

**FOUNDATIONS OF PROFESSIONAL DEVELOPMENT II
PHM 281D**

**Unique numbers 59580-59725
SPRING 2017 COURSE SYLLABUS**

Course Coordinator	Diane B. Ginsburg, Ph.D., M.S., R.Ph., FASHP Clinical Professor and Assistant Dean for Student Affairs
Office	PHR 5.112N
Phone	(512) 471-3631
E-mail	diane.ginsburg@austin.utexas.edu
Office Hours	By appointment
Course Co-Coordinator	Veronica Young, Pharm.D., M.P.H. Clinical Associate Professor and Director of Interprofessional Education and Community Engagement
Office	PHR 5.110A
Phone	(512) 475-9755
E-mail	youngv@austin.utexas.edu
Office Hours	By appointment
Pharmacy Class period	Fridays, 12:00 p.m. – 12:50 p.m.
Location	PHR 2.108
Interprofessional Class period	Six pre-assigned Fridays, 2:00 p.m. – 5:00 p.m.
Location	Various locations (see schedule)
Supporting Faculty	Patrick J. Davis, Ph.D. Professor and Senior Associate Dean for Academic Affairs
Office	PHR 5.112D
Phone	(512) 475-9751
E-mail	davispj@austin.utexas.edu
Office Hours	By appointment
Supporting Faculty	William J. McIntyre, Pharm.D. Clinical Professor and Associate Dean for Clinical Programs
Office	PHR 5.112P
Phone	(512) 232-3407
E-mail	bill.mcintyre@austin.utexas.edu
Office Hours	By appointment
Supporting Faculty	Lucas G. Hill, Pharm.D. Clinical Assistant Professor and Co-Coordinator for FICP
Office	PHR 2.222G
Phone	(512) 232-7832
E-mail	lucas.hill@austin.utexas.edu
Office Hours	By appointment

Academic Assistant (AAA)

Pharmacy sessions

E-mail

Academic Assistant (AA)

Interprofessional sessions

Email

For questions regarding

- attendance, please contact your AAA;
- reflection assignments please contact Dr. Davis;
- community service/IPPE, please contact Dr. McIntyre;
- portfolio assignments, please contact Dr. Ginsburg;
- Foundations for Interprofessional Collaborative Practice (FICP) sessions, please contact Dr. Young

COURSE SECTIONS

There are multiple sections for this course. Four to five students will automatically be assigned per section with one faculty member per section, and will serve as the basis for assigning teams.

THE FOUNDATIONS OF PROFESSIONAL DEVELOPMENT (FPD) COURSE SERIES

The goal of the FPD course sequence is to provide in-depth education and training to promote personal and professional development of students. The FPD courses are built on six interdependent pillars: Self-Awareness, Professionalism, Leadership, Career Development and Planning, Contemporary Issues in Practice, and Interprofessional Collaborative Practice (ICP). These courses employ a series of seminars, team-based workshops, and interprofessional learning experiences to inculcate students into the College of Pharmacy and profession of pharmacy. Class sessions will focus on self-awareness, professionalism, leadership development, career planning and decision-making, contemporary issues in pharmacy practice, and interprofessional collaboration.

Goals for the FPD Series are to provide a mechanism by which:

1. (Module I) Students will establish a solid foundation to develop self-awareness through the use of various tools and assessment mechanisms to identify personal attributes, learning styles, personalities, and behaviors.
2. (Module II) Students set the foundation for personal professional identify formation, professional socialization, and comprehensive understanding of the role of pharmacists in healthcare.
3. (Module III) Students can develop leadership skills necessary to advance patient care and advocate for the profession of pharmacy.
4. (Module IV) Students will apply knowledge of self as a guide to career development and planning. Various career options and practice requirements will be presented throughout the FPD course sequence.
5. (Module V) Contemporary Issues in Practice will provide an avenue for career exploration and understanding of emerging roles for pharmacists in healthcare.
6. (Module VI) Students will engage in interprofessional education (IPE) activities with students from other professions in preparation for interprofessional collaborative practice (ICP) aimed at delivering quality and safe patient-centered and community/population-oriented care.

COURSE OBJECTIVES

By the completion of this course, students should be able to:

1. Further develop their plan for personal and professional development for the purpose of individual growth. (Modules I and II)
2. Demonstrate personal self-awareness through the use of techniques such as reflection and critical thinking. (Modules I and III)
3. Utilize knowledge of self to assist with career development and planning. (Modules I, II, & IV)
4. Evaluate and prioritize personal qualities, skills, competencies and self-awareness aspects essential to leadership effectiveness. (Modules I, II, & IV)
5. Evaluate your personal skill set and development opportunities relative to leadership development. (Modules I and II)
6. Relate their personalized understanding of professional development expectations (e.g., professional and ethical behavior, leadership) to a real-life example of a professional in pharmacy.
7. Identify contemporary pharmacy practice issues and their impact on career planning and knowledge of the healthcare enterprise. (Modules IV and V)
8. Meet objectives for the Foundations for Interprofessional Collaborative Practice (FICP) sessions (Modules VI):
 - a. Develop the foundational knowledge, skills and abilities essential to effective interprofessional collaborative practice and team-based care as defined by the Interprofessional Education Collaborative (IPEC) core competencies: values/ethics for interprofessional practice; roles and responsibilities; interprofessional communication; teams and teamwork.
 - b. Form behaviors and attitudes conducive to promoting a climate for interprofessional teamwork.
 - c. Gain an understanding of the abilities, competencies, and scope of practice of interprofessional team members.
 - d. Describe how members of an interprofessional team can collaborate and address the impact of social determinants of health on patients and populations.
 - e. Demonstrate as a member of an interprofessional team how to apply interprofessional collaborative practice skills in specific health circumstances (addiction care, medical error disclosure, palliative care and transitions of care).
 - f. Describe the role of a pharmacist as a member of an interprofessional team to improve the delivery of quality and safe patient-centered and community/population-oriented care.

Learning methods include reflective writing, threaded discussion, team exercises, collaboration, ongoing interaction, and connection with each other, faculty mentors and facilitators.

COURSE DESCRIPTION

In PHM 281D, students will participate in sessions involving only pharmacy students (i.e., pharmacy sessions) which are scheduled every Friday from noon to 1 PM in the pharmacy building. Students will also be assigned to interprofessional teams with students from medicine, nursing and social work. Interprofessional teams will attend six pre-assigned Fridays during each semester (i.e., interprofessional sessions) from 2 PM to 5 PM. These interprofessional sessions will take place at various locations on campus. Please note there are uniquely different requirements and course policies for the pharmacy and interprofessional components.

COURSE REQUIREMENTS: PHARMACY SESSIONS (EVERY FRIDAY; NOON – 1 PM)

1. **Attendance.** Regular and *prompt* attendance at all class meetings is required.

Attendance will be taken at the beginning of each class by distribution of a class roster and may be verified by the use of Canvas[®]. Falsifying the roster by signing for another student is considered scholastic dishonesty and will be dealt with accordingly. The signed class roster will be considered an official university document.

Any student who arrives to class after the session has started *will be counted absent for that day*.

Students are allowed two absences for the semester—“excused” or “unexcused”—it does not matter. Absences beyond the two allowed will result in the final course grade dropping by one letter grade for each absence beyond the two allowed. Regardless of the reason for the absence, students will be required to view the lecture and complete required assignments by the original published deadlines.

Notifying the AAA and/or course coordinator is recommended for any absence. Although the attendance policy does not indicate a need for course coordinator approval of any absence, any extenuating circumstances can be handled more appropriately when relevant information explaining the reason for the absence can be provided by the student. Any resulting action will occur at the discretion of the course coordinator.

“College-approved” absences are not necessarily “instructor-approved”. Students are required to get approval from their instructors to miss other courses for participation in Introductory Pharmacy Practice Experiences (IPPE), Know Your Medicine (KYM), and Project Collaborate participation.

2. **Community Service/IPPE.** Students will be required to complete two (2) hours of health-related community service in an approved activity. Events that count towards the required hours must take place **in the current semester and prior to the stated deadline. Hours cannot be carried over.** The hours will count toward their IPPE. The activities will be health-related with a preference for activities that include interactions with other health professionals. A list of approved activities will be posted on the course Canvas website. The information will be updated based on availability of new activities. Project Collaborate and KYM events are automatically approved. You can find the calendar of events for Project Collaborate and KYM events on the college’s Community Outreach website at <http://sites.utexas.edu/phr-student-orgs/community-outreach/> **Simulation activities may not be counted as IPPE hours.** If the student is having trouble finding opportunities to complete these hours, it should be brought to the attention of Dr. McIntyre as soon as possible and not the last week before the hours are due. If a student wishes to complete an activity that is not on the approved list, the student must submit the activity directly to Sherrie Bendele (s.bendele@austin.utexas.edu) at least two weeks prior to the date of the activity for approval. The request must include the sponsoring organization, a description of the activity, the date of the activity, plus the name and contact information for the individual overseeing the experience. If the activity is involving the provision of pharmaceutical care, the person overseeing the activity must be a licensed pharmacist and listed as a preceptor with the Texas State Board of Pharmacy.

The following rules govern any IPPE activity:

- a. Students may not be paid for participation in any experiential activity (this includes IPPEs and APPEs). To earn experiential hours during employment hours is a violation of accreditation standards, and will result in penalties as determined by the Dean's Office.
- b. Falsification of hours constitutes academic dishonesty and will be dealt with accordingly, and could result in failure of the course.
- c. Students should follow the site's or activity's instructions for use of cell/smart phones and other electronic devices. Inappropriate use of these devices may result in disciplinary action against the student.
- d. ***You must complete a reflection of your IPPE experience in one of your weekly SMIT assignments in your PDP.***

Prior to undertaking IPPE activities in this course, the student will review the American Association of Colleges of Pharmacy Center for the Advancement of Pharmaceutical Education (CAPE) 2013 Educational Outcomes (<http://www.aacp.org/resources/education/cape/Pages/default.aspx>). Upon completion of any IPPE activity, students will complete the IPPE Verification Form and have the preceptor or the organization representative overseeing the activity sign the form to document the hours. Completed forms should be uploaded to the IPPE Hours assignment in Canvas. Keep the paper version for your records and in case there are any questions. Students must use the current version of the form (dated **Sherrie will provide new dated form**); other versions will not be accepted. The form must be filled out completely or it will be returned to the student for completion. Uploads will be verified once a week in Canvas. If the form is incomplete, it will be returned to you for updates.

Failure to submit IPPE verifications forms by the deadline will result in a letter grade reduction for the final course grade. Failure to submit the IPPE form prior to the end of the semester will result in an "Incomplete" grade for this semester until such time as the student submits the form. ***Failure to submit your form prior to the first day of the summer semester will result in an Incomplete for the course, and thus delayed progression through the curriculum by one year, since you must pass FPD II in order to progress to FPD III and enroll in the first semester of the P2 year.***

All hours must be completed by April 21, 2017.

3. **Course Assignments.** The University of Texas at Austin (UTA) uses Canvas as the learning management system (LMS) for the University. Canvas is the official LMS for PHM 281D. Students will have access to two Canvas sites for this course:
 - Canvas site for PHM 281D – sessions with pharmacy students only
 - Canvas site (shared by four programs) – sessions with interprofessional student teams

All course communications and assignments will be conducted through Canvas. Students can access Canvas from the UTA home page (<http://www.utexas.edu/>) by selecting the link for "Resources" from the homepage and clicking on the tab for "Canvas" in the middle of the page. From the link, students can choose the "Canvas log in" button. Upon selecting that button, students will see the Canvas page for UTA (<http://canvas.utexas.edu/>). From the UTA Canvas page students can view Student tutorials and login into Canvas. Students are encouraged to view all the Canvas tutorials. Canvas tutorials can be found in the Canvas Training Center link (<https://utexas.instructure.com/courses/633028>). Please review the uploading documents to Canvas tutorial.

4. **All course assignments are to be uploaded via Canvas unless otherwise instructed. Students are required to complete four major course assignments for the pharmacy specific portion of the course and additional assignments for the interprofessional component of PHM 281D. All**

activities are assigned through the use of the Canvas Assignment system. See the table below for the specific assignments and due dates. Faculty Reflection Reviewers (FRR) on a regular basis throughout the semester will review students' assignments. Failure to submit assignments may result in failure of the course. Course assignments and any additional activities must be submitted (posted on Canvas) by 11:59 p.m. Central Daylight Time (CDT) on the due date. The evaluation of the four major course assignments will make up 50% of your course grade. Assignments and requirements for the interprofessional portion of PHM 281D will make up the other 50% of your course grade. Failure to post and/or submit each course assignment by the deadline will result in a 50% decrease in that assignment's grade. If the assignment is not submitted by 11:59 p.m. on the fourth day after the deadline, the student will receive a grade of "0" on the assignment. Similar to the attendance policy stated above, any extenuating circumstances that may impact a student's ability to submit an assignment on time will be handled on a case-by-case basis, and any resulting action will occur at the discretion of the course coordinator.

Petition for Re-Evaluation of Reflection and/or ePortfolio Grading. Students that earn an "unacceptable grade" on a reflection and/or ePortfolio assignment may petition the course coordinator for a resubmission. The petition must be submitted within one week of receiving the rating for that particular assignment. If the course coordinator grants the student's petition, the student will submit a revised assignment to his or her faculty reviewer by the date and time set by the course coordinator.

If the faculty reviewer determines that the assignment submitted has improved and assigns a rating of "acceptable", that rating will replace the original rating. Otherwise, the original rating of unacceptable will stand. Resubmissions cannot be used to remove a late assignment penalty.

Students are required to submit their reflection assignments to their AAA and Faculty Reflection Reviewer (FRR). Failure to submit to your assignment will result in a "0" for the assignment. The pharmacy assignment topics and due dates are as follows:

Assignments	Due to AAA	Comments back from AAA	Due to FRR
Reflection #1 - Module I - Foundations of Self-Discovery	Friday, February 24	Tuesday, February 28	Friday, March 3
Personal Life Plan	Not reviewed by AAA – AAA will confirm submission by deadline		Tuesday, April 4 Reviewed by Faculty Mentor
Reflection #2 - Module IV - Career Development and Planning Exploration	Friday, April 14	Tuesday, April 18	Friday, April 21
Professional Development Portfolio (PDP)	Not reviewed by AAA – AAA will confirm submission by deadline		Friday, April 28 Reviewed by Faculty Mentor

Detailed information for each assignment will be distributed via email

5. E-Portfolio. During the Foundations of Professional Development series of courses, the student will be expected to continue to build and maintain the two portfolios in Canvas: the Professional Development Portfolio (PDP) and Personal Life Plan (PLP). These portfolios will be your repository throughout your tenure at the college to document and track your personal and professional development, reflect on your educational and professional career achievements, and to assist with career planning and selection.

During this course, you will be given specific instructions regarding documents and information to add to your portfolio. Your Faculty Mentor (FM) that was assigned during the Fall 2016 semester will continue to review your PDP and PLP and provide guidance and input as you progress through the Pharm.D. curriculum.

6. Professional Classroom Decorum. All cell phones and other electronic devices must be silenced during lecture and interprofessional activities. Text messaging and e-mailing in class is prohibited. The use of cell phones, tablets, smart watches, and all other electronic devices is prohibited, unless specifically allowed for certain purposes and announced in advance of class.

The use of laptop computers is prohibited during class and interprofessional activities EXCEPT when required by the instructor or guest lecturer for that particular class day. Students should plan to download and print any slides they may wish to access for lecture in advance of class.

Dress Code is as follows:

- a. Clean white lab jacket with nametag
- b. Men: full length slacks, dress shirt or polo shirt (shirts must have collars)
- c. Women: pants or skirts with blouses or dresses
- d. No scrubs, shorts, jeans, sneakers, athletic shoes, flip-flops, caps or hats will be permitted.

Students are required to wear their white lab coats upon entering the classroom. Failure to wear a white coat and professional attire, as well as other violations of professional classroom decorum, will result in a warning on the first offense, either individually or corporately (in other words, if students are reminded to put their lab coats on as a class, that counts as a warning to all). Subsequent offenses will result in a 5% decrease in course grade per incident.

7. Class Recordings. If video recordings of a class are made available by the College of Pharmacy, they are intended solely for the purpose of review by students currently enrolled in that class. Faculty and students utilizing class video recordings should be careful to not compromise the privacy of either themselves or other users (<http://registrar.utexas.edu/students/records/ferpa>), or the rights of the presenter. Students are free to make their own recordings of lectures **for personal use only** unless specifically prohibited from doing so by the presenter. ***Any additional distribution of College - or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording.***
8. Course Communications. Instructors will use Canvas, <https://canvas.utexas.edu/>, as the primary means of communication for course information. Students should check Canvas well in advance of each class period for any assignments due for that class. All lecture materials and web sites needed to access information for class will be posted in Canvas. Course grades will also be posted in Canvas. You can find Canvas support through the Canvas website home page.

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—daily is recommended, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/help/utmail/1564>. Consequently “I didn’t see the e-mail” or returned mail and “Mailbox Full” or “user unknown” should not be a problem for any communication. Students are required to use their e-mail account that is part of their University record for course correspondence.

There are no required textbooks for this class.

9. Food Policy. Students may bring a lunch to class. All liquids must be in a resealable container. Items that may generate significant noise or odor that would impact others' ability to concentrate on classroom activities are not permitted. You are responsible for making sure that your area is completely clean for the next class.

COURSE REQUIREMENTS: INTERPROFESSIONAL SESSIONS (6 FRIDAYS; 2 – 5 PM)

The title of the interprofessional component of this course is “Foundations for Interprofessional Collaborative Practice” (**FICP**). The four programs involved are College of Pharmacy, Dell Medical School, School of Nursing and School of Social Work. You will be working with students and faculty from all four programs. The FICP component spans over two semesters during your P1 year. *Please also refer to the FICP common course syllabus shared by the four programs*. Where there is discrepancy between the shared syllabus and pharmacy syllabus, always follow the policy stated in the pharmacy syllabus. Please contact Drs. Young and Hill with questions.

Student Teams

Students will be assigned to one of thirty interprofessional student teams for this course. Each team will consist of between eight to ten students. Each team will also have representation from the four health professions. Students will experience the course through their teams for the duration of the course. As team members, students will have the important responsibility of supporting their team members' learnings and experiences in the course. There will be individual module pre- and post-participation work and team products. If there are concerns about team members, please raise the concerns with the faculty team facilitators and/or course directors.

Faculty Team Facilitators

Faculty team facilitators have been recruited from among the partnering schools and college. In addition to bringing diverse expertise and experiences to the course and your learning, they will primarily serve to support the teams' exploration and dialogue of the course content. They will also provide the teams and their team members with feedback in the course. They will work with the course directors to deliver the module experiences as small group facilitators of the teams. Faculty team facilitators will work in interprofessional pairs in order to role model interprofessional communication and team work.

1. Attendance and Student Expectations

Prompt attendance at all six pre-assigned interprofessional sessions per semester is **mandatory**. Attendance sign-in is recorded for every session. Consideration requests for absences must be submitted by email via Canvas to both Drs. Young and Hill at least 2 weeks prior to your scheduled session. Should approval be granted, the student will need to promptly notify his/her interprofessional team and faculty facilitators. In the event of an emergency or illness, the student must contact Drs. Young and Hill in advance where circumstance permits. A student with an excused absence will be expected to complete **remediation work** in a timely manner as instructed. An unexcused absence or failure to submit remediation work (for an approved absence) may result in failure to pass the course.

Students in this course will experience the content in teams. To maximize the learning experience, students will be expected to commit to the following expectations:

- Arrive to class punctually and having completed the advance preparation assigned for the session.

- Engage in open, candid, appreciative, respectful, and inquisitive dialogue in the exploration of the course content.
- Actively support and encourage team members' exploration of the course content
- Jointly with team members, share ownership in team accountability in expectations of conduct, performance, and work in the course.
- Attend all assigned sessions and complete all assigned work by due dates.
- Contact the course director and/or course coordinator in one's respective program to provide timely information on any anticipated or unanticipated issues affecting ones' course participation.

2. Professional Classroom Decorum

All cell phones and other electronic devices must be silenced during interprofessional activities. Text messaging and e-mailing in class is prohibited. The use of laptops, cell phones, tablets, smart watches, and all other electronic devices is prohibited, unless specifically allowed for certain purposes and announced in advance of class.

Student Attire

You are a member of an esteemed profession at a preeminent institution. Your words, actions, and appearance reflect on your colleagues, campus, and community. In the Foundations in Interprofessional Collaborative Practice sessions, you will be expected to present yourself in business casual attire for all course activities unless otherwise notified by the course director.

Pharmacy students will follow the same dress code as for the pharmacy sessions from noon – 1 PM. **However, no white lab jacket is allowed.** Wearing profession-identifying attire during these sessions reinforces learning in silos rather than as a member of an interprofessional team. Your cooperation is appreciated.

3. FICP Assignments

Learning Approach

This course focuses on the interprofessional team-centered experiences and student-owned learning as the principle approaches to learning. Course faculty members will be present to support student teams' experiences and discoveries. Team-centered experiences include small and large group activities in class, out-of-classroom application via community learning, and interprofessional team simulation toward the end of the spring semester. Learners will also have the opportunity to synthesize individual reflections of course experiences as well as to provide anonymous team member and faculty team facilitator feedback.

Pre-session Preparation

There will be assigned readings to be completed in advance of each module. Assigned reading hyperlinks will be accessible via CANVAS. There is no required course textbook.

Assignment Due Dates (see table below)

Unless otherwise indicated by the course directors, assignments will be due by 11:59 PM of the due dates. Any extenuating circumstances that may impact a student's ability to submit an assignment on time will be handled on a case-by-case basis, and any resulting action will occur at the discretion of the course coordinator.

Spring Semester 2017	Cohort 1	Cohort 2	Cohort 3	IPE Facilitator Review ¹ Due Dates
Simulation Slot Times*	March 24, 2017 *See shared course syllabus for details	March 31, 2017 *See shared course syllabus for details	April 7, 2017 *See shared course syllabus for details	
Peer Assessments	March 27, 2017	April 3, 2017	April 10, 2017	
Knowledge progress quiz	April 28, 2017			
Self Assessment	May 1, 2017			Monday, May 8, 2017
Learner IPE Reflection	May 1, 2017			Monday, May 8, 2017

1. Pharmacy IPE facilitators will review self-assessments and IPE reflections for pharmacy students on their assigned teams.

Spring Semester Interprofessional Team Simulation

Student teams will undergo a simulation experience in which they will apply the course content in a simulation involving standardized patients. This will take place after spring break. Teams will be assigned a two-hour time slot on one of the Friday afternoons in which they are not in class. More information will be available on CANVAS. Course Directors will provide an orientation to this activity at the Spring Semester Kickoff.

Peer-to-Peer Team Member Feedback

Toward the latter half of the semester, you will be randomly assigned to provide anonymous peer-to-peer feedback to several team members. Your feedback will be gathered online. Aggregate reports of the feedback will be provided to team members and course directors. Your faculty team facilitators will not receive a copy of this report.

You will be asked to compose professional, thoughtful, respectful, and candid feedback for your team members on their teamwork in the course. The spirit of the feedback should be constructive and improving collaborative practice. Prior to the release of aggregate reports, an initial review by disinterested staff members will be conducted to screen for unprofessional and/or offensive language and tone. Such findings will be referred to the course directors.

There will be three questions upon which you will be asked to provide detailed narrative responses:

- Describe how you have benefitted from having this individual on your team in this semester.
- Describe a strength of this team member and how it has benefitted the team this semester.
- Describe how this team member could strengthen future team contributions.

Self-Assessment Assignment

Toward the end of the semester, you will receive an anonymous aggregate report of your team members' feedback. You will be assigned to complete a self-assessment in response to the same three questions posed to your peers. The assignment will be uploaded to CANVAS for your faculty team facilitators' review and comment.

Mastery of Knowledge Assessments

At the wrap up session of each semester, team members will take a 45-minute, multiple-choice question quiz of their knowledge progress. Content for these quizzes will be drawn from the advance preparation

material and the semester modules. These quizzes will take place on [April 28, 2017](#) for the Spring Semester.

Learner Reflections

Though the course experiences are team-centered, written reflections will provide you with an individual opportunity to consider the relevance and sense of the course content and experiences to your ongoing studies and future practice. You will be assigned an end-of-course reflection assignment through your respective program's CANVAS site.

Course and Faculty Team Facilitator Evaluations

You will receive instructions for course and faculty team facilitator evaluations toward the end of the semester. Your candid responses will help course directors and faculty team facilitators improve the course experience and content.

4. Course management site – CANVAS

Students will have access to two Canvas sites for this course:

- Canvas site for PHM 281D – sessions with pharmacy students only
- Canvas site for FICP – sessions with interprofessional student teams

Course communications and assignments common across all four programs will be conducted through the shared FICP Canvas site. All activities are assigned through the use of the Canvas Assignment system. All course assignments are to be uploaded via Canvas unless otherwise instructed.

5. Recording and Use of Class Materials

Audio and video-recording of the class and small groups for personal use is not allowed unless you have a letter from Services for Students with Disabilities that states you require this accommodation.

The materials used in this class are copyright-protected works and are not to be shared outside of the class. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to non-University websites for the purpose of sharing those materials with other current or future students.

6. University electronic communications policy

Instructors will use Canvas, <https://canvas.utexas.edu/>, as the primary means of communication for course information. Students are expected to check email daily to stay current with course-related communications. Incorrect email addresses on file with the University, full email IN boxes, or failing to check email are not excuses for missing an assignment or an important announcement.

Every student must provide the University with his or her official email address using the online update form in UT Direct. Your official email address is the destination for official email communications and it is your responsibility to keep the University informed of changes in your official email address.

GRADING POLICY:

Grading Scale		Components of Course Grade*	
100 – 90	A	Reflection Assignments	25%
89 – 80	B	E-Portfolio Assignments	25%
79 – 70	C	FICP Attendance & Assignments	50%
69 – 65	D		
< 65	F		

**Other components of the final grade calculation: Keep in mind that absences beyond the two allowed (for the Friday noon sessions with pharmacy students only) will result in the lowering of five points on the final course grade for each absence. In addition, students who violate the professional classroom decorum (including tardiness) will receive a warning on the first offense. Subsequent offenses will result in a 5% decrease in course grade per incident. Attendance at the FICP sessions is mandatory. Students who do not attend all six sessions or complete remediation work by due date for approved absences will fail the FICP portion of the course and subsequently, FPD.*

Refer to the FICP common course syllabus for additional grading policy guidance. When there are discrepancies between syllabi, please follow the policies in the PHM 281D course syllabus. For example, pharmacy students with one unexcused absence are subject to course failure.

FICP Grading Rubric: It’s about your **TEAM work!**

Grade Elements	Assessment	Pass Grade Threshold
T urnout (Attendance)	Weekly Assessment Packet completed by Faculty Team Facilitator	Consistently identified as being on time
E ffort (Participation and Professionalism)	Weekly Assessment Packet completed by Faculty Team Facilitator	Consistently identified as meeting or exceeding expectations
A ssignments	Spring Semester 1. Team Simulation 2. Peer Assessments 3. Self Assessment 4. Learner Reflection	Satisfactory completion by assignment due dates. Please refer to the course common syllabus for assignment due dates
M astery (of Knowledge)	Knowledge progress multiple choice question quizzes: Spring Semester Wrap-Up Session 4/28/2017	Correctly answered 70% of examination questions

Writing Flag

The FPD course sequence carries two required University-level Writing Flags. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers’ work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core

Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

OTHER COURSE, COLLEGE OR UNIVERSITY POLICIES AND INFORMATION

Confidentiality of Student Information

Reflection assignments will be reviewed by a Faculty Mentor, and for coordination purposes only, assignments may also be viewed by Dr. Davis and Dr. Ginsburg. The AAA for this course provides assistance with attendance and verification of assignment submission. Therefore, the faculty and the AAA must complete FERPA training and are required to keep all student information confidential.

Scholastic Dishonesty and Standards of Ethical Conduct

The “Policy Statement on Ethical Conduct and Scholastic Integrity in the College of Pharmacy” reads as follows: “Pharmacy practitioners enjoy a special trust and authority based upon the profession’s commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty not only violate that trust, but are also subject to disciplinary penalties, including failure of the course involved and dismissal from the College and/or University. Since dishonesty harms the individual, fellow students, and the integrity of the University and College of Pharmacy, policies on scholastic dishonesty will be strictly enforced.

Faculty and students of the College of Pharmacy have pledged their support to the Policy Statement on Ethical Conduct and Scholastic Integrity and the Code of Ethics that implements this Policy Statement. Upon entering the College of Pharmacy, students are asked to recite and sign the following pledge:

“As a student of the University of Texas College of Pharmacy, I have reviewed and hereby pledge my full support to the Honor Code. I pledge to be honest myself, and in order that the spirit and integrity of the Honor Code may endure, I pledge that I will make known to the appropriate authorities cases of dishonesty which I observe in the College of Pharmacy.”

The following oath will be included at the end of all class examinations. At the discretion of the instructor, the oath may also be required for other assignments, written reports, or papers:

“I have neither participated in nor witnessed any acts of academic dishonesty pertaining to this assignment.”

University of Texas Student Honor Code

As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity. <http://www.utexas.edu/about-ut/mission-core-purpose-honor-code>

Oath of Pharmacist

Students are required to adhere to the principles that guide our profession including the oath taken by all pharmacist practitioners.

Oath of Pharmacist¹

“At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.

I will consider the welfare of humanity and relief of human suffering my primary concerns.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.

I will keep abreast of developments and maintain professional competency in my profession of pharmacy.

I will maintain the highest principles of moral, ethical, and legal conduct.

I will embrace and advocate change in the profession of pharmacy that improves patient care.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

University of Texas Code of Conduct

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. <http://www.utexas.edu/about-ut/mission-core-purpose-honor-code>

Plagiarism

Information on (avoiding) plagiarism and related UT policies can be found at http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php.

Undergraduate Writing Center

You are strongly encouraged to use the Undergraduate Writing Center (UWC), FAC 211, (512) 471-6222; <http://uwc.utexas.edu> if you are having problems with your writing. Faculty may refer you to the Center if they feel it would be beneficial or essential. The UWC offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. These services are not just for writing that has "problems": Getting feedback from an informed audience is a normal part of a successful writing project. The UWC's trained consultants work with students from every department on both academic and non-academic writing. Using methods that preserve the integrity of your work, they help you develop strategies to improve your writing and become a more independent writer. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you.

Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, at (512) 471-6259 (voice) or (512) 232-2937 (video phone) or <http://ddce.utexas.edu/disability/>.

¹Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994 American Association of Colleges of Pharmacy 1426 Prince St. Alexandria, VA 22314 Phone: (703) 739-2330 Fax: (703) 836-8982
Email AACP

Accommodations for Religious Holidays

In accordance with University of Texas at Austin policy, you must notify the course coordinator or teaching assistant of your pending absence from class at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Behavioral Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and the University of Texas Police Department (UTPD). Call (512) 232-5050 or visit <http://www.utexas.edu/safety/bcal> .

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Campus Carry

Students should familiarize themselves with the information provided by the University regarding the implementation of "Campus Carry" legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at <http://campuscarry.utexas.edu/info-sheets>.

**FOUNDATIONS OF PROFESSIONAL DEVELOPMENT
PHM 281D
SPRING 2017 SCHEDULE**

Date	FPD Topic	Speaker	FICP* Session/ Location	FICP Topic
1/20	Module IV: Contemporary Issues in Pharmacy Practice: State of the College	Lynn Crismon Diane Ginsburg	Introduction (All teams) *Student Union Ballroom	Interprofessional Skills: Motivational Interviewing
1/27	Module I: Foundations of Self-Discovery Mid-Year Assessment and Plans for Spring	Diane Ginsburg	Cohort 1 (Teams 1-10) *HLB	Interprofessional Skills: Team Communication in Addiction Care
2/3	Module IV: Career Development and Planning: Coaching and Career Development	Janet Walkow Diane Ginsburg	Cohort 2 (Teams 11-20) *HLB	Interprofessional Skills: Team Communication in Addiction Care
2/10	Module IV: Career Development and Planning: P1 Summer Internship Interviews	Diane Ginsburg	Cohort 3 (Teams 21-30) *HLB	Interprofessional Skills: Team Communication in Addiction Care
2/17	Module IV: Career Development and Planning: Coaching and Career Development	Janet Walkow Diane Ginsburg	Cohort 1 (Teams 1-10) *HLB	Interprofessional Skills: Applying TeamSTEPPS® to Transitions of Care
2/24	Module I: Foundations of Self-Discovery Further Application of StrengthsFinder	Diane Ginsburg	Cohort 2 (Teams 11-20) *HLB	Interprofessional Skills: Applying TeamSTEPPS® to Transitions of Care
3/3	Module I: Foundations of Self-Discovery Emotional Intelligence	Diane Ginsburg	Cohort 3 (Teams 21-30) *HLB	Interprofessional Skills: Applying TeamSTEPPS® to Transitions of Care
3/10	Module II & III: Leadership and Professionalism Connection	Billy Woodward Diane Ginsburg	Cohort 1 (Teams 1-10) *HLB	Interprofessional Skills: Team Communication in Palliative Care
3/17	Spring Break – No Class			
3/24	Module III: Leadership Development	Billy Woodward Diane Ginsburg	Cohort 3 (Teams 21-30) *HLB	Interprofessional Skills: Team Communication in Palliative Care * Check schedule for simulation slot during an off Friday
3/31	Module II: Professionalism	Diane Ginsburg	Cohort 1 (Teams 1-10) *HLB	Interprofessional Skills: Team Communication in Palliative Care * Check schedule for simulation slot during an off Friday

4/7	Module III: Leadership Development	Billy Woodward Diane Ginsburg	Cohort 2 (Teams 11-20) *HLB	Interprofessional Skills: Team Error Disclosure * Check schedule for simulation slot during an off Friday
4/14	Module IV: Career Development and Planning APhA Career Pathway Evaluation Program	Diane Ginsburg	Cohort 3 (Teams 21-30) *HLB	Interprofessional Skills: Team Error Disclosure
4/21	Module IV: Career Development and Planning APhA Career Pathway Evaluation Program	Diane Ginsburg		Interprofessional Skills: Team Error Disclosure
4/28	Module IV: Career Development and Planning APhA Career Pathway Evaluation Program	Diane Ginsburg	Wrap up (All teams) *San Jacinto Residence Hall (ground level, rooms 207A-C)	Semester Wrap-Up and Mastery of Knowledge Assessment
5/5	FPD II Personal and Professional Assessment – Planning for P2 Year	Diane Ginsburg		

*FICP=Foundations for Interprofessional Collaborative Practice; HLB=Health Learning Building (Dell Medical School)

FICP Sessions – Spring 2017

All sessions are 2pm to 5pm unless otherwise noted. All module sessions will take place in the Dell Medical School Health Learning Building (HLB) unless otherwise noted.

Spring Semester 2017	Cohort 1	Cohort 2	Cohort 3
Interprofessional Skills: Motivational Interviewing	January 20, 2017 Student Union Ballroom (Entrance next to Cactus Café)		
Interprofessional Skills: Team Communication in Addiction Care	January 27, 2017	February 3, 2017	February 10, 2017
Interprofessional Skills: Applying TeamSTEPPS® to Transitions of Care	February 17, 2017	February 24, 2017	March 3, 2017
Interprofessional Skills: Team Communication in Palliative Care	March 10, 2017	March 24, 2017	March 31, 2017
Interprofessional Skills: Team Error Disclosure	April 7, 2017	April 14, 2017	April 21, 2017
Interprofessional simulation and debriefing	<i>Teams will be assigned to one Friday afternoon that is not during their class session after Spring Break to complete a 2-hour team simulation session: 2-4 PM or 4-6 PM.</i>		
Semester Wrap Up. Mastery of Knowledge Assessment	April 28, 2017 San Jacinto Residence Hall Ground level, Rooms 207A-C		

PHARMACY SPEAKERS AND FACULTY COORDINATORS

Diane B. Ginsburg, Ph.D., M.S., R.Ph., FASHP	Assistant Dean for Student Affairs and Clinical Professor
Lucas G. Hill, Pharm.D.	Clinical Assistant Professor and Co-Coordinator of FICP Sessions
William J. McIntyre, Pharm.D.	Clinical Professor and Associate Dean for Clinical Programs
Janet C. Walkow, Ph.D.	Executive Director & Chief Technology Officer, Drug Dynamics Institute
Billy Woodward, M.S., R.Ph.	President, Renaissance Pharmacy Services, LLC
Veronica Young, Pharm.D., M.P.H.	Director of Interprofessional Education and Community Engagement and Clinical Associate Professor

FICP COURSE DIRECTORS

<p>Barbara Jones, PhD, MSW School of Social Work FICP Course Director barbarajones@mail.utexas.edu</p>	<p>John Luk, MD Dell Medical School FICP Course Director john.luk@austin.utexas.edu</p>
<p>Gayle Timmerman, PhD, RN, CNS, FAAN School of Nursing FICP Course Director gtimmerman@mail.nur.utexas.edu</p>	<p>Veronica Young, PharmD, MPH College of Pharmacy FICP Course Director youngv@austin.utexas.edu</p> <p>Lucas Hill, PharmD College of Pharmacy Co-Course Director for College of Pharmacy's FICP Sessions lucas.hill@austin.utexas.edu</p>