

# Cover Sheet: Request 10872

## PHA5XXX Leadership for Pharmacy

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	3/18/2016 9:12:16 AM
Updated	3/18/2016 10:19:54 AM
Description	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. Topics in leadership are examined in the context of the patient care process.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		3/18/2016
Added Leadership_Syllabus 31716.docx					3/18/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/18/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/18/2016
No document changes					
Statewide Course Numbering System					
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 10872

## Info

**Request:** PHA5XXX Leadership for Pharmacy  
**Submitter:** Beck,Diane Elizabeth beck@cop.ufl.edu  
**Created:** 3/18/2016 9:12:16 AM  
**Form version:** 1

## Responses

**Recommended Prefix**PHA  
**Course Level** 5  
**Number** XXX  
**Lab Code** None  
**Course Title**Leadership for Pharmacy  
**Transcript Title**Leadership-Pharmacy  
**Effective Term** Fall  
**Effective Year**2016  
**Rotating Topic?**No  
**Amount of Credit**2

**Repeatable Credit?**No

**S/U Only?**No  
**Contact Type** Regularly Scheduled  
**Degree Type**Professional

**Weekly Contact Hours** 15  
**Category of Instruction** Intermediate  
**Delivery Method(s)**On-Campus  
Off-Campus  
Online

**Course Description** 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. Topics in leadership are examined in the context of the patient care process.

**Prerequisites** Successful completion of first year of PharmD curriculum, including milestones

**Co-requisites** None

**Rationale and Placement in Curriculum** This course is an elective and builds on the principles of leadership that are taught during the first year of the curriculum.

Leadership is an educational outcome for the Doctor of Pharmacy program.

During years 3 and 4, the student completes co-curricular activities related to leadership and students who complete this course will have opportunity to apply what is learned at the community and professional levels.

### Course Objectives

1. Compare and contrast characteristics of leaders and managers
2. Identify personal strengths that can contribute to leadership skills
3. Recognize five dysfunctions of a team and how each can compromise teamwork
4. Apply strategies to overcome dysfunctions within a team
5. Outline a process for leading change
6. Discuss the role of leaders in promoting change

7. Create a vision that clearly communicates your thoughts in a compelling manner

**Course Textbook(s) and/or Other Assigned Reading** Buckingham, Marcus and Donald O Clifton. *Now, Discover Your Strengths*. New York, NY: The Free Press, 2001. ISBN 0-7432-0114-0

Lencioni, P. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey-Bass, 2002. ISBN 0-7879-6075-6

**Weekly Schedule of Topics** This course is offered during a 2-week block where students only take 1 elective course.

Mon, Nov 28: Strengths (Readings, discuss articles, prepare "My Story" for class presentation)

Wed, Nov 28: Strengths - Continued

Individual students access and review Strengths Finders results.

Read: *Now, Discover your Strengths* - Part 1 and Part III

Workshop: Understanding my strengths; Strengths in partnerships and teams

Fri, Dec 2: Strengths - Continued

Conduct a leadership interview; Submit leadership interview assignment, submit participation self-assessment

Workshop: leadership panel discussion

Mon, Dec 5: The 5 Dysfunctions of a Team

Readings and Workshop

Wed, Dec 7: Creating a Compelling Vision

Readings and Workshop

Fri, Dec 9: Visioning Presentations

**Grading Scheme** This course is graded using the College grading scale

Assessment Item Grade Weight

My Story Presentation 10%

Pre-class Reflections (N=4) 20%

Leadership Interview Assignment 10%

Visioning Presentation (Rubric-B) 20%

Participation in Workshops (Rubric-C) 20%

Professionalism (Rubric-D) 20%

**Additional Links and Policies** Class Attendance Policy

Policy Across All 1PD-3PD courses:

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the

absence is excused or unexcused. The Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida. Makeup assignment(s) will be made for any excused absence(s) and will typically be submitted within one-week of the missed session(s). If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader 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.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related. Class participation will be reduced in such situations.

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

#### General College of Pharmacy Course Policies

##### 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.

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 problems 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, students will receive an accommodation letter which must be presented to both the instructor and the academic coordinator when requesting accommodations. Students at all campuses are also expected to provide a copy of the letter of accommodations to the Office of Student Affairs in Gainesville since some learning activities/exams/assessments require their assistance.

- Students with disabilities should follow this procedure as early as possible in the semester. It is strongly recommended that the procedure be done before the course starts so there is sufficient time to arrange accommodations and so that all learning activities/exams/assessments for the course are arranged.
- Please note that you must arrange for accommodations in advance; 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/>

#### 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.

#### 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 course coordinator or facilitator or appropriate administrator 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

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; for Orlando

407-425-2624; and, for St. Petersburg 727-344-5555 and Tampa 211 or 813-234-1234.

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 their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

#### Faculty Lectures/Class Activities/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.

**Instructor(s)** Karen Whalen, Pharm.D., BCPS, CDE  
Kathryn J. Smith, Pharm.D.

**PHA 5XXX: Leadership for Pharmacy**  
**Fall 2016**  
**2 Semester Credit Hours**

**Course Purpose:**

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 team, and create and communicate a compelling vision. Topics in leadership are examined in the context of the patient care process, with the intent of encouraging students to be leaders within the profession and on the interprofessional care team.

**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 2-335  
Phone: 352-294-8287

***Academic Coordinator***

Sarah Burgess, M.Ed.  
Office: HPNP 4312  
Email: edu-help@ahc.ufl.edu  
Phone: 352-273-9492

***Instructional Designer***

Justin De Leo, M. Ed.  
Office: HPNP 4309  
Email: jdeleo1970@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. Compare and contrast characteristics of leaders and managers
2. Identify personal strengths that can contribute to leadership skills
3. Recognize five dysfunctions of a team and how each can compromise teamwork
4. Apply strategies to overcome dysfunctions within a team
5. Outline a process for leading change
6. Discuss the role of leaders in promoting change
7. Create a vision that clearly communicates your thoughts in a compelling manner

## Pre-Requisite Knowledge and Skills

Successful completion of first year of PharmD curriculum, including milestones.

## Co-Requisite Knowledge and Skills

None

## Course Outline

**ALERT about Schedule:** Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Monday, Nov 28		1,2	<b>Module 1: Strengths</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"><li>• Video – course overview/introduction</li><li>• Reading: Kotter article - What Leaders Really Do</li><li>• Reading: Ray article - Noblesse Oblige</li><li>• Pre-Class Reflection: Noblesse Oblige</li><li>• Prepare <i>My Story</i> for presenting in class 11/28</li></ul> <b>In-class Activities:</b> <ul style="list-style-type: none"><li>• <i>My Story</i> Presentations</li><li>• Discussion: Leadership vs Management</li><li>• Discussion: Noblesse Oblige</li></ul>	2.5 hrs  2 hrs
Wednesday, Nov 30		1,2	<b>Online/Individual Study:</b> <ul style="list-style-type: none"><li>• Access and review your Strengths Finders results</li><li>• Reading: <i>Now, Discover Your Strengths</i> Part I and Part III</li><li>• Pre-Class Reflection: My Strengths</li></ul> <b>In-class Activities:</b> <ul style="list-style-type: none"><li>• <i>Strengths Finders</i> Workshop: Understanding my Strengths</li><li>• <i>Strengths Finders</i> Workshop: Strengths in Partnerships and Teams</li></ul>	5 hrs  2 hrs
Friday, Dec 02		1,2,6	<b>Online/Individual Study:</b> <ul style="list-style-type: none"><li>• Leadership interview</li><li>• Submit leadership interview assignment</li><li>• Submit participation self-assessment</li></ul> <b>In-class Activities:</b> <ul style="list-style-type: none"><li>• Leadership panel discussion</li></ul>	2 hrs  2 hrs



Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Monday, Dec 05		3,4	<p><b>Module 2: The 5 Dysfunctions of a Team</b></p> <p><b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>Reading: NY Times - What Google Learned from Its Quest to build the Perfect Team</li> <li>Reading: <i>The Five Dysfunctions of a Team: A Leadership Fable</i> by Patrick Lencioni</li> <li>Pre-Class Reflection: Five Dysfunctions of a Team</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li><i>Five Dysfunctions of a Team</i> Workshop: Developing Functional Teams</li> <li><i>Five Dysfunctions of a Team</i> Workshop: Integrating TeamSTEPS into Teams</li> </ul>	4.5 hrs 2 hrs
Wednesday, Dec 07		5,6,7	<p><b>Module 3: Creating A Compelling Vision</b></p> <p><b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>Read: Kouzes and Posner article – To Lead, Create a Shared Vision</li> <li>Read: Kenny article - Your Company’s Purpose Is Not Its Vision, Mission, or Values</li> <li>Review: Mission and Vision of the College of Pharmacy</li> <li>Pre-Class Reflection: Vision</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>Vision Workshop: The Role of Leaders in Articulating a Compelling Vision for the Future</li> <li>Vision Workshop: Building Your Vision</li> </ul>	2 hrs 2 hrs
Friday, Dec 09		5,6,7	<p><b>Online/Individual Study</b></p> <ul style="list-style-type: none"> <li>Prepare a written vision statement</li> <li>Practice communicating the “story” of your vision</li> <li>Submit participation self-assessment</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>Visioning Presentations</li> </ul>	2 hrs 2 hrs
			Total Instructor Contact Hours	30 hr

## Textbooks

Readings such as review articles, websites, or other reading materials will be assigned. These resources will be provided and posted to the course site.

### Required:

- Buckingham, Marcus and Donald O Clifton. *Now, Discover Your Strengths*. New York, NY: The Free Press, 2001. ISBN 0-7432-0114-0
- Lencioni, P. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco, CA: Jossey-Bass, 2002. ISBN 0-7879-6075-6

## Student Evaluation & Grading

Assessment Item	Grade Weight
My Story Presentation	10%
Pre-class Reflections: Noblesse Oblige, My Strengths, Five Dysfunctions of a Team, Vision (5% each)	20%
Leadership Interview Assignment	10%
Visioning Presentation (rubric – <b>Appendix B</b> )	20%
Participation in Workshops - Instructor assessment (rubric – <b>Appendix C</b> )	20%
Professionalism ( <b>Appendix D</b> )*	20%
<b>Total</b>	<b>100%</b>

\*Students will be evaluated each week for professionalism on a zero to ten point scale. Students who are lacking in one of the professionalism behaviors will lose 50% of the professionalism points for that week. Students who are lacking in 2 or more behaviors will receive a score of 0 n professionalism for that week. Please see Appendix D for specific items assessed for professionalism.

## Grading Scale (The following grade scale is used across all courses)

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 2<sup>nd</sup> 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."

## Class Attendance Policy

### Policy Across All 1PD-3PD courses:

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Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The

Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

**To:** Academic Coordinator and Campus Course Facilitator  
**CC:** Teaching Partnership Leader and your specific campus director  
**Subject:** PHA XXXX – Excused Absence request  
Dear Prof. \_\_\_\_\_,  
Professionally and politely request an excused absence.  
Explain the nature of conflict and rationale for receiving an excused absence.  
Thank the faculty member for their consideration of your special request.  
Salutation,  
Type in your full name and last 4 digits of UF-ID #, and Campus Name

Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Makeup assignment(s) will be made for any excused absence(s) and will typically be submitted ***within one-week of the missed session(s)***. If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader 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.

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## **General College of Pharmacy Course Policies**

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### ***Concerns, Appeals, and Complaints***

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facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

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### ***Faculty and Course Evaluations***

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Students are required to meet the following computer and technology requirements:

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### ***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.

### ***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 course coordinator or facilitator or appropriate administrator 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**

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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.

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

### **Academic Coordinator:**

1. Questions about dates, deadlines, meeting place
2. Availability of handouts and other course materials
3. Assignment directions
4. Questions about grade entries gradebook (missing grades, wrong grade)
5. Assistance with ExamSoft®

### **Teaching Partnership Leaders**

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

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

1. Questions about specific content

### **Technical Support:**

Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

**Phone:** 352-273-6281 (9am-4PM ET)

**Email:** [mediahelp@cop.ufl.edu](mailto:mediahelp@cop.ufl.edu) (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:

1. Gatorlink accounts,
2. Gatorlink email,
3. myUFL, and
4. ISIS.

**Phone:** (352)-392-4357

## Appendix B: 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 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 – Components of Professionalism

Students are expected to display the following professional behaviors:

- Punctuality
  - Arrive on time for class sessions
  - Submit assignments on time
- Preparedness - complete pre-class readings and activities and be prepared to engage in classroom discussions
- Independence - when individual effort is expected, complete work without the assistance of others
- Collaboration/teamwork - Actively collaborate with peers when assigned to groups.
- Professional dress – adhere to the UF COP dress code during class sessions
- Attentiveness
  - Focus on the discussion at hand and avoid distractive behaviors in class
  - Turn off cell phones and other electronic communication devices during a class session
  - Use technology only for intended purposes during class, i.e., not looking at unrelated information on the web site during class
  - Avoid studying for other courses during the class session
- Respect
  - 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 during discussions
  - Be courteous, respectful, and civil when using discussion boards
  - Remain quiet during class sessions including peer presentations