blood Pressure Screenings, how many?**

**If any other type of screening, how many?**

For Triage/Patient Intake and ALL other screening types, please list the number of patients encountered here.

**Type of Health Education, if applicable**

- ☐ Asthma/COPD
- ☐ Hand Washing/Infection Control
- ☐ Heartburn Awareness/GERD
- ☐ Medication Clean Out Survey
- ☐ Medication Safety/Poison Control
- ☐ Personal Hygiene
- ☐ Smoking/Tobacco Cessation
- ☐ Sun and Skin Safety
- ☐ Vials of Life/My Medication List
- ☐ Other (please describe in notes)

**IF** the event you are logging involved **Health Education**, please select the type(s) you performed.

Be sure to describe "Other" education in the notes.

**If Health Education, number of patients educated**

### Supervising Faculty or Preceptor, if applicable

### Student Organization, if applicable

### Notes

You must list the name of your **Preceptor** for all Health Screenings and Education Events OR if you had faculty supervision at any other event, you may list them here.

If a student organization was responsible for conducting all or part of this event, please select which

Skip the "Group" field and move down to "ACPE Standard."

### ACPE Standards

#### Group:

#### ACPE Standard: \*

Filter:

- 3.1 Problem solving – able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.2 Education – able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.
- 3.3. Patient advocacy – able to represent the patient's best interests.
- 3.4.a Inter-professional collaboration - VALUES & ETHICS – able to actively participate and engage as a healthcare team member by demonstrating
- 3.4.b Inter-professional collaboration - ROLES & RESPONSIBILITIES – able to actively participate and engage as a healthcare team member by demonstrating
- 3.4.c Inter-professional collaboration - COMMUNICATION – able to actively participate and engage as a healthcare team member by demonstrating
- 3.4.d Inter-professional collaboration - TEAMWORK – able to actively participate and engage as a healthcare team member by demonstrating mutual
- 3.5. Cultural sensitivity – able to recognize social determinants of health to diminish disparities and inequities in access to quality care.
- 3.6. Communication – able to effectively communicate verbally and non-verbally when interacting with individuals, groups, and organizations.

#### Level of Participation: \*

Add ACPE Standard

Primacy

Save Record

\* Required Fields

This area is where you will indicate which ACPE Standard(s) you feel you touched on while participating in the activity. **Refer to the Co-Curricular syllabus for guidance.**

\*\*\*Please note that you will be providing explanations of how you've met each standard with the activities you logged in your Co-Curricular Reflection documents that are reviewed by your Faculty Mentor each semester.

Level of Participation is where you can indicate how involved or what your role at the event was.

Click "**Add ACPE Standard**" and the standard you selected will appear below the gray header. You can add multiple Standards for the same event (if you can appropriately justify when completing your Co-Curricular Reflection).

Add ACPE Standard

Primacy	ACPE Standard	Your Role	Remove	Move
1	4.4. Professionalism – able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	Attendee		

Save Record

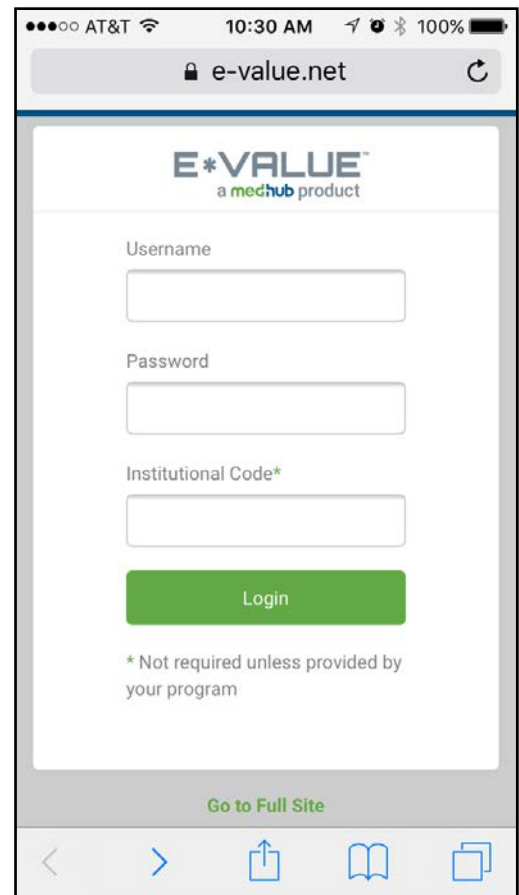
Cancel

\* Required Fields

Save as Template

You **MUST** click "**Save Record**" to save this Activity/Event to be saved and officially logged.  
Please do not use the "Save as Template" tool.

3. You can access the **Case Log** tool from your phone; however, there is not currently an app. Simply go to [www.e-value.net](http://www.e-value.net) using your phone's web browser (you can bookmark this and even add it as a shortcut to your phone's home screen).

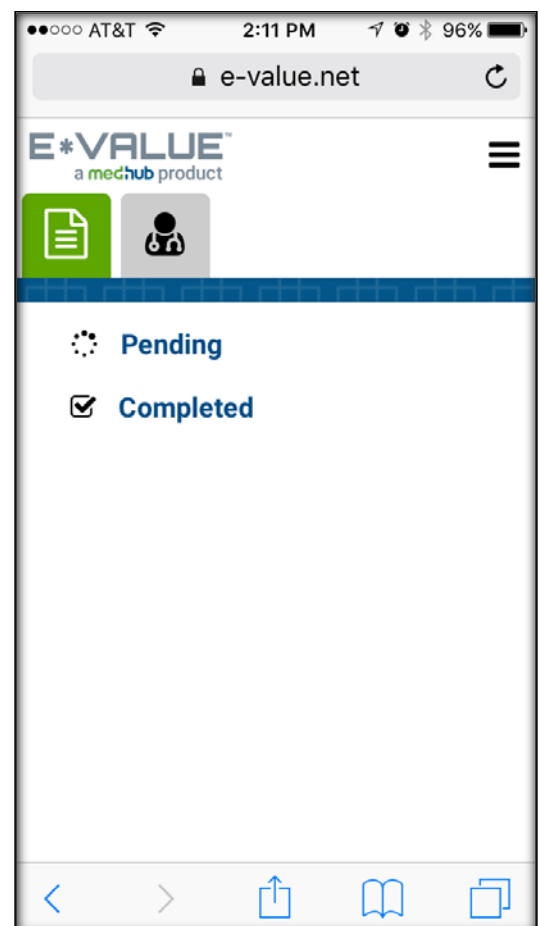


The screenshot shows the mobile web browser interface for e-value.net. The status bar at the top indicates AT&T service, 10:30 AM, and 100% battery. The browser address bar shows the URL e-value.net. The page features the E\*VALUE logo with the tagline 'a medhub product'. Below the logo are three input fields: 'Username', 'Password', and 'Institutional Code\*'. A green 'Login' button is positioned below the 'Institutional Code\*' field. A note at the bottom of the form states: '\* Not required unless provided by your program'. At the very bottom of the page, there is a green link that says 'Go to Full Site'. The mobile browser's navigation bar at the bottom includes back, forward, share, bookmark, and tabs icons.

Once you are logged in you have access to 2 tabs. The one that looks like a piece of paper is for Evaluations. The second one looks like a person with a stethoscope, this is your **Case Log** tool.

Once you begin, it works just like online, it's just divided up screen by screen. As directed before, do NOT use the "Save as Template" feature; this often leads to incorrectly logging all patients with the same demographic information.

Be sure you get all the way to the "Review & Log" screen and then click "Log Case."





The screenshot shows the mobile web browser interface for the e-value.net Case Log tool. The status bar at the top indicates AT&T service, 2:11 PM, and 96% battery. The browser address bar shows the URL e-value.net. The page features the E\*VALUE logo with the tagline 'a medhub product'. Below the logo are two tabs: a green tab with a document icon (selected) and a grey tab with a person icon. The main content area shows a list of cases with two entries: 'Pending' (indicated by a circular arrow icon) and 'Completed' (indicated by a checkmark icon). The mobile browser's navigation bar at the bottom includes back, forward, share, bookmark, and tabs icons.

1




AT&T 2:11 PM 96%

e-value.net

**E\*VALUE™**  
a medhub product

**+ Add New Case**



< >   

2

AT&T 4:30 PM 81%


e-value.net

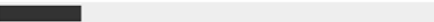
**eValue**


**Case Details**




**Saved Templates**  
[Select One](#)

**Activity Date (or Date Logged) \***  
08/03/2018 

... 

| [Next >](#)

 [Clear Form](#)



< >   

3

AT&T 4:30 PM 81%

e-value.net


**eValue**




**Program Specific Information**

**Activity or Event Name \***  
[Enter Value](#)

**Was the Activity part of a Course? \***  
[Select One](#)

**Event Type \***  


[< Back](#) | [Next >](#)

< >   

4

AT&T 4:31 PM 80%

e-value.net


**Program Specific Information**

**Activity or Event Name \***  
[Fall Health Fair](#)

**Was the Activity part of a Course? \***  
[Yes](#)

**Event Type \***  
[Select One](#)

**If a Mentoring Meeting, select topic(s) discussed**  
[None Selected](#)

**Type of Health Screenings, if applicable**  


[< Back](#) | [Next >](#)

AT&T 4:31 PM 80% e-value.net

**Event Type**

**Select Event Type**

Academic - IPP Course Orientation

Academic - Career Exploration Session

Academic - Health Advisor Program

[Back](#)

5

AT&T 12:45 PM 87% e-value.net

**eValue**

**ACPE Standards**

ACPE Standard

None Selected

[Save as Template](#)

[Back](#) | [Next](#)

6

AT&T 12:45 PM 87% e-value.net

**Select ACPE Standard**

3.1 Problem solving – able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2 Education – able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.

3.3. Patient advocacy – able to represent the patient's best interests.

3.4.a Inter-professional collaboration - VALUES & ETHICS – able to actively participate and engage as a

[Bookmark](#)

[Done](#)

7

AT&T 4:36 PM 78% e-value.net

**Review & Log**

**Case Details**

Activity Date (or Date Logged) \*

08/03/2018

Notes

[Add Notes](#)

**Program Specific Information**

Activity or Event Name \*

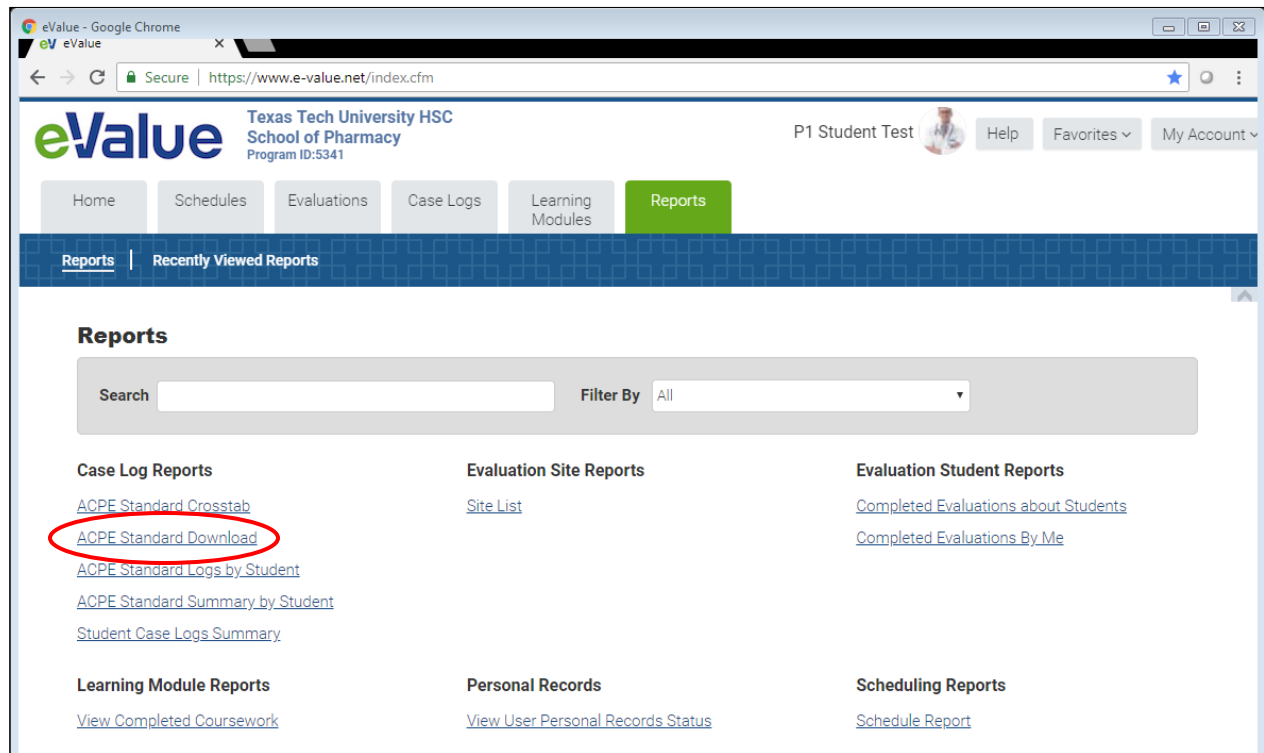
Fall Health Fair

Was the Activity part of a

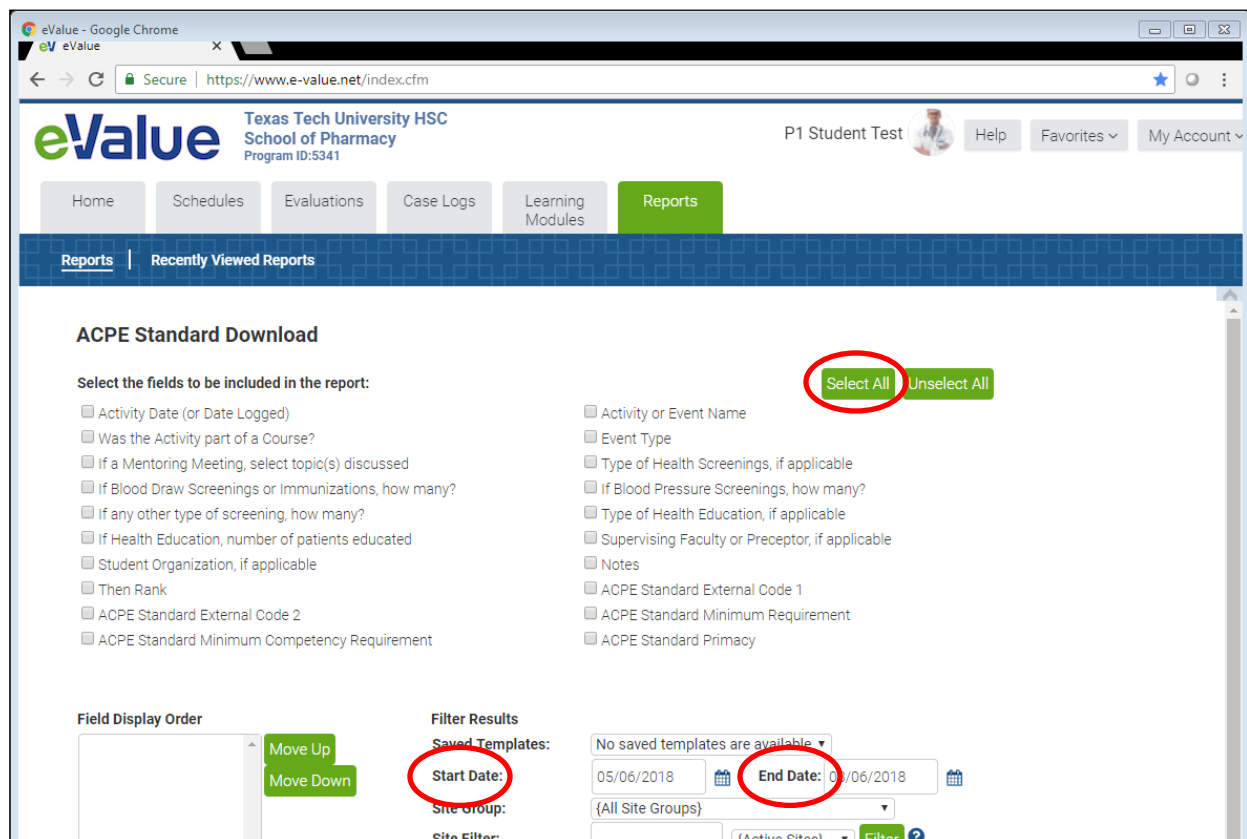
[Back](#) | [Log Case](#)

8

4. To find your list of Patient Encounters that you have logged, go to the **“Reports”** tab, and look for the **Case Log Reports**. The one of the simplest ones to use in order to be able to see what you have logged is **“ACPE Standard Download.”**”



Click the green **“Select All”** button, check to see that the **“Start Date”** and **“End Date”** capture the time you are wanting to review, and then scroll down past all filter options and click **“Next.”**”



This will pull up a report of all activities you've logged and the standards you indicated.

Test, P1 Student	65711661	4.1. Self-awareness – able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	Attendee	Confirmed	07/23/2018	White Coat Ceremony	Not part of a course	Professional - Participation in Professional Ceremonies		
Test, P1 Student	65711727	3.3. Patient advocacy – able to represent the patient's best interests.	Other	Confirmed	07/23/2018	PDC Health Fair	Yes, IPPE 1 (PHAR 1101)	Volunteer Experience - Pharmacy volunteer activity - health fair screenings		Blood Glucose
Test, P1 Student	65711727	3.4.b Inter-professional collaboration - ROLES & RESPONSIBILITIES – able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	Other	Confirmed	07/23/2018	PDC Health Fair	Yes, IPPE 1 (PHAR 1101)	Volunteer Experience - Pharmacy volunteer activity - health fair screenings		Blood Glucose
		3.4.c Inter-								

5. The other great reporting feature is the “Student Case Logs Summary.”

The screenshot shows the eValue web application interface. The browser address bar displays 'https://www.e-value.net/index.cfm'. The page header includes the eValue logo, 'Texas Tech University HSC School of Pharmacy', 'Program ID:5341', and user information 'P1 Student Test'. A navigation bar contains links for Home, Schedules, Evaluations, Case Logs, Learning Modules, and Reports. The 'Reports' section is active, showing a search bar and a 'Filter By' dropdown set to 'All'. Below this, there are three columns of report links:

- Case Log Reports:**
  - [ACPE Standard Crosstab](#)
  - [ACPE Standard Download](#)
  - [ACPE Standard Logs by Student](#)
  - [ACPE Standard Summary by Student](#)
  - [Student Case Logs Summary](#) (circled in red)
- Evaluation Site Reports:**
  - [Site List](#)
- Evaluation Student Reports:**
  - [Completed Evaluations about Students](#)
  - [Completed Evaluations By Me](#)
- Learning Module Reports:**
  - [View Completed Coursework](#)
- Personal Records:**
  - [View User Personal Records Status](#)
- Scheduling Reports:**
  - [Schedule Report](#)

The start date will default to the first time you ever logged an activity and the end date will be today. Click on **“Expand All”** to see good details about what you have logged.

**Student Case Logs Summary**

Test, P1 Student

Interaction Date Range:

Start 06/01/2018 End 08/06/2018 Refresh

**Expand All**

**Encounter Summary**

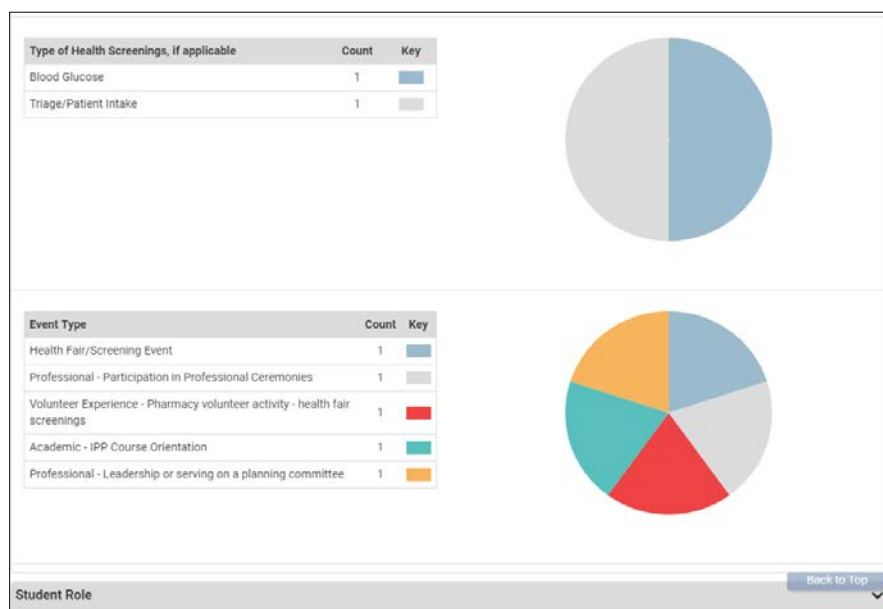
Encounters	5
Unique Encounters	1
ACPE Standards Confirmed	15

**Encounter Details**

**Student Role**

**ACPE Standards**

Your report will look similar to the one below; showing you screenings, event types, and more broken down.



At the bottom you will see the ACPE Standards that you have logged listed, along with a count of how many times.

**ACPE Standards**

ACPE Standard Group	Career Total Confirmed
Ungrouped	15

ACPE Standard Name	Total Confirmed
3.1 Problem solving – able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.	1
3.2 Education – able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.	1
3.3. Patient advocacy – able to represent the patient's best interests.	2
3.4.b Inter-professional collaboration - ROLES & RESPONSIBILITIES – able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	2
3.4.c Inter-professional collaboration - COMMUNICATION – able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	2
3.4.d Inter-professional collaboration - TEAMWORK – able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.	2
3.5. Cultural sensitivity – able to recognize social determinants of health to diminish disparities and inequities in access to quality care.	2

### **Co-Curricular Reflection Instructions:**

Access the co-curricular reflection on the evaluate website.

Follow the instructions in each question. Students will answer questions 1-4 and their mentors will answer 5-6 (the questions highlighted in yellow on the preview).

Submit your co-curricular reflection.

See page 19-24 for a preview of the Co-Curricular reflection form.



**THIS FORM IS A PREVIEW ONLY!**

There are default headers or footers attached to form types or courses/rotations for your program. Please select the course/rotation and form you wish to preview for an accurate view. Please note, the default headers and footers will override any custom text entered in those fields.

{Select form type}

{Select course/rotation}

Reload Preview

Please utilize the Co-Curriculum Syllabus and Co-Curricular Mapping Assistant document to determine how you have met the ACPE Co-Curricular competencies.

The Co-Curricular Mapping Assistant has individual objectives listed under each of the standards. You do not have to have met all of these individual objectives but can utilize these in your reflection to describe how you met the overall standard.

Remember for all P1-P3 students, before progressing to the P4 year, you need to have met competency, as approved by your faculty mentor, for each standard.

*(Question 1 of 6 - Mandatory)*

Describe the Co-Curricular activity(ies) that you are reflecting upon. These activities should also have been logged in the "NAME".:

*(Question 2 of 6)*

Answer/complete a **minimum of 2** of the 4 prompts below:

Answer:

Reflect upon any obstacles/challenges you encountered.

How do you feel this enhanced your overall career readiness?

How do you think you could have improved upon your performance of the activity(ies)?

How did this/these activity(ies) influence your perception of patient care?

(Question 3 of 6 - Mandatory)

	Yes	No	Please explain
Do you feel you have performed and achieved competency for this professionalism standard?	<input type="radio"/>	<input type="radio"/>	<div style="border: 1px solid black; height: 40px; width: 100%;"></div>

**ACPE Co-Curricular Standards** (Question 4 of 6 - Mandatory)

Select the standards that you believe you reflected upon in your above responses. You can select all that apply, but please remember that you should be reflecting upon a MINIMUM of 2 standards each semester.

Selection	Option
<input type="checkbox"/>	3.1 Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution
<input type="checkbox"/>	3.2 Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding
<input type="checkbox"/>	3.3 Patient Advocacy (Advocate) - Assure that patients' best interests are represented
<input type="checkbox"/>	3.4a Interprofessional collaboration (Collaborator) Values and ethics – Working with individuals from other professions to maintain a climate of mutual respect and shared values
<input type="checkbox"/>	3.4b Interprofessional collaboration (Collaborator) Roles and responsibilities – Sing the knowledge of the pharmacists' role and the roles and responsibilities of other professions to appropriately assess and address the healthcare needs of patients and populations served
<input type="checkbox"/>	3.4c Interprofessional collaboration (Collaborator) Communication – Communicating with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease
<input type="checkbox"/>	3.4d Interprofessional collaboration (Collaborator) Teamwork – Applying relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient- and population-centered care that is safe, timely, efficient, effective, and equitable
<input type="checkbox"/>	3.5 Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care
<input type="checkbox"/>	3.6 Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization
<input type="checkbox"/>	4.1 Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth
<input type="checkbox"/>	4.2 Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position
<input type="checkbox"/>	4.3 Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals
<input type="checkbox"/>	4.4 Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society

(Question 5 of 6 - Mandatory, Question to be answered by Grader)

Faculty Mentor Assessment of Reflection	Not Applicable Standard was not part of the reflection.	Does Not Meet Expectations Has not performed an activity to assess the skills; or did not meet standard abilities as described within each domain.	Meets Expectations Performed activities to meet the standard abilities as outlined in each domain.	Exceeds Expectations Performed activities to not only meet standard abilities as outlined in each domain, but went above and beyond the minimal expectations.
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<b>3.1 Problem Solving (Problem Solver) – <i>Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.</i></b> <ul style="list-style-type: none"> <li>• Define a problem</li> <li>• Create goals and alternative goals</li> <li>• Exploring multiple solutions</li> <li>• Anticipate positive and negative outcomes depending on their plan</li> <li>• Implement viable option</li> <li>• Reflect on solution and monitor future performance</li> </ul>	●	●	●	●
<b>3.2 Educator (Educator) – <i>Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.</i></b> <ul style="list-style-type: none"> <li>• Conduct learning needs assessment</li> <li>• Utilized most appropriate techniques to achieve learning objectives</li> <li>• Demonstrate ability to coordinate efforts with other healthcare providers</li> <li>• Does all content contain current, relevant information</li> <li>• Adapt materials for intended audience</li> <li>• Assess audience comprehension</li> </ul>	●	●	●	●
<b>3.3 Patient Advocacy (Advocate) – <i>Assure that patients' best interests are represented.</i></b> <ul style="list-style-type: none"> <li>• Empowering patients to take control of their health</li> <li>• Assist patients with navigating complex healthcare system</li> <li>• Ensure patients obtain necessary resources/care required in efficient/cost-effective manner</li> </ul>	●	●	●	●
<b>3.4a Interprofessional Collaborator (Collaborator) Values and Ethics – <i>Working with individuals from other professions to maintain a climate of mutual respect and shared values</i></b> <ul style="list-style-type: none"> <li>• Establish mutual respect to meet patient care needs</li> <li>• Define clear roles/responsibilities to optimize outcomes</li> <li>• Communicate in ways that value team-based decision making and shows respect</li> <li>• Fosters accountability and leverage expertise to form highly functioning team and promote shared patient-centered problem solving.</li> </ul>	●	●	●	●
<b>3.4b Interprofessional Collaborator (Collaborator) Roles and Responsibilities– <i>Sing the knowledge of the pharmacists' role and the roles and responsibilities of other professions to appropriately assess and address the healthcare needs of patients and populations served</i></b> <ul style="list-style-type: none"> <li>• Establish mutual respect to meet patient care needs</li> <li>• Define clear roles/responsibilities to optimize outcomes</li> <li>• Communicate in ways that value team-based decision making and shows respect</li> <li>• Fosters accountability and leverage expertise to form highly functioning team and promote shared patient-centered problem solving.</li> </ul>	●	●	●	●

<p><b>3.4c Interprofessional Collaborator (Collaborator) Communication</b> – <i>Communicating with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease</i></p> <ul style="list-style-type: none"> <li>Establish mutual respect to meet patient care needs</li> <li>Define clear roles/responsibilities to optimize outcomes</li> <li>Communicate in ways that value team-based decision making and shows respect</li> <li>Fosters accountability and leverage expertise to form highly functioning team and promote shared patient-centered problem solving.</li> </ul>				
<p><b>3.4d Interprofessional Collaborator (Collaborator) Teamwork</b> – <i>Applying relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient- and population-centered care that is safe, timely, efficient, effective, and equitable.</i></p> <ul style="list-style-type: none"> <li>Establish mutual respect to meet patient care needs</li> <li>Define clear roles/responsibilities to optimize outcomes</li> <li>Communicate in ways that value team-based decision making and shows respect</li> <li>Fosters accountability and leverage expertise to form highly functioning team and promote shared patient-centered problem solving.</li> </ul>				
<p><b>3.5 Cultural Sensitivity (Includer)</b> – <i>Recognize social determinants of health to diminish disparities and inequities in access to quality care.</i></p> <ul style="list-style-type: none"> <li>Recognize collective identity and norms of different cultures</li> <li>Demonstrate respect of different cultures</li> <li>Assess patient's health literacy and modify communication strategies</li> <li>Safely and appropriately incorporate patients' culture beliefs into health and wellness plans</li> </ul>				
<p><b>3.6 Communication (Communicator)</b> – <i>Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.</i></p> <ul style="list-style-type: none"> <li>Interview patients using organized structure, appropriate techniques, and medical terminology</li> <li>Actively listen and ask appropriate open-ended questions</li> <li>Use available technology to assist with communication</li> <li>Use effective interpersonal skills to establish rapport</li> <li>Communicate assertively, persuasively</li> <li>Demonstrate empathy upon interactions</li> <li>Deliver/obtain feedback to assess learning and promote goal setting</li> <li>Develop professional documents pertinent to organization needs</li> <li>Document patient care activities appropriately</li> </ul>				

<p><b>4.1 Self-Awareness (Self-Aware)</b> – <i>Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.</i></p> <ul style="list-style-type: none"> <li>• Use metacognition to regulate one's thinking</li> <li>• Maintain motivation, interest, and attention during learning and work-related activities</li> <li>• Identify, create, implement, and evaluate plans for personal/professional development</li> <li>• Approach tasks with desire to learn</li> <li>• Demonstrate persistent/flexibility in all situations</li> <li>• Engage in help-seeking behavior</li> <li>• Strive for accuracy and precision by displaying willingness to recognize, correct, and learn from others</li> <li>• Use constructive coping strategies</li> <li>• Seek personal, professional, or academic support to address personal limitations</li> <li>• Display positive self-esteem and confidence when working with others</li> </ul>	●	●	●	●
<p><b>4.2 Leadership (Leader)</b> – <i>Demonstrate responsibility for creating and achieving shared goals, regardless of position.</i></p> <p>To "Meet Expectations", the student must appropriately document that they have completed 3 of the 5 ability statements:</p> <ul style="list-style-type: none"> <li>• Identify characteristics that reflect leadership versus management</li> <li>• Identify prior successes and challenges of a team before implementing changes</li> <li>• Develop relationships, value diverse opinions, and understand individual strengths/weaknesses to promote teamwork</li> <li>• Persuasively communicate goals</li> <li>• Empower team members by actively listening, gathering input/feedback, and fostering collaboration</li> </ul>	●	●	●	●
<p><b>4.3 Innovation and Entrepreneurship (Innovator)</b> – <i>Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.</i></p> <p>To "Meet Expectations", the student must appropriately document that they have completed 3 of the 6 ability statements:</p> <ul style="list-style-type: none"> <li>• Demonstrate initiative when confronted with challenges</li> <li>• Develop new ideas to improve quality/overcome barriers</li> <li>• Demonstrate creative decision making skills when confronted with novel challenges</li> <li>• Assess personal strengths/weaknesses in entrepreneurial skills</li> <li>• Apply entrepreneurial skills within simulated activity</li> <li>• Conduct risk-benefit analysis for implementation of an innovative idea/simulated activity</li> </ul>	●	●	●	●

**4.4 Professionalism (Professional)** – *Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.*

To "Meet Expectations", the student must appropriately document that they have completed 3 of the 5 ability statements:

- Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions
- Display preparation, initiative, and accountability consistent with commitment to excellence
- Deliver patient-centered care in a manner that is legal, ethical, and compassionate
- Recognize that one's professionalism is constantly evaluated
- Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement



**Reflection Feedback from Faculty Mentor** (Question 6 of 6 , Question to be answered by Grader)

Faculty Mentor may place reflection feedback here.

Review your answers in this evaluation. If you are satisfied with the evaluation, click the **SUBMIT** button below. Once submitted, evaluations are no longer available for you to make further changes.

[Save For Later](#)   [Submit](#)

### **APIPHANI Tool Instructions:**

Access the APIPHANI Tool on the evaluate website.

Answer each question based on Likert scale of Never to Always.

Submit your APIPHANI.

See page 26 for a preview of the APIPHANI Tool.



THIS FORM IS A PREVIEW ONLY!

There are default headers or footers attached to form types or courses/rotations for your program. Please select the course/rotation and form you wish to preview for an accurate view. Please note, the default headers and footers will override any custom text entered in those fields.

{Select form type}



{Select course/rotation}



Reload Preview

(Question 1 of 1)	Never	1	2	3	4	5	6	7	8	9	Always
Please read the following statements and rank how often the statement describes you.											
I take advantage of suggested or supplemental readings for classes or seminars related to my profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I don't understand something, I seek clarification from an instructor or colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would do Continuing Education even if it wasn't required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pharmacy knowledge increases over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something needs to be done, I take the initiative to complete it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I identify potential problems and work to correct them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I notify my supervisor of any scheduling conflicts as soon as they arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I complete tasks or assignments on time without being reminded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I respond to emails and phone calls in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I thoughtfully contemplate the value of an item or situation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in community service or outreach events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud to be in the profession of pharmacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would consider donating to a charitable organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my clinical practice lost funding, I would continue to care for my patients as long as possible, despite receiving no payment for my services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I circumvent some laws that are inconvenient for me to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I'm late to work or a meeting, I blame traffic or find another excuse for my fault.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take responsibility for my actions, including potential mistakes and am concerned about evaluating the cause of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My needs are more important than those of my patients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect some sort of reward or return when I help someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I were the only health-professional in the area when a homeless man became nonresponsive and pulseless, I would call 911 but would not put myself at risk by performing CPR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe in equality for all and will stand up for minorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will not give immunizations to patients with HIV or hepatitis to protect myself and my staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>