1/3/2020

PHA 5026C Personal and Professional Development VI

Spring Semester – Year 3

0.5 Credit Hour – [Satisfactory/Unsatisfactory Grading]

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

Teaching Partnership Leader

Priti N. Patel, Pharm.D., BCPS

- Email: 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.

Entrustable Professional Activities

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

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

Information Master
Use evidence-based information to advance patient care.

Self-developer
Create a written plan for continuous 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 Spring Semester Year 3 Pharm.D. program coursework.

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

The course outline can be found in Appendix E

Required Textbooks/Readings

Chisholm-Burns MA, Vaillancourt AM, Shepard M, eds. Pharmacy Management, Leadership, Marketing, and Finance, 2nd edition. Jones and Bartlett Learning, Burlington, MA. 2014.

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.

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Other Required Learning Resources

None

Materials & Supplies Fees

None

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	Grade Percentage
Attendance at Course Meetings • Team Debriefing #2/SJT Attendance • ALS 4: Presentation Prep • Team presentations • SJT Debrief Attendance • Team Debriefing #3 Attendance	 01/17/2020 01/29/2020 Dates below 03/10/2020 03/16/2020	25%
Quizzes and Assignments • Syllabus Agreement • Situational Judgement Test • Team presentation slides • Team presentation*	 01/08/2020 01/17/2020 02/04/2020 Dates below	25%
Team Related Activities and Assignments • Team Debriefing Individual Assignment 2 • Team Debriefing Team Assignment 2 • CATME #3 • Team Debriefing Individual Assignment 3 • Team Debriefing Team Assignment 3 • CATME #4 • Team Performance Scale	 01/17/2020 01/17/2020 02/28/2020 03/16/2020 03/16/2020 04/20/2020 04/20/2020	25%

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Continuing Professional Development and Career Coach Activities/Assignments • Career Coach Meeting • Career Coach Evaluation • CPD Cycle 3 Revision Submission (Canvas AND Salesforce) • Co-Curricular Activity Log (Canvas AND	 02/17/2020 02/17/2020 02/28/2020 04/20/2020	25%
Total		100%

*The team presentation will be scored using the rubric in Appendix D. The minimum score required to pass the assignment and course is 75. Teams not achieving that score will be required to redo the presentation until the minimum passing score is achieved.

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.

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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 Advisement Plan will not pass the Professionalism Milestone. The Students who have been found to violate the Student Code of Conduct with sanctions specifying failure of the Professionalism Milestone will not pass this milestone.

Top 200 Drugs Milestone The top 200 drug milestone is an examination delivered in each semester of the Professional Practice Skills lab sequence. The examination will include information about the most frequently prescribed medications.

For more information about the content and structure of this examination and how it will contribute to your grade in the Professional Practice Skills Lab course, please refer to the syllabus for that course. The score of this examination is also considered a milestone. The minimum passing score for successful completion of this milestone is 80% for the first professional year of the curriculum and 73% for second and third professional years of the curriculum.

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System
3. Salesforce©
4. Qualtrics®
5. 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 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. The score that is the higher of the 2 attempts will be used to calculate the students course grade.
- If the quiz is not attempted or completed by the due date, the student will get a 0 for the quiz grade. A makeup

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assignment will be required for a student to complete to demonstrate competence in the content area.

PPD Late Assignment Policy

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

If a student fails to complete a make up assignment by the specified deadline, the student will meet with the Course Director. If a student fails to complete two make up assignments by the deadlines, the student will be referred to the Assistant Dean for Student Affairs.

Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Priti N. Patel, Pharm.D., BCPS
Email: ppatel@cop.ufl.edu
Office: GNV HPNP 2314A

Questions to Ask:

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

Co-Curriculum Program Specialist:

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

Questions to Ask:

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

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Instructional Designer:

Name: Elliot Tordoff
Office: HPNP 4309
Email: etordoff@cop.ufl.edu
Phone: 352-294-5215

Education Coordinators:

Misti Merrill
mmerrill@cop.ufl.edu 352-273-5617

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)
- 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:

Anthony Casapao
Email: casapao@cop.ufl.edu
Office: JAX
Phone: 904-244-9129

Stacey Curtis, Pharm.D.
Email: scurtis@cop.ufl.edu
Office: GNV, HPNP 2336
Phone: 352-273-6232

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

Erin St. Onge
Email: stonge@cop.ufl.edu
Office: ORL, Room 425
Phone: 407-313-7004

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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 ha 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.	

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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.	

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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.

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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.
2nd 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.
3rd 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. One-on-one meeting with the Student Affairs Coordinator 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.).
4th 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

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	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. Student is referred 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. Student will develop an action plan to address and mitigate future professionalism lapses.
5th 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. Student meets with Assistant Dean for Student Affairs.
6th 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.

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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.
2nd 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.
3rd incident	Dismissal from the College

Incidents are tracked based on the following schedule:
1PD: August – April
2PD – 4PD: May – April

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Appendix D

Developing an Interprofessional Service Business Model Presentation Grading Rubric

	Exemplary (10 points)	Accomplished (7 points)	Developing (5 points)	Beginning (3 points)	Weighting	Max Score
Validity and Business Model: Total 60%						
Validity of Concept Feasibility	Proposed service is well thought-out and has potential for significant benefit	Proposed service if based on sound logic and may offer modest benefit	Proposed service is logical, but unlikely to be of significant benefit.	Proposed service seems illogical and unlikely to be of significant benefit	x3	30
Business Model	All elements of the business model are present. Each area includes relevant information. Organization of information is appropriate.	Most elements of the business model are present. Most of the information is relevant and organized correctly.	Some elements of the business model are present. Mostly irrelevant and inaccurate information that is organized correctly.	Business model does not include relevant information and is organized incorrectly	x3	30
Interprofessional Service and Innovation: Total 30%						
Interprofessional Practice	Proposed service incorporates significant elements of interprofessional practice with roles and responsibilities of other health care professionals.	Proposed service incorporates few elements of interprofessional practice with roles and responsibilities of other health care professionals.	Proposed service describes a multidisciplinary care approach with roles and responsibilities of other health care professionals.	Proposed service does not incorporate any elements of interprofessional or multidisciplinary practice.	x1.5	15
Innovation and Creativity	Proposed service demonstrates a high level of innovation and creativity.	Proposed service demonstrates a moderate level of innovation and creativity.	Proposed service demonstrates minimal innovation and creativity.	Proposed service does not demonstrate innovation and creativity.	x1.5	15
Presentation Skills: Total 10%						
Organization	Information presented in logical, interesting sequence, is accurate and comprehensive	Information in logical sequence, is accurate and comprehensive, though minor errors may be present	Difficult to follow presentation--student jumps around or material; is either not accurate or not comprehensive	Cannot understand presentation; content is not accurate and not comprehensive	x0.25	2.5
Presenter Knowledge	Demonstrates full knowledge by answering all	At ease with expected answers to questions but	Uncomfortable with information and is able to	Does not have a grasp of the information.	x0.25	2.5

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	questions with explanations and elaborations	does not elaborate	answer only rudimentary questions	Cannot answer questions about subject		
Visual Aid	Sufficient but not overwhelming detail. Adds to presentation meaningfully. Uses 8 slide format.	Relate to text and presentation, lacks sufficient detail or overwhelming amount of detail. Uses 8 slide format.	Visual aid rarely supports presentation, number of slides > or < 8.	Visual aid distracts from presentation, number of slides > or < 8.	x0.25	2.5
Professional Presentation	Maintains eye contact and pronounces/spells all terms precisely. Speech is clear with appropriate volume. Meets time requirements.	Maintains eye contact most of the time and pronounces/spells most words correctly. Speech is clear, but volume is too quiet/loud at times. Meets time requirements.	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces/spells terms. Speech is unclear or volume is not appropriate most of the time. May or may not meet time requirements.	Reads with no eye contact and incorrectly pronounces/spells terms. Speech is unclear and volume is not appropriate most of the time. Does not meet time requirements.	x0.25	2.5
Total Score (Max score 100 points)						100
Comments						

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Appendix E

[Recommended dates for independent study]	Delivery Date	Mod#	Activity	Unit Topic	Contact Time [hr.]a	Faculty Author	Syllabus Learning Objectives
			Assignment Graded	Syllabus Agreement			
		1	Module	Module 1: Team Debriefing			5
01/17/2020 9:40am			Assignment Graded	Assignment: Team Debriefing Individual Assignment 2			
	01/17/2020 10:40am-12:35pm		Active Learning Session--VC	Team Debriefing Situational Judgement Test	2	Kate Smith, Priti Patel	5
01/17/2020 1:35pm			Assignment Graded	Assignment: Team Debriefing Team Assignment 2			
		2	Module	Module 2: Designing a Business Model			1, 2, 3
	01/29/2020 10:40am-12:35pm		Active Learning Session--VC	Active Learning Session 1: Presentation Prep	2	Anthony Casapao, Erin Lyn St Onge, Michelle Farland, Priti Patel, Stacey Curtis	
		3	Module	Module 3: Presenting Business Plans	2		1, 2, 3
02/04/2020 12:00pm			Assignment Graded	Submit: Presentation Slides		Priti Patel	
Dates as below			Assignment Graded	Assignment: Teams Present Business Plans to Stakeholders		Anthony Casapao, Erin Lyn St Onge, Kate Smith, Michelle Farland, Priti Patel, Stacey Curtis, Stacy Miller	
	02/05/2020 2:00-5:30pm		ALS	Presentations: JAX			
	02/06/2020 8:30am-6:00pm		ALS	Presentations: GNV			
	02/20/2020 8:30am-6:00pm		ALS	Presentations: ORL+some GNV			
	02/26/2020 8:30-10:30am		ALS	Presentations: Make-up Day			
02/17/2020 11:59pm			Assignment Graded	Assignment: Meet face-to-face or via video chat with Career Coach by this date.		Priti Patel	
02/17/2020 11:59pm			Assignment Graded	Assignment: Complete Career Coach Evaluation (link in Canvas)		Priti Patel	

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02/28/2020 11:59pm			Assignment Graded	Assignment: Career Planning; CPD Assignment: Submit Cycle 3 Revision-Completed Reflection, Revised Plan, Brainstormed Learning Activities (Canvas AND Salesforce)		Priti Patel	
02/28/2020 11:59pm			Assignment Graded	Assignment: Team Evaluations (CATME)		Priti Patel	
	03/10/2020 11:30am-12:30pm		Active Learning Session--VC	SJT Review	1	Kate Smith, Michelle Farland	
		1	Module	Module 1 Team Debriefing		Priti Patel	5
03/16/2020 09:40am			Assignment Graded	Assignment: Team Debriefing Individual Assignment 3		Priti Patel	
	03/16/2020 10:40c11:30am		Active Learning Session--VC	Team Debriefing	1	Kate Smith, Priti Patel	
03/16/2020 12:30pm			Assignment Graded	Assignment: Team Debriefing Team Assignment 3			
04/20/2020 11:59pm			Assignment Graded	Assignment: Team Evaluations (CATME)		Priti Patel	5
04/20/2020 11:59pm			Assignment Graded	Assignment: Team Performance Scale (Qualtrics)		Priti Patel	5
04/20/2020 11:59pm			Assignment Graded	Assignment: Co-Curricular Activity Participation log [10.0hr] (Canvas AND Salesforce)		Priti Patel	6
			Other	Milestone Assessments • OSCE • PCOA • Calculations exam • Top 200 Drug Exam (spring) • Personal and Professional Development Course Requirements • Professionalism (longitudinal) • Team performance (peer evaluation) **Total Contact Time in Course:**	**8**		5, 7

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