

# PHA5033 Leading Change in Pharmacy

Spring, 2023

2 Credit Hours – [A-E Grading]

*The purpose of this course is to introduce students to principles of advocacy and leading change in organizations 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 about the legislative process and how to advocate for policy change and how to plan for and influence change within organizations. 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.*

## Teaching Partnership Leaders

**Karen Whalen, Pharm.D., BCPS, FAPhA**

- Email: [whalen@cop.ufl.edu](mailto:whalen@cop.ufl.edu)
- Office: HPNP 4314
- Phone: 352-273-9497
- Office Hours: Wednesday 4 to 5pm (see course site for Zoom link).

**Teresa M. Cavanaugh, PharmD, MS, BCPS**

- Email: [tcavanaugh@cop.ufl.edu](mailto: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:

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. Outline the process for moving an idea from a policy brief to implemented policy within pharmacy organizations, and local, state or national government
2. Advocate for a current issue in pharmacy practice
3. Identify leadership practices which contribute to leading change within the profession
4. Discuss the role of leaders in promoting change to advance the profession of pharmacy
5. Explain the process for leading change in pharmacy practice

## Course Pre-requisites

1. There are no pre-requisites for this course.

## Course Co-requisites

1. There are no co-requisites for this course.

## Required Textbooks/Readings

1. Kouzes JM and Posner BZ. The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader. San Francisco, CA. Jossey-Bass. 2014. ISBN 978-1118390078
  - [Available electronically via HSC Library](#)
2. Kotter J et al. Our Iceberg is Melting. Changing and Succeeding Under Any Conditions. New York, NY. St Martin's Press, 2006. ISBN 978-0312361983
  - Not Available electronically via HSC Library
3. 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 reading materials will be posted in the Canvas site.

## Other Required Learning Resources

N/A

## Materials & Supplies Fees

\$27.00 for Student Leadership Inventory 360 Evaluation

## 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.]

*Table 1.1 Evaluation and Grading Below*

Assessment Item	Grade Percentage
Written Assignment [4] at 5% each	20%
Quiz [3] at 5% each	15%
Analysis of Current Issue in Pharmacy Presentation	20%
Leading Change Presentation	25%
Participation: Instructor Assessment [2] at 7.5% each	15%
Participation: Self-Assessment [2] at 2.5% each	5%
<b>Total</b>	<b>100%</b>

*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](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/>

## Late Assignments

Late written assignments will be accepted with a deduction of 25% if less than 24 hours late, and a deduction of 50% if more than 24 hours late. Written assignments submitted more than one week late will be awarded zero credit.

## Makeup Assignments

Makeup assignments are 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.

## 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:

**Karen Whalen, Pharm.D., BCPS, FAPhA**

- Email: [whalen@cop.ufl.edu](mailto:whalen@cop.ufl.edu)
- Office: HPNP 4314
- Phone: 352-273-9497
- Office Hours: Wednesday 4 to 5pm (see course site for Zoom link).

**Teresa M. Cavanaugh, PharmD, MS, BCPS**

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- 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:

Name: Holly Fremen

- Email: [holly.fremen@cop.ufl.edu](mailto:holly.fremen@cop.ufl.edu)
- Office: HPNP 4309
- Phone: 352-273-5558

## Academic Coordinator Gainesville Campus:

Name: Ashley Williams

- Email: [acwilliams@ufl.edu](mailto:acwilliams@ufl.edu)
- Office: HPNP 4309
- Phone: 352-273-6523

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

## Educational Coordinators

Name: Katie Orben

- Email: [korben06@ufl.edu](mailto:korben06@ufl.edu)
- Office: Jacksonville Campus

Name: Andrea Arredondo

- Email: [aarredondo1@cop.ufl.edu](mailto: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 Exemplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grade

## Appendix B: Course Outline

Date for Independent Study	Mod	Activity	Unit Topic	Hrs	Objectives	Faculty
	1	Unit	Module 1: Advocacy, Policy, Regulation, and Leadership		1,2	Karen Whalen
04/26/23	1.1	Video Lecture	Watch: Being an Advocate in Pharmacy	1		Karen Whalen
04/26/23	1.2	Reading	Read: Igniting the Fire Within: A Primer on Political Advocacy for Pharmacy Professionals (6pp)	0.5		Karen Whalen
04/26/23	1.3	Reading	Read: Sample Policy Process: American Pharmacists Association	0.5		Karen Whalen
4/27/23 @ 1000 am	1.4	Assignment Graded	Assignment: Written Assignment #1: Reflection on Advocacy			Karen Whalen
04/27/23 @ 10:00-11:50 am		Active Learning Session	Active Learning Session 1: What is Advocacy?	2	1,2	Karen Whalen, Teresa Cavanaugh
04/28/23	1.5	Reading	Read: O'Brien Article, Making the Transition from Leadership to Advocacy (10pp)	1		Karen Whalen
04/28/23	1.6	Reading	Read: Assigned Readings on Current Issues in Pharmacy Practice	1.5		Karen Whalen, Teresa Cavanaugh
04/28/23		Assignment Graded	Assignment: Complete Student Leadership Practices Inventory 360 Evaluation			Karen Whalen
05/01/23 @ 10:00 am	1.7	Assignment Graded	Assignment: Written Assignment #2: Policy Proposal on Current Issue in Pharmacy Practice			Teresa Cavanaugh
05/01/23 @ 10:00 am	1.8	Quiz Online Graded	Assignment: Online Quiz – Module 1	1		Karen Whalen

<b>05/01/23 @ 10:00-11:50 am</b>	<b>1.2- 1.5</b>	<b>Active Learning Session</b>	<b>Active Learning Session 2: Debates: Current Topics in Pharmacy Practice</b>	<b>2</b>	<b>1,2</b>	Karen Whalen, Teresa Cavanaugh
	2	Unit	Module 2: Leadership Practices		3	Karen Whalen, Teresa Cavanaugh
05/02/23	2.1	Reading	Read: The Student Leadership Challenge	2.5		Teresa Cavanaugh
<b>05/03/23 @ 10:00-11:50 am</b>		<b>Active Learning Session</b>	<b>Active Learning Session 3: SLP: Model the Way &amp; Challenge the Process</b>	<b>2</b>	<b>3</b>	Karen Whalen, Teresa Cavanaugh
05/04/23	2.2	Video Lecture	Watch: Team Hoyt	0.5		Teresa Cavanaugh
05/04/23	2.2	Reading	Read: al-Baradie 2014: Encouraging the Heart	1		Teresa Cavanaugh
<b>05/05/23 @ 10:00 am</b>	<b>2.4</b>	<b>Assignment Graded</b>	<b>Assignment: Participation Self- Assessment 1</b>			<b>Teresa Cavanaugh</b>
05/05/23 @ 10:00 am	2	Quiz Online Graded	Assignment: Online Quiz – Module 2	1		Teresa Cavanaugh
<b>05/05/23 @ 10:00- 1:50 am</b>		<b>Active Learning Session</b>	<b>Active Learning Session 4: SLP: Enable Others to Act &amp; Encourage the Heart</b>	<b>2</b>		Karen Whalen, Teresa Cavanaugh
	3	Module	Module 3: Organizational Change			Teresa Cavanaugh
05/05/23	3.1	Reading	Read: Our Iceberg is Melting	3.5		Teresa Cavanaugh
<b>05/08/23 @ 10:00 am</b>	<b>3</b>	<b>Assignment Graded</b>	<b>Assignment: Written Assignment #3: SLPI Reflection</b>			<b>Teresa Cavanaugh</b>
<b>05/08/23 @ 10:00-11:50 am</b>		<b>Active Learning Session</b>	<b>Active Learning Session 5: The Leader's Role in Change</b>	<b>2</b>		Karen Whalen, Teresa Cavanaugh
05/10/23 @ 10:00 am	3.2	Assignment Graded	Assignment: Written Assignment #4: Leading Change Proposal			Teresa Cavanaugh
05/10/23 @ 10:00 am		Assignment Graded	Assignment: Submit Leading Change Presentation Slides			Teresa Cavanaugh
05/10/23 @ 10:00 am	3.3	Assignment Graded	Assignment: Participation Self- Assessment 2			Teresa Cavanaugh



4/10/23 11:45 AM

05/10/23 @ 10:00 am		Quiz Online Graded	Assignment: Online Quiz – Module 3	1		Teresa Cavanaugh
05/10/23 @ 10:00-11:50 am		Active Learning Session	Active Learning Session 6: Leading Change Proposal Presentations	2	4,5	Karen Whalen, Teresa Cavanaugh
			<b>Total Hours</b>	<b>27</b>		

## Appendix C: 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.

	<b>Exemplary (Score = 5)</b>	<b>Proficient (Score = 4)</b>	<b>Developing (Score = 3)</b>	<b>Unacceptable (Score = 0)</b>
<b>Frequency of participation in class</b>	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.
<b>Quality of comments</b>	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.
<b>Listening Skills</b>	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.

## Appendix D: 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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This space is reserved for Faculty to provide you with feedback: