PHA 5023C
Personal and Professional Development 3

Fall 2022

0.5 Credit Hour – [Satisfactory/Unsatisfactory]

The purpose of this course is to track the personal and professional growth of individual students. The course is the third of nine sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones. This course continues to expand on the 10 pharmacist attributes (problem solving/critical thinking, education, patient advocacy, cultural awareness, interprofessional collaboration, communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism). This course focuses on development of leadership, self-awareness, professionalism and innovative mindset.

Teaching Partnership Leader

Karen Whalen, PharmD, BCPS, FAPhA
Email: whalen@cop.ufl.edu
Office: HPNP 4314/GNV
Phone: 352-273-9497
Office Hours: Wednesday 4 to 5pm. See Canvas site for Zoom link.
See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

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

Interprofessional Team Member Domain

6. Collaborate as a member of an interprofessional team.

Practice Manager Domain

13. Oversee the pharmacy operations for an assigned work shift.

Self Developer Domain

15. Create a written plan for continuous professional development.

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Course-Level Objectives

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

1. Identify your personal leadership style.
2. Select appropriate approaches to provide feedback to peers in common scenarios encountered as a pharmacist in a workplace setting.
3. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development.
4. Apply professional attitudes, values, and behaviors 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.

Course Pre-requisites

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

Course Co-requisites

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

Required Textbooks/Readings

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

Use UF VPN to access UF Libraries Resources when off-campus. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL: http://www.library.health.ufl.edu/

Suggested Textbooks/Readings

None

Other Required Learning Resources

None

Materials & Supplies Fees

None

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Student Evaluation & Grading

Grading in Personal and Professional Development is Satisfactory/Unsatisfactory. A grade of satisfactory requires completion of all course activities and assignments (see Appendix B), including milestones where appropriate (see Appendix C). See Course Specific Policies for additional details on late assignment policies.

Table 1.1 Evaluation and Grading

Assessment Item	
Team contract	Satisfactory completion and submission to Canvas
Syllabus quiz	100%
Module Quizzes • Leadership • Giving Effective Feedback	80% (2 attempts)
Portfolio items • CPD fall assignment • Curriculum vitae (CV) • Personal mission statement assignment	Satisfactory completion and upload to CORE
Interprofessional Education • **IPLH** (not until Spring 2023)	Attend and pass satisfactorily as determined by IPE program requirements
CATME evaluations	Complete by due dates in Appendix
Team debriefing assignments • Team debriefing individual assignment • Team debriefing team assignment	Satisfactory completion and submission to Canvas
Career Coach activities • Career Coach meeting • Career Coach evaluation	 Meet by due date in Appendix Satisfactory completion by due date in Appendix
Co-curricular activities	Completion of 5 hours of approved activities by the due date in Appendix

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. CATME©

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

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Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/

Course Specific Policies

PPD Quiz Policy

- Students must earn a score of 80% or higher on each quiz. Students will be given 2 attempts to complete the quiz to earn the passing score. The score that is the higher of the 2 attempts will be used to calculate the course grade
- If a passing score is not earned on the second attempt, a make-up assignment will be required for the student to demonstrate competence in the content area.

PPD Late Assignment Policy

- All assignments and quizzes are due by the date and time specified in the syllabus.
- Students with 3 or more late, incomplete, or missing assignments, including quizzes, will be referred to the Professionalism Committee.
- The EXCEPTION to this rule is CATME. Failure to complete any CATME assignment by its due date will incur a lapse in the Professionalism Advisement Plan.
- Students failing to satisfactorily complete all assignments at the end of the course will receive an Incomplete grade in the course until all assignments are deemed complete.

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the UF COP Course policies (link).

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF COP *Student Mistreatment Report* .

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Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Karen Whalen, PharmD, BCPS, FAPhA
Email: whalen@cop.ufl.edu
Office: HPNP 4314/GNV
Phone: 352-273-9497
Office Hours: Wednesday 4 to 5pm. See Canvas site for Zoom link.

Questions to Ask:

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

Co-Curriculum Program Specialist:

TBA

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

Absent/Tardy Email: absent2pd@cop.ufl.edu

Other Teaching Partnership Faculty Members:

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

Stacy Miller, Pharm.D., MBA, BCACP
Email: stacy.miller@cop.ufl.edu
Phone: 352-273-7820

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Instructional Designer:

Skylar Johnson, M.A.

- Email: skylarjohnson@cop.ufl.edu
- Phone: 352 – 273 - 5719

Academic Coordinator Gainesville Campus:

Hanna Stallard

- Email: hstallard@ufl.edu
- Office: HPNP 4312
- Phone: 352 – 273 - 6312

2PD Absent Request Ticket

Educational Coordinators

Katie Orben

- Email: korben06@ufl.edu
- Office: Jacksonville Campus

Andrea M Arredondo

- Email: aarredondo1@cop.ufl.edu
- Office: Orlando Campus
- Phone: (407) 313 - 4087

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy 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 in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Examplify 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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Appendix B: Course Outline

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Responsible
	1	Module	Module 01: Introduction to Year 2 of Personal and Professional Development	0.5	Karen Whalen
08/22/22	1.1	Video Lecture	Watch: Course Introduction Video	0.5	Karen Whalen
08/22/22		Reading	Read: Syllabus		Karen Whalen
08/26/22 @ 11:59pm		Assignment Graded	Assignment: Submit Team Contract. Only 1 person from team needs to upload the document. (Canvas)		Karen Whalen
08/26/22 @ 11:59pm		Assignment Graded	Assignment: Syllabus Agreement (Canvas)		Karen Whalen
	2	Module	Module 02: CPD & Career Coach		Karen Whalen
09/15/22 @ 11:59pm		Assignment Graded	Assignment: Update Electronic Portfolio with most recent version of CV (CORE)		Karen Whalen
09/15/22 @ 11:59pm		Assignment Graded	Assignment Due: Career Planning; CPD Assignment: Submit Cycle 2 Reflect & Plan (CORE)		Karen Whalen
	3	Module	Module 03: Leadership	3	Karen Whalen
09/19/22	3.1	Video Lecture	Watch: Introduction to Leadership	0.75	Karen Whalen
09/19/22		Reading	Read: ASHP Statement on Leadership as a Professional Obligation	0.25	Karen Whalen
09/19/22		Reading	Read: Leadership in Pharmacy Practice Why Me?	0.25	Karen Whalen
09/19/22		Video Other	Watch: TED Talk: Margaret Heffernan: Forget the pecking order at work	0.25	Karen Whalen
09/19/22		Video Other	Watch: TED Talk: John Kotter: The Perils of Confusing Leadership and Management	0.25	Karen Whalen
09/19/22		Video Other	Watch: TED Talk: Simon Sinek: Why Good Leaders make you feel safe	0.2	Karen Whalen
09/22/22 @ 10:30am		Quiz Online Graded	Module 3 Quiz (Canvas)		Karen Whalen
09/22/22 @ 10:40 am - 12:35 pm		Active Learning Session	Active Learning Session 1: Leadership	1	Karen Whalen
09/30/22 @ 11:59pm		Assignment Graded	Assignment: Personal Mission Statement (Canvas)		Karen Whalen

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Responsible
	4	Module	Module 04: Giving Effective Feedback/Difficult Conversations	2	Michelle Farland
09/30/22		Reading	Read: Harvard Business Review, 20- Minute Manager Giving Effective Feedback	0.5	Michelle Farland
09/30/22		Reading	Read: Harvard Business Review, 20- Minute Manager Difficult Conversation	0.5	Michelle Farland
10/03/22 @ 1:30pm		Quiz Online Graded	Module 4 Quiz (Canvas)		Michelle Farland
10/3/22 @ 2pm - 4pm		Active Learning Session	Active Learning Session 2: Giving Effective Feedback/ Difficult Conversations	1	Michelle Farland
10/03/22 @ 11:59pm		Assignment Graded	Assignment: Peer Evaluations (CATME)		Karen Whalen
	5	Module	Module 05: Career Panel	2	
10/12/22 @ 10:30am - 12:30pm		Active Learning Session	Fall Career Panel	2	Karen Whalen
	6	Module	Module 06: Team Debriefing	1	Karen Whalen
10/20/22 @ 1pm		Assignment Graded	Assignment: Team Debriefing Individual Assignment 1 (Canvas)		Karen Whalen
10/20/22 @ 2pm - 4pm		Active Learning Session	Team Debriefing & CV Workshop	1	Karen Whalen, Stacy Miller
10/20/22 @ 5pm		Assignment Graded	Assignment: Team Debriefing Team Assignment 1 (Canvas) - see above for due dates		Karen Whalen
10/31/22 @ 11:59pm		Assignment Graded	Assignment: Meet face-to-face or via video chat with Career Coach by this date.		Karen Whalen
10/31/22 @ 11:59pm		Assignment Graded	Assignment: Complete Career Coach Evaluation (CORE)		Karen Whalen
11/18/22 @ 11:59pm		Assignment Graded	Assignment: Peer Evaluations (CATME)		Karen Whalen
11/18/22 @ 11:59pm		Assignment Graded	Assignment: 5 Co-Curricular Hours Due (CORE)		Karen Whalen
			Contact Hours:	8.5	

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Appendix C: Professionalism Milestone

The professionalism milestone encompasses a direct observation of student behaviors throughout the entire academic year. It will be assessed using the Professionalism Advisement Plan available in Appendix E (https://curriculum.pharmacy.ufl.edu/current-students/course-policies/#professionalism). Students who progress through all of the steps of the Professionalism Advisement Plan will not pass the Professionalism Milestone. Students who have been found to violate the Student Code of Conduct with sanctions specifying failure of the Professionalism Milestone will not pass this milestone.

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Appendix D: Career Coach Evaluation

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

Self-Improvement: Please rate the student's ability to identify areas of self-improvement		
Needs Improvement	**Meets Expectations**	**Exceeds Expectations**
The student has not yet identified his/her strengths and areas for improvement	The student has thoughtfully identified strengths and areas for improvement.	The student has thoughtfully identified strengths and areas for improvement and has specific plans in place to work on these areas.

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.)				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
With **extensive coaching**, the student does **NOT** meet the definition of professionalism.	With **extensive coaching**, the student meets the definition of professionalism.	With **moderate coaching**, the student meets the definition of professionalism.	With **minimal coaching**, the student meets the definition of professionalism.	With **no coaching**, the student **independently** meets the definition of professionalism.

Career Planning: To what extent has the student established a career path?		
Not defined	**Somewhat defined**	**Defined**
The student is undecided about his/her career area in pharmacy.	The student is somewhat sure about the type of pharmacy practice he/she desires. They can state a desired future career path, but is contemplating multiple career options.	**T**he 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 CPD?				
Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
With **extensive coaching**, the student is **NOT** able to establish appropriate goals.	With **extensive coaching**, the student is able to establish appropriate goals.	With **moderate coaching**, the student is able to establish appropriate goals.	With **minimal coaching**, the student is able to establish appropriate goals.	With **no coaching**, the student **independently** established appropriate goals

Goals: Did the student write their short- and long- term goals in the SMART format?	Yes	No

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Appendix E:

PROFESSIONALISM ADVISEMENT PLAN

Introduction

Caring for patients is a responsibility and privilege of practicing as a pharmacist. This responsibility requires one to exhibit professional behaviors and values that are consistent with the trust given to our profession by patients, other health care providers, and society as a whole. The University of Florida College of Pharmacy is dedicated to promoting professional behaviors and values both within and outside the classroom.

Consistent with the expectations of a pharmacist, students are held to the highest professional standards in the classroom and experiential patient setting, as well as outside of the educational learning environment. Punctuality, preparedness, and engagement are expected. Appropriate behaviors and actions befitting a professional member of the community are imperative to the advancement of students in this program.

The following are examples of professional behavior expected of all College of Pharmacy students. It is important to note that these are a few examples and this list is not comprehensive.

- Students arrive to class early and are prepared for the start of class and when returning from breaks.
- Students adhere to any and all dress code regulations, as set forth and expected for specific settings (in class, experiential rotations, co-curricular activities).
- Students conduct themselves in a respectful, non-disruptive manner within and outside of the classroom.
- Students remain engaged throughout the duration of any course or experiential practice.
- Students maintain an ethical and professional digital citizenship when participating in any online platform.
- Students communicate (verbal, written, and body language) in a professional and respectful manner.

To help provide guidance and training for students in the programs, lapses of professional behaviors are documented as concerns by the College faculty and staff. Concerns are typically addressed with the student as prescribed below; however, a serious lapse or a repetitious pattern of lapses may warrant a tailored response including, but not limited to, accelerated follow-up action.

Any incident which violates the Student Honor Code will be handled as outlined in the Student Honor Code (e.g. academic dishonesty, harassment, etc.). In the adjudication of cases before the Health Science Center Student Conduct Committee, failure of the Professionalism Milestone may be a sanction administered by that group. If a student is found in violation of the University of Florida Code of Conduct, serious penalties may be incurred including failure of the Professionalism Milestone or dismissal from the College.

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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.
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 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,

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	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.

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

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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

Approved by Faculty Governance Council 8/8/18

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