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PHA 5022C

Personal and Professional Development II

Spring 2021

0.5 Credit Hour – [Satisfactory/Unsatisfactory]

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 second 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.

Teaching Partnership Leader

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office: HPNP 2314A/GNV
- Phone: 352-273-6293
- Office Hours: Thursdays 10:00-11:00am (see Canvas for Zoom link). Additional time available by appointment.

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-Developer Domain

15. Create a written plan for continuous professional development.

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Course-Level Objectives

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

1. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.
2. 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.
3. Establish goals for continuing professional development based on self-awareness in reflecting on personal development needs.
4. 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.
5. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.
6. Demonstrate, through completion of milestone assessments, the expected knowledge, skills, attitudes, and values that exemplify readiness for coursework during year 2 of the Pharm.D. curriculum.

Course Pre-requisites

1. Admission to the Doctor of Pharmacy program.

Course Co-requisites

1. Year 1 Pharm.D. program courses in Blocks 3 and 4.

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.

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Due Date	Activity	Unit Topic	Contact Time [hr.]	Responsible Faculty	Learning Objectives
		Module 1: Introduction to PPD2	0.25	Patel	
	Video Lecture	Read: Introduction to PPD2 Announcement in Canvas		Patel	
	Module	Module 2: Team Debriefing		Patel	1,2,4
01/11/2021 various times	Active Learning Session--VC	Team Debriefing	0.5	Patel	1,2,4
01/13/2021 @11:59pm	Assignment Graded	Assignment: Syllabus Agreement (Canvas)		Patel	
01/19/2021 10:40-12:30	IPE/PPF	Putting Families First/ Interprofessional Family Health (GNV/ORL only)	1	Patel	2,4
01/19/2021 12:30-2:30	IPE/PPF	Putting Families First/ Interprofessional Family Health (JAX only)	1	Motycka	2,4
01/22/2021 8:00-5:00	IPE/PPF	IPE - ORL only	2	Allen	
01/29/2021 8:00-5:00	IPE/PPF	IPE - ORL only	2	Allen	
02/15/2021 @11:59pm	Assignment Graded	Assignment: Meet face-to-face or via video chat with Career Coach by this date.		Patel	3
02/15/2021 @11:59pm	Assignment Graded	Assignment: Complete Career Coach Evaluation (link in Canvas)		Patel	
02/16/2021 10:40-12:30	IPE/PPF	Putting Families First/ Interprofessional Family Health (GNV and ORL only)	1	Motycka, Patel	2,4
02/16/2021 12:30-2:30	IPE/PPF	Putting Families First/ Interprofessional Family Health (JAX only)	1	Allen	2,4
03/01/2021 @11:59pm	Assignment Graded	Assignment: Team Evaluations (CATME)		Patel	1,2,4
	Module	Module 2: Team Debriefing		Patel	1,2,4
03/15/2021 @8:30am	Assignment Graded	Assignment: Team Debriefing INDIVIDUAL Assignment		Patel	
03/15/2021 8:30-6:00	Active Learning Session--VC	Team Debriefing Situational Judgement Test	1	Farland, Patel	1,2,4
03/15/2021 @6:00pm	Assignment Graded	Assignment: Team Debriefing TEAM Assignment		Patel	
04/06/2021 10:40-12:30	IPE/PPF	Putting Families First/ Interprofessional Family Health (GNV/ORL only)	1	Patel	2,4
04/06/2021 12:30-2:30	IPE/PPF	Putting Families First/ Interprofessional Family Health (JAX only)	1	Motycka	2,4
04/16/2021 @11:59pm	Assignment Graded	Assignment: Team Evaluations (CATME)		Patel	1,2,4

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04/16/2021 @11:59pm	Assignment Graded	Assignment: Career Planning; CPD Assignment: Submit Cycle 1 Revision-Completed Reflection, Revised Plan, Brainstormed Learning Activities (Canvas AND Salesforce)	Patel	1,3
04/16/2021 @11:59pm	Assignment Graded	Assignment: Co-Curricular Activity Participation log [5.0hr] (Canvas & Salesforce)	Patel	5
04/16/2021 @11:59pm	Assignment Graded	Assignment: Team Performance Scale (Qualtrics)	Patel	2,4
	Exam	Milestone Assessments <ul style="list-style-type: none"> • 1PD OSCE • PCOA Exam • Completion of APhA Immunization Certificate • Calculations Exam • Top 200 Drug Exam (Spring) • Problem solving Assessment • Personal and Professional Development Course Requirements <ul style="list-style-type: none"> • Professionalism (longitudinal) • Team Performance (peer evaluation) 		2, 3, 4, 6

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 requires successful completion of all milestones and course requirements listed.

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Assessment Item	Deadline	Criteria
Syllabus Agreement	January 13, 2021	Complete syllabus agreement in Canvas .
Team Evaluations (CATME)	March 01, 2021 April 19, 2021	Complete an evaluation for your team in CATME. See http://info.catme.org/catme-word-documents/ for the Online Rubric
Team Debriefing: Individual Assignment (pre-class)	March 15, 2021	<ul style="list-style-type: none"> As an individual, submit the behaviors you plan to adjust based on peer feedback. Must be uploaded to Canvas 1 hour prior to the scheduled Team Debriefing meeting.
Team Debriefing: Team Assignment (post class)	March 15, 2021	<ul style="list-style-type: none"> As a team, submit 1 behavior for each team member to adjust based on the team discussion. Must be uploaded to Canvas 1 hour after the Team Debriefing session.
Situational Judgement Test (SJT)	March 15, 2021	Complete an SJT related to professionalism. More info will be provided prior to this date.
Interprofessional Education Learning Activities (Putting Families First)	January 19, 2021 February 16, 2021 April 06, 2021 ORL only: January 22, 2021 & January 29, 2021	Satisfactory completion of all IPE activities with a score of 80% of greater.
Career Coach Program	February 15, 2021	<ul style="list-style-type: none"> Complete one meeting with Career Coach by specified deadline Complete Career Coach evaluation survey (link in Canvas) after the meeting with your Career Coach Career Coach will complete an assessment to notify the course director the meeting has been completed <p>See Appendix B for Career Coach Evaluation</p>
Continuing Professional Development Cycle 1 Complete	April 19, 2021	Upload a copy of your <u>revised</u> CPD to Canvas and Salesforce Portfolio (Complete Reflection, Revised Plan, Brainstormed Learning Activities)

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Assessment Item	Deadline	Criteria
Co-Curricular Activity Participation log	April 19, 2021	<ul style="list-style-type: none"> • Complete 5 hours of co-curricular activities • Submit activity participation log to Canvas.
Team Performance Scale Evaluation		Complete the team performance evaluation in Canvas (There will be a URL link to a Qualtrics survey) .
Year 1 Milestones (see descriptions below)	Various Dates – Please refer to your class calendar for details	Satisfactory completion of the following milestones that denote readiness to progress to Year 2: <ul style="list-style-type: none"> • 1PD OSCE • PCOA Exam • Completion of APhA Immunization Certificate • Calculations Exam • Top 200 Drug Exam (Spring) • Problem solving Assessment • Personal and Professional Development Course Requirements • Professionalism (longitudinal) • Team performance (peer evaluation)

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 assessment is 70%.

Objective Structured Clinical Examination (OSCE) The OSCE will be a direct observation of your clinical skills that

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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.

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 (Appendix C). Students who accumulate 6 or more professionalism violations according to the Professionalism Accountability Plan will not pass the Professionalism Milestone. The Students who have been found to violate the Student Code of Conduct with sanctions specifying failure of the Professionalism Milestone will not pass this milestone.

Top 200 Drugs Milestone The top 200 drug milestone is an examination delivered in each semester of the Professional Practice Skills lab sequence. The examination will include information about the most frequently prescribed medications. For more information about the content and structure of this examination and how it

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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©

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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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office: HPNP 2314A/GNV
- Phone: 352-273-6293
- Office Hours: Thursdays 10:00-11:00am (see Canvas for Zoom link). Additional time available Bby appointment ONLY.

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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Academic/Education Coordinators:

Academic Coordinator: TBD

Email: absent1pd@cop.ufl.edu

Office: HPNP 4312/GNV

Phone: 352-273-5558

Absent/Tardy Email: absent1pd@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 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:

Carol Motycka, Pharm.D., BCACP
Jacksonville Course Facilitator
Email: motycka@cop.ufl.edu
Office: JAX
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John Allen, Pharm.D., BCPS, BCCCP, FCCM
Orlando Course Facilitator
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Office: ORL
Phone: 407-313-7006

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Appendix B

Career Coach Assessment

This is the assessment the Career Coach completes following the Spring semester meeting with you. It has been provided to you in advance to be able to identify the areas of the program of high importance for this semester.

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: Self-Awareness	
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: Professionalism	
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.	

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

Global Score: Career Planning & Continuing Professional Development	
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.	

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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 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

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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

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	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. 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.</u>
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.

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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.
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