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PHA5034 Leadership Best Sellers

Summer 2023

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 Leaders

Karen Whalen, PharmD, BCPS, FAPhA

- Email: whalen@cop.ufl.edu
- Office: HPNP 4319
- Phone: 352-273-9497
- Office Hours: Wednesday 4 to 5 pm – see course site for Zoom information

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Shauna Buring, PharmD

- Email: sburing@cop.ufl.edu
- Office: HPNP Dean's Office
- Phone: (352) 294-8799

Entrustable Professional Activities

Interprofessional Team Member Domain:

- Collaborate as a member of the interprofessional team (Use consensus-building skills to develop a shared plan of action).

Practice Manager Domain:

- Oversee the pharmacy operations for an assigned work shift (Implement pharmacy policies and procedures).

Self-Developer Domain

- 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. 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, James C. <i>Good to Great: Why Some Companies Make the Leap...and Others Don't</i> . Harper Business, 2001. | 9780066620992 |
| Collins J and Porras JI. <i>Built to Last: Successful Habits of Visionary Companies</i> . Boston, MA: Harvard Business School, 2008. | 60516402 |
| Covey, Stephen. <i>7 Habits of Highly Effective People: Powerful Lessons in Personal Change</i> . Simon & Schuster, 2020. | 1982137274 |
| 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 |

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|---|---------------|
| 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 |
| 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 |
| Gordon, Jon. <i>The Energy Bus: 10 Rules to Fuel your Life, Work, and Team with Positive Energy</i> . Wiley, 2007. | 9780470100288 |
| Gordon, Jon. <i>The Power of Positive Leadership: How and Why Positive Leaders Transform Teams and Organizations and Change the World</i> . Wiley, 2017. | 1119351979 |
| 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 |
| Maxwell J. <i>Developing the Leader Within You</i> . Thomas Nelson, Inc., 2005 | 0785281126 |
| Nemeth, C. <i>In Defense of Troublemakers: The Power of Dissent in Life and Business</i> . New York, NY, Basic Books, 2018. | 0465096298 |
| Patterson K, Covey SR, Grenny J. <i>Crucial Conversations: Tools for Talking When Stakes are High</i> . McGraw Hill, 2021. | 1260474216 |
| 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 |

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|---|---------------|
| 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 |

Required Textbooks/Readings

Students will purchase or rent 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:

The grading in this course is satisfactory/unsatisfactory. A grade of satisfactory requires successful completion of all course requirements listed.

| Assessment Item | Due Date |
|--|--------------------------|
| Assignment for Book 1 (Appendix B) | 6/16/23 @ 11:59 pm |
| Assignment for Book 2 (Appendix B) | 7/7/23 @ 11:59 pm |
| Assignment for Book 3 (Appendix B) | 7/28/23 @ 11:59 pm |
| Verbal Debrief 1 with Faculty (Appendix C) | 8/01/23 @ 3:00 - 5:00 pm |
| Verbal Debrief 2 with Faculty (Appendix C) | 8/02/23 @ 3:00 - 5:00 pm |
| Verbal Debrief 3 with Faculty (Appendix C) | 8/08/23 @ 3:00 - 5:00 pm |
| Final Reflection | 8/11/23 @ 11:59 pm |

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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](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) 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](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Makeup Assignments

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

Late Assignments

Late assignments will not be accepted.

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](#).

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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/>.

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Karen Whalen, PharmD, BCPS, FAPhA

- Email: whalen@cop.ufl.edu
- Office: HPNP 4319
- Phone: 352-273-9497

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: absent2pd@cop.ufl.edu (Visit the [course policy site](#) for instructions)

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.)

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>