

PHA5021C

Personal and Professional Development 1

Fall 2023

0.5 Credit Hours – [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 first 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 Leaders

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office: GNV HPNP 2314A
- 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:

Interprofessional Team Member Domain

6. Collaborate as a member of an interprofessional team.

Self-Development Domain

15. Create a written plan for continuous professional development.

Course-Level Objectives

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

1. Describe the performance expected upon graduation (i.e., pharmacist attributes) for each of the following and how you will progressively accomplish these abilities across the next four years:
 - 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. Explain the role of the co-curriculum in accomplishing personal and professional development for becoming a pharmacist.
3. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.
4. Assess potential career path options as a pharmacist and develop an initial plan for personal career development.
5. Demonstrate an understanding of the continuing professional development process.
6. 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.
7. Perform brief tobacco interventions utilizing motivational interviewing when working as part of an interprofessional team.
8. Demonstrate ability to successfully complete 5 hours of co-curricular activities that contribute to achieving personal and professional development.
9. Document initial personal and professional development by establishing an electronic portfolio.

Course Pre-requisites

1. Admission to the Doctor of Pharmacy program

Course Co-requisites

1. Pharm.D. program courses in Block 1 and 2

Course Outline

See Appendix. 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.

Required Textbooks/Readings

None. Required readings will be posted in Canvas.

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

Suggested readings will be posted on Canvas.

Other Required Learning Resources

None

Materials & Supplies Fees

None

Student Evaluation & Grading

Personal and Professional Development is a Satisfactory/Unsatisfactory course. A grade of satisfactory requires completion of all course activities and assignments, including milestones where appropriate. See Course Specific Policies section for additional details on late assignment policies.

Table 1.1 Evaluation and Grading

Assessment Item	Criteria
Team contract	Satisfactory completion and submission to Canvas
Syllabus quiz	100%
Module Quizzes <ul style="list-style-type: none"> Self-awareness 	80% (2 attempts)
Portfolio items <ul style="list-style-type: none"> SRSSDL Mindset assignment StrengthsQuest CPD fall assignment Curriculum vitae (CV) 	Satisfactory completion and upload to CORE
Interprofessional Education <ul style="list-style-type: none"> ATTAC-IT PFF 	Attend and pass satisfactorily as determined by IPE program requirements
Team Evaluations	Complete by due dates in Appendix
Team debriefing assignments <ul style="list-style-type: none"> Team debriefing individual assignment Team debriefing team assignment 	Satisfactory completion and submission to Canvas
Career Coach activities <ul style="list-style-type: none"> 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. CORE

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/>

Artificial Intelligence Use

The use of artificial intelligence (AI) text generators such as ChatGPT on assignments, projects, quizzes, and exams is prohibited in this course. Use of AI text generators is considered evidence of academic dishonesty. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the General [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

PPD Quiz Policy

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

Makeup Assignments

Makeup assignments may be required for excused absences from all Active Learning Sessions. Students will be required to complete the makeup assignment within one week of the missed session.

Late Assignments

- All assignments are due by the date and time specified in the syllabus.
- 3 or more late assignments will incur a Professionalism Lapse that will count towards the steps in the Professionalism Advisement Plan and a referral to the Professionalism Committee. The exception to this rule is Team Evaluations; failure to complete Team Evaluations by the due date will result in a Professionalism Lapse.
- Late assignments will be subject to a make up assignment in addition to required submission of the original assignment. The make up assignment will be sent approximately one month before the end of the course. Students failing to submit

both the original and make up and assignments by the specified due date will receive an Incomplete grade in the course.

Accessibility and Belonging Statement

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](#).

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](#).

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/>.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director(s):

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office GNV HPNP 2314A
- Office Hours: By appointment ONLY.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Questions to Ask:

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

Co-Curricular Program Specialist

Jerelle Singleton

- Email: jerelle@ufl.edu
- Office: HPNP G235
- Phone: (352) 273 - 5307

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)

Other Teaching Partnership Faculty Members:

Carol Motycka, PharmD, BCACP

- Email: motycka@cop.ufl.edu
- Office: Jacksonville
- Phone: 904 – 244 - 9590

Erin St. Onge, PharmD

- Email: estonge@cop.ufl.edu
- Office: Orlando
- Phone: 407 – 313 - 7004

Instructional Designer:

Skylar Johnson, M.A.

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

Academic Coordinator Gainesville Campus:

Ashley Williams

- Email: acwilliams@ufl.edu
- Office: HPNP 4312
- Phone: 352 – 273 - 9951

[Absence Request Ticket 1PD](#)

Educational Coordinators

Katie Orben

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

Jessica Linares

- Email: jnoriegalinaires@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.)

Appendix B: Course Outline

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Responsible
08/21/23		Assignment Graded	Assignment: Submit Team Contract into Canvas course site. Only 1 person from team needs to upload the document.		Priti Patel
	1	Module	Module 1: Introduction to Personal and Professional Development – Role of the Co-Curriculum and Milestone Assessments		Priti Patel
08/22/23	1.1	Lecture Video	Watch: Intro to PPD	0.25	Priti Patel
08/22/23	1.2	Lecture Video	Watch: PPD & Career Development	0.15	Priti Patel
08/22/23	1.3	Lecture Video	Watch: PPD & Co-Curricular Activities	0.15	Priti Patel
08/22/23	1.4	Lecture Video	Watch: PPD & Professionalism	0.15	Priti Patel
08/25/23 at 11:59pm	1	Assignment Graded	Assignment: Syllabus Quiz (Canvas)		Priti Patel
	2	Module	Module 2: Self-Awareness		Priti Patel
08/30/23	2	Lecture Video	Watch: Introduction to Self-Awareness	0.5	Priti Patel
08/30/23	2	Video Other	Watch: TED Talk – Tasha Eurich: Increase your self-awareness with this one simple fix	0.25	Priti Patel
08/30/23	2	Video Other	Watch: TED Talk – Tasha Eurich: Learning to be awesome at anything you do, including being a leader	0.25	Priti Patel
08/31/23 at 11:59pm	2	Quiz (Online)	Assignments: Complete Self-Awareness Online Quiz (Canvas)		Priti Patel
08/31/23 at 2pm-4:30pm		PPD IPE	Interprofessional Tobacco Awareness and Cessation Training (ATTAC-IT program) Call campuses via Zoom	3	Michelle Farland
09/05/23 at 11:59pm	4	Assignment Graded	Assignment: Career Preferences Survey online		Priti Patel
09/05/23 at 11:59pm	6	Assignment Graded	Assignment: Review Career Coach Bios and post the rank list into CORE (If you do not post your rank list, you will not be permitted an opportunity to select your career coach.)		Priti Patel
	3	Module	Module 3: Self-Directed Learning		Priti Patel
09/06/23	3	Lecture Video	Watch: Self-Directed Learning	0.5	Priti Patel
09/06/23 at 11:59pm	3	Assignment Graded	Assignment: Complete SRSSDL Assessment & upload to CORE		Priti Patel
09/06/23 at 11:59pm	3	Assignment Graded	Assignment: Submit Mindset Assessment & upload to CORE		Priti Patel
	4	Module	Module 4: Continuing Professional Development		Priti Patel
09/08/23	4	Lecture Video	Watch: Continuing Professional Development	0.5	Priti Patel
	5	Module	Module 5: Writing SMART Goals		Priti Patel

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Responsible
09/13/23	5	Lecture Video	Watch: Introduction to Writing SMART Goals	0.3	Priti Patel
09/13/23	5	Lecture Video	Watch: Five Rules of Goal Setting – How to Set SMART, Motivating Personal Goals		Priti Patel
09/15/23 at 11:59pm	4	Assignment Graded	Assignment: Upload Documents to Your Electronic Portfolio (in CORE) • Strength Quest/Finders Results • CPD Fall assignment		Priti Patel
09/19/23 at 10:40am-12:30pm		PPD IPE	Putting Families First/ Interprofessional Family Health (GNV only)	2	Priti Patel
09/19/23 at 1pm- 3pm		PPD IPE	Putting Families First/ Interprofessional Family Health (JAX only)		Carol Anne Motycka
09/19/23 at 11:59pm	7	Assignment Graded	Assignment: Team Evaluations		Priti Patel
	6	Module	Module 6: Career Development		Priti Patel
09/25/23 at 11:59pm	6	Assignment Graded	Interactive Video: APhA Career Pathways Program		Priti Patel
09/26/23 at 10pm- 12pm	6	Active Learning Session	Active Learning Session 1: Career Planning & Career Panel	1	Anthony Casapao, Priti Patel
09/22/23 at 8am- 1pm		PPD IPE	Putting Families First/ Interprofessional Family Health (ORL only)		Casey Rowe
	7	Module	Module 7: Team Debriefing	1	Priti Patel
10/03/23 at 12pm	7	Assignment Graded	Assignment: Team Debriefing Individual Assignment 1 - See below for individual pre-debriefing assignment due dates		Priti Patel
10/03/23 at 1pm- 2pm	7	Active Learning Session	Active Learning Session 2: Team Debriefing	1.5	Priti Patel
10/03/23 at 3pm	7	Assignment Graded	Assignment: Team Debriefing Team Assignment 1 - see above for team debriefing assignment due dates		Priti Patel
10/06/23	6	Lecture Video	CV: Tell Your Story: Writing a Curriculum Vitae	0.5	Anthony Casapao
10/10/23 at 1pm- 2pm		Active Learning Session	CV Workshop		Anthony Casapao
10/17/23 at 10:40am-12:30pm		PPD IPE	Putting Families First/ Interprofessional Family Health (GNV only)		Priti Patel
10/17/23 at 1pm- 3pm		PPD IPE	Putting Families First/ Interprofessional Family Health (JAX only)		Carol Anne Motycka
10/17/23 at 11:59pm	4	Assignment Graded	Submit your CV to CORE		Anthony Casapao

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Responsible
10/20/23 at 8am-1pm		PPD IPE	Putting Families First/ Interprofessional Family Health (ORL only)	2	Casey Rowe
10/31/23 at 11:59pm	5	Assignment Graded	Assignment: Meet face-to-face or via video chat with Career Coach by this date.		Priti Patel
10/31/23 at 11:59pm	5	Assignment Graded	Assignment: Complete Career Coach Evaluation (Salesforce)		Priti Patel
11/17/23 at 8am-1pm		PPD IPE	Putting Families First/ Interprofessional Family Health (ORL only)		Casey Rowe
11/17/23 at 11:59pm	7	Assignment Graded	Assignment: Team Evaluations		Priti Patel
11/17/23 at 11:59pm		Assignment Graded	Submit Co-Curricular Activities (5 hours) (See Canvas for link)		Priti Patel
11/21/23 at 10:40am-12:30pm		PPD IPE	Putting Families First/ Interprofessional Family Health (GNV only)	2	Priti Patel
11/21/23 at 1pm-3pm		PPD IPE	Putting Families First/ Interprofessional Family Health (JAX only)		Carol Anne Motycka
			Total Instructor Contact Hours with consideration of "C" designation	16	

Appendix C: 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.	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 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 D: 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.

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. <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.).
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. <u>Student is referred to Professionalism Committee</u> . Personal and Professional Development Course Director to attend meeting. Purpose of

Professionalism Lapse	Follow Up Action
	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.

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

Approved by Faculty Governance Council 8/8/18