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PHA5034 Leadership Best Sellers

Summer 2021

1 Credit Hour – [Satisfactory/Unsatisfactory]

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, PharmD, BCPS, CDE

- Email: whalen@cop.ufl.edu
- Office: HPNP 4321
- Phone: 352-273-9497
- Office Hours: Please see Canvas course site for posted office hours.

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.

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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
2. Completion of all Year 2 Pharm.D. program coursework including milestones.

Course Co-requisites

None

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 is 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.

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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

Text	ISBN
The Arbinger Institute. <i>Leadership and Self-Deception: Getting Out of the Box</i> . Berrett-Koehler Publishers; San Francisco, CA, 2010.	9781576759776
Bahcall, S. <i>Loonshots: How to Nurture the Crazy Ideas That Win Wars, Cure Diseases, and Transform Industries</i> . St. Martin's Press, 2019.	1250185963
Barsh, J and Cranston C. <i>How Remarkable Women Lead: The Breakthrough Model for Work and Life</i> . Crown Business: New York, NY: 2011.	030746170X
Barsh, J and Lavoie, J. <i>Centered Leadership: Leading with Purpose, Clarity, and Impact</i> . Crown Business: New York, NY: 2014.	0804138877
Brown, B. <i>Dare to Lead: Brave Work. Tough Conversations. Whole Hearts</i> . Random House, 2018.	8925598914
Buckingham M and Coffman C. <i>First, Break All the Rules</i> . New York, NY: Simon & Schuster, 1999.	684852861
Buckingham, M. <i>Nine Lies About Work: A Freethinking Leader's Guide to the Real World</i> . Harvard Business Review Press, 2019.	1633696308
Collins J and Porras JI. <i>Built to Last: Successful Habits of Visionary Companies</i> . Boston, MA: Harvard Business School, 2008.	60516402
Covey SMR. <i>The Speed of Trust: One Thing that Changes Everything</i> . New York, NY: Free Press, 2018	1416549005
Coyle, D. <i>The Culture Code: The Secrets of Highly Successful Groups</i> . New York, NY, Bantam, 2006.	0804176981
Dempsey, M. and Brafman O. <i>Radical Inclusion: What the Post-9/11 World Should Have Taught Us About Leadership</i> . San Francisco, CA; Missionday, 2018.	1939714109
Doerr, John. <i>Measure What Matters: How Google, Bono, and the Gates Foundation Rock the World with OKRs</i> . Portfolio, 2018.	024134848

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Dweck CS. <i>Mindset: The New Psychology of Success</i> . New York, NY: Ballantine Books, 2006.	345472322
Edmondson, AE. <i>Teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy</i> . San Francisco, CA: Jossey Bass; 2014.	078797093X
Epstein, David J. <i>Range: Why Generalists Triumph in a Specialized World</i> . Riverside, 2019.	B07H1ZYWTM
Galinsky, A and Schweitzer M. <i>Friend & Foe: When to Cooperate, When to Compete, and How to Succeed at Both</i> . Crown Business: New York, NY: 2015.	0307720217
Grant, A. <i>Originals: How Non-Conformists Move the World</i> . London, England, UK: Penguin Books, 2017.	014312885X
Grant, A. <i>Give and Take: Why Helping Others Drives Our Success</i> . London, England, UK: Penguin Books, 2014.	0143124986
Heath C, Heath D. <i>Made to Stick: Why Some Ideas Survive and Others Die</i> . New York, NY: Random House, Inc., 2007.	1400064287
Heath C, Heath D. <i>Switch: How to Change Things when Change is Hard</i> . Danvers, MA; Crown Business Publishing, 2010.	385528752
Holiday, Ryan. <i>Ego Is the Enemy</i> . Portfolio, 2016.	1591847818
Holiday, Ryan. <i>The Obstacle Is the Way: The Timeless Art of Turning Trials into Triumph</i> . Portfolio, 2014.	1591846358
Keller, G. <i>The One Thing: The Surprisingly Simple Truth Behind Extraordinary Results</i> . Bard Press, 2013.	9781885167774
Lencioni PM. <i>The Advantage: Why Organizational Health Trumps Everything Else In Business</i> . San Francisco, CA: Jossey Bass, 2012.	0470941529
Nemeth, C. <i>In Defense of Troublemakers: The Power of Dissent in Life and Business</i> . New York, NY, Basic Books, 2018.	0465096298
Pink DH. <i>Drive: The Surprising Truth About What Motivates Us</i> . New York, NY: Riverhead Books, 2009.	1594484805
Simmons, A. <i>Whoever Tells the Best Story Wins</i> . New York, NY: AMACOM, 2007.	814449131
Sinek, Simon. <i>Start With Why: How Great Leaders Inspire Everyone to Take Action</i> . New York, N.Y.: Portfolio, 2009.	1591846447
Sinek, Simon. <i>Leaders Eat Last: Why Some Teams Pull Together and Others Don't</i> . New York, N.Y.: Portfolio, 2017.	1591848016
Sinek, Simon. <i>The Infinite Game</i> . Portfolio, 2019.	073521350X
Strickler, Yancey. <i>This Could be Our Future: A Manifesto for a More Generous World</i> . Viking 2019.	0525560823
Stone, D, Patton B and Heen S. <i>Difficult Conversations: How to Discuss What Matters Most</i> . New York, NY; Penguin Books, 2010.	9780143118442
Wagner R, Muller G. <i>Power of 2: How to Make the Most of Your Partnerships at Life and Work</i> . New York, NY: Gallup Press, 2009.	159562029X
Wood, W. <i>Good Habits, Bad Habits: The Science of Making Positive Changes That Stick</i> . Farrar, Straus and Giroux, 2019.	1250159075

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Required Textbooks/Readings

Students will purchase the books they choose to read.

Suggested Textbooks/Readings

See example Textbooks for Self-Directed Reading table above.

Other Required Learning Resources

None

Materials & Supplies Fees

None

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Student Evaluation & Grading

Evaluation Methods and How Grades are calculated:

This course is a **pass/fail** course. Passing requires successful completion of all course requirements listed.

Assessment Item	Due Date
Assignment for Book 1	prior to Verbal Debrief with Faculty
Assignment for Book 2	
Assignment for Book 3	
Verbal Debrief with Faculty	April 2020
Final Reflection	1 week after verbal debrief

Table 1. Grading Scale

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **NO EXCEPTIONS** will be made in situations where a student's grade is "close."

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/>

Percentage Range	Letter Grade
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92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

Pharm.D. Course Policies

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

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Karen Whalen, PharmD, BCPS, CDE

- *Email: whalen@cop.ufl.edu*
- *Office: HPNP 4321*
- *Phone: 352-273-9497*
- *Office Hours: Please see Canvas course site for posted office hours.*

Questions to Ask:

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

Instructional Designer:

Holly Fremen

Email: holly.fremen@cop.ufl.edu

Office: HPNP 4309

Phone: 352-273-5558

Academic Coordinator:

Office: HPNP 4312

Absence/Tardy Email: absent1pd@cop.ufl.edu (Visit the [course policy site](#) for instructions)

Educational Coordinator

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Office: Jacksonville Campus

Iverta Allen

Email: iallen1@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 Exemplify® and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

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Appendix B. Rubric for Reflections on Selected Books

Grade	Description
S+	The assignment demonstrates a clear description of knowledge gained and how the student has made sense of it by relating new to prior knowledge, beliefs and assumptions. There is evidence of the student's development of perspectives and change of behavior.
S (satisfactory)	The students has identified some issues and has tried to reflect on them, but they could have incorporated a deeper level of reflection. They need to think of the impact of the knowledge gained and try to relate it to previous knowledge, beliefs and assumptions. They then need to think how this information will inform their future actions.
S- (unsatisfactory)	The student made an attempt at describing some of the knowledge gained but with no attention to personal thoughts or relation to previous experiences. They need to provide a clearer description of the new knowledge gained and convey some personal feelings and related these to learning.

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Appendix C. Rubric for Verbal Debrief with Faculty

Students must receive a score of S or S+ in all 3 categories for successful completion.

	S+	S	S-
Level of Engagement	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student does not initiate contribution & needs instructor to solicit input.
Quality of Engagement	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.

Adapted from: Carnegie Mellon Eberly Center for Teaching Excellence Tools for Assessment
<https://www.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/participationrubric-cfa.pdf>