

PHA5026C

Personal and Professional Development 6

Spring 2024
0.5 Credit Hours – [Satisfactory/Unsatisfactory]

The purpose of this course is to track the personal and professional growth of individual students. This course is the fifth of nine sequential courses that serve as an anchor for the co-curriculum. 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 Leaders

Lisa Miller, Pharm.D., M.A.

- Email: lisamiller@ufl.edu
- Office: ORL
- Phone: 407 – 313 - 7005

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

Collaborate as a member of an interprofessional team.

Self-developer

Create a written plan for continuous professional development.

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.

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

See Appendix B. 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

See Canvas for required readings.

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 Satisfactory grade requires completion of all course activities and assignments, including milestones where appropriate.

Table 1.1 Evaluation and Grading

Assessment Item	Criteria
Syllabus Quiz	100%
Situational Judgement Test	Completion of SJT
Interprofessional Education Activity	Attend and pass satisfactorily as determined by IPE program requirements
Team Debriefing Assignments <ul style="list-style-type: none"> • Team debriefing individual assignment (January) • Team debriefing team assignment (January) • Team debriefing individual assignment (March) • Team debriefing team assignment (March) 	Satisfactory completion and submission to Canvas
Team Project submission and presentation	Submission of presentation slides to Canvas Team presentation with score >70%
Team Evaluations <ul style="list-style-type: none"> • March Team Evaluations • April Team Evaluations 	Complete by due date in Appendix
Co-curricular activities	Completion of 5 hours of approved activities by the due date in the Appendix
Career Coach <ul style="list-style-type: none"> • Career Coach meeting • Career Coach evaluation • Curriculum vitae (CV) 	Meet with career coach by due date in Appendix. Satisfactory completion by due date in Appendix
Portfolio items <ul style="list-style-type: none"> • CPD spring assignment 	
ALS attendance <ul style="list-style-type: none"> • ALS 1 • ALS 2 • ALS 3 • Team presentation session • ALS 4 • CV workshop • Career panel 	Attendance at all active learning sessions

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. Feedback Fruits (for Team Evaluations)
3. 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/>

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.

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.

PPD Late Assignment Policy

- All assignments and quizzes are due by the date and time specified in the syllabus.
- 3 or more late, incomplete, or missing assignments will be referred to the Professionalism Committee.
- The EXCEPTION to this rule is Team Evaluations. Failure to complete any Team Evaluations 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.
- Incomplete or late co-curricular activity participation log assignments may be subject to a make-up assignment at the discretion of the course director.

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):

Lisa Miller, Pharm.D., M.A.

- Email: lisamiller@ufl.edu
- Office: ORL
- Phone: 407 – 313 - 7087

Office Hours: Please see the Canvas course site for posted office hours

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-Curriculum 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:

Anthony Casapao, PharmD, MPH, FIDSA

- Email: casapeo@ufl.edu
- Office: JAX
- Phone: (904) 244-9129

Michelle Farland, Pharm.D., CDCES

- Email: mfarland@ufl.edu
- Office: GNV
- Phone: 352 – 273 – 6293

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office: Remote
- Phone: 352-273-6293

Chardae Whitner, Pharm.D.

- Email: whitnerc@ufl.edu
- Office: JAX
- Phone: 904 – 244 – 9119

Instructional Designer:**Skylar Johnson, M.A.**

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

Academic Coordinator Gainesville Campus:**Ashleigh Langford**

- Email: lynn8597@ufl.edu
- Office: HPNP 4312
- Phone: 352 – 273 - 6002

3PD Absent/Tardy Request Ticket

Educational Coordinators**Katie Orben**

- Email: korben06@ufl.edu
- Office: Jacksonville Campus
- Phone: 904-244-9590

Jessica Linares or Dante Maldonado

- Email: jnoriegalinares@ufl.edu or maldonaldod1@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	Objectives	Contact Time (hr)	Responsible
	1	Module	Introduction to Personal and Professional Development			Lisa Miller
01/05/24	1.1	Lecture Video	Course Introduction Video		0.5	Lisa Miller
1/5/24 at 11:59pm		Assignment (Graded)	Syllabus Agreement (Canvas)			Lisa Miller
	2	Module	Team Debriefing	5		
1/8/24 at 2pm		Assignment (Graded)	Team Debriefing Individual Assignment			Priti Patel
1/8/24 from 3pm-4:15pm		Active Learning Session	Situational Judgement Test	5	0.75	Lisa Miller
1/8/24 from 4:15pm-5pm		Active Learning Session	Team Debriefing	5	0.25	Lisa Miller
1/8/24 at 6pm		Assignment (Graded)	Assignment: Team Debriefing Team Assignment (1 submission per team)			Priti Patel
	3	Module	Innovation & Entrepreneurship	1,2,3		
01/18/24	3.1	Lecture Video	The Innovative Mindset		0.5	Lisa Miller
01/18/24		Reading	How your medical skills may help improve disparities in specialty care access		0.25	Lisa Miller
01/18/24		Reading	Six challenges to delivering quality healthcare		0.25	Lisa Miller
1/19/24 from 8am-9:50am		Active Learning Session	ALS1: Creating an Innovative Mindset		1	Lisa Miller
1/24/24 from 8:30am-10:30am		Active Learning Session -- Zoom	Dental IPE		1	
1/24/24 at 12pm		Assignment (Graded)	Submit 3 personal innovative ideas			Lisa Miller
1/24/24 from 1pm-2:50pm		Active Learning Session -- Zoom	ALS 2: Identifying your Innovative Idea		1	Lisa Miller
1/24/24 at 11:59pm		Assignment (Graded)	Submit a description of the problem your group will be presenting (1 submission/team)			Lisa Miller
1/29/24 from 1pm-3pm		Active Learning	ALS 3: Identifying Solutions and Presentation Preparation		1	Lisa Miller

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
		Session -- Zoom				
1/29/24 at 4pm		Assignment (Graded)	Submit solution to Innovative idea			Lisa Miller
2/7/24 at 12pm		Assignment (Graded)	Presentation Slides Submission (no changes will be permitted after this date)			Lisa Miller
02/08/24		Active Learning Session -- Zoom	Group Presentations: Various Times (See Canvas)			Chardae Whitner, Lisa Miller, Michelle Farland, Priti Patel
02/14/24 from 9am- 11am		Active Learning Session -- Zoom	Group Presentations: Various Times (See Canvas)			Chardae Whitner, Lisa Miller, Michelle Farland, Priti Patel
02/15/24		Active Learning Session -- Zoom	Group Presentations: Various Times (See Canvas)			Chardae Whitner, Lisa Miller, Michelle Farland, Priti Patel
2/20/24 from 2pm- 4pm		Active Learning Session -- Zoom	Make-Up Presentation			Lisa Miller
2/28/24 at 11:59pm		Assignment (Graded)	Meet with Career Coach - DUE			Priti Patel
2/28/24 at 11:59pm		Assignment (Graded)	Complete Career Coach Evaluation (CORE)			Priti Patel
	4	Module	Team Debriefing, Career Panel, CV Workshop			
03/04/24		Lecture Video	Telling your Story: Writing a CV			Anthony Casapao
03/04/24 at 11:59pm		Assignment (Graded)	Submit Version 1 of CV			Anthony Casapao
03/04/24 at 11:59pm		Assignment (Graded)	Team Evaluations			Priti Patel
3/6/24 from 1pm- 2:50pm		Active Learning Session	Career Panel			Anthony Casapao
3/18/24 at 12pm		Assignment (Graded)	Team Debriefing INDIVIDUAL Assignment			Priti Patel
3/18/24 from 1pm- 1:30pm		Active Learning Session	Team Debriefing		0.5	Lisa Miller

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
3/18/24 from 1:30pm-2:30pm		Active Learning Session	SJT Debrief		1	Lisa Miller
3/18/24 from 2:30pm-3:30pm		Active Learning Session	CV Workshop		0.5	Anthony Casapao
3/18/24 at 4:30pm		Assignment (Graded)	Team Debriefing TEAM Assignment			Priti Patel
03/25/24 at 11:59pm		Assignment (Graded)	Submit Updated CV			Anthony Casapao
04/08/24		Lecture Video	Interviewing Skills		0.75	Anthony Casapao
4/8/24 from 10am- 11:50am		Active Learning Session	ALS 4: Applying Effective Interview Skills			Anthony Casapao
4/21/24 at 11:59pm		Assignment (Graded)	Summative Team Evaluations			Priti Patel
4/21/24 at 11:59pm		Assignment (Graded)	Co-Curricular Activities DUE (5 hours)			Priti Patel
4/21/24 at 11:59pm		Assignment (Graded)	Career Planning; CPD Assignment: Submit Cycle 3 (CORE)			Lisa Miller
			Total Hours		9.25	

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 has 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.	

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.
2 nd incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This email serves as official notice to the student that the College is aware of a lapse in professional behavior.
3 rd incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This email serves as official notice to the student that the College is aware of a lapse in professional behavior. <u>One-on-one meeting with the Student Affairs Coordinator</u> to discuss professionalism lapse and identity problems that could be contributing to this behavior. If follow up is needed, the appropriate individual(s) will be notified (e.g. Assistant Dean for Student Affairs, Campus Dean, Director of Personal and Professional Development, etc.).
4 th incident	Student is notified of a professionalism lapse when it occurs, and immediate feedback is provided from the concerned faculty or staff member. The concern is officially noted and recorded by the College and an email including the Professionalism Advisement Plan is sent to the student's UF email account. This 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.

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

1/3/24 6:59 AM

PHA5026C Syllabus

Incidents are tracked based on the following schedule:

1PD: August – April

2PD – 4PD: May – April