PHA5032 Leadership in Pharmacy

Fall, 2021

02 Credit Hours – [A-E Grading]

The purpose of this course is to introduce students to principles of leadership for pharmacists. The course emphasizes the process for leading change and the leader's role in creating vision and serving as an agent of change. The student will learn how to use natural talents to strengthen leadership skills, develop strategies for overcoming common dysfunctions of a patient care team, and create and communicate a compelling vision for leading change in pharmacy practice. Topics in leadership are examined in the context of the patient care process, with the intent of encouraging students to be leaders within the pharmacy profession and on the interprofessional care team

Teaching Partnership Leaders

Karen Whalen, PharmD, BCPS, FAPhA

- Email: whalen@cop.ufl.edu
- Office: HPNP 4321
- Phone: 352-273-9497

Office Hours: Please see the Canvas course site for posted office hours

Teresa M. Cavanaugh, PharmD, MS, BCPS

- Email: TCavanaugh@cop.ufl.edu
- Office: HPNP G 234
- Phone: 352-294-8943

Office Hours: Please see the 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: Self-Development Domain

15. Create a written plan for continuous professional development.
    ST15.2. Perform a self-evaluation to identify professional strengths and weaknesses.

Course-Level Objectives

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

1. Compare and contrast characteristics of leaders and managers.
2. Explain how personal strengths that can contribute to leadership skills.
3. Recognize five dysfunctions of a team and how each can compromise teamwork.
4. Apply strategies to overcome dysfunctions within a patient care team.
5. Create a vision that clearly communicates your thoughts in a compelling manner.

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. Program coursework including milestones.
2. Satisfactory completion of Blocks 5, 6, and 7.

Course Co-requisites

1. N/A

Required Textbooks/Readings

1. Buckingham, Marcus and Donald O Clifton. Now, Discover Your Strengths. New York, NY: The Free Press, 2001. ISBN 0-7432-0114-0
   a. The UF Libraries has access to this book. Access is through the online catalog, rather than Access Pharmacy. This is the direct link to the item in the catalog. Click on UF: Off-campus access limited to current UF students & employees in the Catalog record to get to the book.
   b. This book does not have a PDF downloadable version.
2. Lencioni, P. The Five Dysfunctions of a Team: A Leadership Fable. San Francisco, CA: Jossey-Bass, 2002. ISBN 0-7879-6075-6
   a. The UF Libraries has access to this book. Access is through the online catalog, rather than Access Pharmacy. This is the direct link to the item in the catalog. Click on UF: Off-campus access limited to current UF students & employees in the Catalog record to get to the book.
   b. This book does not have a PDF downloadable version.

Use UF VPN to access UF Libraries Resources when off-campus.
The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL:http://www.library.health.ufl.edu/

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

Other Required Learning Resources

N/A

Materials & Supplies Fees

N/A

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.
[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	**Grade Percentage**
My Story Presentation	15%
Written Assignments: Who do you choose to be? Harvey A.K. Whitney Lectures; My Strengths, Elements of a compelling vision (5% each)	20%
Quizzes (n=3 at 4% each)	12%
Leadership Interview Assignment	15%
Visioning Presentation (rubric – Appendix C)	15%
Participation in Workshops (1) - Instructor assessment (rubric Appendix D)	15%
Participation in Workshops (2) – Self assessment (rubric – Appendix E)	8%
Total	100%

Table 1.1 Evaluation and Grading Above

Table 1.2 grading scale

Percentage	**Letter Grade**
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

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/

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/

Late Assignments

Written assignments will be accepted up to 48 hours after the due date and will incur a 20% deduction for late submission. Assignments submitted more than 48 hours after the due date will not be accepted, and a grade of zero will be assigned.

Makeup Assignments

Makeup assignments may be required for excused absences from all Active Learning Sessions. Students are expected to complete the makeup assignment within one week of the missed session.

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the UF COP Course policies.

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF COP *Student Mistreatment Report*.

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director(s):

Karen Whalen, PharmD, BCPS, FAPhA
- Email: whalen@cop.ufl.edu
- Office: HPNP 4321
- Phone: 352-273-9497

Office Hours: Please see the Canvas course site for posted office hours

Teresa M. Cavanaugh, PharmD, MS, BCPS
- Email: TCavanaugh@cop.ufl.edu
- Office: HPNP G 234
- Phone: 352-294-8943

Office Hours: Please see the 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
- Phone: 352-273-5558

Academic Coordinator Gainesville Campus:

Name: Malayshia King
- Email: mking@cop.ufl.edu
- Office: HPNP 4312
- Phone: 352-273-6523

Absence/Tardy Email: (Visit the course policy site for further instructions)

Educational Coordinators

Name: McKenzie Wallen
- Email: mwallen@cop.ufl.edu
- Office: Jacksonville Campus

Name: Andrea Arredondo
- Email: aarredondo1@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 Examplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.

Appendix B: Course Outline

Dates for independent study	Mod#	Activity	Unit Topic	Time [hr.]	Objectives	Faculty
DUE 12/01/21 10:00am	0	Quiz Self-Assessment	Syllabus Quiz	0		Whalen
12/01/21	1	Module	What is Leadership?	0	1-2	Whalen
12/01/21	1.1	Video Lecture	Watch: Leadership, and Leadership Styles	1		Whalen
12/01/21	1	Reading	Read: Kotter article - What Leaders Really Do (6pp)	0.25		Whalen
12/01/21	1	Reading	Read: Article - Wheatley: Who Do You Choose to Be?	0.25		Cavanaugh
12/01/21 10:00am	1	Assignment Graded	Assignment: Written Assignment #1 - Who Do You Chose to Be?	0		Cavanaugh
12/01/21 at 10:15am-12:05pm	1	Active Learning Session--VC	Active Learning Session 1: Leadership vs. Management -Discussion: Leadership vs. Management -Discussion: Who do you want to be? -Case Study: Building Your Leadership Skills and Knowing Your Personal Style	2		Whalen, Cavanaugh
12/01/21	2	Module	Leadership in Pharmacy	0	1	Whalen
12/01/21	2	Reading	Read: Situational Leadership	0.5		Whalen
12/01/21	2	Reading	Read: White article – Will There Be a Pharmacy Leadership Crisis? (11 pages)	0.75		Whalen
12/01/21	2	Reading	Read: Pharmacy Leadership Essentials (15 pages)	1.5		Whalen
Available 12/01/21 at 12:05pm - DUE 12/03/21 at 10:00am	1-2	Quiz Online Graded	Assignment: Online Quiz 1: Covers Module 1 and Module 2	0		Whalen
12/03/21 at 10:15am-12:05pm	2	Active Learning Session--VC	Active Learning Session 2: My Leadership Story -My Leadership Story Presentations -Case Study: Employ Situational Leadership	2		Whalen, Cavanaugh
Due in class	1	Assignment Graded	My Leadership Story Presentation	0		Cavanaugh

Dates for independent study	Mod#	Activity	Unit Topic	Time [hr.]	Objectives	Faculty
12/03/21	3	Module	Maximizing Your Strengths	0	2	Cavanaugh
12/03/21	3.1	Video Other	Watch: Harvey A. K. Whitney Award Lectures (choose 2 at 0.5 hrs each)	1		Whalen
12/03/21	3.2	Video Other	Watch: The Truth About You https://www.youtube.com/watch?v=_9aU5EiKfkA	0.5		Cavanaugh
12/06/21	3	Reading	Read: Now, Discover Your Strengths	4		Cavanaugh
12/08/21 at 10:00am	2	Assignment Ungraded	Prepare at least 3 questions for the pharmacy leadership panel during the next class session	0		Whalen
12/08/21 at 10:00am	2	Assignment Ungraded	Share what you have learned about your strengths and your leadership style with your career coach (cc: Dr. Whalen and Dr. Cavanaugh on an email to your career coach)	0		Whalen
DUE 12/08/21 at 10:00am	3	Assignment Graded	Assignment: Access your Clifton Strengths results and input to survey in Canvas	0		Cavanaugh
DUE 12/08/21 at 10:00am	3	Assignment Graded	Assignment: Written Assignment #2: Harvey A.K. Whitney lectures	0		Whalen
DUE 12/08/21 at 10:00am	3	Assignment Graded	Assignment: Submit "Participation self-assessment #1"	0		Cavanaugh
12/08/21 at 10:15am-12:05pm	3	Active Learning Session--VC	Active Learning Session 3: -Pharmacy Leadership Panel Discussion -Strengths Finders Workshop 1: Understanding My Strengths as a Future Leader	2		Whalen, Cavanaugh
12/08/21	4	Module	Leading in Teams	0	3-4	Whalen
12/09/21	4	Reading	Read: NY Times - What Google Learned from Its Quest to build the Perfect Team	0.5		Whalen
12/09/21	4	Reading	Read: The Five Dysfunctions of a Team: A Leadership Fable by Patrick Lencioni (225 pp)	4		Whalen

Dates for independent study	Mod#	Activity	Unit Topic	Time [hr.]	Objectives	Faculty
DUE 12/10/21 at 10:00am	3	Assignment Graded	Assignment: Written Assignment #3: My Strengths	0		Cavanaugh
Available 12/08/21 at 12:05pm - DUE 12/10/21 at 10:00am	3-4	Quiz Online Graded	Assignment: Online Quiz 2: Covers Module 3 and 4 Material	1		Cavanaugh
12/10/21 at 10:15am-12:05pm	4	Active Learning Session--VC	Active Learning Session 4: Team Workshop -Strengths Finders Workshop 2: Strengths in Patient Care Partnerships and Teams -Team Workshop: Developing Functional Teams in Pharmacy Practice	2		Cavanaugh
12/10/21	5	Module	Creating a Compelling Vision	0	4-5	Cavanaugh
12/10/21	5.1	Video Other	Watch: Pharmacists as the Health Care Disruptors (youtube link)	0.2		Cavanaugh
12/10/21	5	Reading	Read: Kouzes and Posner article – To Lead, Create a Shared Vision	0.2		Cavanaugh
12/10/21	5	Reading	Read: Kenny article - Your Company's Purpose Is Not Its Vision, Mission, or Values	0.2		Cavanaugh
12/10/21	5	Reading	Read: Review: Mission and Vision of the College of Pharmacy	0.25		Cavanaugh
12/10/21	5	Reading	Read: Review: Personal Mission Statement written in PPD class during 2PD year	0.25		Whalen
12/13/21 at 10:15pm-12:05pm	5	Active Learning Session--VC	Active Learning Session 5: -Case Study: Inspiring Others to Create a Common Vision -Case Study: Successfully Managing Yourself During Change -Workshop: The Role of Leaders in Articulating a Compelling Vision for the Future of Pharmacy Practice	2		Whalen, Cavanaugh
DUE 12/15/21 at 10:00am	5	Assignment Graded	Assignment: Written Assignment #4: Gathering Elements of a Compelling Vision for the Future	0		Cavanaugh

Dates for independent study	Mod#	Activity	Unit Topic	Time [hr.]	Objectives	Faculty
DUE 12/15/21 at 10:00am	5	Assignment Graded	Assignment: Leadership interview Assignment	0		Whalen
DUE 12/15/21 at 10:00am	5	Assignment Graded	Assignment: Submit participation self-assessment #2	0		Whalen
OPENS 12/13/21 at 12:05pm DUE 12/15/2021 at 10:00am	5	Quiz Online Graded	Assignment: Online Quiz #3: Covering Module 5 Material	1		Whalen, Cavanaugh
12/15/21 at 10:15am-12:05pm	5	Active Learning Session--VC	Active Learning Session 6: -Visioning Presentations -Debrief from Pharmacy Leader Interview	2		Whalen, Cavanaugh
Due in class	5	Assignment Graded	Visioning Presentation	0		Whalen, Cavanaugh
			Total Hours	**29.5**		

Appendix C: Rubric for Assessment of Visioning Presentation

Elements of Vision	Excellent (20 pts)	Good (15 points)	Fair (10 points)	Not applicable
Ideality	Hopes, dreams, and/or aspirations are exciting to both the presenter and audience.	Hopes, dreams and/or aspirations are presented, but feeling of excitement could be furthered.	Hopes, dreams and/or aspirations are presented, but minimal excitement is expressed.	This element is not addressed by the presenter.
Uniqueness	Vision is about something extraordinary. In relation to the stakeholders involved, a feeling of distinction and singularity is expressed.	Vision is about something extraordinary, but feelings of what makes the vision distinct and singular could be improved.	Vision is somewhat ordinary and feelings of distinction and singularity could be improved.	This element is not addressed by the presenter.
Imagery	The vision is very memorable. As the vision is read, the audience can picture what the future looks like.	The vision is memorable, metaphors or stories are presented, but could be better utilized to help the audience better connect with the vision.	The vision is somewhat memorable, but does not utilize story or metaphor very effectively.	This element is not addressed by the presenter.
Future oriented	The vision is clearly about the dreams of the future and extends beyond both initiatives currently addressed and present day.	The vision looks to the future, but could better invoke feelings of dreaming about the future.	The vision is beyond present day, but extends very little beyond initiatives within close grasp.	This element is not addressed by the presenter.
Common purpose	The vision speaks to an ideal held by the stakeholders.	The vision speaks to ideals held by many people, but may exclude some important stakeholders.	The vision speaks to ideals held by some, but leaves out many important stakeholders.	This element is not addressed by the presenter.

Ideality ____
Uniqueness ____
Imagery ____
Future oriented ____
Common purpose ____
Total score (sum): ____

Appendix D: Rubric for Assessing Student Participation in Class

This document will be used to provide an assessment of the student's overall participation at the end of the course. Instructors will keep track of student participation during each session.

	Exemplary (Score = 5)	**Proficient (Score = 4)**	**Developing (Score = 3)**	**Unacceptable (Score = 0)**
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution and needs instructor to solicit input.
Quality of comments	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect and 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.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

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Appendix E: Participation Self-Assessment

Please check the statement below that best corresponds to your honest assessment of your contribution to class discussion thus far:

_____ I contribute several times during every class discussion. (A- 4 points)
_____ I contribute at least once during virtually every class discussion. (B- 3 points)
_____ I often contribute to class discussion. (C- 2 points)
_____ I occasionally contribute to class discussion. (D- 1 point)
_____ I rarely contribute to class discussion. (E- 0 points)

Brief rationale for this grade:

Any additional comments:

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