PHA5027C Personal & Professional Development VII

Summer 2020

0 Credit Hour – [Satisfactory/Unsatisfactory]

This is the seventh course of a nine course series. It is offered during the fourth year of the doctor of pharmacy degree program. The purpose of this course series is to solidify the skills, attitudes, and values that are essential for achieving high performance in healthcare practice and in achieving personal career success. This is the final year of four years of sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones. This course provides a summary 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 have been learned across these four courses. The focus of this course will be on pulling these attributes together while enrolled in advanced pharmacy practice experiences. This course series also provides students with the opportunity to apply their skills related to Continuing Professional Development to prepare for the NAPLEX and MPJE exams required for pharmacist licensure after graduation.

Teaching Partnership Leader

Priti Patel, Pharm.D., BCPS
- Email: ppatel@cop.ufl.edu
- Phone: 813-252-0892
- Office Hours: Please see the Canvas course site for posted office hours.

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:

Patient Provider
   3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective. *(I was thinking this links to the patient advocacy and cultural sensitivity modules.)*

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

Population Health Promoter
   7. Identify patients at risk for prevalent diseases in a population.
   9. Maximize the appropriate use of medications in a population.

Educator
   11. Educate patients and professional colleagues regarding the appropriate use of medications.

Self-developer
   15. Create a written plan for continuous professional development.

Course-Level Objectives

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

1. Demonstrate the performance expected for each of the following pharmacist attributes:
    a. Problem-solver
    b. Educator
    c. Patient Advocate
    d. An includer via cultural sensitivity
    e. Interprofessional Collaborator
    f. Communicator
    g. Self-awareness
    h. Leadership
    i. Innovative mindset
    j. Professionalism
2. Provide direct patient care in a variety of healthcare settings.
3. Contribute effectively as a member of an interprofessional collaborative team.
4. Document personal and professional development in an electronic portfolio.
5. Demonstrate the continuing professional development process.
6. Complete 5 hours of co-curricular activities (live continuing education sessions) that contribute to achieving your professional goals.
7. Apply Continuing Professional Development (CPD) skills to guide preparation for the NAPLEX and MPJE Board exams. Specifically, the student shall document each of the following:
    a) Reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit performance when taking the NAPLEX and MPJE exams upon graduation.
    b) Design a personal development plan to guide preparation.
    c) Implement the learning plan by using resources such as those available in Access Pharmacy, ExamMaster, and RxPrep.
    d) Evaluate achievement of the learning plan including evidence of learning successes, challenges and attainment of mastery.

Course Pre-requisites

1. Completion of Block 18 of the Doctor of Pharmacy Curriculum including Milestones (end of 3rd year).

Course Co-requisites

1. Concurrently taking at least one Advanced Pharmacy Practice Experience (APPE) during Block 19

Course Outline

This course is intended to be self-paced with all course elements to be completed by the conclusion of the final course in this series. Below is a description of all the content in the course series. Students are **required to complete all 5 modules by the end of PPD8** (Cultural sensitivity, educator, innovative mindset, leadership, patient advocacy). You may begin completing the modules at any time and may complete them in any order. If you attempt to complete more than 2 modules in this course, but do not successfully complete the quiz or the any of the required elements, you will be required to complete any make up or remediation assignments in this same semester.

Please routinely check the Canvas course site for any messages about changes in the schedule including deadlines.

Due Date	Unit Topic	Contact Hours [hr.]ª	Faculty Author	Learning Objectives Covered
	Introduction to Personal and Professional Development VII-IX		Patel	1 - 6
	Watch: Overview of the Personal and Professional Development VII-IX course series	0.25hr	Patel	
June 29, 2020	Assignment: PPD7 Syllabus Agreement		Patel	
July 31, 2020	Assignment: Complete COVID-19 reflection		Patel	
July 31, 2020	Assignment: Submit Licensure Readiness Learning Plan Part 1		Buring	7
February 15, 2021 Due in PPD9 (spring 2021) but it is HIGHLY recommended to start completing these at your earliest opportunity	*Assignment: Complete 4 hours of live (face-to-face) Continuing Education for Pharmacists (co-curricular activities; Canvas; Appendix D)*	*4.0hr – co-curricular*	*Patel*	*6*

MODULES DUE AT END OF PPD8 (Fall 2020) *Below are dates/activities for **Fall 2020**. A syllabus for PPD8 will be posted at the start of the course. **You may start these modules at any time.				
	Patient Advocate Module	1.0hr	C.DeRemer	1, 2
	Watch: To advocate…Is this in your future?	0.6hr	C.DeRemer	
	Watch: A portrait of the patient experience	0.25hr		

	Read/watch: www.patientadvocate.org	0.2hr		
November 20, 2020	Assignment: Complete Online Quiz			1, 2
November 20, 2020	Assignment: Submit a 250 word summary describing a specific patient interaction demonstrating how you served as a patient advocate during an Advanced Pharmacy Practice Experience. (Appendix B)			1, 2
	Educator Module	1.0hr	Cavanaugh	1-3
	Watch: Broken Lectures	0.8hr	Cavanaugh	
	Watch: TED Talk: Talk Nerdy to Me	<0.25		
	Watch: TED Talk: How to Avoid Death by PowerPoint	<0.25		
November 20, 2020	Assignment: Complete Online Quiz			1-3
November 20, 2020	Assignment: Submit an example of a presentation you developed and delivered to other healthcare providers during an APPE.			1-3
November 20, 2020	Assignment: Submit a 250 word summary demonstrating you were an effective educator for your presentation audience. (Appendix B)			
	Cultural Sensitivity Module	1.0hr	Childs-Kean	1, 2
	Watch: Practical advice for cultural sensitivity in pharmacy practice	<0.25hr	Childs-Kean	
	Read: No, where are you really from? CNN	0.25hr		
	Watch: TED Talk: The Problem with Race-Based Medicine by Dorothy Roberts	0.25hr		
	Read: Beyond Belief - How People Feel about Taking Medications for Heart Disease	0.25hr		
	Watch: The 4C's – Understanding Cultural Diversity in Healthcare	<0.25hr		
November 20, 2020	Assignment: Complete Online Quiz			1, 2
November 20, 2020	Assignment: Submit a 500 word summary describing a specific patient interaction demonstrating you were culturally sensitive during an APPE. (Appendix B)			1, 2
	Innovative Mindset Module	1.0hr	Curtis	1-3
	Watch: Creating a Culture of Collaborative Innovation	0.25hr		
	Watch: The Art of Innovation	0.25hr		
	Watch: Business Survival: Your Ability to Recognize Opportunity	0.5hr		

	Watch: The Surprising Habits of Original Thinkers	0.25hr		
November 20, 2020	Assignment: Complete Online Quiz			1-3
November 20, 2020	Assignment: Submit a video on innovative mindset. (Appendix B)			1-3
	Leadership Module	1.0hr	Whalen	1-3
	Read: 7 Habits of Highly Successful Pharmacists	0.25hr	Whalen	
	Read: Pharmacy Forecast 2018: • Strategic Planning in Challenging Times • Complex Times: Leaders Thinking and Acting Differently • Coping with Uncertainty and Chaos: Leading in Ambiguous Times	0.25hr		
	Read: Pharmacy Forecast 2018: 1 section that interests the student	0.25hr		
	Watch: TED Talk: How to Make Hard Choices by Ruth Chang	0.25hr		
November 20, 2020	Assignment: Complete Online Quiz			1-3
November 20, 2020	Assignment: Submit a 500 word summary describing how you demonstrated exemplary leadership skills and abilities during an Advanced Pharmacy Practice Experience.			1-3
ASSIGNMENTS DUE DURING PPD8 (Fall 2020)				
September 11, 2020	Assignment: Upload updated CV (Canvas AND Salesforce)		Patel	4, 5
October 31, 2020	Assignment: Meet face-to-face or via video chat with Career Coach by this date.	1.0hr	Patel	5
October 31, 2020	Assignment: Complete Career Coach Evaluation (Salesforce)		Patel	
November 20, 2020	Assignment: Complete NAPLEX practice test in Exam Master		Buring	7
November 20, 2020	Assignment: Submit Exam Master test results (Canvas)		Buring	7
February 15, 2021 Due in PPD9 (spring 2021) but it is HIGHLY recommended to start completing these at your earliest opportunity	*Assignment: Complete 4 hours of live (face-to-face) Continuing Education for Pharmacists (co-curricular activities; Canvas; Appendix D)*	*4.0hr – co-curricular*	*Patel*	*6*

ASSIGNMENTS DUE DURING PPD9 (Spring 2021) *Below are known dates/activities for **Spring 2021**. A syllabus for PPD9 will be posted at the start of the course.				
January 11, 2021	Assignment: Submit Licensure Readiness Learning Plan Part 2 (Canvas)		Buring	7
February 15, 2021	Assignment: Submit MPJE assignment #1		Buring	7
February 15, 2021	Assignment: Complete 4 hours of live (face-to-face) Continuing Education for Pharmacists (co-curricular activities; Canvas; Appendix D)	4.0hr – co-curricular	Patel	6
March 1, 2021	Assignment: Submit MPJE assignment #2		Buring	7
TBA	Attend: Live MPJE review	5.5hr	Buring	7
April 30	Assignment: Complete Pre-NAPLEX	2	Buring	7
April 30	Assignment: Submit Pre-NAPLEX score (Canvas)		Buring	7
	Milestone Assessments • Professionalism • OSCE (dates TBA)		Various	2, 3

Required Textbooks/Readings

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

Suggested Textbooks/Readings

- RxPrep MPJE Law Review ($185 X 6 months) – recommended, not required
- Pharmacy Exam MPJE ($35-$65) pharmacyexam.com – recommended, not required
- RxLaw.org – recommended, not required

Other Required Learning Resources

None

Materials & Supplies Fees

None.

Students will be required to cover any costs associated with participation in live continuing education activities including, but not limited to registration and travel expenses.

Student Evaluation & Grading

The Personal and Professional Development VII-IX course series are **pass/fail** courses. Passing requires successful completion of all assignments listed.

Assessment Item	Deadline	Criteria
Syllabus Agreement	June 29, 2020	Complete syllabus agreement in **Canvas.**
COVID-19 Reflection	July, 31, 2020	Submit reflection in **Canvas**.
Licensure Readiness Learning Plan Part 1	July 31, 2020	Submit learning plan in **Canvas**.

Course Specific Policies

Professionalism Assessments:

Professionalism is an educational outcome of the Pharm.D. program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated at each annual milestone to determine progression and eventual readiness for graduation.

Professionalism will be tracked and assessed utilized the most current version of the Professionalism Accountability Plan. The current version can be found here: https://curriculum.pharmacy.ufl.edu/current-students/course-policies/#professionalism

Quizzes:
All quizzes administered in the course are pass/fail and are expected to be completed individually without outside assistance. To pass the quiz you must earn 80% on the quiz. You will be provided with 2 attempts to complete the quiz to earn the passing score. If the passing score is not earned on the second attempt, additional assignments will be required for you to complete to demonstrate competence in the content area in order to earn a passing grade for the course.

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©
3. Qualtrics®
4. 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/

Appendix A. Course Directory

Teaching Partnership Co-Leaders/Course Directors:

Priti Patel, Pharm.D., BCPS
- Email: ppatel@cop.ufl.edu
- Phone: 813-252-0892
- Office Hours: Please see the Canvas course site for posted office hours.

Questions to Ask:

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

Co-Curriculum Program Specialist:

Sarah Mazorra
Email: smazo@cop.ufl.edu
Office: HPNP 3305/GNV
Phone: 352-273-8203

Questions to Ask:

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

Other Teaching Partnership Faculty Members:

Shauna Buring, PharmD
Email: sburing@cop.ufl.edu
Office: HPNP 4319
Phone: 352-294-8426

Teresa Cavanaugh, PharmD, BCPS
Email: TCavanaugh@cop.ufl.edu
Office: HPNP G-234
Phone: 352-294-8943

Lindsey Childs-Kean, PharmD, MPH, BCPS
Email: lchilds-kean@cop.ufl.edu
Office: HPNP 2314A
Phone: 352-273-5715

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

Christina DeRemer, PharmD, BCPS, FASHP
Email: cderemer@ufl.edu
Office: HPNP 3306
Phone: 352-273-6224

Karen Whalen, Pharm.D.
Email: whalen@cop.ufl.edu
Office: HPNP/GNV
Phone: 352-273-9497

Appendix B. Course Assignment Checklists

*Please note that **all checklist items** must be completed for each assignment to receive a passing score.
** The corresponding module quiz must be completed with a minimum passing score as described above.

Patient Advocate:

Submit a summary describing a specific patient interaction demonstrating how you served as a patient advocate during an Advanced Pharmacy Practice Experience. The checklist items include:
- Minimum 250 words
- De-identified description of the interaction with the patient, but that defines the setting and focus of how you were identified as the patient advocate
- Process of how you incorporated **at least one** of the following:
    - o Empowered the patient to take responsibility for, and control of, their health
    - o Assisted the patient to navigate the complex healthcare system
    - o Ensured the patient obtained the resources and care required in an efficient and cost-effective manner.

Educator:

Submit an example of a presentation you developed and delivered to other healthcare providers during an Advanced Pharmacy Practice Experience. Include a summary demonstrating you were an effective educator for the audience. The checklist items include:
- Copy of the visual aids (e.g. PowerPoint presentation) you created.
- Summary should be a minimum of 250 words and include:
    - o The intended audience for the presentation, which should include other healthcare providers.
    - o Method for ensuring the instructional content contained the most current information relevant for the intended audience.
    - o How you adapted your presentation style to meet the needs of the intended audience.
    - o Method used to assess audience comprehension.

Cultural Sensitivity:

Submit a summary describing a specific patient interaction demonstrating you were culturally sensitive during an Advanced Pharmacy Practice Experience. The checklist items include:
- Minimum 500 words
- De-identified description of the interaction with the patient
- Process of how you were respectful of the patient's culture.
- How you incorporated **at least one** of the following:
    - o Assessed the patient's health literacy AND modified communication strategies to meet the patient's needs.
    - o Incorporated the patient's cultural beliefs and practices into health and wellness care plans.

Innovative Mindset:

Having an innovative mindset means "being able to generate creative or novel solutions to problems that result in improved performance."

For this assignment we want you to reflect on and answer ONE of the following questions:

- "Tell me about a time on rotation when you had to demonstrate taking initiative when confronted with challenges and how did you respond?"
- "Tell me about a time on rotation where you were asked to develop a new idea and approach to improve quality or overcome barriers to advance the profession and how did you respond?"
- "Tell me about a time on rotation when you had to demonstrate creative decision making when confronted with novel problems or challenges and how did you respond?"

Checklist items include:

- Video record yourself answering one of these questions.
- Guidelines for this video:
- Use the STAR(T) Method
- Length must be a minimum of 4 minutes and a maximum of 6 minutes
- Include necessary background information (e.g. rotation, practice setting, description of the situation that led to identification of the problem, task and who was involved, the action(s) took to solve the problem, the results or what happened, and a tie-back to the situation or take-away of what you learned)

What next:

- After your assignment has been uploaded, you will be assigned to peer review two of your classmates recordings.
- Use the rubric to assess their submission.

Leadership/Interprofessional Collaborator:

Submit a summary describing how YOU demonstrated exemplary leadership skills and abilities during an Advanced Pharmacy Practice Experience. The checklist items include:

- Minimum 500 words
- Description of the scenario MUST include:
    - The situation that best demonstrates your leadership skills and abilities. This should include how you accomplished at least two of the following:
        - Developed relationships, valued diverse opinions, and understood individual strengths and weaknesses to promote teamwork.
        - Persuasively communicated goals to the team to help build consensus.
        - Empowered team members by actively listening, gathering input or feedback, and fostering collaboration.
    - Necessary background information (e.g. practice setting, roles/responsibilities of people you worked with).

Appendix C: 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.	
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.	

What identifiers need to be removed from data in order to meet HIPAA de-identification standards?

According to the October 2002 Privacy Rule § 164.514.(b).2. the following information may not be recorded in order to meet HIPAA de-identification standards:

1. Names;
2. All geographic subdivisions smaller than a State, including street address, city, county, precinct, zip code, and their equivalent geocodes, except for the initial three digits of a zip code if, according to the current publicly available data from the Bureau of the Census:
    1. The geographic unit formed by combining all zip codes with the same three initial digits contains more than 20,000 people; and
    2. The initial three digits of a zip code for all such geographic units containing 20,000 or fewer people is changed to 000.
3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
4. Telephone numbers;
5. Fax numbers;
6. Electronic mail addresses;
7. Social security numbers;
8. Medical record numbers;
9. Health plan beneficiary numbers;
10. Account numbers;
11. Certificate/license numbers;
12. Vehicle identifiers and serial numbers, including license plate numbers;
13. Device identifiers and serial numbers;
14. Web Universal Resource Locators (URLs);
15. Internet Protocol (IP) address numbers;
16. Biometric identifiers, including finger and voice prints;
17. Full face photographic images and any comparable images; and
18. Any other unique identifying number, characteristic, or code, except as permitted by paragraph (c) of this section;"

Appendix D. Live Continuing Education Co-curricular Activity Description

Co-curricular activities in the final year of the curriculum should continue to align with the professional goals you have created in the continuing professional development process. However, this year will focus on transitioning from being a student to a practicing pharmacist. Therefore, the co-curricular activities you will complete align with the continuing education requirements for pharmacists, and <u>you must attend at least 4 hours of live continuing education sessions</u>.

The live continuing education sessions MUST be completed:
- In person (not online)
- Outside of normal activities for the Advanced Pharmacy Practice Experiences (e.g. if you are required to attend a live presentation that is also approved for CE as part of your APPE, this time will not count towards your 4 hour requirement.)
- Between (June 22, 2020-February 15, 2021)

Opportunities to attend live continuing education:
- Local/regional professional pharmacy organization meetings
- Florida Board of Pharmacy meetings
- State professional pharmacy organization annual or interim meetings (e.g. FSHP, FPA)
- National professional pharmacy organization annual or interim meetings (e.g. APhA, ASHP, ACCP, AACP)
- Interdisciplinary health profession organizations (these could be local/regional/state/national)

Attendance must be certified by a pharmacist with a leadership position for the organization, or the person giving the presentation. All required information on the Continuing Education Participation Log (found on Canvas) must be submitted by the due date.

Live guest speakers that have been organized by local professional student organizations do not meet the requirements for this assignment.

Students are responsible for costs associated with participation in live continuing education activities including, but not limited to registration and travel expenses.