

# Cover Sheet: Request 12106

## PHA 5XXXC Personal and Professional Development III

### Info

|                        |  |
|------------------------|--|
| Process                | Course New Ugrad/Pro   |
| Status                 | Pending at PV - University Curriculum Committee (UCC)  |
| Submitter              | Diane Beck beck@cop.ufl.edu  |
| Created                | 11/22/2017 4:22:08 PM  |
| Updated                | 11/24/2017 3:08:48 PM  |
| Description of request | Alert: This request is for a 0.5 Cr Hr course and this option was not available in the electronic submission.<br>The option of a 0.5 cr hr course has been discussed with registrars office who agreed with submission of this request.<br><br>This is the 3rd of 9 courses that focus on personal and professional development. This course occurs in Semester 3. |

### Actions

| Step   | Status   | Group                                      | User       | Comment | Updated    |
|--|----------|--|------------|---------|------------|
| Department                                   | Approved | COP - Interdisciplinary Studies            | Diane Beck |         | 11/24/2017 |
| Syllabus PPD3 Fall 2018-2019 2017-11-22.docx |          |  |            |         | 11/22/2017 |
| PPD Courses 1-6- Contact Hr Map.xlsx         |          |  |            |         | 11/23/2017 |
| College                                      | Approved | COP - College of Pharmacy                  | Diane Beck |         | 11/24/2017 |
| No document changes                          |          |  |            |         |            |
| University Curriculum Committee              | Pending  | PV - University Curriculum Committee (UCC) |            |         | 11/24/2017 |
| No document changes                          |          |  |            |         |            |
| Statewide Course Numbering System            |          |  |            |         |            |
| No document changes                          |          |  |            |         |            |
| Office of the Registrar                      |          |  |            |         |            |
| No document changes                          |          |  |            |         |            |
| Student Academic Support System              |          |  |            |         |            |
| No document changes                          |          |  |            |         |            |
| Catalog                                      |          |  |            |         |            |
| No document changes                          |          |  |            |         |            |
| College Notified                             |          |  |            |         |            |
| No document changes                          |          |  |            |         |            |

## Course|New for request 12106

### Info

**Request:** PHA 5XXXC Personal and Professional Development III

**Description of request:** Alert: This request is for a 0.5 Cr Hr course and this option was not available in the electronic submission.

The option of a 0.5 cr hr course has been discussed with registrars office who agreed with submission of this request.

This is the 3rd of 9 courses that focus on personal and professional development. This course occurs in Semester 3.

**Submitter:** Diane Beck beck@cop.ufl.edu

**Created:** 11/22/2017 3:42:03 PM

**Form version:** 1

### Responses

**Recommended Prefix**PHA

**Course Level** 5

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** C

**Course Title** Personal and Professional Development III

**Transcript Title** Person & Prof Dev III

**Degree Type** Professional

**Delivery Method(s)** 4637,4638,4639 On-Campus, Off-Campus, Online

**Co-Listing** No

**Co-Listing Explanation** Not applicable

**Effective Term** Fall

**Effective Year** 2017

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 0

**S/U Only?** Yes

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 0.5

**Course Description** Introduces the skills, attitudes, and values that are essential for achieving high performance in healthcare practice and in achieving personal career success. This is the third of nine sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones.

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

**Co-requisites** All Year 2 Pharm.D. program courses.

**Rationale and Placement in Curriculum** Introduces the skills, attitudes, and values that are essential for achieving high performance in healthcare practice and in achieving personal career success. This is the third of nine sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones.

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

1. Identify your personal leadership style.
2. Select appropriate approaches to provide feedback to peers in common scenarios encountered as a pharmacist in a workplace setting.
3. Summarize a process to follow when leading change initiatives.
4. Collaborate as an interprofessional team member to identify and examine causes that contributed to the etiology of a medical error.

5. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development.
6. Apply professional attitudes, values, and behaviors that are expected of a pharmacist in daily practice, in the community, and within the pharmacy profession.
7. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.
8. Demonstrate, through completion of milestone assessments, the expected knowledge, skills, attitudes, and values that exemplify readiness for coursework during year 3 of the Pharm.D. curriculum.

**Course Textbook(s) and/or Other Assigned Reading**1. [Harvard Business Review Press: Difficult Conversations - HBR 20-minute Manager Series. (2016). ISBN-13: 978-1633690783

- Not Available via HSC Library

2. Harvard Business Review press: Giving Effective Feedback – HBR 20-minute Manager Series. (2014). ISBN- 13: 978-1625275244

- Not Available via HSC Library

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

1. Kouzes JM, Posner BZ. The Student Leadership Challenge Deluxe Student Set 2nd Edition, 2014, Jossey-Bass (Wiley), San Francisco, CA. ISBN-13: 978-1-118-87265-9

### **Weekly Schedule of Topics**

Week 1:

Module 1: Introduction to Year 2 of Personal and Professional Development  
Complete Syllabus Agreement

Week 2:

Module 2: Introduction to Leadership

Week 3:

Module 3: Giving Effective Feedback/Difficult Conversations

Week 4:

Module 4: Leadership Strengths and Practices

Week 5-6:

Module 5: Team Debriefing 1

Week 7:

Module 6: Leading Innovation and Change in Pharmacy

Week 8:

Module 7: Political Advocacy

Weeks 9-10

Assignment: Team Evaluations

Assignment: Career Planning - CPD Assignment - Cycle 2 Draft

Week 11:

Module 8: Team Debriefing 2

Interprofessional activities (meetings on each campus)

Assignment: Team Evaluations: CATME and Coach Evaluations

Assignment: Career Planning - CPD Assignment - Cycle 2 Revision Plan, Brainstormed Learning Activities

Week 12:

Module 9: Team Debriefing 3

Weeks 13-15:  
Team Debriefing  
Team Evaluations  
Assignment: Team Performance Scale  
Assignment: Co-curricular Activity Participation log

## **Links and Policies** Course Specific Policies

### Professionalism Assessments:

Professionalism is an educational outcome of the Pharm.D. program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated at each annual milestone to determine progression and eventual readiness for graduation.

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. Unexcused absences are considered to be unprofessional behavior. Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor, classroom behaviors that are distracting or disruptive to others, use of cell/smart phones during class, reading emails/messages, use of social media, leaving class early without informing the faculty or staff member, disrespectful behaviors with faculty, staff, or other students, and inappropriate discussion board or social media postings. For incidents of lateness to class, an assessment will be made about the seriousness of the tardiness and this will be used to determine the course of action.

Nonadherence to the dress code policy is also considered unprofessional behavior. Students who do not comply with the dress code will be assessed as unprofessional and also asked to leave class as noted in the dress code policy.

Across the academic year, unprofessional behaviors will be tracked across all courses. Each offense will result in a grade deduction in the course the unprofessional behavior occurred in. The Personal and Professional Development courses are pass/fail, therefore those students who accumulate 3 or more professionalism offenses will not pass the course. Repeated unprofessional behaviors will also be evaluated as an end of year milestone and can negatively impact curricular progression.

Class attendance is required at all class session, including the interprofessional learning activities. All quizzes administered in the course are pass/fail. To pass the quiz you must earn 80% on the quiz. You will be provided with 2 attempts to complete the quiz to earn the passing score. If the passing score is not earned on the second attempt, additional assignments will be required for you to complete to demonstrate competence in the content area in order to earn a passing grade for the course.

### 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
3. Salesforce©
4. Qualtrics®
5. CATME©
6. PharmAcademic™

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

Pharm.D. Course Policies

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

**Grading Scheme** A satisfactory grade requires successful completion of each of the following:

1. Submission of the syllabus agreement.
2. Submission of the team contract
3. Attendance at all active learning sessions/workshops scheduled in the course. (for excused absences, makeup is provided)
4. Attendance in Interprofessional learning activities.
5. A grade of at least 80% on online and pre-session quizzes.
6. Submission of an updated electronic portfolio with current CV.
7. Submission of document with Continuing Professional Development Cycle 1 - Final
8. Submission of team-debriefing - individual assignment
9. Submission of team-debriefing - post class assignment
10. Meeting with Career Coach
11. Completion of team evaluations in CATME
12. Submission of Continuing Professional Development Cycle 2 Draft

**Instructor(s)** Priti N. Patel, Pharm.D., BCPS

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# PHA 5XXXC

## Personal and Professional Development III

Fall 2018

*0.5 Credit Hour – [Satisfactory/Unsatisfactory]*

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

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### Teaching Partnership Leader

Priti N. Patel, Pharm.D., BCPS

- Email: [ppatel@cop.ufl.edu](mailto:ppatel@cop.ufl.edu)
- Office: St. Petersburg Campus
- Phone: 727-394-6213
- Office Hours: By appointment ONLY.

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:

1. EPA D1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovativemindset).
2. EPA D2. Exhibit commitment to patients and the community by serving as an advocate and leader.
3. EPA D3. Demonstrate responsibility for personal and professional development.

### Course-Level Objectives

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

1. Identify your personal leadership style.
2. Select appropriate approaches to provide feedback to peers in common scenarios encountered as a pharmacist in a workplace setting.
3. Summarize a process to follow when leading change initiatives.

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4. Collaborate as an interprofessional team member to identify and examine causes that contributed to the etiology of a medical error.
5. Demonstrate self-awareness in reflecting on personal development needs and then establishing goals for continuing professional development.
6. Apply professional attitudes, values, and behaviors that are expected of a pharmacist in daily practice, in the community, and within the pharmacy profession.
7. Demonstrate professional attitudes, values, and behaviors during co-curricular activities.
8. Demonstrate, through completion of milestone assessments, the expected knowledge, skills, attitudes, and values that exemplify readiness for coursework during year 3 of the Pharm.D. curriculum.

## Course Pre-requisites

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

## Course Co-requisites

1. All Year 2 Pharm.D. program courses.

## Course Outline

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.

| <i>Recommended Dates for Independent Study</i> | <b>Date</b>        | <b>Mod#</b> | <b>Unit Topic</b>   | <b>Contact Hours [hr.]a</b> | <b>Faculty Author</b> | <b>Learning Objectives Covered</b> |
|--|--------------------|-------------|---|-----------------------------|-----------------------|------------------------------------|
| <i>Fall Week 1</i>                             | 8/14/18            | 1           | Module 1: Introduction to Year 2 of Personal and Professional Development | 1.0hr                       | Patel                 |                                    |
|  | 8/16/18            |             | Watch: Course Introduction Video  | 0.5hr                       | Patel                 |                                    |
|  | 8/16/18            |             | Watch: TED Talk: Margaret Heffernan: Forget the pecking order at work     | 0.25hr                      |                       |                                    |
|  | 8/16/18            |             | Watch: TED Talk: Simon Sinek: Why good leaders make you feel safe         | 0.25hr                      |                       |                                    |
|  | 8/16/18<br>11:59pm |             | Assignment: Syllabus Agreement  |                             |                       |                                    |

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| <b>Date</b> <i>Recommended Dates for Independent Study</i> | <b>Mod#</b> | <b>Unit Topic</b>  | <b>Contact Hours</b> [hr.]a | <b>Faculty Author</b> | <b>Learning Objectives Covered</b> |
|--|-------------|--|-----------------------------|-----------------------|------------------------------------|
| <b>Orientation</b><br><b>8/18/18</b>                       |             | Assignment: Submit Team Contract into Canvas course site. Only 1 person from team needs to upload the document.  |                             |                       |                                    |
| <b>9/6/18</b><br><b>11:59PM</b>                            |             | Assignment: Update Electronic Portfolio with most recent version of CV (Canvas AND Salesforce)                   |                             |                       |                                    |
| <b>9/15/18</b><br><b>11:59pm</b>                           |             | Assignment Due: Career Planning; CPD Assignment: Submit Cycle 1 Final Learning Portfolio (Canvas AND Salesforce) |                             |                       |                                    |
| <i>Sept 25</i>   | 2           | Module 2: Introduction to Leadership   | 3.125hr                     | Whalen                |                                    |
| <i>9/25/18</i>   |             | Watch: Introduction to Leadership  | 1.0hr                       | Whalen                |                                    |
| <i>9/25/18</i>   |             | Read: ASHP Statement on Leadership as a Professional Obligation  | 0.25hr                      |                       |                                    |
| <i>9/25/18</i>   |             | Read: Leadership in Pharmacy Practice Why Me?  | 0.25hr                      |                       |                                    |
| <i>9/25/18</i>   |             | Watch: TED Talk: Margaret Heffernan: Forget the pecking order at work  | 0.25hr                      |                       |                                    |
| <i>9/25/18</i>   |             | Watch: TED Talk: John Kotter: The Perils of Confusing Management   | 0.125hr                     |                       |                                    |
| <i>9/25/18</i>   |             | Watch: TED Talk: Simon Sinek: Why Good Leaders make you feel safe  | 0.25hr                      |                       |                                    |
| <b>9/26/18</b><br><b>11:59pm</b>                           |             | Assignment: Online Quiz  |                             |                       |                                    |
| <b>9/27/18</b><br><b>1:55-3:50pm</b>                       |             | Active Learning Session 1: Leadership vs. Management   | 2.0hr                       | Whalen                |                                    |



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| <b>Date</b><br><i>Recommended Dates<br/>for Independent<br/>Study</i> | <b>Mod#</b> | <b>Unit Topic</b>  | <b>Contact<br/>Hours<br/>[hr.]a</b> | <b>Faculty<br/>Author</b> | <b>Learning<br/>Objectives<br/>Covered</b> |
|---|-------------|--|-------------------------------------|---------------------------|--|
| <i>Oct 2</i>  | 3           | Module 3: Giving Effective Feedback/ Difficult Conversations                           | 3.0hr                               | Farland                   |  |
| <b>10/02/18<br/>11:59pm</b>   |             | Assignment: Team Evaluations (CATME)   |                                     |                           |  |
| <i>10/4/18</i>  |             | Read: Harvard Business Review, 20-Minute Manager Giving Effective Feedback             | 0.5hr                               |                           |  |
| <i>10/4/18</i>  |             | Read: Harvard Business Review, 20-Minute Manager Difficult Conversation                | 0.5hr                               |                           |  |
| <b>10/04/18<br/>11:59pm</b>   |             | Assignment: Online Quiz  |                                     |                           |  |
| <b>10/5/18<br/>8:30-10:25am</b>                                       |             | Active Learning Session 2: Giving Effective Feedback/ Difficult Conversations          | 2.0hr                               | Farland                   |  |
| <i>Oct 9</i>  | 4           | Module 4: Leadership Strengths and Practices   | 2.625hr                             | Smith                     |  |
| <i>10/10/18</i>   |             | Watch: TED Talk: Roselinde Torres: What it takes to be a great leader                  | 0.25hr                              | Smith                     |  |
| <i>10/10/18</i>   |             | Watch: Ted Talk: Drew Dudley: Everyday leadership                                      | 0.125                               |                           |  |
| <i>10/10/18</i>   |             | Watch: TED talk: Simon Sinek: How Great Leaders Inspire Action                         | 0.25hr                              |                           |  |
| <b>10/11/18<br/>8:00am</b>  |             | Assignment: Look up your 5 Signature Themes from Strength Finders and submit to survey |                                     |                           |  |
| <b>10/11/18<br/>1:55-3:50pm</b>                                       |             | Active Learning Session 3: Leadership Strengths and Practices                          | 2.0hr                               | Smith                     |  |
| <b>10/12/18<br/>1:00-3:00pm</b>                                       |             | Interprofessional: IPLH (JAX and GNV only)   | 2.0hr                               | Patel                     |  |
| <i>Oct 16</i>   | (7)         | Module 5: Team Debriefing 1  | 1.0hr                               | Patel                     |  |
| <i>10/16/18</i>   |             | Watch: TED Talks (See Canvas)  | 0.75hr                              |                           |  |

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| <b>Date Recommended Dates for Independent Study</b> | <b>Mod#</b> | <b>Unit Topic</b>   | <b>Contact Hours [hr.]a</b> | <b>Faculty Author</b> | <b>Learning Objectives Covered</b> |
|---|-------------|---|-----------------------------|-----------------------|------------------------------------|
| <b>10/16/18<br/>9:40am</b>                          |             | Assignment: Team Debriefing <u>Individual</u> Assignment 1 (Canvas)             |                             |                       |                                    |
| <b>10/16/18<br/>10:40am-<br/>11:40am</b>            |             | Team Debriefing 1   | 1.0hr                       | Patel                 |                                    |
| <b>10/16/18<br/>12:40pm</b>                         |             | Assignment: Team Debriefing <u>Team</u> Assignment 1 (Canvas)                   |                             |                       |                                    |
| <b>10/19/18<br/>12:00-5:00pm</b>                    |             | Interprofessional: IPE with UCF COM (ORL only)                                  | 2.0hr                       |                       |                                    |
| <i>Oct 23</i>                                       | 5           | Module 6: Leading Innovation and Change in Pharmacy                             | 1.0hr                       | Farland & Smith       |                                    |
| <i>10/25/18</i>                                     |             | Read: summary of Kotter's 8-step change model                                   | 0.25hr                      |                       |                                    |
| <i>10/25/18</i>                                     |             | Watch: TED Talk: Steven Johnson: Where good ideas come from                     | 0.25hr                      |                       |                                    |
| <i>10/25/18</i>                                     |             | Watch: TED Talk: Seth Godin: How to get your ideas to spread                    | 0.25hr                      |                       |                                    |
| <i>10/25/18</i>                                     |             | Watch: TED Talk: Dan Pink: The puzzle of motivation                             | 0.25hr                      |                       |                                    |
| <b>10/25/18<br/>TBD</b>                             |             | Career Day – Details will be announced later                                    | Co-Curricular               | Student Affairs       |                                    |
| <b>10/26/18<br/>1:55-3:50pm</b>                     |             | Active Learning Session 4: : Leading Innovation and Change in Pharmacy          | 2.0hr                       | Farland & Smith       |                                    |
| <b>10/31/18<br/>11:59PM</b>                         |             | Assignment: Meet face-to-face or via video chat with Career Coach by this date. | 1.0hr                       | Farland               |                                    |
| <b>10/31/18</b>                                     |             | Assignment: Complete Career Coach Evaluation (Salesforce)                       |                             |                       |                                    |
| <i>Oct 30</i>                                       | 6           | Module 7: Political Advocacy  |                             | Motycka               |                                    |

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| <b>Date<br/>Recommended<br/>Dates for<br/>Independent<br/>Study</b> | <b>Mod#</b> | <b>Unit Topic</b>  | <b>Contact<br/>Hours<br/>[hr.]a</b> | <b>Faculty<br/>Author</b> | <b>Learning<br/>Objectives<br/>Covered</b> |
|---|-------------|--|-------------------------------------|---------------------------|--|
| 11/1/18   |             | Watch: Launch your profession forward for good public policy   | 0.5hr                               | Jackson                   |  |
| 11/1/18   |             | Watch: YouTube videos (See Canvas)   |                                     |                           |  |
| <b>11/01/18<br/>11:59pm</b>   |             | Assignment: Email your State Representative  |                                     |                           |  |
| <b>11/01/18<br/>11:59pm</b>   |             | Assignment: Identify Political Figures in Your District  |                                     |                           |  |
| <b>11/2/18<br/>1:55-3:50pm</b>                                      |             | Active Learning Session 5: Political Advocacy  | 2.0hr                               | Motycka                   |  |
| <b>11/20/18<br/>10:40am-<br/>12:40pm</b>                            |             | Fall Top 200 Drugs Exam: Milestone   |                                     |                           |  |
| <b>11/22/18<br/>11:59pm</b>   |             | Assignment: Team Evaluations (CATME)   |                                     |                           |  |
| <b>12/1/18<br/>11:59pm</b>  |             | Assignment: Career Planning: CPD<br>Assignment: Submit Cycle 2 Draft of Continuing Professional Development-Reflection and Plan sections only. (Canvas AND Salesforce) |                                     |                           |  |

| <b>Date<br/>Recommended<br/>Dates for<br/>Independent<br/>Study</b> | <b>Mod#</b> | <b>Unit Topic</b>   | <b>Contact<br/>Hours<br/>[hr.]a</b> | <b>Faculty<br/>Author</b> | <b>Learning<br/>Objectives<br/>Covered</b> |
|---|-------------|---|-------------------------------------|---------------------------|--|
| <i>SPRING TBD</i>   | (7)         | Module 8: Team Debriefing 2                                   |                                     |                           |  |
| <b>TBD<br/>(due 1 hour prior<br/>to class session)</b>              |             | Assignment: Team Debriefing<br><u>Individual</u> Assignment 2 |                                     |                           |  |

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| <b>Date Recommended Dates for Independent Study</b> | <b>Mod#</b> | <b>Unit Topic</b>   | <b>Contact Hours [hr.]a</b> | <b>Faculty Author</b> | <b>Learning Objectives Covered</b> |
|---|-------------|---|-----------------------------|-----------------------|------------------------------------|
| <i>Class Session</i><br><b>TBD</b>                  |             | Team Debriefing 2   | 1.0hr                       | Patel                 |                                    |
| <b>TBD</b><br>(due 1 hour following class session)  |             | Assignment: Team Debriefing <u>Team</u> Assignment 2  |                             |                       |                                    |
| <b>TBD</b>  |             | Interprofessional: IPLH (GNV & JAX)   | 4 hrs                       |                       |                                    |
| <b>TBD</b>  |             | Interprofessional: IPLH (GNV & JAX)   | 4 hrs                       |                       |                                    |
| <b>TBD</b>  |             | Interprofessional: UCF (ORL only)   |                             |                       |                                    |
| <b>2/15/18</b><br><b>11:59PM</b>                    |             | Assignment: Meet face-to-face or via video chat with Career Coach by this date.   |                             |                       |                                    |
| <b>2/15/18</b><br><b>11:59PM</b>                    |             | Assignment: Complete Career Coach Evaluation (Salesforce)   |                             |                       |                                    |
| <b>TBD</b>  |             | Assignment: Team Evaluations (CATME)  |                             |                       |                                    |
| <b>3/1/18</b><br><b>11:59PM</b>                     |             | Assignment: Assignment: Career Planning; CPD Assignment: Submit Cycle 2 Revision-Completed Reflection, Revised Plan, Brainstormed Learning Activities (Canvas AND Salesforce) |                             |                       |                                    |
| <b>TBD</b>  | (7)         | Module 9: Team Debriefing 3   |                             |                       |                                    |
| <b>TBD</b><br>(due 1 hour prior to class session)   |             | Assignment: Team Debriefing <u>Individual</u> Assignment 3  |                             |                       |                                    |
| <i>Class Session</i><br><b>TBD</b>                  |             | Team Debriefing 3   | 1.0hr                       |                       |                                    |

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| <b>Date Recommended Dates for Independent Study</b> | <b>Mod#</b> | <b>Unit Topic</b>  | <b>Contact Hours [hr.]a</b>   | <b>Faculty Author</b> | <b>Learning Objectives Covered</b> |
|---|-------------|--|---|-----------------------|------------------------------------|
| <b>TBD</b><br>(due 1 hour following class session)  |             | Assignment: Team Debriefing <u>Team</u> Assignment 3                   |   |                       |                                    |
| <b>4/20/18</b><br><b>11:59pm</b>                    |             | Assignment: Team Evaluations (CATME)                                   |   |                       |                                    |
| <b>4/20/18</b><br><b>11:59pm</b>                    |             | Assignment: Team Performance Scale (Qualtrics)                         |   |                       |                                    |
| <b>4/20/18</b><br><b>11:59pm</b>                    |             | Assignment: Co-Curricular Activity Participation log [10.0hr] (Canvas) |   |                       |                                    |
| <b>TBD</b>  | All         | Milestones   | All   |                       |                                    |
|   |             | Total Instructor Contact Hours with consideration of "C" designation   | 15 contact hrs and 21 hrs of individual/outside study = 36 hrs total<br>Second 0.5 cr hr course is 4.5 contact hrs and 9.25 hrs of individual/outside study = 13.75 hrs total.<br>Total across both courses is 49.75 hrs with the majority of hrs being individual/outside study. |                       |                                    |

## Required Textbooks/Readings

- [Harvard Business Review Press: Difficult Conversations - HBR 20-minute Manager Series. (2016). ISBN-13: 978-1633690783
  - Not Available via HSC Library
- Harvard Business Review press: Giving Effective Feedback – HBNR 20-minute Manager Series. (2014). ISBN-13: 978-1625275244
  - Not Available via HSC Library

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](http://www.library.health.ufl.edu/) at this URL: <http://www.library.health.ufl.edu/>

## Suggested Textbooks/Readings

- Kouzes JM, Posner BZ. The Student Leadership Challenge Deluxe Student Set 2<sup>nd</sup> Edition, 2014, Jossey-Bass (Wiley), San Francisco, CA. ISBN-13: 978-1-118-87265-9

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## Other Required Learning Resources

None

## Materials & Supplies Fees

None

## Student Evaluation & Grading

Personal and Professional Development is a **pass/fail** course. Passing requires successful completion of all milestones and course requirements listed.

At the Year 2 Milestone, students who have performed with excellence in both Personal and Professional Development I and II will be identified and will receive a Letter of Commendation for their Portfolio and College file.

| Assessment Item    | Deadline        | Criteria   |
|--------------------|-----------------|--|
| Syllabus Agreement | August 16, 2018 | Complete syllabus agreement in <b>Canvas</b> .   |
| Team Contract      | August 18, 2018 | During Orientation, you will receive a paper copy of the Team Contract you are to finalize with your team. When completed, each team member needs to sign the team contract and then 1 team member will need to upload the document to Canvas. |

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|  |   |   |
|--|---|---|
| <p><b>Attendance at all Active Learning Sessions/Workshops scheduled in the course</b></p> <p><b>Interprofessional Learning In Health Care (IPLH) GNV and JAX only</b></p> <p><b>Interprofessional Session with UCF College of Medicine (ORL only)</b></p> | <p>See workshop schedule above.</p> <p>October 12, 2018<br/>January 11, 2018<br/>February 8, 2018</p> <p>October 19, 2018</p> | <p>Class attendance is required at all class sessions, including the interprofessional learning activities and workshops.</p> <p>Satisfactory completion of all required activities that are part of IPLH with a score of 80% or greater. (iRAT and tRAT for each session will be weighted iRAT [40%]/tRAT [60%] to determine session score.)</p> |
| <p><b>Online and Pre-Session Quizzes</b></p>   | <p>Various dates, due 1 day prior to active learning sessions</p>   | <p>To pass the quiz you must:</p> <ul style="list-style-type: none"> <li>• Earn 80% on the quiz. You will be provided with 2 attempts to complete the quiz to earn the passing score.</li> <li>• If the passing score is not earned on the second attempt, additional assignments</li> </ul>  |
|  |   | <p>will be required for you to complete to demonstrate competence in the content area in order to earn a passing grade for the course.</p>  |
| <p><b>Electronic Portfolio Updated with current CV</b></p>   | <p>September 6, 2018</p>  | <p>The Office of Co-Curriculum will complete an audit to document <u>initiation of the <b>Portfolio in Canvas AND Salesforce</b></u> by the deadline. (Similar to Board of Pharmacy audits of pharmacists)</p>  |
| <p><b>Continuing Professional Development Cycle 1 Final</b></p>  | <p>September 15, 2018</p>   | <p>Upload the completed <u>final</u> version of cycle 1 to <b>Canvas and Salesforce Portfolio</b>.<br/><br/>(Complete reflection, plan, learning activities, evaluation sections.)</p>  |
| <p><b>Team Debriefing: Individual Assignment (pre-class)</b></p>   | <p>Team debriefing dates:<br/>#1: October 16, 2018</p>  | <ul style="list-style-type: none"> <li>• As an individual, submit individual reflection assignment</li> <li>• Must be uploaded to <b>Canvas 1 hour prior to each scheduled Team Debriefing meeting.</b></li> </ul>  |

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|--|--|--|
| <b>Team Debriefing: Team Assignment (post class)</b>     | Team debriefing dates:<br>#1: October 16, 2018 | <ul style="list-style-type: none"> <li>As a team, submit team reflection assignment</li> <li>Must be uploaded to <b>Canvas 1 hour after the Team Debriefing session.</b></li> </ul>  |
| <b>Career Coach</b>                                      | October 31, 2018                               | <ul style="list-style-type: none"> <li>Complete one meeting with Career Coach by specified deadline</li> <li>Complete Career Coach evaluation survey (Salesforce) after each meeting with your Career Coach</li> <li>Career Coach will complete an assessment to notify the course director the meeting has been completed</li> </ul> <p>See <b>Appendix B</b> for Career Coach Evaluation</p> |
| <b>Team Evaluations</b>                                  | October 2, 2018<br>November 22, 2018           | <p>Complete an evaluation for your team in CATME.</p> <p>See <a href="http://info.catme.org/catme-word-documents/">http://info.catme.org/catme-word-documents/</a> for the Online Rubric</p>   |
| <b>Continuing Professional Development Cycle 2 Draft</b> | December 1, 2018                               | <p>Upload a copy of your <u>draft</u> CPD to <b>Canvas and Salesforce Portfolio</b> (Complete reflection and plan sections only)</p>   |
|  |  |  |

## Course Specific Policies

### Professionalism Assessments:

Professionalism is an educational outcome of the Pharm.D. program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated at each annual milestone to determine progression and eventual readiness for graduation.

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. Unexcused absences are considered to be unprofessional behavior. Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor, classroom behaviors that are distracting or disruptive to others, use of cell/smart phones during class, reading emails/messages, use of social media, leaving class early without informing the faculty or staff member, disrespectful behaviors with faculty, staff, or other students, and inappropriate discussion board or social media postings. For incidents of lateness to class, an assessment will be



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made about the seriousness of the tardiness and this will be used to determine the course of action.

Nonadherence to the dress code policy is also considered unprofessional behavior. Students who do not comply with the dress code will be assessed as unprofessional and also asked to leave class as noted in the dress code policy.

Across the academic year, unprofessional behaviors will be tracked across all courses. Each offense will result in a grade deduction in the course the unprofessional behavior occurred in. **The Personal and Professional Development courses are pass/fail, therefore those students who accumulate 3 or more professionalism offenses will not pass the course.** Repeated unprofessional behaviors will also be evaluated as an end of year milestone and can negatively impact curricular progression.

Class attendance is required at all class session, including the interprofessional learning activities. All quizzes administered in the course are pass/fail. To pass the quiz you must earn 80% on the quiz. You will be provided with 2 attempts to complete the quiz to earn the passing score. If the passing score is not earned on the second attempt, additional assignments will be required for you to complete to demonstrate competence in the content area in order to earn a passing grade for the course.

## 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
3. Salesforce©
4. Qualtrics®
5. CATME©
6. PharmAcademic™

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/>

## Pharm.D. Course Policies

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

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# Appendix A. Course Directory

## Teaching Partnership Leader/Course Director:

Priti N. Patel, Pharm.D., BCPS

Email: [ppatel@cop.ufl.edu](mailto:ppatel@cop.ufl.edu)

Office: St. Petersburg Campus

Phone: 727-394-6213

### Questions to Ask:

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

## Co-Curriculum Program Specialist:

Sarah Mazorra

Email: [smazo@cop.ufl.edu](mailto:smazo@cop.ufl.edu)

Office: HPNP 3305/GNV

Phone: 352-273-8203

### 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)

## Academic/Education Coordinators:

Sarah A. Burgess, M.Ed.

Academic Coordinator

Email: [sburgess@cop.ufl.edu](mailto:sburgess@cop.ufl.edu)

Office: HPNP 4312/GNV

Phone: 352-273-5618

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Absent/Tardy Email: [absent2pd@cop.ufl.edu](mailto:absent2pd@cop.ufl.edu)

McKenzie Wallen  
Education Coordinator  
Email: [mwallen@cop.ufl.edu](mailto:mwallen@cop.ufl.edu)  
Office: Jacksonville Campus

Victoria Savosh  
Education Coordinator  
Email: [vsavosh@cop.ufl.edu](mailto:vsavosh@cop.ufl.edu)  
Office: Orlando Campus

### Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Co-Curricular Program Specialists handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)
- Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

## Other Teaching Partnership Faculty Members:

Carol Motycka, Pharm.D., BCACP  
Jacksonville Course Facilitator & Co-curriculum Coordinator  
Email: [motycka@cop.ufl.edu](mailto:motycka@cop.ufl.edu)  
Office: JAX  
Phone: 904-244-9590

Lisa Vandervoort, Pharm.D.  
Orlando Course Facilitator & Co-curriculum Coordinator  
Email: [lvandervoort@cop.ufl.edu](mailto:lvandervoort@cop.ufl.edu)  
Office: ORL  
Phone: 407-313-7031

Michelle Farland, Pharm.D., BCPS, CDE  
Email: [mfarland@cop.ufl.edu](mailto:mfarland@cop.ufl.edu)  
Office: HPNP 3307/GNV  
Phone: 352-273-6293

Kathryn Smith, Pharm.D.  
Email: [ksmith@cop.ufl.edu](mailto:ksmith@cop.ufl.edu)  
Office: HPNP 2303/GNV  
Phone: 352-294-8287

Karen Whalen, Pharm.D., BCPS, CDE  
Email: [whalen@cop.ufl.edu](mailto:whalen@cop.ufl.edu)  
Office: HPNP-4321  
Phone: 352-273-9497

## Appendix B

### Career Coach Evaluation – Self-Awareness

**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)

|  |  |
|--|--|
| <b>Global Score</b>  |  |
| <b>Needs Improvement:</b> The student has not yet identified his/her strengths and areas for improvement   |  |
| <b>Meets Expectations:</b> The student has thoughtfully identified strengths and areas for improvement. During the current CPD cycle, the student has made effort to complete activities to work on areas needing improvement. |  |
| <b>Exceeds Expectations:</b> The student has thoughtfully identified strengths and areas for improvement. For multiple CPD cycles, the student has completed activities to work on areas needing improvement.                  |  |

**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.)

|  |  |
|--|--|
| <b>Global Score (Elements of professionalism observable during Career Coach interactions)</b>  |  |
| <b>Needs Improvement:</b> More than 2 of the following need development: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.                           |  |
| <b>Meets Expectations:</b> The student needs development in 1-2 of the following: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness.                  |  |
| <b>Exceeds Expectations:</b> The student displays all of the following characteristics and skills: adherence to deadlines, professional verbal and written communication, respect, attentiveness, commitment to excellence, inquisitiveness. |  |