

PHA5032 Leadership in Pharmacy

Fall 2023

2 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

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

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

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

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 can contribute to leadership skills.
3. Recognize five dysfunctions of a team and how each can compromise teamwork.
4. Apply strategies identified in the book "The Five Dysfunctions of a Team" to optimize interactions within a patient care team.
5. Create a compelling vision of the future that could serve as a guide for change within a group or organization.

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.]

Table 1.1 Evaluation and Grading Above

Assessment Item	Grade Percentage
My Leadership Story Presentation	15%
Written Assignment 1: Who do you choose to be?	5%
Written Assignment 2: Harvey A.K. Whitney Lectures	5%
Written Assignment 3: My Strengths	5%
Written Assignment 4: Elements of a compelling vision	5%
Online 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 1.2 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."

Assignment Descriptions

My Leadership Story Presentation (15%)

Students will create a brief presentation via PowerPoint (5-7 minutes) sharing their leadership history including experiences, characteristics, and activities that have been part of your leadership journey.

Written Assignment 1: *Who Do You Choose to Be?* (5%)

Read the Wheatley article and answer thought provoking questions.

Written Assignment 2: *Harvey A.K. Whitney Lectures* (5%)

The American Society of Health-Systems Pharmacists each year selects an outstanding leader to provide remarks during the ASHP summer meeting. Students will go to the ASHP website and select 2 Whitney lectures to which they will listen and write a reflection summarizing main points and lessons learned.

Written Assignment 3: *My Strengths* (5%)

Students will revisit their Clifton strengths and identify why those strengths are beneficial to the profession of pharmacy, situations in which they utilized the strengths and potential negative effects, or blind spots associated with their strengths.

Written Assignment 4: *Elements of a Compelling Vision* (5%)

Students will complete a worksheet to help them gather the information they need to create their Compelling Vision Presentation. Each individual student must submit their own answers to the questions even if they are working in a group on the vision assignment.

Leadership Interview (15%)

Students will choose a pharmacist leader and conduct an interview asking ten prescribed questions and five questions they developed. Students will write a reflection summarizing their responses.

Visioning Presentation (15%)

You will create a vision for an organization, specific initiative within an organization, a work environment or some component of the college of pharmacy. You will be submitting the vision and then develop a presentation to share the vision with your class including relevant background and processes.

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/>

Artificial Intelligence Use

The use of artificial intelligence (AI) text generators such as ChatGPT on assignments, projects, quizzes, and exams is prohibited in this course. Use of AI text generators is considered evidence of academic dishonesty. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

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/>

Attendance Policy

Attendance is mandatory for active learning sessions such as team-based learning sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required. This course has 6 required sessions. A student who misses greater than 1 session (>25% of the required active learning sessions/activities) or laboratory sessions for this course will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

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.

Accessibility and Belonging Statement

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):

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

Karen Whalen, PharmD, BCPS, FAPhA

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- Office: HPNP 4321
- Phone: 352-273-9497

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:

Skylar Johnson, M.A.

- Email: skylarjohnson@ufl.edu
- Phone: 352-273-5719

Academic Coordinator Gainesville Campus:

Ashley Williams

- Email: acwilliams@ufl.edu
- Office: Gainesville Campus
- Phone: (352) – 273 - 9951

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

Educational Coordinators

Katie Orben

- Email: korben06@ufl.edu
- Office: Jacksonville Campus

Jessica Linares or Dante Maldonado

- Email: jnoriegalinares@ufl.edu or maldonaldod1@ufl.edu
- Office: Orlando Campus
- Phone: 407-313-4087

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: Course Outline

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
11/29/23 at 11:59pm	0	Quiz Self- Assessment	Syllabus Quiz		0	Karen Whalen
	1	Module	What is Leadership?	1-2	0	Karen Whalen
11/29/23	1.1	Lecture Video	Watch: Leadership, and Leadership Styles		1	Karen Whalen
11/29/23	1	Reading	Read: Kotter article - What Leaders Really Do (6pp)		0.25	Karen Whalen
11/29/23	1	Reading	Read: Article - Wheatley: Who Do You Choose to Be?		0.25	Karen Whalen
11/30/23 at 10am	1	Assignment (Graded)	Assignment: Written Assignment #1 - Who Do You Chose to Be?		0	Teresa Cavanaugh
11/30/23 from 10am-11:50am	1	Active Learning Session	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	Karen Whalen
	2	Module	Leadership in Pharmacy	1	0	Karen Whalen
11/30/23	2	Reading	Read: Situational Leadership		0.5	Karen Whalen
11/30/23	2	Reading	Read: White article – Will There Be a Pharmacy Leadership Crisis? (11 pages)		0.75	Karen Whalen
11/30/23	2	Reading	Read: Pharmacy Leadership Essentials (15 pages)		1.5	Karen Whalen
12/1/23 at 10am	1-2	Quiz (Online)	Assignment: Online Quiz 1: Covers Module 1 and Module 2		0	Karen Whalen
12/1/23 from 10am- 11:50am	2	Active Learning Session -- Zoom	Active Learning Session 2: My Leadership Story -My Leadership Story Presentations -Case Study: Employ Situational Leadership		2	Karen Whalen, Teresa Cavanaugh
In Class	1	Assignment (Graded)	My Leadership Story Presentation		0	Karen Whalen
	3	Module	Maximizing Your Strengths	2	0	Teresa Cavanaugh
12/04/23	3.1	Video Other	Watch: Harvey A. K. Whitney Award Lectures (choose 2 at 0.5 hrs each)		1	Teresa Cavanaugh

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
12/04/23	3.2	Video Other	Watch: The Truth About You https://www.youtube.com/watch?v=_9aU5EiKfK		0.5	Teresa Cavanaugh
12/4/23 at 11:59pm	3	Assignmen t (Ungraded)	Access your StrengthsFinders Results and input to Survey in Canvas		0	Teresa Cavanaugh
12/05/23	3	Reading	Read: Now, Discover Your Strengths		4	Teresa Cavanaugh
12/05/23	2	Assignmen t (Ungraded)	Prepare at least 3 questions for the pharmacy leadership panel during the next class session		0	Karen Whalen
12/05/23	2	Assignmen t (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	Karen Whalen
12/6/23 at 10am	3	Assignmen t (Graded)	Assignment: Written Assignment #2: Harvey A.K. Whitney lectures		0	Karen Whalen
12/6/23 at 10am	3	Assignmen t (Graded)	Assignment: Submit "Participation self- assessment #1"		0	Teresa Cavanaugh
12/6/23 from 10am- 11:50am	3	Active Learning Session	Active Learning Session 3: -Pharmacy Leadership Panel Discussion -Strengths Finders Workshop 1: Understanding My Strengths as a Future Leader		2	Teresa Cavanaugh
	4	Module	Leading in Teams	3-4	0	Karen Whalen
12/07/23	4	Reading	Read: NY Times - What Google Learned from Its Quest to build the Perfect Team		0.5	Karen Whalen
12/07/23	4	Reading	Read: The Five Dysfunctions of a Team: A Leadership Fable by Patrick Lencioni (225 pp)		4	Karen Whalen
12/8/23 at 10am	3	Assignmen t (Graded)	Assignment: Written Assignment #3: My Strengths		0	Teresa Cavanaugh
12/8/23 at 10am	3-4	Quiz (Online)	Assignment: Online Quiz 2: Covers Module 3 and 4 Material		1	Teresa Cavanaugh
12/8/23 from 10am- 11:50am	4	Active Learning Session	Active Learning Session 4: Team Workshop -Strengths Finders Workshop 2: Strengths in Patient Care Partnerships and Teams -Team Workshop:		2	Teresa Cavanaugh

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
			Developing Functional Teams in Pharmacy Practice			
	5	Module	Creating a Compelling Vision	4-5	0	Teresa Cavanaugh
12/08/23	5.1	Video Other	Watch: Pharmacists as the Health Care Disruptors (youtube link)		0.2	Teresa Cavanaugh
12/08/23	5	Reading	Read: Kouzes and Posner article – To Lead, Create a Shared Vision		0.2	Teresa Cavanaugh
12/08/23	5	Reading	Read: Kenny article - Your Company's Purpose Is Not Its Vision, Mission, or Values		0.2	Teresa Cavanaugh
12/08/23	5	Reading	Read: Review: Mission and Vision of the College of Pharmacy		0.25	Teresa Cavanaugh
12/08/23	5	Reading	Read: Review: Personal Mission Statement written in PPD class during 2PD year		0.25	Teresa Cavanaugh
12/11/23 from 10am-11:50am	5	Active Learning Session	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	Karen Whalen, Teresa Cavanaugh
12/13/23 at 10am	5	Assignmen t (Graded)	Assignment: Written Assignment #4: Gathering Elements of a Compelling Vision for the Future		0	Teresa Cavanaugh
12/13/23 at 10am	5	Assignmen t (Graded)	Assignment: Leadership interview Assignment		0	Karen Whalen, Teresa Cavanaugh
12/13/23 at 10am	5	Assignmen t (Graded)	Assignment: Submit participation self-assessment #2		0	Karen Whalen, Teresa Cavanaugh
12/13/23 at 10am	5	Quiz (Online)	Assignment: Online Quiz #3: Covering Module 5 Material		1	Karen Whalen, Teresa Cavanaugh
12/13/23 from 10am-11:50am	5	Active Learning Session	Active Learning Session 6: -Visioning Presentations -Debrief from Pharmacy Leader Interview		2	Karen Whalen, Teresa Cavanaugh

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
<i>In class</i>	5	Assignmen t (Graded)	Visioning Presentation		0	Karen Whalen, Teresa Cavanaugh
			<u>Total Hours</u>		<u>29.35</u>	

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.

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: