



**PHA5024C Personal and Professional Development 4**  
**Spring 2026 | 0.5 Credit Hours –**  
**[Satisfactory/Unsatisfactory]**

*The purpose of this course is to track the personal and professional growth of individual students. The course is the fourth 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 leadership, self-awareness, and professionalism.*

**Course Prerequisites:**

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Completion of PHA 5023C Personal and Professional Development 3.

**Course Corequisites:**

Blocks 9, 10, and 11 of the Pharm.D. curriculum.

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

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

**Faculty Locations:**

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

## Course Objectives and Educational Outcomes

Course Objectives	Linked Educational Outcome
1. Collaborate as an interprofessional team member to identify and examine causes that contributed to the etiology of a medical error.	Collaborator Problem-Solver
2. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development.	Self-Aware Professional
3. Apply professional attitudes, values, and behaviors that are expected of a pharmacist in daily practice, in the community, and within the pharmacy profession.	Professional
4. Demonstrate ability to successfully complete 5 hours of co-curricular activities and 2 hours of community engagement that contribute to achieving personal and professional development.	Professional
5. Recognize the importance of advocating for the profession of pharmacy.	Advocate

## 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
Use <a href="#">UF VPN to access UF Libraries Resources</a> 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 <a href="http://www.library.health.ufl.edu/">HSC Library Website</a> at this URL: <a href="http://www.library.health.ufl.edu/">http://www.library.health.ufl.edu/</a>
Suggested Textbooks/Readings
Suggested readings will be posted on Canvas.
Other Required Learning Resources
N/A
Materials & Supplies Fees
N/A

## Evaluation and Grading

Student Evaluation & Grading	
<p>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.</p> <p>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.</p>	
Assessment Item	Criteria
<b>Syllabus Quiz</b>	100%
<b>Situational Judgement Test (SJT)</b>	Completion of SJT
<b>Assignments</b> <ul style="list-style-type: none"> <li>Advocacy: Identify Political Figures in your District</li> <li>Advocacy: Email your State Rep</li> </ul>	Satisfactory completion and submission to Canvas by due date in Appendix

## Evaluation and Grading

<b>Portfolio items</b> <ul style="list-style-type: none"> <li>• CPD Spring Assignment</li> <li>• Curriculum Vitae (CV)</li> </ul>	Satisfactory completion and upload to CORE by due date in Appendix
<b>Interprofessional education</b> <ul style="list-style-type: none"> <li>• Interprofessional Learning in Health Care (IPLH)</li> </ul>	Attend and pass satisfactorily as determined by IPE program requirements
<b>Team Evaluations</b> <ul style="list-style-type: none"> <li>• March</li> <li>• April (summative)</li> </ul>	Complete by due dates in Appendix
<b>Team Debriefings</b> <ul style="list-style-type: none"> <li>• Team debriefing individual assignment (January)</li> <li>• Team debriefing team assignment (January)</li> <li>• Team debriefing individual assignment (March)</li> <li>• Team debriefing team assignment (March)</li> </ul>	Satisfactory completion and submission to Canvas
<b>Career Coach activities</b> <ul style="list-style-type: none"> <li>• Career Coach meeting</li> <li>• Career Coach evaluation</li> </ul>	Meet by due date in Appendix Satisfactory completion by due date in Appendix
<b>ALS attendance</b> <ul style="list-style-type: none"> <li>• ALS 1 – Advocacy</li> <li>• CV workshop</li> <li>• Career panel</li> </ul>	Attendance at all active learning sessions
<b>Professionalism Milestone</b>	Successful completion of the Professionalism Milestone per Appendix C
<b>Co-Curricular activities</b>	Completion and submission of 5 hours of approved activities by the due date in Appendix
<b>Community Engagement Activities</b>	Completion and submission of 2 hours of approved activities by the due date in Appendix
<b>Total</b>	<b>100%</b>

## 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

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 for 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

## Assignment Descriptions

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 Judgment Test (SJT)

A situational judgment test is a style of test that is designed to assess affective attributes. The test does not measure knowledge of specific content (e.g., medications, disease states) but instead assesses reactions to various challenging situations likely to be encountered as a student pharmacist based around key professional attributes which have been identified as important in the role of a student pharmacist: empathy and compassion, personal integrity and ethics, self-directed learning and personal accountability, team collaboration and respect for colleagues.

### Advocacy Assignments

Students will be taught the importance of advocacy for both their patients and their profession and will learn how to contact their local legislators to apply the lessons they have learned.

## 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](http://curriculum.pharmacy.ufl.edu/current-students/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 (ALS, SJT, CV Workshop, Career Panel, Team Debriefings). 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.

### Late Assignments

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.

1. 3 or more late assignments without a 24-hour request for extension will incur a referral to the Professionalism Committee. The exception to this rule is Team Evaluations; failure to complete Team Evaluations by the due date and after two reminders are sent will result in a Professionalism Lapse.
2. Late assignments will be subject to a Power Skills Advancement (PSA) assignment in addition to required submission of the original assignment. The PSA assignment will be sent to the student by course faculty or staff and must be completed within one week. 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.
3. Incomplete or late co-curricular activity participation log assignments may be subject to a make-up assignment at the discretion of the course director.

## Course-Related Policies

### 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]	Mod#	Activity	Activity Title	Contact Time (min)	Faculty
01/12/2026 at 1pm		Assignment (Graded)	Assignment: Syllabus Agreement (Canvas)		Shoulders
01/12/2026 at 1pm		Assignment (Graded)	Assignment: Team Debriefing Individual Assignment (Canvas)		Shoulders
1/12/26 from 3pm-4:50pm		Active Learning Session	Situational Judgement Test (Objectives 1,2,3)	80	Shoulders, Farland
1/12/26 from 3pm-4:50pm		Active Learning Session	Team Debriefing (Objectives 1,2,3)	30	Shoulders
1/12/26 at 11:59pm		Assignment (Graded)	Assignment: Team Debriefing Team Assignment (Canvas)		Shoulders
	1	Module	Module 1: Political Advocacy		Motycka
01/23/26	1.1	Lecture Video	Watch: Being an Advocate in Pharmacy	60	Motycka
01/23/26	1.2	Video Other	<a href="https://www.youtube.com/watch?v=Ok4HbFoQWLU">Watch: Talking to your representative</a> <a href="https://www.youtube.com/watch?v=Ok4HbFoQWLU">https://www.youtube.com/watch?v=Ok4HbFoQWLU</a>	3	Motycka
01/23/26	1.3	Video Other	<a href="https://www.youtube.com/watch?v=7GbRzcp9cdQ">Watch: How to talk to your Legislator</a> <a href="https://www.youtube.com/watch?v=7GbRzcp9cdQ">https://www.youtube.com/watch?v=7GbRzcp9cdQ</a>	11	Motycka
01/23/26	1.4	Video Other	<a href="https://www.youtube.com/watch?v=l0l9GvaN2Xc">Watch: RADM Scott Giberson's Keynote Address at Tennessee Pharmacists Association Annual Meeting</a> <a href="https://www.youtube.com/watch?v=l0l9GvaN2Xc">https://www.youtube.com/watch?v=l0l9GvaN2Xc</a>	60	Motycka
1/26/26 at 12pm		Assignment (Graded)	Assignment: Identify Political Figures in Your District (Quiz)		Motycka
1/26/26 from 1pm-2:50pm		Active Learning Session	Active Learning Session 1: Political Advocacy	110	Motycka
02/02/2026 at 11:59pm		Assignment (Graded)	Assignment: Email your State Representative		Motycka
1/20/26 - 2/6/26		Active Learning Session	Interprofessional: IPLH (online) (Objectives 1,2,3)	60	IPE
2/27/26 at 11:59pm		Assignment (Graded)	Assignment: Meet face-to-face or via video chat with Career Coach by this date. (Objectives 2,3)		Shoulders
2/27/26 at 11:59pm		Assignment (Graded)	Assignment: Complete Career Coach Evaluation (link in Canvas) (Objectives 1,2,3)		Shoulders
02/23/2026 at 11:59pm		Assignment (Graded)	Assignment: Team Evaluations (Objectives 1,2,3)		Shoulders
3/9/26 at 9am		Assignment (Graded)	Assignment: Team Debriefing Individual Assignment (Objectives 1,2,3)		Shoulders
3/9/26 from 10am- 11:50am		Active Learning Session	Team Debriefing (Objectives 1,2,3)	20	Shoulders
3/9/26 from 10am- 11:50am		Active Learning Session	CV Workshop (Objectives 1,2,3)	50	Casapao, Shoulders
3/9/26 from 10am- 11:50am		Active Learning Session	SJT Debrief (Objectives 1,2,3)	40	Shoulders, Farland
3/9/26 at		Assignment	Assignment: Team Debriefing Team Assignment		Shoulders

5pm		(Graded)	(Objectives 1,2,3)		
03/13/2026 at 11:59pm		Assignment (Graded)	Assignment: Upload updated CV to CORE (Objectives 1,3)		Shoulders
			<b>Spring Break (March 16 - 20)</b>		
3/30/26 from 10am-11:50am		Active Learning Session	Career Panel (Objectives 1,3)	110	Casapao
04/01/2026 2-3:50pm		Active Learning Session -- Zoom	Dental Capstone IPE	100	Taylor, Powell
4/24/26 at 11:59pm		Assignment (Graded)	Assignment: Career Planning; CPD Assignment: Submit Cycle 2 (CORE) (Objectives 2,3)		Shoulders
4/24/26 at 11:59pm		Assignment (Graded)	Assignment: Summative Team Evaluations (Objectives 1,2,3)		Shoulders
4/24/26 at 11:59pm		Assignment (Graded)	Assignment: Co-Curricular Activity Participation log [5.0hr] (Canvas) (Objectives 2,4)		Shoulders
4/24/26 at 11:59pm		Assignment (Graded)	Assignment: Community Engagement Activity Participation log [2.0hr] (Canvas)		Shoulders
			<b>Total Contact Time in Course:</b>	14.68	

## Appendix B: 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)

Level 1	Level 2	Level 3	Level 4	Level 5
With <b>extensive coaching</b> , the student does <b>NOT</b> meet the definition of self-awareness.	With <b>extensive coaching</b> , the student is able to meet the definition of self-awareness.	With <b>moderate coaching</b> , the student is able to meet the definition of self-awareness.	With <b>minimal coaching</b> , the student meets the definition of self-awareness.	With <b>no coaching</b> , the student <b>independently</b> 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 <b>extensive coaching</b> , the student does <b>NOT</b> meet the definition of professionalism.	With <b>extensive coaching</b> , the student meets the definition of professionalism.	With <b>moderate coaching</b> , the student meets the definition of professionalism.	With <b>minimal coaching</b> , the student meets the definition of professionalism.	With <b>no coaching</b> , the student <b>independently</b> 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 <b>extensive coaching</b> , the student is <b>NOT</b> able to establish appropriate goals.	With <b>extensive coaching</b> , the student is able to establish appropriate goals.	With <b>moderate coaching</b> , the student is able to establish appropriate goals.	With <b>minimal coaching</b> , the student is able to establish appropriate goals.	With <b>no coaching</b> , the student <b>independently</b> established appropriate goals

<b>Goals:</b> Did the student write their short- and long- term goals in the SMART format?	Yes	No
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# Appendix C: 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.
- Students comply with academic health center policies

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 identify problems that could be contributing to this behavior. If follow up is needed, the appropriate individual(s) will be notified (e.g., Associate 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 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.
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. <u>Student meets with Associate Dean for Student Affairs</u> .
6th incident	<b>Failure of Professionalism Milestone</b> ; 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 a “U” grade in the associated milestone course. The student will also be 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 Associate 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 grades in the PPD and milestone courses 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 Associate 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 Advancement and Assessment. 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 <sup>nd</sup> incident	Second referral Professionalism Committee. Second advising session and assignment of essay in addition to other PIP assignments. Meeting with Associate Dean for Professional Advancement and Assessment.
3 <sup>rd</sup> 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

Updated 8-7-24