

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

January 4, 2021- February 5, 2021

Stacy Miller, PharmD, MBA, BCACP

- Email: stacy.miller@cop.ufl.edu
- Office GNV HPNP 4323
- Office Hours: Tuesdays 9am-10am. See Canvas for Zoom link.

After February 5, 2021

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office GNV HPNP 2314A
- Office Hours: Thursdays 10-11am. See Canvas for Zoom link. Additional office hours 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

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.

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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.
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.

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Date/Time	Topic	Faculty	Contact Hours
	Intro to PPD6	Miller	0.5hr
01/13/2021	Syllabus Agreement	Miller	
	Module 1: Team Debriefing		
01/21/2021 @8:30am	Assignment: Team Debriefing Individual Assignment 2	Miller	
01/21/2021	Team Debriefing Situational Judgement Test	Farland, Miller	1
01/21/2021 @6:00pm	Assignment: Team Debriefing Team Assignment 2	Miller	
	Module 2: Innovation & Entrepreneurship	Farland, Curtis	
	Watch: Lecture 2.1: The Entrepreneurial Mindset	Farland	0.5
	Watch: Lecture 2.2: The Entrepreneurship Process	Farland	0.5
	Watch: Lecture 2.3: Creating Desirable Workspaces	Farland, Curtis	0.5
	Review: Supplemental Resources	Farland, Curtis	
01/20/2021 2:00-4:00pm	Active Learning Session 1: Creative Brainstorming	Casapao, St Onge, Farland, Patel, Curtis, Miller	1
	Module 3: Justifying and Planning Patient Care Services and Developing/Evaluating Clinical Pharmacy Services	Farland	
	Watch: Lecture 3.1: Developing, Justifying, Evaluating Pharmacist Patient Care Service Business Models	Farland	0.25
	Read: Chapter 12 (Justifying and planning patient care services) of the Required Text Book "Pharmacy Management, Leadership, Marketing, and Finance, 2nd edition".	Farland	0.5
01/26/2021 @2:00pm	Submit before start of ALS2: Three business model ideas per team member (individual assignment)	Patel	
01/26/2021 Group 1 2:00-4:00; Group 2 3:00-5:00	Active Learning Session 2: Identifying Opportunities and Creating a Service Concept	Casapao, St Onge, Farland, Patel, Curtis, Miller	1
01/26/2021 @5:00pm	Submit: One "idea napkin" per team (team assignment)	Patel	
	Module 4: Designing a Business Model		
	Watch: Lecture 4.1: Elements of Pharmacy Business Models	Curtis	0.5
	Various videos and readings	Curtis	
01/29/2021 Group 1 2:00-4:00pm; Group 2 3:00-5:00pm	Active Learning Session 3: Designing a Business Model	Casapao, St Onge, Farland,	1

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		Patel, Curtis, Miller	
01/29/2021 @5:00pm	Submit @end of ALS: one value proposition per team (team assignment)	Patel	
02/05/2021 9:30-11:30am; 2:30-4:30pm	Active Learning Session 4: Presentation Preparation	Casapao, St Onge, Farland, Patel, Curtis	1
02/05/2021 @5:00pm	Submit @end of ALS: a list of other professionals involved in the team idea and a description of each profession's role in the business model (team assignment)	Patel	
	Module 5: Presenting Business Models		1
02/10/2021 @12:00pm	Submit: Presentation Slides (team assignment)	Patel	
02/11/2021 02/17/2021 02/18/2021	Assignment: Teams Present Business Plans to Stakeholders All campuses; specific dates for each team TBA	Casapao, St Onge, Farland, Patel, Curtis	
TBD	Presentations: Make-up Day		
02/15/2021 @11:59pm	Assignment: Meet face-to-face or via video chat with Career Coach by this date.	Patel	1
02/15/2021 @11:59pm	Assignment: Complete Career Coach Evaluation (link in Canvas)	Patel	
03/04/2021 @11:59pm	Assignment: Team Evaluations (CATME)	Patel	
	Module 1 Team Debriefing	Patel	
03/18/2021 @08:30am	Assignment: Team Debriefing Individual Assignment	Patel	
03/18/2021	Team Debriefing	Patel	0.5
03/18/2021 @6:00pm	Assignment: Team Debriefing Team Assignment		
04/19/2021@11:59pm	Assignment: Career Planning; CPD Assignment: Submit Cycle 3 (Canvas AND Salesforce)	Patel	
04/19/2021 @11:59pm	Assignment: Team Evaluations (CATME)	Patel	
04/19/2021 @11:59pm	Assignment: Team Performance Scale (Qualtrics)	Patel	
04/19/2021 @11:59pm	Assignment: Co-Curricular Activity Participation log [5.0hr] (Canvas AND Salesforce)	Patel	
	Milestone Assessments • OSCE • PCOA • Calculations exam • Top 200 Drug Exam (spring) • Personal and Professional Development Course Requirements • Professionalism (longitudinal) • Team performance (peer evaluation)		
	Total Course Hours		10.75

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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](http://www.library.health.ufl.edu/) at this URL: <http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

As posted in Canvas for each learning module.

Other Required Learning Resources

None

Materials & Supplies Fees

None

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Student Evaluation & Grading

Personal and Professional Development is a **pass/fail** course. Passing requires completion of all course activities and assignments, including milestones where appropriate.

Assessment Item	Deadline	Criteria
Syllabus Agreement	January 13, 2021	Complete syllabus agreement in Canvas .
Team Evaluations (CATME)	March 04, 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)	January 21, 2021 March 18, 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 each scheduled Team Debriefing meeting.
Team Debriefing: Team Assignment (post class)	January 21, 2021 March 18, 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)	January 21, 2021	Complete an SJT related to professionalism. More info will be provided prior to this date.
Team Project Assignments - Three business model ideas per individual - One "idea napkin" per team - One value proposition per team - List of other health care professionals in business plan idea (team assignment) - Submit team presentation slides	- January 26, 2021 - January 26, 2021 - January 29, 2021 - February 05, 2021 - February 10, 2021	Submit all assignments as directed in Canvas .

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Assessment Item	Deadline	Criteria
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 3 Complete	April 19, 2021	<p>Upload a copy of your <u>revised</u> CPD to Canvas and Salesforce Portfolio</p> <p>(Complete Reflection, Revised Plan, Brainstormed Learning Activities)</p>
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 form to Canvas. • Submit each activity in Salesforce (see Canvas for link).
Team Performance Scale Evaluation		<p>Complete the team performance evaluation in Canvas (There will be a URL link to a Qualtrics survey).</p>
Year 3 Milestones (see descriptions below)	Various Dates – Please refer to your class calendar for details	<p>Satisfactory completion of the following milestones that denote readiness to progress to Year 2:</p> <ul style="list-style-type: none"> • 3PD OSCE • PCOA Exam • Calculations Exam • Top 200 Drug Exam (Spring) • Personal and Professional Development Course Requirements • Professionalism (longitudinal) • Team performance (peer evaluation)

*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.

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Milestone Descriptions

Calculations Milestone The calculations milestone will be an examination delivered in the Spring semester. The examination will address calculations encountered in pharmacy practice that draw on previous coursework in the curriculum. Performance for each calculation will be assessed by the accuracy of the entered numerical answer for each question (with specified rounding). The minimum performance standard to pass this milestone assessment is 70%.

Objective Structured Clinical Examination (OSCE) The OSCE will be a direct observation of your clinical skills that includes 8 stations. During this examination students will be required to interact with actors portraying patients/other healthcare providers. You will also be required to solve common problems encountered in clinical practice. This examination is administered as part of the Professional Practice Skills Lab course series. The raw score earned for this assessment will be applied to the course grade in the Professional Practice Skills Lab course. The minimum performance standard to pass this milestone is 2 standard deviations above the mean for your class cohort.

Pharmacy Curriculum Outcomes Assessment (PCOA) The PCOA examination is a nationally standardized examination that all students across the country are required to take. The examination assesses knowledge across all areas of the curriculum. To pass this milestone, students must complete the exam to the best of their ability. The college relies on students to complete this assessment to the best of their ability as we use the results in numerous ways: 1) provide each student with benchmark information so they can see how their knowledge compares to other students in the same training year across the country; 2) to assist in creating individualized learning plans for students; and 3) to identify areas of the curriculum that need improvement by the faculty.

Professionalism Milestone The professionalism milestone will be a direct observation of student behaviors inside and outside the classroom throughout the entire academic year. It will be assessed using the Professionalism Accountability Plan (Appendix C). Students who accumulate 6 or more professionalism violations according to the Professionalism 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.

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Educational Technology Use

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

1. Canvas™ Learning Management System
2. 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/>

Course Specific Policies

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:

January 4, 2021- February 5, 2021

Stacy Miller, PharmD, MBA, BCACP

- Email: stacy.miller@cop.ufl.edu
- Office GNV HPNP 4323
- Office Hours: Tuesdays 9am-10am

After February 5, 2021

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office GNV HPNP 2314A
- Office Hours: Thursdays 10-11am. See Canvas for Zoom link. Additional office hours available by appointment.

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: TBD

Office: HPNP 4312

Email:

Academic Coordinator:

Name: TBD

Office: HPNP 4309

Email:

Phone: 352-273-5617

Absent/Tardy Email: absent3pd@cop.ufl.edu

Education Coordinators:

Education Coordinator

Email: mwallen@cop.ufl.edu

Office: Jacksonville Campus

Iverta Allen

Email: iallen1@cop.ufl.edu

Office: Orlando Campus

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- 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

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Stacey Curtis, Pharm.D.

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Erin St. Onge

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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 has the student established a career path?

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

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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.	

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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.
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

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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. <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.

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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

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Appendix D

Developing an Interprofessional Service Business Model Presentation Grading Rubric

	Exemplary (10 points)	Accomplished (8 points)	Developing (6 points)	Needs Improvement (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	At ease with expected answers	Uncomfortable with information	Does not have a grasp of the	x0.25	2.5

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	by answering all questions with explanations and elaborations	to questions but does not elaborate	and is able to answer only rudimentary questions	information. 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						