

Table S1. Health & Wellness Projects will be evaluated by Experiential Education using the following Rubric:

Project elements	2= Exemplary	1= Acceptable	0= Unacceptable
Description of project	<ul style="list-style-type: none"> Project objectives are stated clearly, and in a way that demonstrates student understanding of the health and wellness needs 2.3, 2.4 Project intervention addresses identification, prevention and/or management, for individuals or specific populations to improve health and wellness 2.3,2.4 3.3 and Project evaluates personal, social, economic and environmental conditions to maximize health and wellness 3.4 and Project is a creative and/or unique way to address the health and wellness objective4.3 Creates a long-term or ongoing project over the course of the entire rotation 	<ul style="list-style-type: none"> Briefly lists objectives pertinent to the project Project addresses one or more of the following for individuals or specific populations to improve health and wellness: <ul style="list-style-type: none"> management prevention intervention Project evaluates one or more of the following: <ul style="list-style-type: none"> personal social economic environmental conditions to maximize health and wellness Scope of the project is appropriate In an already established program provides a unique perspective/input 	<ul style="list-style-type: none"> Project does not address management or prevention or intervention or educational strategies for individuals or specific populations to improve health and wellness Project does not evaluate personal or social or economic or environmental conditions to maximize health and wellness. Does not list objective of the project Participates in an already established program with no student input (other than attendance)
Materials	<ul style="list-style-type: none"> Creates original materials specific to the project 4.3 Provides a wide variety of materials, in more than one format Language and information is tailored for intended population3.5.3, 3.2, 3.6 at appropriate literacy level, language. 	<ul style="list-style-type: none"> Provides informational materials Uses pre-printed, non-original materials Minimal spelling and grammar mistakes Language is clear and patient appropriate 	<ul style="list-style-type: none"> No materials uploaded or described Many spelling and grammar mistakes Unprofessional language is used often (texting language)

	<ul style="list-style-type: none"> Materials are professional-looking, neat, visually appealing. Patient friendly language used. Information is accurate. 2.1 References are cited and/or provided 	<ul style="list-style-type: none"> References cited/provided 	<ul style="list-style-type: none"> Language is not patient friendly References not cited
Addressing the Standards	<ul style="list-style-type: none"> Addresses 3 or more standards 3.3, 2.1, 3.2, 3.5.3, 2.3, 2.4, 3.5 Provides specifics for each standard cited and States how this will address management, prevention and intervention of the specific population and Defines what outcomes are to be expected 	<ul style="list-style-type: none"> Addresses <3 standards OR Provides non-specific or generic examples OR Project addresses one or more of the following: <ul style="list-style-type: none"> management, prevention intervention OR Does not define what outcomes are to be expected 	<ul style="list-style-type: none"> Addresses < 2 standards and Provides non-specific or generic definition of the standard and Does not address management, prevention or intervention and Does not provide expected outcomes
Post project summary	<ul style="list-style-type: none"> Project outcomes are described in detail Description of the factors contributing to the outcomes of the program show student reflection on the planning and implementation of the program 3.1 Detailed information pertaining to the attendance and number of interventions conducted is included (specific numbers) 	<ul style="list-style-type: none"> Project outcomes and factors contributing to the outcomes are clearly stated Brief/generic information is given pertaining to the attendance/number of interventions conducted 	<ul style="list-style-type: none"> Post-project summary is missing Summary is too brief and generic to understand the outcomes
Essay	<ul style="list-style-type: none"> Shows expanded thought processes in describing a pharmacist's role in health and wellness 4.1, 4.3, 4.4 Exhibits self-awareness in relating health and wellness to future career goals/plans 4.1 	<ul style="list-style-type: none"> Adequately describes a pharmacist's role in health and wellness Explains how this role will impact the student's future career 	<ul style="list-style-type: none"> Does not accurately describe a pharmacist's role in health and wellness Does not link to student's future career

Exemplary project = 4 out of 5 exemplary scored project elements

Unacceptable = an unacceptable score in a project element requires revision of that element