The purpose of this course is to supplement instruction from Leadership for Pharmacy. Through this course, concepts introduced in the Leadership for Pharmacy course can be solidified through more in depth study of original authors, study of related concepts/authors and additional work designed to apply the concepts to pharmacy. This is an online, self-directed course.

Teaching Partnership Leader

Karen Whalen, Pharm.D., BCPS, CDE
- Email: whalen@cop.ufl.edu
- Office: HPNP 4321
- Phone: 352-273-9497
- Office Hours: By appointment ONLY.

Kathryn J. Smith, Pharm.D.
- Email: ksmith@cop.ufl.edu
- Office: HPNP 2303
- Phone: 352-294-8287
- 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 C1. Identify system failures and contribute to a culture of safety and improvement.
3. EPA C2. Recommend solutions to needs in the medication use system and the healthcare system.
4. EPA D2. Exhibit commitment to patients and by serving as an advocate and leader.
5. EPA D3. Demonstrate responsibility for personal and professional development.
Course-Level Objectives

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

1. Apply new leadership strategies to your future practice as a pharmacist.
2. Identify personal strengths that can contribute to leadership skills.
3. Apply new concepts in leadership to leading change in pharmacy practice
4. Discuss the role of leaders in promoting change to advance the profession of pharmacy

Course Pre-requisites

1. PHA 5032: Leadership in Pharmacy

Course Co-requisites

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

Course Outline

Each student will create their own Study Plan (explained below) and progress through the course at a pace that is appropriate for them. This highly individualized structure allows students to get the most from their work, given their interests, previous experiences, previous studies, anticipated practice setting and desired career roles.

Book Selection

Selecting your books should be done with care. The books you select will greatly influence your learning. You should select books that you believe will be directly applicable to your current work in school, internships, student organizations, experiential rotations, volunteer work, professional involvement, etc. You have many opportunities to exercise leadership right now, as a student. Selecting books that are immediately applicable is helpful.

Study Plan

Each student will work with one of the course directors to select three books. This is a self-directed course. However, based on previous experience and advice from students, we have found that it’s helpful to have some deadlines to facilitate pacing through the course. To that end, each student will develop an individualized study plan that will be approved by the course directors. This study plan will include which books to complete in which order and in what timeframe.

Book Completion

There will be both written and oral reflections requirement for each selected book. Reflections will provide students with the opportunity to digest and integrate the new material with real life experience. See Canvas for more specific written assignment directions. Oral reflection will take place during a 2 hour session with leadership faculty and other students who are participating in the course.

Course Completion
To complete the course, the student will complete assignments on 3 books, complete a final written reflection on applying their new knowledge in practice and participate in a debriefing session to share with peer students and faculty a summary of their learning.

**Studying**
Commit to giving full attention to the assigned readings. Think critically about the lessons outlined in these readings, seeking to connect these to your observations of pharmacy practice in today’s health care system. Reflect on your role in applying these concepts immediately and over the course of your career. Ultimately, meeting the course goals will be based on the time and effort you commit to these activities. **You should plan to spend approximately 15 hours on each book. This will include reading and taking notes, as well as completing assignments to demonstrate your learning/application to pharmacy.**

**Example Textbooks for Self-Directed Reading**

<table>
<thead>
<tr>
<th>Text</th>
<th>ISBN</th>
</tr>
</thead>
</table>


**Required Textbooks/Readings**

Students will purchase a book of their choice.

**Suggested Textbooks/Readings**

See example Textbooks for Self-Directed Reading table above.

**Student Evaluation & Grading**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment for Book 1</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment for Book 2</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment for Book 3</td>
<td>25%</td>
</tr>
<tr>
<td>Verbal Debrief with Faculty</td>
<td>10%</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Educational Technology Use**

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

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

Teaching Partnership Leaders/Course Directors:
Karen Whalen, Pharm.D., BCPS, CDE
- Email: whalen@cop.ufl.edu
- Office: HPNP 4321
- Phone: 352-273-9497
- Office Hours: By appointment ONLY.

Kathryn J. Smith, Pharm.D.
- Email: ksmith@cop.ufl.edu
- Office: HPNP 2303
- Phone: 352-294-8287
- Office Hours: By appointment ONLY.

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

Academic Coordinator:
Candice Walker
Email: candice.walker@cop.ufl.edu
Office: HPNP 4312
Phone: 352-294-8677
Absence/Tardy Email: absent2pd@cop.ufl.edu or absent3pd@cop.ufl.edu

Educational Coordinators:
McKenzie Wallen
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus

Victoria Savosh
Email: vsavosh@cop.ufl.edu
Office: Orlando Campus

Questions to Ask:
- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy 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 in gradebook (missing grades, incorrect grade)
• Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)
Other Teaching Partnership Faculty Members:

Name
Email:
Office:
Phone:

Name
Email:
Office:
Phone:

Name
Email:
Office:
Phone:

Name
Email:
Office:
Phone:
Appendix A. Faculty and Staff: Who to Contact and Course Faculty Listing

Directions for Contacting Course Faculty
All questions on lecture material and course communication will occur through the discussion board on the course website. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. Below is a guide about which faculty or staff to contact based on the specific question area you may have:

Academic Coordinator
1. Questions about dates, deadlines, meeting place, etc.
2. Availability of handouts and other course materials
3. Assignment directions

Teaching Partnership Leader
1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

Teaching Partnership Faculty Members
1. Questions about content

Questions related to EPIC EDU
1. Technical problems (issues logging in, Citrix Receive download not opening, etc.). Call the EPIC helpdesk at 352-265-0526
## Appendix B. Written Book Report Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary Score = 4</th>
<th>Accomplished Score = 3</th>
<th>Developing Score = 2</th>
<th>Beginning Score = 1</th>
</tr>
</thead>
</table>
| **Quality of Information**| □ Book is summarized very well.  
□ Clearly identifies insight in how to apply these points in the future. | □ Book summary is accurate but not precise.  
□ Cites how thoughts from the book can be applied in the future. | □ Book summary is sketchy.  
□ Attempts to apply thoughts to the future but this is not clearly described. | □ Book summary is very sketchy.  
□ No application to the future. |
| **Organization**          | □ Good organization; points are extremely well organized from a logical perspective. | □ Although organized, the logical thoughts supporting the points could be improved. | □ Some organization but there is weak logical progression in thoughts. | □ Poorly organized; |
| **Grammar, Usage, Mechanics, Spelling** | □ No errors | □ Only one or two errors | □ More than two errors | □ Numerous errors distract from understanding |
Appendix C. Rubric for Written and Verbal Reflections

Reflections will relate to the course learning objectives:
1. Apply new leadership strategies to your future practice as a pharmacist.
2. Identify personal strengths that can contribute to leadership skills.
3. Apply new concepts in leadership to leading change in pharmacy practice.
4. Discuss the role of leaders in promoting change to advance the profession of pharmacy.

Scoring:
0 = Habitual Action (Non-reflective)
3 = Thoughtful Action and Introspection
4 = Reflection
5 = Critical Reflection

<table>
<thead>
<tr>
<th>Appendix 1</th>
<th>Level</th>
<th>Axis II for critical reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The REFLECT (Reflection Evaluation For Learners' Enhanced Competencies Tool) Rubric</td>
<td>Transformational reflection and learning</td>
<td>Confirmatory learning</td>
</tr>
<tr>
<td>Writing spectrum</td>
<td>Habitual action (Non-reflective)</td>
<td>Frames of reference or meaning structures are transformed. Requires critical reflection integration of new learning into one's identity, informing future perceptions, emotions, attitudes, insights, meanings, and actions. Conveys a clear sense of a breakthrough.</td>
</tr>
<tr>
<td></td>
<td>Thoughtful action or introspection</td>
<td>Exploratory and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future).</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>反射, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Critical reflection</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td>Presence</td>
<td>Sense of writer being partially present</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td>Description of conflict or disorienting dilemma</td>
<td>Sense of writer being partially present</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Absent or weak description of the disorienting dilemma, conflict, challenge, or issue of concern</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Full description of the disorienting dilemma, conflict, challenge, or issue of concern</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td>Attending to emotions</td>
<td>Little or no recognition or attention to emotions</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Recognition but no exploration or attention to emotions</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td>Analysis and meaning making</td>
<td>No analysis or meaning making</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Little or unclear analysis or meaning making</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td>Optional minor criterion: Attention to assignment (when relevant)</td>
<td>Poorly addresses the assignment question and does not provide a compelling rationale for choosing an alternative</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Partial or unclear addressing of assignment question, or does not provide a compelling rationale for choosing an alternative</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Clearly answers the assignment question or, if relevant, provides a compelling rationale for choosing an alternative</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
<tr>
<td></td>
<td>Clearly answers the assignment question or, if relevant, provides a compelling rationale for choosing an alternative</td>
<td>Reflection, exploration, attention to emotions, and gain of emotional insight.</td>
</tr>
</tbody>
</table>