

PHA 5023C

Personal and Professional Development III

Fall 2020

0.5 Credit Hour – [Satisfactory/Unsatisfactory]

The purpose of this course is to track the personal and professional growth of individual students. The course is the third 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

Karen Whalen, PharmD, BCPS, FAPhA

Email: whalen@cop.ufl.edu

Office: HPNP 4314/GNV

Phone: 352-273-9497

Office Hours: Wednesday 4 to 5pm. See Canvas site for Zoom link.

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

1. 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. Identify your personal leadership style.
2. Select appropriate approaches to provide feedback to peers in common scenarios encountered as a pharmacist in a workplace setting.
3. Summarize a process to follow when leading change initiatives.
4. Collaborate as an interprofessional team member to identify and examine causes that contributed to the etiology of a medical error.
5. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development.
6. Apply professional attitudes, values, and behaviors that are expected of a pharmacist in daily practice, in the community, and within the pharmacy profession.
7. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.

Course Pre-requisites

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

Course Co-requisites

1. All Year 2 Pharm.D. program courses in Fall Semester.

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 | Responsible |
|-----------------------------------------|---------------|---------------|------|---------------------|--------------------------------------------------------------------------------------------------|--------------|-------------|
| | | | 1 | Module | Module 01: Introduction to Year 2 of Personal and Professional Development | | Whalen |
| | 08/10/20 | | 1.1 | Video Lecture | Watch: Course Introduction Video | 0.5 | Whalen |
| | 08/10/20 | | | Presentation Slides | Course Introduction Video | 0.25 | Whalen |
| | 08/10/20 | | | Reading | Read: Syllabus | | Whalen |
| | 08/18/20 | 11:59pm | | Assignment Graded | Assignment: Submit Team Contract. Only 1 person from team needs to upload the document. (Canvas) | | Whalen |
| | 08/21/20 | 11:59pm | | Assignment Graded | Assignment: Syllabus Agreement (Canvas) | | Whalen |
| | | | 2 | Module | Module 02: CPD & Career Coach | | Whalen |
| | 09/14/20 | 11:59pm | | Assignment Graded | Assignment: Update Electronic Portfolio with most recent version of CV (Canvas AND Salesforce) | | Whalen |

| | | | | |
|----------|-------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------|
| 09/14/20 | 11:59pm | Assignment Graded | Assignment Due: Career Planning; CPD Assignment: Submit Cycle 2 Reflect & Plan (Salesforce) | Whalen |
| | | 3 Module | Module 03: Leadership | Whalen |
| 09/21/20 | | 3.1 Video Lecture | Watch: Introduction to Leadership | 1 Whalen |
| 09/21/20 | | Reading | Read: ASHP Statement on Leadership as a Professional Obligation | 0.25 Whalen |
| 09/21/20 | | Reading | Read: Leadership in Pharmacy Practice Why Me? | 0.25 Whalen |
| 09/21/20 | | Video Other | Watch: TED Talk: Margaret Heffernan: Forget the pecking order at work | 0.25 Whalen |
| 09/21/20 | | Video Other | Watch: TED Talk: John Kotter: The Perils of Confusing Leadership and Management | 0.25 Whalen |
| 09/21/20 | | Video Other | Watch: TED Talk: Simon Sinek: Why Good Leaders make you feel safe | Whalen |
| 09/25/20 | 11:59pm | Assignment Graded | Assignment: Peer Evaluations (CATME) | Whalen |
| 09/28/20 | 1:55pm | Quiz Online Graded | Assignment: Online Quiz (Canvas) | Whalen |
| 09/28/20 | 1:55-3:50pm | Active Learning Session--VC | Active Learning Session 1: Leadership | 1 Whalen |
| 09/29/20 | 11:59pm | Assignment Graded | Assignment: Personal Mission Statement (Canvas) | Whalen |
| | | 4 Module | Module 04: Giving Effective Feedback/Difficult Conversations | Farland |
| 10/05/20 | | Reading | Read: Harvard Business Review, 20- Minute Manager Giving Effective Feedback | 0.5 Farland |
| 10/05/20 | | Reading | Read: Harvard Business Review, 20- Minute Manager Difficult Conversation | 0.5 Farland |
| 10/12/20 | 1:55pm | Quiz Online Graded | Mod 2 Quiz (Canvas) | Farland |
| 10/12/20 | 1:55-3:50pm | Active Learning Session--VC | Active Learning Session 2: Giving Effective Feedback/ Difficult Conversations | 1 Farland |
| | | Assignment Graded | Assignment: Team Debriefing Individual Assignment 1 (Canvas) - see below for due dates | Whalen |
| | | 5 Module | Module 05: Team Debriefing | Whalen |
| | | Team Debrief | Team Debriefing | 0.5 Whalen |
| | | | Debriefing Dates: 10/9/20 9:30-10:30am - GROUP A 10/15/20 9:30-10:30am - GROUP B 10/16/20 9:30-10:30am - GROUP C | |
| | | Assignment Graded | Assignment: Team Debriefing Team Assignment 1 (Canvas) - see above for due dates | Whalen |
| | | 6 Module | Module 06: Leadership Strengths and Practices | |
| 10/26/20 | | Video Other | Watch: TED Talk: Roselinde Torres: What it takes to be a great leader | <0.25 |
| 10/26/20 | | Video Other | Watch: Ted Talk: Drew Dudley: Everyday leadership | <0.25 |
| 10/26/20 | | Video Other | Watch: TED talk: Simon Sinek: How Great Leaders Inspire Action | 0.25 |

| | | | | | |
|----------|-------------|-----------------------------|-------------------------------------------------------------------------------------------------|---|--------|
| 10/28/20 | 9:40am | Assignment Graded | Assignment: Look up your 5 Signature Themes from Strength Finders and submit to survey (Canvas) | | |
| 10/28/20 | 10:40-12:35 | Active Learning Session--VC | Active Learning Session 3: Leadership Strengths and Practices | 1 | Whalen |
| 10/31/20 | 11:59pm | Assignment Graded | Assignment: Meet face-to-face or via video chat with Career Coach by this date. | 1 | Whalen |
| 10/31/20 | 11:59pm | Assignment Graded | Assignment: Complete Career Coach Evaluation (Salesforce) | | Whalen |
| 11/20/20 | 11:59pm | Assignment Graded | Assignment: Peer Evaluations (CATME) | | Whalen |
| 11/20/20 | 11:59pm | Assignment Graded | Assignment: 5 Co-Curricular Hours Due (Canvas & Salesforce) | | Whalen |

8.5

Contact Hours:

****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.]^a</i> | <i>Faculty Author</i> | <i>Learning Objectives Covered</i> |
|-----------------------------------------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-----------------------|------------------------------------|
| 2/15/21 11:59PM | | Assignment: Meet face-to-face or via video chat with Career Coach by this date. | 1.0hr | | |
| 2/15/21 11:59PM | | Assignment: Complete Career Coach Evaluation (link in Canvas) | | | |
| 4/19/21 11:59pm | | Assignment: Career Planning; CPD Assignment: Submit Cycle 2 Final (Reflection, Plan, Learning Activities, Evaluation) (Canvas AND Salesforce) | | | |
| 4/19/21 | | 5 Co-curricular Hours due | 5.0 hr | | |
| TBD | | Milestone Assessments <ul style="list-style-type: none"> • Professionalism Milestone • 2PD Capstone • Situational Judgement Test • Calculations Exam • Top 200 Drug Exam | | Various | 2, 3 |
| | | Total Instructor Contact Hours | 15hr | | |

Required Textbooks/Readings

1. Harvard Business Review Press: Difficult Conversations - HBR 20-minute Manager Series. (2016). ISBN-13: 978-1633690783
2. Harvard Business Review press: Giving Effective Feedback – HBNR 20-minute Manager Series. (2014). ISBN- 13: 978-1625275244

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

1. Kouzes JM, Posner BZ. The Student Leadership Challenge Deluxe Student Set 2nd Edition, 2014, Jossey-Bass (Wiley), San Francisco, CA. ISBN-13: 978-1-118-87265-9

Other Required Learning Resources

None

Materials & Supplies Fees

None

Student Evaluation & Grading

Personal and Professional Development is a **pass/fail** course. Passing requires completion of all course activities and assignments, including milestones where appropriate. Late assignments will incur a remediation assignment, in addition to completion of the original assignment.

| Assessment Item | Date |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| Attendance at Course Meetings <ul style="list-style-type: none"> • ALS 1: Leadership • Team Debriefing Attendance • IPE (ORL only) • ALS 2: Giving Effective Feedback • ALS 3: Leadership Strengths and Practices | Sept 28 Various Moved to spring 2021 Oct 12 Oct 28 |
| Quizzes and Assignments <ul style="list-style-type: none"> • Quiz: Leadership • Personal Mission Statement • Quiz: Giving Effective Feedback • Signature Themes Survey • IPE assignment (ORL only) | Sept 28 Sept 29 October 12 Oct 28 N/A |
| Team Related Activities and Assignments <ul style="list-style-type: none"> • Team Contract • CATME #1 • Team Debriefing Individual Assignment • Team Debriefing Team Assignment • CATME #2 | Aug 18 Sept 25 Various Various Nov 20 |
| Continuing Professional Development and Career Coach Activities/Assignments <ul style="list-style-type: none"> • Electronic Portfolio Update w/CV • CPD Cycle 2 Reflection/Plan Submission • Career Coach Meeting • Career Coach Evaluation • Co-curricular activity submission (5 hours) | Sept 14 Sept 14 Oct 31 Oct 31 Nov 20 |
| Total | |

Milestone Descriptions

2PD Capstone

The 2PD Capstone is an interprofessional experience with dental students in the spring semester. On the first day of this two-day experience pharmacy students complete a medication reconciliation and submit a discharge medication note. On the second day, pharmacy and dental students meet to interview and collect information from the same patient. The team then collaborates on a written care plan for the patient. Pharmacy students then submit a pharmacist patient care note to document the encounter with the patient. The care note is graded as Proficient (S+), Competent (S) or Deficient (S-). Students must resubmit the note if they receive a deficient in any category. .

Calculations Milestone The calculations milestone is an examination delivered in the spring semester. The examination covers 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 encompasses a direct observation of student behaviors throughout the entire academic year. It will be assessed using the Professionalism Advisement 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 Advisement Plan will not pass the Professionalism Milestone. 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 includes information about the most frequently prescribed medications. For more information about the content and structure of this examination and how it contributes 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%.

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©
6. 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/>

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 course grade
- If a passing score is not earned on the second attempt, a make-up assignment will be required for the student to demonstrate competence in the content area.

PPD Late Assignment Policy

- All assignments are due by the date and time specified in the syllabus.
- If a student fails to complete three or more assignments by the original deadlines specified in the syllabus, the student will receive 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 makeup 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 a grade of Incomplete in the course.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Karen Whalen, PharmD, BCPS, FAPhA

Email: whalen@cop.ufl.edu

Office: HPNP 4314/GNV

Phone: 352-273-9497

Office Hours: Wednesday 4 to 5pm. See Canvas site for Zoom link.

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 3305/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

Iverta 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)

Other Teaching Partnership Faculty Members:

Michelle Farland, Pharm.D., BCPS, CDE

Email: mfarland@cop.ufl.edu

Office: HPNP 3307/GNV Phone: 352-273-6293

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)

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

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

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

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Global Score | |
| 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. | |
| 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?

| | |
|----------------------------------------------------------------------------------------------------------|--|
| Global Score | |
| Level 1: With extensive coaching , the student is NOT able to establish appropriate goals. | |
| Level 2: With extensive coaching , the student is able to establish appropriate goals. | |
| Level 3: With moderate coaching , the student is able to establish appropriate goals. | |
| Level 4: With minimal coaching , the student is able to establish appropriate goals. | |
| Level 5: With no coaching , the student independently 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?

| | |
|-----------------------------------------------------------------------------------------|--|
| Global Score | |
| Level 1: With extensive coaching , the student does NOT meet their goals. | |
| Level 2: With extensive coaching , the student is able to meet their goals. | |
| Level 3: With moderate coaching , the student is able to meet their goals. | |
| Level 4: With minimal coaching , the student is able to meet their goals. | |
| Level 5: With no coaching , student independently 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 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 nd 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 rd 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 th 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 th 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 th incident | Failure of Professionalism Milestone ; 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

| Professionalism Lapse | Follow Up Action |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 nd 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 rd 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