The purpose of this course is to track the personal and professional growth of individual students. The course is the fourth of nine sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones. This course continues to expand on the 10 pharmacist attributes (problem solving/critical thinking, education, patient advocacy, cultural awareness, interprofessional collaboration, communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism). This course focuses on development of leadership, self-awareness, professionalism and innovative mindset.

Teaching Partnership Leader

Kathryn J. Smith, PharmD, BCACP
Email: ksmith@cop.ufl.edu
Office: HPNP 2303/GNV
Phone: 352-294-8287
Office Hours: By appointment only.
See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities
This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

Interprofessional Team Member Domain
   6. Collaborate as a member of an interprofessional team.

Practice Manager Domain
   13. Oversee the pharmacy operations for an assigned work shift.

Self-Developer Domain
   15. Create a written plan for continuous professional development.

Course-Level Objectives
Upon completion of this course, the student will be able to:
   1. Collaborate as an interprofessional team member to identify and examine causes that contributed to the etiology of a medical error.
2. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development.
3. Apply professional attitudes, values, and behaviors that are expected of a pharmacist in daily practice, in the community, and within the pharmacy profession.
4. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.
5. Demonstrate, through completion of milestone assessments, the expected knowledge, skills, attitudes, and values that exemplify readiness for coursework during year 3 of the Pharm.D. curriculum.

Course Pre-requisites
1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Completion of PHA 5023C Personal and Professional Development III.

Course Co-requisites
1. Year 2 Pharm.D. program courses.

Course Outline
Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

<table>
<thead>
<tr>
<th>Recommended Dates for Independent Study</th>
<th>Delivery Date &amp; Time</th>
<th>Mod#</th>
<th>Unit Topic</th>
<th>Contact Time [hr.]a</th>
<th>Faculty Author</th>
<th>Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 1/6/20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/7/2002</td>
<td>10:40 AM-12:35 PM</td>
<td>1.1</td>
<td>Active Learning Session 1: Leading Innovation and Change in Pharmacy</td>
<td>2</td>
<td>Kate Smith, Michelle Farland</td>
<td></td>
</tr>
<tr>
<td>1/7/2002</td>
<td>12:35 PM</td>
<td>1</td>
<td>In Class Assignment: Team Activity</td>
<td>IPE</td>
<td>Kate Smith, Michelle Farland</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>1/9/2020</td>
<td>1-4 PM</td>
<td></td>
<td>Interprofessional: IPLH (GNV and JAX in Gainesville)</td>
<td></td>
<td>Carol Anne Motycka</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Author</th>
<th>Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kate Smith, Michelle Farland</td>
<td></td>
</tr>
<tr>
<td>IPE</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>

1/14/2020
Watch: Launch your profession forward for good public policy
Watch: Talking to your representative
https://www.youtube.com/watch?v=Ok4HbFoQWLU

1/14/2020
Watch: How to talk to your Legislator
https://www.youtube.com/watch?v=7GbRzcp9cdQ
### PPD IV Syllabus

#### 1/14/2020

- **Watch:** RADM Scott Giberson's Keynote Address at the Tennessee Pharmacists Association Annual Meeting  
  [https://www.youtube.com/watch?v=I0f9GvaN2Xc](https://www.youtube.com/watch?v=I0f9GvaN2Xc)

#### 1/15/20

- **Assignment:** Email your State Representative
- **Assignment:** Identify Political Figures in Your District

#### 1/15/20 12:40-12:35 PM

- **Active Learning Session 2: Political Advocacy**  
  - **Carrol Anne Motycka**

#### Week 4 1/20/20

#### Week 5 1/27/20

- **Assignment:** Team Debriefing Individual Assignment 2 - Canvas
- **Team Debriefing 2**  
  - **Kate Smith**  
  - **1, 2, 3**

#### Week 6 2/3/20

#### Week 7 2/10/20

- **Interprofessional: IPLH (GNV and JAX in Gainesville) IPE**  
  - **1, 2, 3**

#### Week 8 2/17/20

- **Assignment:** Meet face-to-face or via video chat with Career Coach by this date.
- **Assignment:** Complete Career Coach Evaluation (link in Canvas)

#### Week 9 2/24/20

- **Assignment:** Assignment: Career Planning; CPD Assignment: Submit Cycle 2 Revision-Completed Reflection, Revised Plan, Brainstormed Learning Activities (Canvas AND Salesforce) Assignment: Team Evaluations (CATME)

#### Week 10 3/2/20

#### Spring Break

#### Week 11 3/9/20

- **Assignment:** Team Debriefing Individual Assignment 3

#### Week 12 3/16/20

#### Week 13 3/23/20

#### Week 14 3/30/20

- **Milestone Week**

#### 3/30/20 8:30-10:30 AM 4/6/20

- **2PD Capstone Part 1**  
  - Students will be on their assigned campuses for this part of the capstone, assigned times will be posted on Canvas

#### 4/13/20

- **2PD Capstone Part 2 Dental IPE**  
  - ORL/JAX 1-4pm  
  - GNV 3-6pm  
  - See Canvas for more details

#### 4/20/20

- **Top 200 Exam**

#### Week 15 4/6/20
<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Date</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance at Course Meetings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• ALS 1: Leading Innovation and Change</td>
<td>Jan 8, 2020</td>
<td>20%</td>
</tr>
<tr>
<td>• ALS 2: Advocacy</td>
<td>Jan 15, 2020</td>
<td></td>
</tr>
<tr>
<td>• Team Debriefing 2 Attendance</td>
<td>Jan 27, 2020</td>
<td></td>
</tr>
<tr>
<td>• IPLH 1 (GNV, JAX)</td>
<td>Jan 9, 2020</td>
<td></td>
</tr>
<tr>
<td>• IPLH 2 (GNV, JAX)</td>
<td>Feb 13, 2020</td>
<td></td>
</tr>
<tr>
<td>• Team Debriefing 3 Attendance</td>
<td>March 13, 2020</td>
<td></td>
</tr>
<tr>
<td><strong>Quizzes and Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Syllabus Quiz</td>
<td>Jan 8, 2020</td>
<td>20%</td>
</tr>
<tr>
<td>• Leading Innovation and Change ALS: Team Activity</td>
<td>Jan 8, 2020</td>
<td></td>
</tr>
<tr>
<td>• Advocacy: Email your State Rep</td>
<td>Jan 15, 2020</td>
<td></td>
</tr>
<tr>
<td>• Advocacy: Identify Political Figures in your District</td>
<td>Jan 15, 2020</td>
<td></td>
</tr>
<tr>
<td>• Team Debrief 3: In Class Individual Assignment</td>
<td>March 13, 2020</td>
<td></td>
</tr>
<tr>
<td><strong>Team Related Activities and Assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Team Debriefing 2 Individual Assignment</td>
<td>Jan 27, 2020</td>
<td>20%</td>
</tr>
</tbody>
</table>

Total Instructor Contact Hours with consideration of “C” designation: 8 contact hours + out of class assignments/activities.
• Team Debriefing 2 Team Assignment  
  • CATME  
  • Team Debriefing 3 Individual Assignment  
  • Team Debriefing 3 Team Assignment  
  • CATME  
  • Team Performance Scale  

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuing Professional Development and Career Coach Activities/Assignments</strong></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>• CPD Cycle 2 Draft</td>
<td>Feb 28, 2020</td>
<td></td>
</tr>
<tr>
<td>• Career Coach Meeting</td>
<td>Feb 17, 2020</td>
<td></td>
</tr>
<tr>
<td>• Career Coach Evaluation</td>
<td>Feb 17, 2020</td>
<td></td>
</tr>
</tbody>
</table>

**Co-Curricular Hours**  
- 10 hours of Co-curricular activities completed  

**Milestones**  
- SJT  
- 2PD Capstone  
- Calculations Exam  
- Professionalism  
- Top 200 Drug Exam  

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SJT</strong></td>
<td>March 13, 2020</td>
<td>Not counted towards PPD numeric grade but must be completed to pass course</td>
</tr>
<tr>
<td><strong>2PD Capstone</strong></td>
<td>March 31- April 1, 2020</td>
<td></td>
</tr>
<tr>
<td><strong>Calculations Exam</strong></td>
<td>March 30, 2020</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>April 20, 2020</td>
<td></td>
</tr>
<tr>
<td><strong>Top 200 Drug Exam</strong></td>
<td>April 3, 2020</td>
<td></td>
</tr>
</tbody>
</table>

**Total**                                   | 100%                         |                                            |

**Course Specific Policies**

**PPD Quiz Policy**  
- Students must earn a score of 80% or higher on each quiz. Students will be given 2 attempts to complete the quiz to earn the passing score. The score that is the higher of the 2 attempts will be used to calculate the students course grade  
- If the passing score is not earned on the second attempt, a makeup assignment will be required for a student to complete to demonstrate competence in the content area.

**PPD Late Assignment Policy**  
- If any assignment is turned in late, but within 24 hours of the original deadline, students will receive a 10% point deduction in their score (max score possible = 90%).  
- If any assignment is turned in late, but within 72 hours of the original deadline, students will receive a 20% deduction in their score (max score possible = 80%).  
- If any assignment is turned in late, but within 1 week of the original deadline, students will receive a 50% deduction in their score (max score possible = 50%).  
- If any assignment is turned in late, but more than 1 week past the deadline will receive a score of 0, but the assignment must still be completed in order to get a passing grade in the class.
Milestone Descriptions

**2PD Capstone** The 2PD Capstone will be a 2 day experience in the Spring semester. The capstone consists of one inpatient encounter and one outpatient follow-up encounter with the same patient in an interprofessional setting. Performance on the capstone will be assessed with a multiple choice quiz on Canvas related to the patient’s EHRGo Chart, a discharge counseling rubric, and the UF COP SOAP Note rubric. The minimum performance standard to pass this milestone assessment is 70% on each portion of the capstone and a grade of “meets expectations” or “exceeds expectations” on the written pharmacy care note.

**Calculations Milestone** The calculations milestone will be an examination delivered in the Spring semester. The examination will address calculations encountered in pharmacy practice that draw on previous coursework in the curriculum. Performance for each calculation will be assessed by the accuracy of the entered numerical answer for each question (with specified rounding). The minimum performance standard to pass this milestone assessment is 70%.

**Professionalism Milestone** The professionalism milestone will be a direct observation of student behaviors inside and outside the classroom throughout the entire academic year. It will be assessed using the Professionalism Advisement Plan (the plan is subject to change; the most recent version can be found here: https://curriculum.pharmacy.ufl.edu/current-students/course-policies/#professionalism). Students who progress through all of the steps of the Professionalism Accountability Plan will not pass the Professionalism Milestone. The students who have been found to violate the Student Code of Conduct with sanctions specifying failure of the Professionalism Milestone will not pass this milestone.

**Top 200 Drugs Milestone** The top 200 drug milestone is an examination delivered in each semester of the Professional Practice Skills lab sequence. The examination will include information about the most frequently prescribed medications. For more information about the content and structure of this examination and how it will contribute to your grade in the Professional Practice Skills Lab course, please refer to the syllabus for that course. The score of this examination is also considered a milestone. The minimum passing score for successful completion of this milestone is 80% for the first professional year of the curriculum and 73% for second and third professional years of the curriculum.
Educational Technology Use
The following technology below will be used during the course and the student must have the appropriate technology and software.
1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System
3. Salesforce©
4. Qualtrics®
5. CATME©

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

Pharm.D. Course Policies
The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/ See Appendix C for the Professionalism Accountability Plan.
Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Kathryn J. Smith, PharmD, BCACP
Email: ksmith@cop.ufl.edu
Office: HPNP 2303/GNV
Phone: 352-294-8287
Office Hours: By appointment.

Questions to Ask:
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Co-Curriculum Program Specialist:
Sarah Mazorra
Email: smazo@cop.ufl.edu
Office: HPNP G-235
GNV Phone: 352-273-8203

Questions to Ask:
- Anything related to co-curricular activities
- Anything related to the Career Coach program (issues contacting coach, Salesforce Portfolio, CPD, deadlines, etc.)
- Anything related to the interprofessional education component of the course.
- Issues related to course policies (make-up assignments)
- Questions about dates, deadlines, meeting place
- General questions about content and assignment directions
- Questions about grade entries gradebook (missing grades, incorrect grades)

Academic/Education Coordinators:

Absent/Tardy Email: absent2pd@cop.ufl.edu

McKenzie Wallen, Education Coordinator
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus

Ivertta Allen, Education Coordinator
Email: iallen1@cop.ufl.edu
Office: Orlando Campus
Questions to Ask:
- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Co-Curricular Program Specialists handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)
- Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SoftTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Other Teaching Partnership Faculty Members:

Michelle Z. Farland, PharmD, BCPS, CDE
Email: mfarland@cop.ufl.edu
Office: HPNP 3307/GNV
Phone: 352-273-6293

Carol Motycka, Pharm.D., BCACP
Jacksonville Course Facilitator & Co-curriculum Coordinator
Email: motycka@cop.ufl.edu
Office: JAX
Phone: 904-244-9590

Lisa Vandervoort, Pharm.D.
Orlando Course Facilitator & Co-curriculum Coordinator
Email: lvandervoort@cop.ufl.edu
Office: ORL
Phone: 407-313-7031
## Appendix B

### Career Coach Assessment

**Self-Awareness:** How would you rate the student’s level of self-awareness? (We define self-awareness as being able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth)

<table>
<thead>
<tr>
<th>Global Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: With <strong>extensive coaching</strong>, the student does <strong>NOT</strong> meet the definition of self-awareness.</td>
</tr>
<tr>
<td>Level 2: With <strong>extensive coaching</strong>, the student is able to meet the definition of self-awareness.</td>
</tr>
<tr>
<td>Level 3: With <strong>moderate coaching</strong>, the student is able to meet the definition of self-awareness.</td>
</tr>
<tr>
<td>Level 4: With <strong>minimal coaching</strong>, the student meets the definition of self-awareness.</td>
</tr>
<tr>
<td>Level 5: With <strong>no coaching</strong>, the student <strong>independently</strong> meets the definition of self-awareness.</td>
</tr>
</tbody>
</table>

**Professionalism:** How would you rate the student’s level of professionalism? (We define professionalism as being able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.)

<table>
<thead>
<tr>
<th>Global Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: With <strong>extensive coaching</strong>, the student does <strong>NOT</strong> meet the definition of professionalism.</td>
</tr>
<tr>
<td>Level 2: With <strong>extensive coaching</strong>, the student meets the definition of professionalism.</td>
</tr>
<tr>
<td>Level 3: With <strong>moderate coaching</strong>, the student meets the definition of professionalism.</td>
</tr>
<tr>
<td>Level 4: With <strong>minimal coaching</strong>, the student meets the definition of professionalism.</td>
</tr>
<tr>
<td>Level 5: With <strong>no coaching</strong>, the student <strong>independently</strong> meets the definition of professionalism.</td>
</tr>
</tbody>
</table>

**Career Planning & Continuing Professional Development:** To what extent has the student established a career path?

<table>
<thead>
<tr>
<th>Global Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not defined: the student is undecided about his/her career area in pharmacy.</td>
</tr>
</tbody>
</table>
Somewhat defined: the student is somewhat sure about the type of pharmacy practice he/she desires. He/She can state a desired future career path, but is contemplating multiple career options.

Defined: the student has clearly identified a future career path/area of pharmacy practice.

**Career Planning & Continuing Professional Development:** How would you rate the student’s ability to establish personal goals as part of Continuing Professional Development?

<table>
<thead>
<tr>
<th>Global Score</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: With extensive coaching, the student is NOT able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 2: With extensive coaching, the student is able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 3: With moderate coaching, the student is able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 4: With minimal coaching, the student is able to establish appropriate goals.</td>
<td></td>
</tr>
<tr>
<td>Level 5: With no coaching, the student independently established appropriate goals.</td>
<td></td>
</tr>
</tbody>
</table>