

# Cover Sheet: Request 11143

## PHA5XXX Leadership Best Sellers for Pharmacy

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	9/23/2016 4:06:37 AM
Updated	9/26/2017 12:31:20 AM
Description of request	<p>This is an elective course that is advanced and only taken by students in years 2-4 who have selected a focus on leadership.</p> <p>Students must complete the elective entitled, "PHA 5xxx: Leadership in Pharmacy" prior to taking this course. Concepts introduced in the prerequisite Leadership for Pharmacy course are solidified through more in depth study of best seller books.</p> <p>Updated Sept 26, 2017: After discussions with registrar's office and involved faculty, this course was changed to a course that will occur entirely in a single semester rather than a year-long course. This is a one-semester course that requires students to select, read, and complete written and verbal reflections about each book.</p>

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		3/24/2017
Deleted PHA 5XXX Best Sellers Leadership credit hour map.docx					9/23/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/24/2017
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the April agenda.	3/28/2017
No document changes					
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Griffith, Casey Todd	There will be discussions between the Office of the APUA, The Registrar, and a representative for Pharmacy regarding necessary changes to this request.	4/19/2017
Replaced PHA 5XXX Best Sellers Leadership_Syllabus 092316.docx					4/17/2017
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		4/19/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/19/2017
No document changes					
Statewide Course Numbering System					

Step	Status	Group	User	Comment	Updated
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 11143

### Info

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**Submitter:** Beck,Diane Elizabeth beck@cop.ufl.edu

**Created:** 9/26/2017 12:35:43 AM

**Form version:** 2

### Responses

**Recommended Prefix**PHA

**Course Level** 5

**Number** XXX

**Category of Instruction** Advanced

**Lab Code** None

**Course Title**Leadership Best Sellers for Pharmacy

**Transcript Title**Leadership Books

**Degree Type**Professional

**Delivery Method(s)**On-Campus

Off-Campus

Online

**Co-Listing**No

**Effective Term** Spring

**Effective Year**2018

**Rotating Topic?**No

**Repeatable Credit?**No

**Amount of Credit**1

**S/U Only?**Yes

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 1

**Course Description** Through this course, concepts introduced in the prerequisite Leadership for Pharmacy course are solidified through more in depth study of best seller books by original authors, study of related concepts/authors and additional work designed to apply the concepts to pharmacy.

**Prerequisites** PHA 5xxx: Leadership in Pharmacy

**Co-requisites** None

**Rationale and Placement in Curriculum** This is an elective course.

Students are required to complete PHA 5xxx: Leadership in Pharmacy as a pre-requisite course.

This course will typically be taken following completion of year 2 of the curriculum. It is an in depth study of leadership best seller books and reflections about their application to pharmacy.

**Course Objectives**

1. Apply new leadership strategies to your future practice as a pharmacist.
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 Textbook(s) and/or Other Assigned Reading** The syllabus contains a list of best seller books on leadership.

Students may select 3 of these books based on their personal interest/career plans related to leadership.

Book Options:

The Arbinger Institute. Leadership and Self-Deception: Getting Out of the Box. Berrett-Koehler Publishers; San Francisco, CA, 2010.

Buckingham M and Coffman C. First, Break All the Rules. New York, NY: Simon & Schuster, 1999.

Buckingham, M. StandOut 2.0: Assess Your Strengths, Find Your Edge, Win at Work. Cambridge, MA; Harvard Business Review Press, 2015.

Collins J and Porras JI. Built to Last: Successful Habits of Visionary Companies. Boston, MA: Harvard Business School, 2008.

Collins J. Good to Great. New York, NY: HarperCollins Publishers; 2001.

Collins J. How the Mighty Fall. New York, NY: Harper Collins, 2009.

Covey SMR. The Speed of Trust: One Thing that Changes Everything. New York, NY: Free Press, 2006.

Dweck CS. Mindset: The New Psychology of Success. New York, NY: Ballantine Books, 2006.

Heath C, Heath D. Made to Stick: Why Some Ideas Survive and Others Die. New York, NY: Random House, Inc., 2007.

Heath C, Heath D. Switch: How to Change Things when Change is Hard. Danvers, MA; Crown Business Publishing, 2010.

Heifetz RA, Linsky M. Leadership on the Line: Staying Alive Through the Dangers of Leading. Boston, MA: Harvard Business School Press; 2002.

Heifetz, RA, Linsky, M, Grashow, A. The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World. Cambridge, MA; Harvard Business Press, 2009.

Hunter JC. The Servant: A Simple Story About the True Essence of Leadership. New York, NY: Crown Business, 2012.

Kouzes JM and Posner BZ. Credibility: How Leaders Gain and Lose It, Why People Demand It. John Willey & Sons, Inc, 2011.

Kouzes JM and Posner BZ. The Truth About Leadership: The No-Fads, Heart-of-the-Matter Facts You Need to Know. San Francisco, CA: Jossey Bass, 2010.

Kouzes JM, Posner BZ. The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader. 2nd ed. San Francisco, CA: Jossey-Bass; 2014.

Pink DH. Drive: The Surprising Truth About What Motivates Us. New York, NY: Riverhead Books, 2009.

Simmons, A. Whoever Tells the Best Story Wins. New York, NY: AMACOM, 2007.

Wagner R, Muller G. Power of 2: How to Make the Most of Your Partnerships at Life and Work. New York, NY: Gallup Press, 2009.

**Weekly Schedule of Topics** Students read 3 books and complete written and oral reflections about each book.

This is an independent study course with mentoring by the instructors that requires the following for each of the 3 books:

1. Selection of Books
2. Development of a study plan in collaboration with the instructor
3. Completion of the book/course (written and oral reflections that link to the course objectives)

#### **Links and Policies** Attendance

Please refer to the University Attendance Policy at  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### Make-Up Assignments

Makeup assignment(s) may be provided for any excused absence(s). Due to the block curriculum model, students are encouraged to complete the make up within one-week of the missed session(s). If the situation leads to missing multiple class sessions and makeup by end of the course becomes difficult, the student and Teaching Partnership Leader/Course Director will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

Please refer to the University Attendance Policy at  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

#### Professionalism Assessments

Professionalism is an educational outcome of the Pharm.D. program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated at each annual milestone to determine progression and eventual readiness for graduation.

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. Unexcused absences are considered to be unprofessional behavior. Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor; classroom behaviors that are distracting or disruptive to others; use of cell/smart phones during class; reading emails/messages; use of social media; leaving class early without informing the faculty or staff member; disrespectful behaviors toward faculty, staff, or other students; and inappropriate discussion board or social media postings. For incidents of lateness to class, an assessment will be made about the seriousness of the tardiness, and this will be used to determine the course of action. Nonadherence to the dress code policy is also considered unprofessional behavior. Students who do not comply with the dress code will be assessed as unprofessional and also asked to leave class as noted in the dress code policy.

Across the academic year, unprofessional behaviors will be tracked across all courses. Each offense will result in a grade deduction in the course in which the unprofessional behavior occurred. The maximum grade deduction that will be applied to each course is 5% from the final course percentage grade. Repeated unprofessional behaviors will also be evaluated as an end of year milestone, and can negatively impact curricular progression.

#### General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

#### University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Concerns, Appeals, and Complaints

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints.

### Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity

(<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader/Course Director.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

### Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these circumstances in order to meet academic standards.

### How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email ([carswell@cop.ufl.edu](mailto:carswell@cop.ufl.edu)), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because grades cannot be retroactively changed.

### Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at

<https://evaluations.ufl.edu> . Evaluations are typically open around mid-semester and

need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

#### Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements: <http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

#### Expectations in Class and Other Learning Activities

Students are expected to:

- ??Be diligent and timely in studying the course material.
- ??Be on time for class sessions, quizzes, and exams.
- ??Be prepared for group discussions and conference calls.
- ??Do your own work.
- ??Actively collaborate with peers when assigned to groups.
- ??Inform the Academic Coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- ??Dress appropriately for class sessions or clinically related activities.
- ??Turn off cell phones and other electronic communication devices during a class session or phone conference.
- ??Be quiet during class sessions including peer presentations.
- ??Be focused and avoid distractive behaviors in class.
- ??Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- ??Participate in class or group discussions.
- ??Raise one's hand to be recognized before making a comment during a class session.
- ??Be respectful to the teacher.
- ??Be respectful to fellow students in discussions.
- ??Be courteous, respectful, and civil when using discussion boards.
- ??Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- ??Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- ??Address concerns about performance or course material directly with the Teaching Partnership Leader/Course Director.
- ??Seek assistance with academic or personal difficulties as soon as possible.

#### Communications

##### Course-related Communications

All questions on lecture material and course communication will occur through the discussion board on the course website or through Canvas messaging. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. Course Coordinators/instructors will work to respond to discussion board postings within 24 hours of the posting between Monday and Friday at 12pm. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12pm on Friday.) If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. When communicating with faculty, in addition to listing your name, list your academic year and campus/site, the course number & title. As noted in the attendance policy, communications about class attendance/absence should be emailed to [absent2PD@cop.ufl.edu](mailto:absent2PD@cop.ufl.edu) . The student may email the course leader for any other needs that are personal in nature (e.g., request for accommodations, personal issues such as illness, emergencies).

#### Faculty member Response Time:

1. The course faculty will work to respond to discussion board postings and email communications within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

#### Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.  
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

#### Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course faculty. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

#### Student Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.  
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the Teaching Partnership Leader/Course Director via a professional email. This allows the Teaching Partnership Leader/Course Director to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.  
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.  
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.  
5. In most situations, lectures are released as planned by the Teaching Partnership Leader/Course Director. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

#### Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this



time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

#### Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader/Course Director. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office:  
( [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) ).

#### Religious Holidays

Please see the University policy on attendance and religious holidays:  
<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

#### Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the Teaching Partnership Leader/Course Director or Associate Dean for Student Affairs for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies Call the University Police Department for emergencies: 392-1111 or 9-1-1

#### Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local

crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and

Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

#### How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact the Teaching Partnership Leader/Course Director. In addition, students are encouraged to contact their advisor or Campus Director/Associate Dean for Student Affairs for assistance.

#### Faculty Lectures/Presentations Download Policy

Photography, audio-visual recording, and transmission/distribution of classroom lectures and discussions is prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

**Grading Scheme** Assessment Item % Grade

Book 1 Assignment\* 25%

Book 2 Assignment\* 25%

Book 3 Assignment\* 25%

Verbal Debrief w Faculty \*\* 10%

Final Reflection\* 15%

\* See Rubrics in Appendix B and C

\*\* See Rubrics in Appendix C

**Instructor(s)** Karen Whalen, PharmD, BCPS, CDE

Kathryn J. Smith, PharmD

**PHA 5XXX: Leadership Best Sellers for Pharmacy**  
**Spring 2018, Summer 2018 or Fall 2018**  
**1 Semester Credit Hour [Satisfactory-Unsatisfactory Grading]**

**Course Purpose:**

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.

**Course Faculty and Office Hours**

(See Appendix A for Who to Contact)

**Teaching Partners:**

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

Kathryn J. Smith, PharmD  
Clinical Assistant Professor  
Email: ksmith@cop.ufl.edu  
Office: HPNP 2303  
Phone: 352-294-8287

***Academic Coordinator***

Office:  
Email: edu-help@ahc.ufl.edu  
Phone:

***Instructional Designer***

Julie Thomas  
Office: HPNP 4309  
Email: Julie.thomas@ufl.edu  
Phone: 352-273-6523

**This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:**

- EPA A8. Collaborate as a member of an interprofessional team.
- EPA C1. Identify system failures and contribute to a culture of safety and improvement.
- EPA C2. Recommend solutions to needs in the medication use system and the healthcare system.
- EPA D2. Exhibit commitment to patients and by serving as an advocate and leader.
- EPA D3. Demonstrate responsibility for personal and professional development.

**Objectives**

1. Apply new leadership strategies to your future practice as a pharmacist.
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

**Pre-Requisite Knowledge and Skills**

PHA 5032: Leadership in Pharmacy

## **Course Design**

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's 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.

### 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
Buckingham M and Coffman C. <i>First, Break All the Rules</i> . New York, NY: Simon & Schuster, 1999.	684852861
Buckingham, M. <i>StandOut 2.0: Assess Your Strengths, Find Your Edge, Win at Work</i> . Cambridge, MA; Harvard Business Review Press, 2015.	1633690741
Collins J and Porras JI. <i>Built to Last: Successful Habits of Visionary Companies</i> . Boston, MA: Harvard Business School, 2008.	60516402
Collins J. <i>Good to Great</i> . New York, NY: HarperCollins Publishers; 2001.	66620996
Collins J. <i>How the Mighty Fall</i> . New York, NY: Harper Collins, 2009.	977326411
Covey SMR. <i>The Speed of Trust: One Thing that Changes Everything</i> . New York, NY: Free Press, 2006.	1416549005
Dweck CS. <i>Mindset: The New Psychology of Success</i> . New York, NY: Ballantine Books, 2006.	345472322
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
Heifetz RA, Linsky M. <i>Leadership on the Line: Staying Alive Through the Dangers of Leading</i> . Boston, MA: Harvard Business School Press; 2002.	1578514371
Heifetz, RA, Linsky, M, Grashow, A. <i>The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World</i> . Cambridge, MA; Harvard Business Press, 2009.	1422105768
Hunter JC. <i>The Servant: A Simple Story About the True Essence of Leadership</i> . New York, NY: Crown Business, 2012.	761513698
Kouzes JM and Posner BZ. <i>Credibility: How Leaders Gain and Lose It, Why People Demand It</i> . John Willey & Sons, Inc, 2011.	470651717
Kouzes JM and Posner BZ. <i>The Truth About Leadership: The No-Fads, Heart-of-the-Matter Facts You Need to Know</i> . San Francisco, CA: Jossey Bass, 2010.	470633549
Kouzes JM, Posner BZ. <i>The Student Leadership Challenge: Five Practices for Becoming an Exemplary Leader. 2nd ed</i> . San Francisco, CA: Jossey-Bass; 2014.	1118390075
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
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

## Student Evaluation & Grading

A satisfactory grade requires a total percentage score of at least 69.5%

Assessment Item	Grade Weight
Assignment for Book 1	25%
Assignment for Book 2	25%
Assignment for Book 3	25%
Verbal Debrief with Faculty	10%
Final Reflection	15%
<b>Total</b>	<b>100%</b>

## 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 [Pharm.D. Course Policies](#) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

## **Appendix A. Faculty and Staff: Who to Contact and Course Faculty Listing**

### ***Directions for Contacting Course Faculty***

**All questions on lecture material and course communication will occur through the discussion board on the course website.** Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. Below is a guide about which faculty or staff to contact based on the specific question area you may have:

#### **Academic Coordinator**

1. Questions about dates, deadlines, meeting place, etc.
2. Availability of handouts and other course materials
3. Assignment directions

#### **Teaching Partnership Leader**

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

#### **Teaching Partnership Faculty Members**

1. Questions about content

## Appendix B. Written Book Report Rubric

Criteria	Exemplary Score = 4	Accomplished Score = 3	Developing Score = 2	Beginning Score = 1
<b>Quality of Information</b>	<input type="checkbox"/> Book is summarized very well. <input type="checkbox"/> Clearly identifies insight in how to apply these points in the future.	<input type="checkbox"/> Book summary is accurate but not precise. <input type="checkbox"/> Cites how thoughts from the book can be applied in the future.	<input type="checkbox"/> Book summary is sketchy. <input type="checkbox"/> Attempts to apply thoughts to the future but this is not clearly described.	<input type="checkbox"/> Book summary is very sketchy. <input type="checkbox"/> No application to the future.
<b>Organization</b>	<input type="checkbox"/> Good organization; points are extremely well organized from a logical perspective.	<input type="checkbox"/> Although organized, the logical thoughts supporting the points could be improved.	<input type="checkbox"/> Some organization but there is weak logical progression in thoughts.	<input type="checkbox"/> Poorly organized;
<b>Grammar, Usage, Mechanics, Spelling</b>	<input type="checkbox"/> No errors	<input type="checkbox"/> Only one or two errors	<input type="checkbox"/> More than two errors	<input type="checkbox"/> Numerous errors distract from understanding



## Appendix C. Rubric for Written and Verbal Reflections

Reflections will relate to the course learning objectives:

1. Apply new leadership strategies to your future practice as a pharmacist.
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

Scoring:

0 = Habitual Action (Non-reflective)

3 = Thoughtful Action and Introspection

4 = Reflection

5 = Critical Reflection

Appendix 1  
The REFLECT (Reflection Evaluation For Learners' Enhanced Competencies Tool) Rubric

Criterion	Level				Axis II for critical reflection	
	Habitual action (Non-reflective)	Thoughtful action or introspection	Reflection	Critical reflection	Transformative reflection and learning	Confirmatory learning
<b>Writing spectrum</b>	Superficial descriptive writing approach (fact reporting, vague impressions) without reflection or introspection	Elaborated descriptive writing approach and impressions without reflection	Movement beyond reporting or descriptive writing to reflecting (i.e., attempting to understand, question, or analyze the event)	Exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future)	Frames of reference or meaning structures are transformed. Requires critical reflection	Frames of reference or meaning structures are confirmed. Requires critical reflection
<b>Presence</b>	Sense of writer being partially present	Sense of writer being partially present	Sense of writer being largely or fully present	Sense of writer being fully present	Integration of new learning into one's identity, informing future perceptions, emotions, attitudes, insights, meanings, and actions. Conveys a clear sense of a breakthrough	
<b>Description of conflict or disorienting dilemma</b>	No description of the disorienting dilemma, conflict, challenge, or issue of concern	Absent or weak description of the disorienting dilemma, conflict, challenge, or issue of concern	Description of the disorienting dilemma, conflict, challenge, or issue of concern	Full description of the disorienting dilemma, conflict, challenge, or issue of concern that includes multiple perspectives, exploring alternative explanations, challenging assumptions		
<b>Attending to emotions</b>	Little or no recognition or attention to emotions	Recognition but no exploration or attention to emotions	Recognition, exploration, and attention to emotions	Recognition, exploration, attention to emotions, and gain of emotional insight		
<b>Analysis and meaning making</b>	No analysis or meaning making	Little or unclear analysis or meaning making	Some analysis and meaning making	Comprehensive analysis and meaning making		
<b>Optional minor criterion: Attention to assignment (when relevant)</b>	Poorly addresses the assignment question and does not provide a compelling rationale for choosing an alternative	Partial or unclear addressing of assignment question; does not provide a compelling rationale for choosing an alternative	Clearly answers the assignment question or, if relevant, provides a compelling rationale for choosing an alternative	Clearly answers the assignment question or, if relevant provides a compelling rationale for choosing an alternative		