

PHA5022C: Personal and Professional Development 2
Spring 2026 | 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 second of nine sequential courses that serve as an anchor for the co-curriculum. This course introduces 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 interprofessional collaboration.

Course Prerequisites: Admission to the PharmD program

Course Corequisites: Year 1 PharmD program courses in Blocks 3 and 4

Course Faculty and Staff	
Course Director	Instructional Designer
Teresa Cavanaugh, PharmD, MS, BCPS, FASHP 352-294-8943 tcavanaugh@ufl.edu	Skylar Johnson, M.A. sky@cop.ufl.edu
Academic Coordinators	
Paul Mucci Email: macmucci@ufl.edu	Jessica Linares (ORL) Email: Jnoriegalinares@ufl.edu
Jaime Welsh (JAX) Email: jaimewelsh@ufl.edu	Nadja Rivera (ORL) Email: nl.riverarivera@ufl.edu
Co-Curriculum Program Specialist	Program Coordinator: Office of Student Success, Wellness and Community Engagement
Jerelle Singleton Email: Jerelle@ufl.edu	Nazandria Jackson Email: nburney42@ufl.edu
Teaching Faculty	
Anthony Casapao, PharmD, MPH, FIDSA Email: casapao@ufl.edu	Carol Motycka, Pharm.D., BCACP Email: motycka@cop.ufl.edu
Casey Rowe, Pharm.D. Email: casey.rowe@ufl.edu	

[Faculty and Staff: Who to Contact and Questions to Ask](#)

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

Faculty Locations:

Gainesville	PTR: MSB 0445, PG-22 PEP: HPNP 2336
Jacksonville	Tower 2, First Floor
Orlando	UFRAC 420

Course Objectives and Educational Outcomes

Course Objectives	Linked Educational Outcome
1. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.	Self-aware Professional
2. 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.	Problem-solver Collaborator Professional
3. Accomplish goals for continuing professional development based on self-awareness in reflecting on personal development needs.	Self-aware Professional
4. 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.	Professional
5. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.	Communicator Ally Provider Advocate Professional

Course Resources and Fees

Course Outline
See Appendix A. Please routinely check your Google 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
There are no required textbooks for this course. Any 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 in Canvas
Other Required Learning Resources
N/A
Materials & Supplies Fees
N/A

Evaluation and Grading

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.

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 is required.

Assessment Item	Criteria
Syllabus agreement quiz	100%
Situational Judgement Test	Completion of SJT
CORE Portfolio items <ul style="list-style-type: none"> • Grit-S • CPD spring assignment • Curriculum vitae (CV) 	Satisfactory completion and upload to CORE
Interprofessional Education Putting Families First (PFF)	Attend and pass satisfactorily as determined by IPE program requirements
Team Evaluations <ul style="list-style-type: none"> • March Team Evaluations • April Team Evaluations 	Complete by due dates in Appendix
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
Career Coach activities <ul style="list-style-type: none"> • Spring Career Coach meeting • Spring Career Coach evaluation 	Meet by due date in Appendix Satisfactory completion by due date in Appendix
Co-curricular activities	Completion and submission of 5 hours of approved activities by the due date in Appendix
ALS attendance <ul style="list-style-type: none"> • January team debriefing & SJT • March team debriefing & CV workshop • Career panel 	Attendance at all active learning sessions
Professionalism Milestone	Successful completion of the Professionalism Milestone per Appendix D

Evaluation and Grading

Community Engagement Activities

Completion and submission of 2 hours of approved activities by the due date in Appendix

University of Florida Honor Pledge and Academic Dishonesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Expectations for Artificial Intelligence and when use constitutes academic dishonesty is outlined below.

Tendering information (giving your work to another to be copied, giving someone answers to assessment questions, informing another person in a later section about the questions that appear on an assessment that you have taken, or giving or selling a paper to another student), is considered academic dishonesty. If you have any questions or concerns, please consult the course’s Teaching Partnership Leader/Course Director or Assistant Dean for Curricular Affairs.

See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Assignment Descriptions

Individual Pre-Debriefing Assignment

This assignment is a reflective exercise where students analyze their teamwork behaviors based on team evaluation results and identify areas for personal improvement. Each student must list behaviors to continue and behaviors to change (start or stop) to enhance team performance and share these insights during a class debriefing session. The completed document, including blank sections, must be uploaded to Canvas before each scheduled team debriefing.

Team Debriefing TEAM Assignment

This team assignment requires members to collectively reflect on their individual evaluation results and discuss behaviors that impact team performance. Each member shares their insights and proposed changes during a focused team conversation, emphasizing listening and constructive feedback. The team then documents one behavior each member should continue and one to change and submits the completed form to Canvas within an hour after the debriefing session.

Team Evaluations (parts 1 and 2)

Part 1 Feedback Fruits: Each student will evaluate their teammates across five areas of team-member effectiveness that are used as metrics in Peer Evaluation surveys, including "Contributing to the Team's Work", "Interacting with Teammates", "Keeping the Team on Track", "Expecting Quality", and "Having Relevant Knowledge, Skills, and Abilities".

Part 2 Team Satisfaction and Psychological Safety: Each student will evaluate their team for their perceptions of satisfaction with their team and their ability to interact with their team in a comfortable manner that supports learning.

Co-Curricular Activities

Assignment Descriptions

Students must participate in a total of 5 hours per semester of approved activities that develop advocacy, leadership, professionalism, or self-awareness. Activities require documentation and submission of hours to ensure alignment with educational and professional development goals.

Community Engagement Activities

Students must participate in a total of 2 hours per semester of approved activities that serve underserved communities. Activities require documentation and submission of hours to ensure alignment with educational goals.

Continuing Professional Development

This assignment guides pharmacy students through a structured reflection and planning process to support their personal and professional development. Students are expected to reflect on their career goals, create SMART short- and long-term learning objectives, engage in relevant learning activities, and evaluate their progress each academic year.

Career Coach Meeting and Evaluation

Students are required to meet with their Career Coach at least once each semester and document their discussion points in the Career Coach Evaluation in CORE.

CV

Students are required to update their CV once each semester and upload to CORE to facilitate review and discussion with their Career Coach.

Situational Judgement Test - SJT

Students will participate in a psychometric assessment that presents hypothetical scenarios that evaluate how an individual responds. The assessment looks at problem-solving, teamwork, and communication.

Interprofessional Education (IPE)

Students will participate in the Putting Families First interprofessional activity in which they work with an interprofessional team and a family from the community. With their groups, students will develop a project that supports their families' needs. They will present the project in class and reflect on their interprofessional activities that occurred throughout the semester.

Course-Related Policies

UF Resources and Policies

University of Florida resources and policies can be found at this URL: <https://go.ufl.edu/syllabuspolicies>

PharmD Course Policies

The Policies in the following link apply to this course. Review the General [Pharm.D. Course Policies](#) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Attendance Policy

Attendance is mandatory for active learning sessions such as team-based learning sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required. This course has 4 required sessions (Team Debriefs, SJT, CV Workshop, Career Panel, PFF). A student who misses greater than 1 session(s) for this course will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

Makeup Assignments

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

Course-Related Policies

Late Assignments

1. All assignments are due by the date and time specified in the syllabus. If you are unable to meet a deadline, email the Co-Curriculum Program Specialist at the email listed in Appendix A at least 24 hours prior to the deadline.
2. Students with 2 or more late assignments will be required to meet with the PPD Accountability Board, comprised of the Associate Dean for Student Affairs, the Director of PPD, and the Co-Curriculum Program Specialist. The PPD Accountability Board may assign make-up or reflective work.
3. An X will be entered in the gradebook for missing or incomplete work.

Educational Technology Use

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

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

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

Artificial Intelligence (AI) Use for Assessments

The use of generative AI in assessments is prohibited, unless explicitly allowed by the course instructor. Assessments include any submitted work, graded or ungraded, that will be evaluated. These include, but are not limited to, quizzes, exams, assignments, writing projects, etc. 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.

When authorized by the course director/course instructors, students may use AI technologies in the completion of an assessment if they acknowledge all use by naming the technology, describing how it was employed, and adhering to any other requirement stipulated in the assessment's instructions. Failure to acknowledge the use of AI technology or disregarding instructions related to the use of AI for assessments is considered academic misconduct. Students must disclose the use of AI and AI-assisted technologies by following the instructions below.

Application of AI technology must be done with human oversight and control, and students should carefully review and edit the result, as AI can generate outputs that can be incorrect, incomplete, or biased. **Students assume full responsibility for all content, including errors and omissions, if AI is employed.** Additionally, privacy is a concern with AI-generated content. Most commercially available AI systems are not compliant with [HIPAA](#) or FERPA protections, inputting patient or student information is prohibited by federal law.

Instructions to acknowledge the use of AI:

Statement: During the preparation of this assignment I/we, [INSERT NAME/S], used [INSERT TOOL / SERVICE] in order to [INSERT REASON OR PURPOSE]. After using this tool/service, I/we reviewed and edited the content as needed and take full responsibility for the content of the submission.

Penalties for unauthorized use:

Unauthorized use of AI text generators for assessments is considered evidence of academic dishonesty (see [policy on academic dishonesty](#)).

Course-Related Policies

Guidance on Using AI Tools for Learning

You are welcome to use AI tools to support your learning in this course, including for tasks such as brainstorming, outlining, or summarizing complex topics. However, please be aware that AI-generated content may contain false or misleading information. It is your responsibility to critically evaluate and fact-check any information you use. For all assessments, your responses should be based on the content provided in course materials and lectures.

To protect instructional content and comply with university policies, if you choose to create your own study aids using AI, instructor materials (e.g., PowerPoint slides, lecture transcripts, course handouts) may only be uploaded to university-supported, secure platforms such as the Navigator suite of AI tools (<https://it.ufl.edu/ai/>) or Microsoft Copilot (<https://copilot.microsoft.com/>) using your GatorLink credentials. When using Navigator AI, students should select a model approved for handling sensitive data. Individual instructors may choose not to permit the use of their instructional materials with AI tools. Any course materials that are restricted from AI use will be communicated to students through the course learning management system, Canvas.

Students are prohibited from uploading instructor materials to open or non-university-supported AI tools unless they have received written permission from the course instructor. Students are expected to use AI tools responsibly and must not upload any content that violates copyright laws or terms of use. If you are unsure whether an AI tool is appropriate to use, please consult the instructor.

Disability Resource Center

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [Get Started with the DRC webpage](#) on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Appendix A: Course Outline

Date / Time [Recommended for Independent Study]	Activity	Activity Title	Contact Time (min)	Faculty
	Module	Introduction to PPD2		Teresa Cavanaugh
01/05/26	Lecture Video	Watch: Introduction to the Situational Judgement Test		Michelle Farland
01/05/26	Reading	Read: Instructions for the Situational Judgement Test		Michelle Farland
01/05/26	Reading	Read: Example SJT Scenario		Michelle Farland
01/07/2026 at 11:59pm	Assignment (Graded)	Assignment: Syllabus Agreement Quiz (Canvas)		Teresa Cavanaugh
	Module	Team Debriefing (Objectives 1,2,4)		Teresa Cavanaugh
1/8/26 at 1pm	Assignment (Graded)	Assignment: Team Debriefing INDIVIDUAL Assignment (Canvas)		Teresa Cavanaugh
1/8/26 from 1pm- 2pm	Active Learning Session	Situational Judgement Test (Objectives 1,2,4)	50	Michelle Farland
1/8/26 from 2pm- 2:50pm	Active Learning Session	Team Debriefing (Objectives 1,2,4)	50	Teresa Cavanaugh
1/8/26 at 5pm	Assignment (Graded)	Assignment: Team Debriefing TEAM Assignment (Canvas)		Teresa Cavanaugh
01/09/26	Video Other	Watch: TED Talk- Carol Dweck: The power of believing that you can		Teresa Cavanaugh
01/09/26	Video Other	Watch: TED Talk- Angela Duckworth: Grit. The Power of passion and perseverance		Teresa Cavanaugh
01/12/2026 at 11:59pm	Assignment (Graded)	Assignment: Complete and Submit Grit-S (CORE)		Teresa Cavanaugh
01/12/2026 at 11:59pm	Assignment (Graded)	Assignment: Submit StrengthsFinder (from orientation) to CORE		Teresa Cavanaugh
01/12/2026 at 11:59pm	Assignment (Graded)	Assignment: Submit CPD (from fall semester) to CORE		Teresa Cavanaugh
01/12/2026 at 11:59pm	Assignment (Graded)	Assignment: Submit CV (from fall semester) to CORE		Teresa Cavanaugh
01/12/2026 at 11:59pm	Assignment (Graded)	Assignment: Submit Mindset Assignment (from fall semester) to CORE		Teresa Cavanaugh
01/20/26 at 10:40 am	IPE/PFF	Putting Families First/ Interprofessional Family Health - Via Zoom (Objectives 2,4)	100	Teresa Cavanaugh
02/17/26 at 10:40 am	IPE/PFF	Putting Families First/ Interprofessional Family Health - Via Zoom (Objectives 2,4)	100	Teresa Cavanaugh
03/13/2026 at 11:59pm	Assignment (Graded)	Assignment: Team Evaluations (Objectives 1,2,4)		Teresa Cavanaugh
2/27/26 at 11:59pm	Assignment (Graded)	Assignment: Meet face-to-face or via video chat with Career Coach by this date. (Objective 3)		Teresa Cavanaugh
2/27/26 at 11:59pm	Assignment (Graded)	Assignment: Complete Career Coach Evaluation (CORE)		Teresa Cavanaugh
3/27/26 at 9am	Assignment (Graded)	Assignment: Team Debriefing INDIVIDUAL Assignment (Canvas)		Teresa Cavanaugh
3/27/26 from 10am- 11:50am	Active Learning Session	Team Debriefing, SJT Debrief, CV Workshop (Objectives 1,2,4)	100	Anthony Casapao, Michelle Farland, Teresa Cavanaugh

3/27/26 at 5pm	Assignment (Graded)	Assignment: Team Debriefing TEAM Assignment (Canvas)		Teresa Cavanaugh
04/03/2026 at 11:59pm	Assignment (Graded)	Submit CV (CORE)		Anthony Casapao
04/07/26 at 10:40 am	IPE/PFF	Putting Families First/ Interprofessional Family Health - Via Zoom (Objectives 2,4)	100	Teresa Cavanaugh
04/14/26 at 1-2:50pm	Active Learning Session	Career Panel	50	Anthony Casapao
04/24/2026 at 11:59pm	Assignment (Graded)	Assignment: Summative Team Evaluations (Objectives 1,2,4)		
04/24/2026 at 11:59pm	Assignment (Graded)	Assignment: Career Planning; CPD Assignment: Submit Cycle 1 (CORE) (Objectives 1,3)		
04/24/2026 at 11:59pm	Assignment (Graded)	Assignment: Co-Curricular Activity Participation log [5.0hr] (SmartSheet) (Objective 5)		
04/24/2026 at 11:59pm	Assignment (Graded)	Assignment: Community Engagement Activity Participation log [2.0hr] (SmartSheet)		
		Total Contact Hours	9.75 hr	