

# PHA 5025C Personal and Professional Development V

Fall 2020 – Year 3

*0.5 Credit Hour – [Satisfactory/Unsatisfactory Grading]*

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*The purpose of this course is to track the personal and professional growth of individual students. This course is the fifth of nine sequential courses that serve as an anchor for the co-curriculum and 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 an innovative and entrepreneurial mindset, self-awareness, and professionalism.*

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## Teaching Partnership Leader

Stacy Miller, Pharm.D., MBA, BCACP

- Email: [stacy.miller@cop.ufl.edu](mailto:stacy.miller@cop.ufl.edu)
- Office GNV HPNP 4323

Office Hours: Tuesday from 9am-10am with the exception of September 8<sup>th</sup> which will be 12 – 1 pm.  
Please see Canvas course for Zoom meeting ID.

*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:

1. EPA D1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
2. EPA D2. Exhibit commitment to patients and the community by serving as an advocate and leader.
3. EPA D3. Demonstrate responsibility for personal and professional development.

## Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Develop value-based improvements that benefit patient care, healthcare costs, and practice by using an innovative mindset and entrepreneurial thinking in solving patient and practice cases.

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2. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.
3. Conduct a risk-benefit analysis for implementation of an innovative idea.
4. Establish goals for continuing professional development based on self-awareness in reflecting on personal development needs.
5. Embody professional attitudes, values, and behaviors across the curriculum that are expected of a pharmacist in daily practice, in the community, and within the pharmacy profession.
6. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.
7. Demonstrate, through completion of milestone assessments, the expected knowledge, skills, attitudes, and values that exemplify readiness for coursework during year 4 of the Pharm.D. curriculum.

## Course Pre-requisites

1. Completion of all Year 2 Pharm.D. program coursework including milestones.

## Course Co-requisites

1. All Fall Semester Year 3 Pharm.D. program coursework.

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## 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.

Date [Recommended dates for independent study]	Due Date	Delivery Time	Mod#	Activity	Unit Topic	Responsible	Contact Time [hr.]
			1	Module	Module 01: Introduction to Year 3 of Personal and Professional Development	Stacy Miller	
				Learning Objectives	Insert All Learning Objectives into this Cell	Stacy Miller	
08/19/20			1.1	Video Lecture	Watch: Course Introduction Video	Stacy Miller	0.5
08/19/20				Video Other	Watch: TED Talk: Eduardo Briceno: How to get better at the things you care about	Stacy Miller	0.25
08/19/20				Video Other	Watch: TED Talk: Steven Johnson: Where good ideas come from	Stacy Miller	0.25
08/19/20				Video Other	Watch: TED Talk: Joi Ito: Want to innovate? Become a "now- ist"	Stacy Miller	0.25
08/19/20				Video Other	Watch: TED Talk: Stefan Sagmeister: The power of time off	Stacy Miller	0.25
	08/26/20	11:59pm		Assignment Graded	Assignment: Submit Team Contract into Canvas course site. Only 1 person from team needs to upload the document.	Stacy Miller	
	08/26/20	11:59pm		Quiz Online Graded	Assignment: Complete Syllabus Agreement (Canvas)	Stacy Miller	
		TBD		Assignment Graded	ORL only: IPE * students will receive information from Dr. St. Onge	Erin Lyn St Onge	
	09/14/20	11:59pm		Assignment Graded	Assignment Due: Career Planning; CPD Assignment: Submit Cycle 2 Reflect/Plan (Canvas AND Salesforce)	Priti Patel	
	09/14/20	11:59pm		Assignment Graded	Assignment Due: Updated CV (Canvas AND Salesforce)		
		TBD - Week of Oct 12		Active Learning Session--VC	IPE/Opioids: All campuses (Zoom)	Karen Whalen	3
			2	Module	Module 02: Team Debriefing 1	Stacy Miller	
	10/07/20	11:59pm		Assignment Graded	Assignment: Peer Evaluations (CATME)	Stacy Miller	
10/19/20				Learning Objectives	Insert All Learning Objectives into this Cell	Stacy Miller	

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10/19/20		Video Other	Watch: TED talk – Celeste Headlee: 10 ways to have a better conversation	Stacy Miller	0.25
10/19/20		Video Other	Watch: TED talk – Kathryn Schulz: on being wrong	Stacy Miller	0.25
10/19/20		Video Other	Watch: TED talk – Julian Treasure: 5 ways to listen better	Stacy Miller	0.25
10/19/20		Video Other	Watch: TED talk – Margaret Heffernan: Dare to disagree	Stacy Miller	0.25
Various		Assignment Graded	Assignment: Team Debriefing Individual Assignment 1 (Canvas) - see below for due dates	Stacy Miller	
Various		Active Learning Session--VC	Team Debriefing 1	Stacy Miller	0.5

Debriefing Dates:	Individual Assignment Due date
10/21/20 11:30-12:30 - GROUP A	10/21/20 @10:30am
10/23/20 10:30-11:30am - GROUP B	10/23/20 @9:30am
10/26/20 11:30-12:30 - GROUP C	10/26/20 @10:30am

Various		Assignment Graded	Assignment: Team Debriefing Team Assignment 1 (Canvas) - see above for due dates	Stacy Miller	
10/31/20	11:59pm	Assignment Graded	Assignment: Meet face-to-face or via video chat with Career Coach by this date.	Stacy Miller	1
10/31/20	11:59pm	Assignment Graded	Assignment: Complete Career Coach Evaluation (Salesforce)	Stacy Miller	
11/20/20	11:59pm	Assignment Graded	Assignment: Peer Evaluations (CATME)	Stacy Miller	
11/20/20	11:59pm	Assignment Graded	Submit Co-Curricular Activities (5 hours) (Canvas AND Salesforce)	Stacy Miller	
<b>Total Course Hours</b>					<b>7</b>

\*\*\*Below are known dates/activities for **Spring 2020**. An updated syllabus will be posted once all dates/times have been finalized.

<i>Date Recommended Dates for Independent Study</i>	<i>Mod#</i>	<i>Unit Topic</i>	<i>Contact Hours [hr.]<sup>a</sup></i>	<i>Faculty Author</i>	<i>Learning Objectives Covered</i>
<b>2/15/21 11:59PM</b>		Assignment: Meet face-to-face or via video chat with Career Coach by this date.	1.0hr	Patel	4
<b>2/15/21 11:59PM</b>		Assignment: Complete Career Coach Evaluation (link in Canvas)			4

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<i>Date Recommended Dates for Independent Study</i>	<i>Mod#</i>	<i>Unit Topic</i>	<i>Contact Hours [hr.]<sup>a</sup></i>	<i>Faculty Author</i>	<i>Learning Objectives Covered</i>
<b>4/19/21 11:59pm</b>		Assignment: Career Planning; CPD Assignment: Submit Cycle 2 Complete (Canvas AND Salesforce)			4
<b>4/19/20</b>		Co-curricular Activities (5 hours) due	5 hr		6
<b>TBD</b>		Milestone Assessments <ul style="list-style-type: none"> <li>• Professionalism Milestone</li> <li>• 2PD Capstone</li> <li>• Situational Judgement Test</li> <li>• Calculations Exam</li> <li>• Top 200 Drug Exam</li> </ul>		Various	4, 5, 6, 7

## Required Textbooks/Readings

As posted in Canvas for each learning module.

- Use [UF VPN to access UF Libraries Resources](#) when off-campus.
- The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL:  
<http://www.library.health.ufl.edu/>

## Suggested Textbooks/Readings

As posted in Canvas for each learning module.

## Other Required Learning Resources

None

## Materials & Supplies Fees

None

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# Student Evaluation & Grading

Personal and Professional Development is a **pass/fail** course. Students must receive at least 80% of points assigned in the course in order to receive a passing grade on their transcript. Passing also requires completion of all course activities and assignments, including milestones where appropriate.

Assessment Item	Date
<b>Attendance at Course Meetings</b> <ul style="list-style-type: none"> <li>• IPE</li> <li>• Team Debriefing Attendance</li> </ul>	See schedule above See schedule above
<b>Quizzes and Assignments</b> <ul style="list-style-type: none"> <li>• Syllabus contract</li> </ul>	Aug 26
<b>Team Related Activities and Assignments</b> <ul style="list-style-type: none"> <li>• Team Contract</li> <li>• CATME #1</li> <li>• Team Debriefing Individual Assignment</li> <li>• Team Debriefing Team Assignment</li> <li>• CATME #2</li> </ul>	Aug 26 Oct 7 various various Nov 20
<b>Continuing Professional Development and Career Coach Activities/Assignments</b> <ul style="list-style-type: none"> <li>• Electronic Portfolio Update w/CV</li> <li>• CPD Submission</li> <li>• Career Coach Meeting</li> <li>• Career Coach Evaluation</li> <li>• Co-curricular hours</li> </ul>	Sept 14 Sept 14 Oct 31 Oct 31 Nov 20
<b>Total</b>	

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## Milestone Descriptions

**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%.

**Objective Structured Clinical Examination (OSCE)** The OSCE will be a direct observation of your clinical skills that includes 8 stations. During this examination students will be required to interact with actors portraying patients/other healthcare providers. You will also be required to solve common problems encountered in clinical practice.

This examination is administered as part of the Professional Practice Skills Lab course series. The raw score earned for this assessment will be applied to the course grade in the Professional Practice Skills Lab course. The minimum performance standard to pass this milestone is 2 standard deviations above the mean for your class cohort.

**Pharmacy Curriculum Outcomes Assessment (PCOA)** The PCOA examination is a nationally standardized examination that all students across the country are required to take. The examination assesses knowledge across all areas of the curriculum. To pass this milestone, students must complete the exam to the best of their ability. The college relies on students to complete this assessment to the best of their ability as we use the results in numerous ways: 1) provide

each student with benchmark information so they can see how their knowledge compares to other students in the same training year across the country; 2) to assist in creating individualized learning plans for students; and 3) to identify areas of the curriculum that need improvement by the faculty.

**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 Accountability Plan (Appendix C). Students who accumulate 6 or more professionalism violations according to 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

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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. PharmAcademic™

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/>



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# 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

- All assignments are due by the date and time specified in the syllabus.
- 3 or more late assignments will incur a Professionalism Lapse that will count towards the steps in the Professionalism Advisement Plan.
- Late assignments will be subject to a make up assignment in addition to required submission of the original assignment.
- The make up assignment will be sent approximately one month before the end of the course.
- Students failing to submit both the original and make up and assignments by the specified due date will receive an Incomplete grade in the course.

If a student fails to complete three or more assignments by their original deadlines specified in the syllabus, the student will receive a Professionalism Lapse that will count towards the steps in the Professionalism Advisement Plan.

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## Appendix A. Course Directory

### Teaching Partnership Leader/Course Director:

Stacy Miller, Pharm.D., MBA, BCACP

Email: [stacy.miller@cop.ufl.edu](mailto:stacy.miller@cop.ufl.edu)

Office: GNV HPNP 4323

#### 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](mailto: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)

### Instructional Designer:

Name: Elliot Tordoff

Office: HPNP 4309

Email: [etordoff@cop.ufl.edu](mailto:etordoff@cop.ufl.edu)

Phone: 352-294-5215

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## Academic Coordinator:

Misti Merrill

Email: [mrucks777@cop.ufl.edu](mailto:mrucks777@cop.ufl.edu)

Office: HPNP4312

Absent/Tardy Email: [absent3pd@cop.ufl.edu](mailto:absent3pd@cop.ufl.edu)

## Educational Coordinators:

McKenzie Wallen

Email: [mwallen@cop.ufl.edu](mailto:mwallen@cop.ufl.edu)

Office: Jacksonville Campus

Iverta Allen

Email: [iallen1@cop.ufl.edu](mailto: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 Academic Coordinator 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 SofTest 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:

Anthony Casapao, Pharm.D  
Email: [casapao@cop.ufl.edu](mailto:casapao@cop.ufl.edu)  
Office: JAX  
Phone: 904-244-9129

Erin St. Onge, Pharm.D  
Email: [stone@cop.ufl.edu](mailto:stone@cop.ufl.edu)  
Office: ORL  
Phone: 407-313-7004

# 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)

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

**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.)

<b>Global Score</b>	
Level 1: With <b>extensive coaching</b> , the student does <b>NOT</b> meet the definition of professionalism.	
Level 2: With <b>extensive coaching</b> , the student meets the definition of professionalism.	
Level 3: With <b>moderate coaching</b> , the student meets the definition of professionalism.	
Level 4: With <b>minimal coaching</b> , the student meets the definition of professionalism.	
Level 5: With <b>no coaching</b> , the student <b>independently</b> meets the definition of professionalism.	

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

<b>Global Score</b>	
Not defined: the student is undecided about his/her career area in pharmacy.	
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.	

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Defined: the student has clearly identified a future career path/area of pharmacy practice.	
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**Career Planning & Continuing Professional Development:** How would you rate the student’s ability to establish personal goals as part of Continuing Professional Development?

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

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

<b>Global Score</b>	
Level 1: With <b>extensive coaching</b> , the student does <b>NOT</b> meet their goals.	
Level 2: With <b>extensive coaching</b> , the student is able to meet their goals.	
Level 3: With <b>moderate coaching</b> , the student is able to meet their goals.	
Level 4: With <b>minimal coaching</b> , the student is able to meet their goals.	
Level 5: With <b>no coaching</b> , student <b>independently</b> meets their goals.	

# Appendix C

## PROFESSIONALISM ADVISEMENT PLAN

### Introduction

Caring for patients is a responsibility and privilege of practicing as a pharmacist. This responsibility requires one to exhibit professional behaviors and values that are consistent with the trust given to our profession by patients, other health care providers, and society as a whole. The University of Florida College of Pharmacy is dedicated to promoting professional behaviors and values both within and outside the classroom.

Consistent with the expectations of a pharmacist, students are held to the highest professional standards in the classroom and experiential patient setting, as well as outside of the educational learning environment. Punctuality, preparedness, and engagement are expected. Appropriate behaviors and actions befitting a professional member of the community are imperative to the advancement of students in this program.

The following are examples of professional behavior expected of all College of Pharmacy students. It is important to note that these are a few examples and this list is not comprehensive.

- Students arrive to class early and are prepared for the start of class and when returning from breaks.
- Students adhere to any and all dress code regulations, as set forth and expected for specific settings (in class, experiential rotations, co-curricular activities).
- Students conduct themselves in a respectful, non-disruptive manner within and outside of the classroom.
- Students remain engaged throughout the duration of any course or experiential practice.
- Students maintain an ethical and professional digital citizenship when participating in any online platform.
- Students meet deadlines and appointment times.
- Students communicate (verbal, written, and body language) in a professional and respectful manner.

To help provide guidance and training for students in the programs, lapses of professional behaviors are documented as concerns by the College faculty and staff. Concerns are typically addressed with the student as prescribed below; however a serious lapse or a repetitious pattern of lapses may warrant a tailored response including, but not limited to, accelerated follow-up action.

Any incident which violates the Student Honor Code will be handled as outlined in the Student Honor Code (e.g. academic dishonesty, harassment, etc.). In the adjudication of cases before the Health Science Center Student Conduct Committee, failure of the Professionalism Milestone may be a sanction administered by that group.

Incidents are tracked based on the following schedule:

1PD: August – April

2PD – 4PD: May – April

If a student incurs 6 professionalism lapses in a single academic year, this will result in failure of the Professionalism Milestone.

Professionalism Lapse	Follow Up Action
1st incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This email serves as official notice to the student that the College is aware of a lapse in professional behavior.
2 <sup>nd</sup> incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This email serves as official notice to the student that the College is aware of a lapse in professional behavior.
3 <sup>rd</sup> incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This email serves as official notice to the student that the College is aware of a lapse in professional behavior. <u>One-on-one meeting with the Student Affairs Coordinator</u> to discuss professionalism lapse and identity problems that could be contributing to this behavior. If follow up is needed, the appropriate individual(s) will be notified (e.g. Assistant Dean for Student Affairs, Campus Dean, Director of Personal and Professional Development, etc.).
4 <sup>th</sup> incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This email serves as official notice to the student that the College is aware of a lapse in professional



	behavior. <u>Student is referred to Professionalism Committee.</u> Personal and Professional Development Course Director to attend meeting. Purpose of this meeting is mentoring and coaching. Committee meets with student, discusses issues and provides counseling. Student will develop an action plan to address and mitigate future professionalism lapses.
5 <sup>th</sup> incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This email serves as official notice to the student that the College is aware of a lapse in professional behavior. <u>Student meets with Assistant Dean for Student Affairs.</u>
6 <sup>th</sup> incident	<b>Failure of Professionalism Milestone</b> ; referral to Academic and Professional Standards Committee (APSC).

### Failing the Professionalism Milestone

A student who fails the Professionalism Milestone will be issued an "I" in the PPD course and referred to the Professionalism Committee to discuss expectations for professional growth and receive guidance on development of the Professionalism Improvement Plan (PIP). The student will then meet with the Academic and Professional Standards Committee (APSC) to discuss failure of the Professionalism Milestone, expectations for completing the professionalism improvement plan (PIP), and inform the student they will be on an Accelerated Professionalism Accountability Plan for one year. Students must send the PIP to the Assistant Dean of Student Affairs 48 hours prior to meeting with the APSC. When the student begins their PIP, they will also be placed on an Accelerated Professionalism Accountability Plan (below). Students on a PIP are not permitted to represent the college by holding an office in a student organization nor through college-associated travel. When the student successfully completes the PIP, the grade in the PPD course will be changed to an "S". To successfully complete the PIP, the student must demonstrate fulfillment of the plan to the Professionalism Committee. The committee will then provide a recommendation to the Assistant Dean of Student Affairs. A student on an accelerated professionalism accountability plan without reaching their third incident may be cleared to represent the college (i.e. holding an office or through college-associated travel) after the PIP has been completed.

The Accelerated Professionalism Accountability Plan restarts the cycle of accountability and allows for two professionalism lapses prior to dismissal from the college. The first lapse will result in automatic referral to the Professionalism Committee for mentoring. If a second professionalism lapse occurs, the student will be referred to the Professionalism Committee for mentoring and receive an assignment which must be submitted by the assigned deadline. The student will also be required to meet with the Associate Dean for Professional Education. If a student incurs a third professionalism lapse, they will be dismissed from the college.

**Accelerated Professionalism Accountability Plan**

<b>Professionalism Lapse</b>	<b>Follow Up Action</b>
1st incident	Referral to Professionalism Committee. Personal and Professional Development Course Director to attend meeting. Purpose of this meeting is mentoring and coaching. Committee meets with student, discusses issues and provides counseling.
2 <sup>nd</sup> incident	Second referral Professionalism Committee. Second advising session and assignment of essay in addition to other PIP assignments. Meeting with Associate Dean for Professional Education.
3 <sup>rd</sup> incident	Dismissal from the College

Incidents are tracked based on the following schedule:

1PD: August – April

2PD – 4PD: May – April