

Cover Sheet: Request 12104

PHA 5XXXC Personal and Professional Development II

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 12:41:59 PM
Updated	11/24/2017 3:09:16 PM
Description of request	<p>Alert: This request is for a 0.5 Cr Hr course and this option was not available in the electronic submission.</p> <p>The option of a 0.5 cr hr course has been discussed with registrars office who agreed with submission of this request.</p> <p>This is the second of 9 courses that focus on personal and professional development. This course occurs in Semester 2.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Diane Beck		11/24/2017
Syllabus PPD2 Spring 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 12104

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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 second of 9 courses that focus on personal and professional development. This course occurs in Semester 2.

Submitter: Diane Beck beck@cop.ufl.edu

Created: 11/22/2017 12:23:02 PM

Form version: 1

Responses

Recommended PrefixPHA

Course Level 5

Number XXX

Category of Instruction Introductory

Lab Code C

Course Title Personal and Professional Development II

Transcript Title Personal & Prof Dev I

Degree Type Professional

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

Co-Listing No

Co-Listing Explanation Not applicable

Effective Term Spring

Effective Year 2019

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 second of nine sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones.

Prerequisites Admission to the Doctor of Pharmacy program.

Co-requisites Pharm.D. program courses in Blocks 3 and 4.

Rationale and Placement in Curriculum There are 9 courses in this course sequence with one in each of the 9 semesters of the curriculum. This is the second course and occurs in the second semester.

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

1. Describe the performance expected upon graduation (i.e., pharmacist attributes) for each of the following and how you will progressively accomplish these abilities across the next four years:
 - a. Problem-solver
 - b. Educator
 - c. Patient Advocate
 - d. An Includer via cultural sensitivity
 - e. Interprofessional Collaborator
 - f. Communicator
 - g. Self-awareness
 - h. Leadership

- i. Innovative mindset
- j. Professionalism
- 2. Explain the role of the co-curriculum in accomplishing personal and professional development for becoming a pharmacist.
- 3. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.
- 4. Assess potential career path options as a pharmacist and develop an initial plan for personal career development.
- 5. Demonstrate an understanding of the continuing professional development process.
- 6. Outline the critical thinking dispositions important for effortful thinking, learning, and caring for patients.
- 7. Describe the role and basic steps of reasoning in patient problem solving (i.e. clinical reasoning) and practice techniques in developing and evaluating explanations and arguments.
- 8. Describe logical fallacies to avoid, particularly those that are common to errors in clinical reasoning.
- 9. Describe and demonstrate the IDEALS approach to problem solving and explain how it relates to clinical problem solving.
- 10. 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.
- 11. Demonstrate ability to successfully complete 10 hours of co-curricular activities that contribute to achieving personal and professional development.
- 12. Document personal and professional development by maintaining an electronic portfolio.
- 13. Demonstrate achievement of the Year 1 milestones that documents readiness to progress to year 2.

Course Textbook(s) and/or Other Assigned Reading•

There are no required textbooks for this course.

- Required readings will be posted on Canvas.

Weekly Schedule of Topics Week 1:

Module 1 - Introduction to PPD2

Week 2:

Module 2 - Team Debriefing #2

Week 3:

Putting Families First - team visit and meeting

Week 4:

Meet with Career Coach and complete Career Coach Evaluation

Week 5:

Putting Families First - Second Team visit and meeting

Week 6:

Team evaluations in CATME

Week 7-10:

Complete Career Planning - CPD Assignment - Submit Cycle 1 revisions, completed reflection, revised plan, brainstormed learning activities

Week 11:

Complete team debriefing #3 assignment and participate in team debriefing.
Submit team debriefing assignment after the debriefing.

Week 12:

Putting Families First - team visits patient and team meeting

Week 13:

Complete co-curricular activity log and submit

Complete team evaluations in CATME
Complete team performance scale

Week 14-15:

Update portfolio/ Milestone assessments (done in other courses and tracked in this course)

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 For a grade of satisfactory, the following must be successfully completed:

1. Submit syllabus agreement
2. Complete team evaluations
3. Complete team debriefing - individual assignment
4. Complete team debriefing - post class assignment
5. Participate in Interprofessional Learning Activities (Putting Families First)*
6. Meet with Career Coach
7. Submit Continuing Professional Development Cycle 1 Revision
8. Submit Co-curricular Activity Participation log

9. Complete the Team Performance scale Evaluation

10. Complete milestone assessments (these are part of other courses but tracked in this course)

Instructor(s) Michelle Farland, Pharm.D., BCPS, CDE

11/28/2017 8:38 AM

PHA 5XXXC

Personal and Professional Development II

Spring 2019

0.5 Credit Hour – [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 and a home for tracking achievements of performance milestones. This course provides an introduction to the 10 pharmacist attributes (self-awareness, professionalism, innovation and entrepreneurship, leadership, problem solving/critical thinking, interprofessional collaboration, communication, education, patient advocacy, cultural awareness) that will be learned across these nine courses. The focus of this course will be on self-awareness, but will also include: problem-solving/critical thinking, innovation/entrepreneurship, and interprofessional collaboration.

Teaching Partnership Leader

Michelle Farland, Pharm.D., BCPS, CDE

- Email: mfarland@cop.ufl.edu
- Office: HPNP 3307/GNV
- Phone: 352-273-6293
- 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 A8. Collaborate as a member of an interprofessional team.
2. EPA D1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
3. EPA D3. Demonstrate responsibility for personal and professional development.

Course-Level Objectives

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

11/28/2017 8:38 AM

1. Describe the performance expected upon graduation (i.e., pharmacist attributes) for each of the following and how you will progressively accomplish these abilities across the next four years:
 - a. Problem-solver
 - b. Educator
 - c. Patient Advocate
 - d. An Includer via cultural sensitivity
 - e. Interprofessional Collaborator
 - f. Communicator
 - g. Self-awareness
 - h. Leadership
 - i. Innovative mindset
 - j. Professionalism
2. Explain the role of the co-curriculum in accomplishing personal and professional development for becoming a pharmacist.
3. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.
4. Assess potential career path options as a pharmacist and develop an initial plan for personal career development.
5. Demonstrate an understanding of the continuing professional development process.
6. Outline the critical thinking dispositions important for effortful thinking, learning, and caring for patients.
7. Describe the role and basic steps of reasoning in patient problem solving (i.e. clinical reasoning) and practice techniques in developing and evaluating explanations and arguments.
8. Describe logical fallacies to avoid, particularly those that are common to errors in clinical reasoning.
9. Describe and demonstrate the IDEALS approach to problem solving and explain how it relates to clinical problem solving.
10. 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.
11. Demonstrate ability to successfully complete 10 hours of co-curricular activities that contribute to achieving personal and professional development.
12. Document personal and professional development by maintaining an electronic portfolio.
13. Demonstrate achievement of the Year 1 milestones that documents readiness to progress to year 2.

Course Pre-requisites

1. Admission to the Doctor of Pharmacy program.

Course Co-requisites

1. Pharm.D. program courses in Blocks 3 and 4.

11/28/2017 8:38 AM

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.

Date Recommended Dates for Independent Study	Mod#	Unit Topic	Contact Hours [hr.]a	Faculty Author	Learning Objectives Covered
January 2019	1	Module 1: Introduction to PPD2	1 hr	Patel	
		Watch: Introduction to PPD2	1 hr	Patel	
January 2019		Assignment: Syllabus Agreement (Canvas)			
Spring TBD	2	Module 2: Team Debriefing #2		Farland	4
TBD (due 1 hour prior to class session)		Assignment: Team Debriefing <u>Individual</u> Assignment 2			
Class Session TBD		Team Debriefing 2	1.0hr	Farland	
TBD (due 1 hour following class session)		Assignment: Team Debriefing <u>Team</u> Assignment 2			
1/16/19 10:40- 12:35pm		Putting Families First/ Interprofessional Family Health (GNV and JAX only) ORL dates TBD	2.0hr	IPE Office/ Farland/ Motycka	13
2/15/19 11:59pm		Assignment: Meet face-to-face or via video chat with Career Coach by this date.			
2/15/19 11:59pm		Assignment: Complete Career Coach Evaluation (Salesforce)			

11/28/2017 8:38 AM

Date Recommended Dates for Independent Study	Mod#	Unit Topic	Contact Hours [hr.]a	Faculty Author	Learning Objectives Covered
2/20/19 10:40- 12:35pm		Putting Families First/ Interprofessional Family Health (GNV and JAX only) ORL dates TBD	2.0hr	IPE Office/ Farland/ Motycka	13
TBD		Assignment: Team Evaluations (CATME)			4
3/1/19 11:5pm		Assignment: Career Planning; CPD Assignment: Submit Cycle 1 Revision-Completed Reflection, Revised Plan, Brainstormed Learning Activities (Canvas AND Salesforce)			16
TBD	3	Module 3: Team Debriefing #3		Farland	4
TBD (due 1 hour prior to class session)		Assignment: Team Debriefing <u>Individual</u> Assignment 3			
Class Session TBD		Team Debriefing 3	1.0hr	Farland	
TBD (due 1 hour following class session)		Assignment: Team Debriefing <u>Team</u> Assignment 3			
4/3/19 10:40- 12:35pm		Putting Families First/ Interprofessional Family Health (GNV and JAX only) ORL dates TBD	2.0hr	IPE Office/ Farland/ Motycka	13
4/20/19 11:59pm		Assignment: Co-Curricular Activity Participation log [10.0hr] (Canvas)			15
4/20/19 11:59pm		Assignment: Team Evaluations (CATME)			4

11/28/2017 8:38 AM

Date Recommended Dates for Independent Study	Mod#	Unit Topic	Contact Hours [hr.]a	Faculty Author	Learning Objectives Covered
4/20/19 11:59pm		Assignment: Team Performance Scale (Qualtrics)			4
TBA		Milestone Assessments <ul style="list-style-type: none"> • 1PD OSCE • PCOA Exam • Completion of APhA Immunization Certificate • Calculations Exam • Top 200 Drug Exam (Spring) • Problem solving Assessment • Personal and Professional Development Course Requirements • Professionalism (longitudinal) • Team Performance (peer evaluation) 			4, 6, 9, 12, 13, 17
		Total Instructor Contact Hours with consideration of "C" designation	The Fall course had 10 contact hrs and 19 hrs of outside study = 29 hrs total This 0.5 cr hr course is 4.5 contact hrs and 25 hrs of outside study = 29.5 hrs total. Total across both courses is 58.5 hrs with the majority of hrs being outside study.		

Required Textbooks/Readings

- There are no required textbooks for this course.
- Required readings will be posted on Canvas.

Suggested Textbooks/Readings

None

11/28/2017 8:38 AM

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 1 Milestone, students who have performed with excellence in the course will be identified and will receive a Letter of Commendation for their Portfolio and College file.

Assessment Item	Deadline	Criteria
Syllabus Agreement	January 2019	Complete syllabus agreement in Canvas .
Team Evaluations	March 2019 April 2019	Complete an evaluation for your team in CATME. See http://info.catme.org/catme-word-documents/ for the Online Rubric Passing score for the course is determined at the final evaluation (April). The adjustment score (without self-evaluation) earned must be ≥ 0.85 .
Team Debriefing: Individual Assignment (pre-class)	Team debriefing dates: January 2019 March 2019	<ul style="list-style-type: none"> As an individual, submit the behaviors you plan to adjust based on peer feedback. Must be uploaded to Canvas <u>1 hour prior to each scheduled Team Debriefing meeting.</u>
Team Debriefing: Team Assignment (post class)	Team debriefing dates: January 2019 March 2019	<ul style="list-style-type: none"> As a team, submit 1 behavior for each team member to adjust based on the team discussion. Must be uploaded to Canvas <u>1 hour after the Team Debriefing session.</u>
Interprofessional Education Learning Activities (Putting Families First)	January 2019 February 2019	Satisfactory completion of all IPE activities with a score of 80% of greater.

11/28/2017 8:38 AM

Assessment Item	Deadline	Criteria
	April 2019	
Meet with your Career Coach	February 15, 2019	<ul style="list-style-type: none"> • Complete one meeting with Career Coach by specified deadline • Complete Career Coach evaluation survey (Salesforce) after the meeting with your Career Coach • Career Coach will complete an assessment to notify the course director the meeting has been completed <p>See Appendix B for Career Coach Evaluation</p>
Continuing Professional Development Cycle 1 Revision	March 1, 2019	<p>Upload a copy of your <u>revised</u> CPD to Canvas and Salesforce Portfolio</p> <p>(Complete Reflection, Revised Plan, Brainstormed Learning Activities)</p>
Co-Curricular Activity Participation log	April 20, 2019	<ul style="list-style-type: none"> • Complete 10 hours of co-curricular activities • Submit activity participation log to Canvas.
Team Performance Scale Evaluation	April 20, 2019	Complete the team performance evaluation in Canvas (There will be a URL link to a Qualtrics survey) .
Year 1 Milestones	May 2019	<p>Satisfactory completion of the following milestones that denote readiness to progress to Year 2:</p> <ul style="list-style-type: none"> • 1PD OSCE • PCOA Exam • Completion of APhA Immunization Certificate • Calculations Exam • Top 200 Drug Exam (Spring) • Problem solving Assessment • Personal and Professional Development 1 Course Requirements • Professionalism (longitudinal) • Team performance (peer evaluation)

11/28/2017 8:38 AM



11/28/2017 8:38 AM

Course Specific Policies

Professionalism Assessments:

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3. Salesforce©
4. Qualtrics®

11/28/2017 8:38 AM

5. CATME©
6. PharmAcademic™

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<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

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<http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

11/28/2017 8:38 AM

Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Michelle Farland, Pharm.D., BCPS, CDE

Email: mfarland@cop.ufl.edu

Office: HPNP 3307/GNV

Phone: 352-273-6293

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

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

Office: HPNP 4312/GNV

Phone: 352-273-5617

11/28/2017 8:38 AM

Absent/Tardy Email: absent1pd@cop.ufl.edu

McKenzie Wallen
Education Coordinator
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus

Victoria Savosh
Education Coordinator
Email: 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 Academic Coordinator 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.)

11/28/2017 8:38 AM

Other Teaching Partnership Faculty Members:

Carol Motycka, Pharm.D., BCACP

Jacksonville Course Facilitator

Email: motycka@cop.ufl.edu

Office: JAX

Phone: 904-244-9590

Michelle Zeigler, Ph.D, Pharm.D., BCACP

Orlando Course Facilitator

Email: mzeigler@cop.ufl.edu

Office: ORL

Phone: 407-313-7034

Diane Beck, Pharm.D.

Email: debeck@cop.ufl.edu

Office: HPNP/GNV

Phone: 352-273-6282

Cary Mobley, Ph.D.

Email: mobley@cop.ufl.edu

Office: HPNP/GNV

Phone: 352-273-6282

Robin Moorman Li, Pharm.D., BCACP

Email: moorman@cop.ufl.edu

Office: JAX

Phone: 904-244-9590

11/28/2017 8:38 AM

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)

Global Score	
Needs Improvement: The student has not yet identified his/her strengths and areas for improvement	
Meets Expectations: 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.	
Exceeds Expectations: 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.)

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