

# PHA 5021C

## Personal and Professional Development I

Fall 2020

*0.5 Credit Hour – [Satisfactory/Unsatisfactory]*

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*The purpose of this course is to introduce the skills, attitudes, and values that are essential for achieving high performance in healthcare practice and in achieving personal career success.*

*The course is also the first of nine sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones. This course provides an introduction to the 10 pharmacist attributes (self-awareness, professionalism, innovation and entrepreneurship, leadership, problem solving/critical thinking, interprofessional collaboration, communication, education, patient advocacy, cultural awareness) that will be learned across these nine courses. The focus of this course will be on self-awareness, but will also include: problem-solving/critical thinking, innovation/entrepreneurship, and interprofessional collaboration.*

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### Teaching Partnership Leader

Priti N. Patel, Pharm.D., BCPS

- Email: [ppatel@cop.ufl.edu](mailto:ppatel@cop.ufl.edu)
- Office GNV HPNP 2314A
- Virtual Office Hours: Fridays 10:00-11:00 am. Please see Canvas for Zoom meeting info

*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.

#### **Self-Development Domain**

15. Create a written plan for continuous professional development.
- EPA D3. Demonstrate responsibility for personal and professional development.

## Course-Level Objectives

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

1. Describe the performance expected upon graduation (i.e., pharmacist attributes) for each of the following and how you will progressively accomplish these abilities across the next four years:
  - a. Problem-solver
  - b. Educator
  - c. Patient Advocate
  - d. An Includer via cultural sensitivity
  - e. Interprofessional Collaborator
  - f. Communicator
  - g. Self-awareness
  - h. Leadership
  - i. Innovative mindset
  - j. Professionalism
2. Explain the role of the co-curriculum in accomplishing personal and professional development for becoming a pharmacist.
3. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.
4. Assess potential career path options as a pharmacist and develop an initial plan for personal career development.
5. Demonstrate an understanding of the continuing professional development process.
6. Outline the critical thinking dispositions important for effortful thinking, learning, and caring for patients.
7. Describe the role and basic steps of reasoning in patient problem solving (i.e. clinical reasoning) and practice techniques in developing and evaluating explanations and arguments.
8. Describe logical fallacies to avoid, particularly those that are common to errors in clinical reasoning.
9. Describe and demonstrate the IDEALS approach to problem solving and explain how it relates to clinical problem solving.
10. Participate effectively as an interprofessional team member that establishes a relationship with a patient family and during this activity: a) demonstrate effective team member skills, b) explain the roles and responsibilities of various team members, and c) describe the importance of effective communication skills.
11. Perform brief tobacco interventions utilizing motivational interviewing when working as part of an interprofessional team.
12. Demonstrate ability to successfully complete 10 hours of co-curricular activities that contribute to achieving personal and professional development.
13. Document initial personal and professional development by establishing an electronic portfolio.

## Course Pre-requisites

1. Admission to the Doctor of Pharmacy program.

## Course Co-requisites

1. Pharm.D. program courses in Block 1 and 2.

## 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.

Recommended Dates for Independent Study	Delivery Date	Delivery Time	Mod#	Activity	Unit Topic	Contact Time [hr.]	Responsible
			1	Module	Module 1: Introduction to Personal and Professional Development – Role of the Co-Curriculum and Milestone Assessments		Whalen, Patel
08/19/20			1	Video Lecture	Watch: Overview of the Personal and Professional Development course sequence	0.75	Patel
08/19/20			1	Video Lecture	Watch: Performance Expectations – Milestone Assessments	0.25	Whalen
	08/24/20	11:59pm		Assignment Graded	Assignment: Submit Team Contract into Canvas course site. Only 1 person from team needs to upload the document.		Patel
	08/24/20	11:59pm	1	Assignment Graded	Assignment: Syllabus Agreement (Canvas)		Patel
			2	Module	Module 2: Self-Awareness Introduction		Patel
08/24/20			2	Video Lecture	Watch: Introduction to Self-Awareness	0.5	Patel
08/24/20			2	Video Other	Watch: TED Talk – Brian Little: Who are you, really? The puzzle of personality	0.25	
08/24/20			2	Video Other	Watch: TED Talk – Guy Winch: Why we all need to practice emotional first aid	0.25	
08/24/20			2	Video Other	Watch: TED Talk – Carol Dweck: The power of believing that you can improve	0.15	
08/24/20			2	Video Other	Watch: TED Talk – Angela Duckworth: Grit: the power of passion and perseverance	0.1	
	08/28/20	11:59pm	2	Quiz Online Graded	Assignments: Complete Online Quiz (Canvas)		Patel
	08/28/20	11:59pm	2	Assignment Graded	Assignment: Complete Grit-S (upload to Canvas and Salesforce)		Patel
			3	Module	Module 3: Self-Directed Learning		Patel
09/01/20			3	Video Lecture	Watch: Self-Directed Learning	0.5	Farland
	09/01/20	11:59pm	3	Assignment Graded	Assignments: Complete SRSSDL Assessment (upload to Canvas and Salesforce) Complete Index of Learning Styles Questionnaire (upload to Canvas and Salesforce)		Patel
			4	Module	Module 4: APhA Career Pathway Evaluation Program		Patel

09/01/20	11:59pm	4	Assignment Graded	Assignment: Briefing Document – bring completed briefing document to class on 9/2/2020		
09/02/20	10:40-12:35	4	Active Learning Session--VC	Active Learning Session 2: Five-Step Vigilant Decision-Making Process for Career Planning	1	Patel
		5	Module	Module 5: Continuing Professional Development		Patel
09/04/20		5	Video Lecture	Watch: Continuing Professional Development	0.5	Patel
		6	Module	Module 6: Writing SMART Goals		Farland
09/08/20		6	Video Lecture	Watch: Introduction to Writing SMART Goals	0.3	Farland
09/08/20		6	Video Lecture	Watch: Five Rules of Goal Setting – How to Set SMART, Motivating Personal Goals		Farland
09/10/20	1:00-5:00		PPD IPE	Interprofessional Tobacco Awareness and Cessation Training (ATTAC-IT program) Call campuses via Zoom	4	Farland
09/14/20		5	Assignment Graded	<b>Assignment: Electronic Portfolio (Canvas AND Salesforce)</b> <ul style="list-style-type: none"> <li>• Upload CV</li> <li>• Upload learning preferences</li> <li>• Upload Strength Quest/Finders Results</li> <li>• Grit-S Scale ADD CPD</li> <li>• CPD Fall assignment</li> </ul>		Patel
09/15/20	10:40-12:35		PPD IPE	Putting Families First/ Interprofessional Family Health (GNV/ORL only)	2	Allen, Patel
09/15/20	1:00-3:00		PPD IPE	Putting Families First/ Interprofessional Family Health (JAX only)	2	Motycka
09/16/20	11:59pm	4	Assignment Graded	Assignment: Career Preferences Survey (Salesforce)		<b>Patel</b>
09/16/20	11:59pm	5	Assignment Graded	Assignment: Review Career Coach Bios and post the rank list into PharmAcademic (If you do not post your rank list, you will not be permitted an opportunity to select your career coach.)		Patel
09/17/20	11:59pm	8	Assignment Graded	Assignment: Peer Evaluations (CATME)		Patel
		7	Module	Module 7: Problem-Solving/Critical-Thinking		Mobley, Moorman Li
09/21/20		7	Video Lecture	Watch: Problem Solving	0.75	Mobley
09/21/20		7	Video Lecture	Watch: Putting it all together	0.5	Moorman Li
09/23/20	11:59pm	7	Quiz Online Graded	Assignment: Online Quiz (Canvas)		Mobley
09/23/20	11:59pm	7	Assignment Graded	Assignment: Ill-Structured Problem Document		Mobley
09/23/20	11:59pm	7	Assignment Graded	Assignment: Follow Pre-session instructions on Exercise on the DRAM Method of Problem Solving		Mobley
09/24/20	10:40-12:35	7	Active Learning Session--VC	Active Learning Session 1: Facilitated Collaborative Problem-Solving	1	Mobley, Pullo, Moorman Li
09/24/20	12:35pm	7	In-class Activity-Graded-RTS	Assignment: In-Class Problem and Solution Document Submission (Canvas)		Mobley, Pullo, Moorman Li
		8	Module	Module 6: Team Debriefing	1	Patel
		8	Assignment Graded	Assignment: Team Debriefing Individual Assignment 1 - See below for individual pre-debriefing assignment due dates		Patel
		8	Team Debrief	Team Debriefing 1	0.5	Patel

Debriefing Dates:

10/1/20 10:40-11:30am - GROUP A

10/8/20 10:30-11:30am - GROUP B

10/13/20 10:30-11:30am - GROUP C

			8	Assignment Graded	Assignment: Team Debriefing Team Assignment 1 - see above for team debriefing assignment due dates	Patel
10/20/20	10:40-12:35			PPD IPE	Putting Families First/ Interprofessional Family Health (GNV/ORL only)	2 Allen, Patel
10/20/20	1:00-3:00			PPD IPE	Putting Families First/ Interprofessional Family Health ( JAX only)	2 Motycka
10/31/20	11:59pm		5	Assignment Graded	Assignment: Meet face-to-face or via video chat with Career Coach by this date.	Patel
10/31/20	11:59pm		5	Assignment Graded	Assignment: Complete Career Coach Evaluation (Salesforce)	Patel
11/17/20	10:40-12:35			PPD IPE	Putting Families First/ Interprofessional Family Health (GNV/ORL only)	2 Allen, Patel
11/17/20	1:00-3:00			PPD IPE	Putting Families First/ Interprofessional Family Health (JAXonly)	2 Motycka
11/20/20	11:59pm		8	Assignment Graded	Assignment: Peer Evaluations (CATME)	
11/20/20	11:59pm			Assignment Graded	Submit Co-Curricular Activities (5 hours) (Canvas AND Salesforce)	Patel

Total Instructor Contact Hours with consideration of "C" designation 18.25

\*\*\*Below are known dates/activities for **Spring 2021**. 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
<b>3/2/20 11:59pm</b>		Assignment: Career Planning; CPD: Submit Cycle 1 Complete (Reflection, Plan, Learning Activities, Evaluation) (Canvas AND Salesforce)			4
<b>4/20/20 11:59pm</b>		Co-curricular Activity Submission (5 hours) due	5 hr		6

<i><b>Date</b></i> <i>Recommended Dates for Independent Study</i>	<i><b>Mod#</b></i>	<i><b>Unit Topic</b></i>	<i><b>Contact Hours</b></i> <i>[hr.]<sup>a</sup></i>	<i><b>Faculty Author</b></i>	<i><b>Learning Objectives Covered</b></i>
<b>TBD</b>		Milestone Assessments <ul style="list-style-type: none"> <li>• Professionalism Milestone</li> <li>• Calculations Exam</li> <li>• Top 200 Drug Exam</li> <li>• APhA Immunization Certificate</li> <li>• OSCE</li> <li>• Problem solving</li> <li>• PCOA</li> </ul>		Various	4, 5, 6, 7
		Total Instructor Contact Hours	TBD		

## Required Textbooks/Readings

- There are no required textbooks for this course.
- Required readings will be posted on Canvas.

## Suggested Textbooks/Readings

None

## Other Required Learning Resources

None

## Materials & Supplies Fees

None

## Student Evaluation & Grading

Personal and Professional Development is a **pass/fail** course. 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>ALS 1: APhA Career Pathway Eval</li> <li>IPE/PFF all campuses</li> <li>ATTAC-IT</li> <li>ALS 2: Problem Solving</li> <li>Team Debriefing Attendance</li> </ul>	Sept 2 See course schedule Sept 10 Sept 24 Various (see course schedule)
<b>Quizzes and Assignments</b> <ul style="list-style-type: none"> <li>Quiz: Self-Awareness</li> <li>Complete &amp; upload Grit-S</li> <li>Complete &amp; upload SRSSDL</li> <li>Complete &amp; upload Index of Learning Styles Questionnaire</li> <li>Quiz: Problem-Solving</li> <li>Assignment: Ill-Structured Problem Document</li> <li>Assignment: In-Class Problem and Solution Document</li> </ul>	Aug 28 Sept 14 Sept 14 Sept 14 Sept 23 Sept 23 Sept 24
<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 24 Sept 17 Various Various Nov 20
<b>Continuing Professional Development and Career Coach Activities/Assignments</b> <ul style="list-style-type: none"> <li>Electronic Portfolio Initiation with CV</li> <li>CPD Cycle 1 Reflect/Plan</li> <li>Career Preferences Survey</li> <li>Career Coach Ranking</li> <li>Career Coach Meeting</li> <li>Career Coach Evaluation</li> <li>Co-curricular activity (5 hours) submission</li> </ul>	Sept 14 Sept 14 Sept 7 Sept 14 Oct 31 Oct 31 Nov 20

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## Milestone Descriptions

**APhA Immunization Certificate** The APhA Immunization Certificate program is required for all students in the first professional year of this program. The program is designed by the American Pharmacists Association and delivered to all first professional year pharmacy students. The minimum performance standard to pass this milestone is to successfully complete all aspects of the program as deemed appropriate by APhA and complete all necessary submissions to earn the certificate.

**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 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.



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**Problem-Solving Milestone** The problem-solving milestone will be a written examination delivered in the Spring semester. During the examination, students apply a systematic problem-solving process to assess and resolve ill-structured complex problems similar to cases/problems seen in prior coursework. Performance at each step of the systematic problem-solving process will be assessed using either multiple choice questions or a written narrative that will be assessed using a rubric. The rubric will be made available to students prior to the assessment date. 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 Accountability Plan available in Appendix C (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.

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## **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](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) 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](http://curriculum.pharmacy.ufl.edu/current-students/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.
- 2 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.

# Appendix A. Course Directory

## Teaching Partnership Leader/Course Director:

**Priti N. Patel, Pharm.D., BCPS**

- Email: [ppatel@cop.ufl.edu](mailto:ppatel@cop.ufl.edu)
- Office GNV HPNP 2314A
- Office Hours: By appointment ONLY.

*See Appendix A. for Course Directory of Faculty and Staff Contact Information.*

### 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: 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)

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## Instructional Designer:

Holly Fremen

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

Office: HPNP 4309

Phone: 352-273-5558

## Academic Coordinator

Nicole Marlow

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

Office: HPNP 4312

Phone: 352-273-6312

Absence/Tardy Email: [absent1pd@cop.ufl.edu](mailto:absent1pd@cop.ufl.edu)

(Visit the [course policy site](#) for further instructions)

## Education Coordinators:

McKenzie Wallen Education Coordinator

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.)

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## Other Teaching Partnership Faculty Members:

John Allen, Pharm.D, BCPS, BCCCP, FCCM

Orlando Course Facilitator

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Jacksonville Course Facilitator

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Erin St. Onge, Pharm.D.

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Karen Whalen, Pharm.D, BCPS, CDE

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Phone: 352-273-9497

## Appendix B

### Career Coach Evaluation – Self-Awareness

**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>	
<b>Needs Improvement:</b> The student has not yet identified his/her strengths and areas for improvement	
<b>Meets Expectations:</b> The student has thoughtfully identified strengths and areas for improvement. During the current CPD cycle, the student has made effort to complete activities to work on areas needing improvement.	
<b>Exceeds Expectations:</b> The student has thoughtfully identified strengths and areas for improvement. For multiple CPD cycles, the student has completed activities to work on areas needing improvement.	

**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 (Elements of professionalism observable during Career Coach interactions)</b>	
<b>Needs Improvement:</b> More than 2 of the following need development: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.	
<b>Meets Expectations:</b> The student needs development in 1-2 of the following: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.	
<b>Exceeds Expectations:</b> The student displays all of the following characteristics and skills: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.	

## 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 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. If a student is found in violation of the University of Florida Code of Conduct, serious penalties may be incurred including failure of the Professionalism Milestone or dismissal from the College.

Incidents are tracked based on the following schedule:

1PD: First day of orientation to completion of final CIPPE summer session.

2PD: First day after CIPPE completion to final HIPPE summer session.

3PD: First day after HIPPE Completion to Last didactic day before APPE

4PD: First day of APPE to graduation

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

Approved by Faculty Governance Council 8/8/18