

Phar 6730: Career and Professional Foundations II

Syllabus: Fall 2020
0.5 Credits



This course adheres to the items listed in the College of Pharmacy Central Syllabus ...

https://docs.google.com/document/d/1artQ5e1rbzxe8IEtWo7BE8k8snZAEgMMz_QcW8yJ-II/edit#

Meeting Times & Locations:

This course meets atypically. The following times have been reserved for in-class meetings. However, not all this time will be used for live Zoom sessions. Please see the Canvas site, for more detailed information. Updates regarding live and recorded sessions will be sent via announcements in Canvas. Attendance is expected at all live class sessions, per the College's Attendance Policy:

https://www.pharmacy.umn.edu/sites/pharmacy.umn.edu/files/class_attendance_guideline_3-13-20.pdf.

Day	Time	Live Zoom or Recorded / Asynchronous
Mon, Aug. 24	1:25-4:25	Recorded videos (NO live class) (Intro, career development and more!)
Wed, Aug 26	9:05 - 11:00am	Live (Peer Teaching Prep)
Wed, Aug 26	11:15am – 12:05pm	Live (Code of Ethics)
Wed, Aug. 26	1:25 – 4:25	Live (Teamwork and Conflict)
Thurs, Aug 27	1:25 – 4:25	Live (Peer Teaching)
Mon, Sept. 21	1:25 – 4:25	Live (Emotional Intelligence)
Fri, Oct. 23	1:25 – 4:25	Live (Career Round Tables)
Fri, Nov. 6	1:25 – 4:25	Live (PedRx)

Technology Help, Duluth: 218-726-8847

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Primary Course Instructional Team

Name	Phone	Email
Gardner Lepp (Course Director)	218-726-6029	galepp@d.umn.edu
Caroline Gaither (Course Director)	612-626-0811	cgaither@umn.edu
Becky Borg	612-624-1945	becky@umn.edu
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Teaching Assistants:

Duluth	Twin Cities
Kendra Buettner buett060@d.umn.edu	Federico Facciolo facci010@umn.edu

Detailed Course Schedule

For a detailed course outline and schedule, see the course Canvas site.

Overview of the course

Course content:

For the second year of the Professional Development and Assessment Sequence, the emphasis will be on reinforcing, supporting, developing and assessing competencies and skills that are exercised in multiple courses and emphasized in the College's competency domains e.g. team effectiveness. This class will also include work in career and professional development, and professional advocacy.

Career Development

Career development is the process of managing your personal development within a field of interest by gaining education, skills and mastery over a lifetime. This process starts with self-knowledge and self-awareness and then matching interests, aspirations and skills with options for study and work. The quality of this process significantly determines the nature and quality of individuals' lives: the kind of people they become, the sense of purpose they have, the resources at their disposal and their contribution to society. Therefore, this is a process of managing your life, learning and work.

Professional Development

Professional Development is the continuous process of acquiring new knowledge, skills, behaviors and practices that relate to one's profession, job and social responsibilities, or work environment. Professional development is a comprehensive, sustained, and intensive approach to self-assessment, improving your effectiveness and adopting an identity within a profession.

Course format:

This course will meet over three half-days and one full day. Much of the course occurs in the beginning of the semester. These class sessions will involve active discussion and dialogue with peers and others, small group work, writing assignments, in-class exercises, and out-of-class assignments. Short quizzes may be assigned during this semester, but no exams will take place. The bulk of the student effort in this course will be in working with others (mirroring many professional environments), and in active, in-class activities.

We will not hold live Zoom class sessions for "lecture only" classes. We realize this isn't a helpful practice for students. Therefore, we will only use live Zoom sessions to interact, discuss, and problem solve together in an active environment.

Attendance is expected at all live zoom class sessions. If you are unable to attend a live zoom session, please contact the course directors as soon as possible. Generally speaking, the makeup work for any missed classes will take about double the amount of time it would to attend class because of the interactive nature of the course.

Late assignments will result in an automatic 50% reduction of the points for that assignment.

This format for assessments and grading is analogous to a professional environment: show up when expected, and complete the expected work. If you do this, you'll do very well.

Computer/Technology Requirements

The University of Minnesota computer requirements are listed here:

- Canvas: This course will use Canvas to distribute resources and host course information.
- Internet-enabled device capable of accessing Canvas (computer, tablet, etc.)

Prerequisites

Students must have successfully completed all Fall and Spring P1 courses, or have a remediation plan in place.

Course Materials

Materials for this course (articles, assessments, videos, etc.) will be provided via the Canvas site.

Career Resources: A variety of career development resources and tools are provided each semester of Career and Professional Foundations. However, each student's career development is unique and often students need a variety of resources at various times through their time in the PharmD program. Check out the College of Pharmacy Career Resources webpage for additional resources <https://www.pharmacy.umn.edu/degrees-and-programs/doctor-pharmacy/current-students/career-resources>. Consult with your career advisor (Amy Renne in Duluth, Becky Borg in Twin Cities) for optional individual appointments to supplement your work in Career and Professional Foundations.

Course Goals & Objectives

These goals are linked to the College's Competency Domains: [Link to full competency domain document](#).

At the end of this course, learners will be able to:

Professionalism

- 1) Describe the elements of a high performing team, including the role of a team leader, and articulate how their strengths align with their team's performance.
- 2) Understand and apply conflict management and emotional intelligence concepts related to interpersonal communication.
- 3) Review behavioral and attitudinal expectations of a professional, and explore areas of self-awareness as it relates to professional and personal success.

Career Development

- 4) Plan and take measurable progress toward finding a "best-fit" pharmacy career, and apply networking skills to develop their ability to connect with other professionals.

Pharmacy Profession

- 6) Demonstrate productive engagement with the profession that is well aligned with personal interests and abilities.
- 7) Develop communication and teaching skills through peer teaching and coaching.

Assignments and Grading

The assignments in this course will be graded using the point scale below. All points will normally be awarded, unless elements of the assignment are absent, or the assignment isn't completed to a satisfactory degree.

The assignments in this course are unlike those in most other courses in this curriculum. We're not asking you to memorize information. Rather, we're asking you to think about your own development, and work to gain the insight and skills to continue fostering your personal and professional development long after you graduate. As such, the assignments in this course are asking you to demonstrate thinking skills -- how you think about your continued development. If you put energy and thought into the assignments, and follow the instructions, you will do very well in this course.

Date Introduced	Title	Date Due (by 11:55pm unless otherwise noted)	Points
Aug. 24	Peer Teaching Plan 1) Teaching Plan 2) Brainstorming Table 3) Teaching Tool (concept map) 4) Survey	Aug. 26	30
Aug. 26	Applying Strengths to Team quiz	Aug. 26 (in class)	5
Aug. 26	Conflict Assignment	Aug. 28	10
Aug. 24	Goal Setting Discussion #1; And response to classmates #1	Sept 7 Sept 14	5 5 Total: 10
Sept. 21	Emotional Intelligence quiz	Sept. 21 (in class)	10
Sept. 21	Goal Setting Discussion #2; And response to classmates #2	Sept 28 Oct 5	5 5 Total: 10
Aug. 24	Networking Video Assessment (video)	Oct. 19	5
Nov. 2	Goal Setting Discussion Board #3; And response to classmates #3	Nov 9 Nov 16	5 5 Total: 10
Oct. 23	Career Round Tables Reflection	Oct. 26	10
Aug. 24	Networking Interaction Pre-Report (video)	Nov. 2	10
Aug. 24	Building a Well-Rounded Candidate Partner Activity	Nov. 16	10
Nov. 9	Career Action Plan Final Submission	Nov 23	10
Aug. 24	Networking Interaction Post-Report (video)	Nov. 23	10
Nov. 6	PED-Rx Position Paper	Nov. 16	10
Total			150

Grading Information

This course uses an A-F grading format. All students start the course with an A. As noted above, absences and late assignments are the primary means to reduce your grade.

One unexcused absence will result in an automatic grade reduction of two full letter grades. Two unexcused absences will result in a F grade, and the student will have to repeat the course. Excused absences will not result in a grade loss, as long as the make-up work is completed by deadlines agreed upon by course directors and student.

Students must complete all assignments and activities in this class to successfully complete the course. This course will not round grades up or down. For example, 92.5% is an A-.

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
%	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60	59-0

Statement on Penalties for Late Work

Late assignments will result in an automatic 50% reduction of the points for that assignment.

Assignment Descriptions

Peer Teaching and Advising: Students will create a one-page teaching tool (concept map) to help introduce pharmaceutical care practice to an incoming first year student (in Becoming a Pharmacist). This exercise builds on previous concept mapping activities from the PDI year where students graphically depicted the relationships and connections between the concepts introduced in Foundations of Pharmaceutical Care. The teaching has the dual benefit of helping the PDI student in understanding what's coming and helping the PDII student to clarify and solidify what they've learned over year one in their own mind. Immediate feedback will be provided by peers in preparation for immediate teaching the following week. Assignments will also be reviewed for pass/fail using a rubric developed from the concept mapping literature. Any students that do not earn a satisfactory rating will be contacted to develop an individualized remediation plan, which will likely involve resubmission.

Pairs or small groups of PDII students will complete a teaching plan to prepare for the peer teaching event with first year students. In addition, the pairs or groups of PII students will fill out a table in which they list the main points learned in the first year curriculum and state how each is connected to concepts in pharmaceutical care. This table will also be submitted for faculty review. Individually, students will then select 1-2 concepts to add to their concept map. Photographs or electronic versions of these concept maps will be uploaded by students. At the conclusion of the teaching to first year students, second year students will provide a brief report on their session, including a self-assessment of teaching skill.

SMART Goal Setting and Action Planning Discussion Boards:

You are assigned to a discussion group on Canvas to help you build your Career Action Plan and be accountable to your goals.

See rubric for discussion board expectations. Do not add to a post with comments from two (or more) other students until all students have at least two responses. Respond to your peers thoughtfully and be willing to think critically about how this applies to your current and future pharmacy practice and professional life. These discussions should hold each other accountable to your goals while helping you seek to develop your own career action plans. Career action plans are inherently unique to individuals and ever evolving; thus, these discussion boards should not be viewed as restricted to only the questions/discussions prompted by the instructors.

Discussion Board #1

Complete this discussion AFTER watching the "[Goal Setting module.mp4](#)" video.

Initial response due Sept 7; responses to classmates due Sept. 14.

1. Respond to these questions in the discussion board:
 - a. What do you want to accomplish related to career development this semester?
 - b. What additional information do you need to make career-related decisions?
 - c. Post one career-oriented SMART goal that you will complete within the semester.
2. After posting your response to the questions above, respond to at least two classmates and identify which SMART criteria are present in their goal and if any are missing or need refining. Provide any suggestions you have regarding your classmates' plans. (For example, how might they obtain the information they mentioned they need?)

Discussion Board #2

Initial response due Sept 28; responses to classmates due Oct. 5.

1. Respond to these questions in the discussion board:
 - a. Revisit your goal---how is it going?
 - b. Do you need to modify anything about your goal? Does your goal still connect to your current career directions?
 - c. What are you finding easy or difficult about achieving your goal(s)?
2. After posting your response to the questions above, respond to at least two classmates.

Discussion Board #3 (due before Career Action Plan Final)

Initial response due Nov. 9; responses to classmates due Nov. 16.

1. Respond to these questions in the discussion board:
 - a. Remember that SMART goals are specific, measurable, attainable, relevant, and time-bound. Describe how you met your goals. What specifically did you accomplish? How do you know you reached your goals? OR Describe why you did not meet your SMART goals. What barriers did you encounter and how did this prevent you from reaching your goals?
 - b. Articulate what you learned about goal setting this semester. Describe what you will do differently next semester (and beyond) to increase your ability to meet your goals.
 - c. What are the next steps you need to take to continue on your path towards your career goals?
2. After posting your response to the questions above, respond to at least two classmates.

Career Action Plan Final Submission:

Based on your experience with your one SMART goal and your discussion boards throughout the semester, your task is to create a comprehensive Career Action Plan to guide you next semester and beyond. **Fully complete the Career Action Plan worksheet and save in your Career Folder and upload to Canvas by Nov. 23.**

Networking Interaction Pre-Report: For this assignment, you must identify a type of networking interaction that contributes to your career development (by helping you explore options or prepare for your career). Options of where to find relevant contacts with whom to network will be discussed in class. Leveraging the Career Round Tables to develop contacts for further networking is also encouraged. (However, this curricular event cannot be used for this assignment). Your interaction must be completed before the Post-Report deadline of **Nov. 23**, so plan ahead and schedule with plenty of time for unexpected scheduling issues, etc. Complete the Pre-Report form no later than **Nov. 2 at 11:55PM**: <https://z.umn.edu/2023networkingpre>.

Networking Interaction Post-Report: Upon completion of your interaction, you will submit a report here **no later than November 23 at 11:55PM**: <https://z.umn.edu/2023networkingpost>. You **MUST** have completed your interaction. Keep a copy of your responses for future CPF courses and career development reference.

Building a Well-Rounded Candidate Partner Activity

Complete this activity prior to your Career Action Plan Final and no later than Nov. 16. See the Building a Well Rounded Candidate worksheet in Canvas for all details. This assignment requires you to pre-arrange a Zoom meeting with an assigned classmate.

Networking Video Assessment

Watch the networking recording and complete the associated video assessment no later than **October 19 at 11:55PM**.

Career Round Tables Reflection: After the Career Round Tables event, complete the associated quiz in Canvas by **October 26 at 11:55PM**.

PED-Rx Position Paper: PED-Rx is a student and practitioner event held once per year. PDII students will attend the event with PDIII students. TED-style talks will be presented by a practitioner on a contemporary practice issue. Each talk will be followed by a small group discussion lead by a practitioner. Students will synthesize information from readings and participation in the event into a two-page position paper on the issue.

Course Policies

Participation and Preparation

Participation in all days is required. Situations meeting the University's criteria for an excused absence will be provided with a make-up assignment. All other conflicts will be resolved at the discretion of the Course Director. Participation includes completion of all preparatory work. Individual workshops may require pre-readings, an online assessment or other work to ensure the in-class time is productive for each student and for their groups. Additional work may be assigned to those who are unprepared and/or have not completed pre-class assignments.

DUO Security

If you use Duo Security to sign in to University applications, you are strongly encouraged to set up back-up devices in Duo Security so that you are prepared in the event that your primary Duo device is unavailable (you forgot it, it was stolen, it's broken, the battery is dead, etc.). Learn about back up devices at z.umn.edu/backupdevices.

As a Duo user, it is your responsibility to come prepared to sign in to applications necessary for class activities, including exams and quizzes. If you are unable to sign in, you may lose points for the class activity. Failure to bring your Duo device or a back-up is not an excused absence or a valid reason for make-up work.

Learn more about Duo Security at z.umn.edu/duosecurity.

Exam Information

There will be no large or comprehensive exams in this course. There will be quizzes, written assignments, and projects. Because of the interactive nature of the course, a large percentage of the course points will be for attending and participating in the activities.

Attendance Policy

Students are expected to attend every class for which they are registered. Students are expected to attend classes on the campus where they are enrolled. Instructors may choose to take attendance.

Honor Code

Academic misconduct is any unauthorized act which may give a student an unfair advantage over other students, including but not limited to: falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance. Instructors or a fellow student may report academic misconduct during an exam to the Course Directors and the Honor Council for investigation.

Course Evaluations

Students will have an opportunity to complete online course evaluations for instructors and the course itself (including instructional strategies, etc.) at the end of the semester. You are encouraged to contact one of the course directors any time you have concerns about the course or your progress in the course.

[University of Minnesota and College of Pharmacy Policy Reference \(Centralized Syllabus\)](#)

This page includes all required UMN and CoP policies, e.g., Academic Freedom; Copyright; Course Evaluations; Disability Accommodations; FERPA, etc.