

# 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	5/13/2016 10:07:12 PM
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
No document changes					
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/18/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the April agenda.	3/22/2016
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Recycled	PV - University Curriculum Committee (UCC)	Case, Brandon	<p>ALL PHA courses require clarification of the contact hours in relation to course credit hours. ? There is a discrepancy in:</p> <ul style="list-style-type: none"> <li>o The amount of non-contact work being counted for total hours for the course</li> <li>o The total amount of contact hours (and total stated hours) being lower than required for the assigned credit hours for the courses. ?</li> </ul> <p>Additionally, there is a need for clarification of iRAT/tRAT examinations discussed within course syllabi:</p> <ul style="list-style-type: none"> <li>o Are these administered in all courses;</li> <li>o Are they certification exams;</li> <li>o Are they administered periodically throughout program?</li> </ul> <p>- This course is teaching leadership based on several texts that are not Pharmacy specific. A consult with the school of business seems appropriate since there seems to be some overlap with the management track.</p> <p>? For example, how is this course different from other leadership courses? How does it specifically relate to Pharmacy?</p> <p>? Clarification of contact hours:</p> <p>? Current contact hours include instructor contact AND non-contact hours = 30 hrs</p>	4/22/2016
No document changes					
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth	<p>The College of Business Management Department has provided an approved consult and it has been uploaded.</p> <p>An updated syllabus and a contact hour map has also been uploaded.</p>	5/13/2016

Step	Status	Group	User	Comment	Updated
Replaced Leadership_Syllabus 31716.docx					5/13/2016
Added ucc_consult - Leadership for Pharmacy-RT for Management Department.pdf					5/13/2016
Added Leadership_Syllabus 041816.docx					5/13/2016
Added Leadership Contact Hour Map 5-13-2016.docx					5/13/2016
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			5/13/2016
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

**Request 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.

**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 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.

## 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 patient care team
5. Outline a process for leading change in pharmacy practice
6. Discuss the role of leaders in promoting change to advance the profession of pharmacy
7. Create a vision that clearly communicates your thoughts in a compelling manner



Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			<ul style="list-style-type: none"> <li>• Written Assignment #2 – Harvey A. K. Whitney lectures</li> <li>• Quiz #1- Covers Modules 1 and 2</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>My Leadership Story</i> Presentations</li> <li>• Pharmacy leadership panel discussion</li> </ul> <p><b>Post-class assignment:</b></p> <ul style="list-style-type: none"> <li>• Leadership interview with a pharmacy leader</li> <li>• Submit leadership interview assignment</li> <li>• Access and review your Strengths Finders results</li> </ul>	<p>0.5 hr</p> <p>2 hrs</p>
	Smith	1,2,6	<p><b>Module 3: Maximizing Your Strengths</b></p> <p><b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>• Watch: Video—Trombone Player Wanted</li> <li>• Read: Now, Discover Your Strengths</li> <li>• Submit participation self-assessment</li> <li>• Written Assignment #3-- My Strengths</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Strengths Finders</i> Workshop: Understanding my Strengths as a Future Pharmacy Leader</li> <li>• <i>Strengths Finders</i> Workshop: Strengths in Patient Care Partnerships and Healthcare Teams</li> </ul> <p><b>Post-class assignment:</b></p> <ul style="list-style-type: none"> <li>• Share what you have learned about your strengths and your leadership style with your career coach</li> </ul>	<p>5.5 hrs</p> <p>2 hrs</p>
Week 2 12/05 – 12/09	Whalen	3,4	<p><b>Module 4: Leading in Teams</b></p> <p><b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>• Reading: <ul style="list-style-type: none"> <li>• NY Times - What Google Learned from Its Quest to build the Perfect Team</li> <li>• <i>The Five Dysfunctions of a Team: A Leadership Fable</i> by Patrick Lencioni (225 pp)</li> </ul> </li> <li>• Quiz #2 - Covers modules 3 and 4</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>• Team Workshop: Developing Functional Teams in Pharmacy Practice</li> <li>• Team Workshop: Integrating TeamSTEPPS into the Patient Care Environment</li> </ul>	<p>4 hrs</p> <p>0.5 hr</p> <p>2 hrs</p>

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
	Smith/ Whalen	5,6,7	<p><b>Module 5: Leading Change</b></p> <p><b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>• Watch: Pharmacists as the Health Care Disruptors (youtube link)</li> <li>• Reading: <ul style="list-style-type: none"> <li>• Kouzes and Posner article – To Lead, Create a Shared Vision</li> <li>• 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>• Review: Personal Mission Statement written in PPD class during 1PD year</li> </ul> </li> <li>• Written Assignment: Leading Change</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>• Case Study: Serving as a Change Agent/Change Leader</li> <li>• Case Study: Successfully Managing Yourself During Change</li> <li>• Workshop: The Role of Leaders in Articulating a Compelling Vision for the Future of Pharmacy Practice</li> </ul> <p><b>Post-class assignment:</b></p> <ul style="list-style-type: none"> <li>• Complete the conflict management styles assessment</li> <li>• Prepare a written vision statement for your pharmacy project</li> <li>• Practice communicating the “story” of your vision</li> </ul>	<p>0.5 hrs</p> <p>2 hr</p> <p>0.5 hrs</p> <p>2 hrs</p>
	Smith/ Whalen	5,6,7	<p><b>Online/Individual Study</b></p> <ul style="list-style-type: none"> <li>• Submit participation self-assessment</li> <li>• Quiz #3- covers Module 5</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>• Visioning Presentations for Pharmacy Projects</li> </ul>	<p>0.5 hr</p> <p>2 hrs</p>
			Total Instructor Contact Hours	32 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%
Written Assignments: Noblesse Oblige, Harvey A.K. Whitney Lectures (2.5% each); My Strengths, Leading Change (5% each)	15%
Quizzes (3)	12%
Leadership Interview Assignment	15%
Visioning Presentation (rubric – <b>Appendix B</b> )	15%
Participation in Workshops (4) - Instructor assessment (rubric – <b>Appendix C</b> )	15%
Participation in Workshops (2) – Self assessment (rubric – <b>Appendix D</b> )	6%
Professionalism (6) ( <b>Appendix E</b> )*	12%
<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 class meeting. Students who are lacking in 2 or more behaviors will receive a score of 0 on professionalism for that class meeting. Please see Appendix E 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

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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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- Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

### **Faculty and Course Evaluations**

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### **Computer and Other Technology Requirements**

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**

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.



## 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: Participation Self Assessment

Please check the statement below that best corresponds to your honest assessment of your contribution to class discussion thus far:

- I contribute several times during every class discussion. (A- 4 points)
- I contribute at least once during virtually every class discussion. (B- 3 points)
- I often contribute to class discussion. (C- 2 points)
- I occasionally contribute to class discussion. (D- 1 point)
- I rarely contribute to class discussion. (E- 0 points)

Brief rationale for this grade:

Any additional comments:

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

## Appendix E – 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

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

### Contact Hour Map

#### Course: PHA 5XXX Leadership for Pharmacy

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Week 1 11/28 – 12/02	Whalen	1,2	<p><b>Module 1: What is Leadership?</b>  <b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>• Watch:               <ul style="list-style-type: none"> <li>• Video lecture – course overview/ Leadership/ leadership styles</li> </ul> </li> <li>• Read:               <ul style="list-style-type: none"> <li>• Kotter article - What Leaders Really Do (6pp)</li> <li>• Reading: Ray article - Noblesse Oblige (4pp)</li> </ul> </li> <li>• Written Assignment #1 - Noblesse Oblige</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion: Leadership vs Management</li> <li>• Discussion: Noblesse Oblige</li> <li>• Case Study: Building Your Leadership Skill and Knowing Your Personal Style</li> <li>• Case Study: Employ Situational Leadership</li> </ul> <p><b>Post-class assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare <i>My Leadership Story</i> for presenting at next class session</li> </ul>	2.5 hrs          2 hrs	<p><b>2.5 hours</b> (time to re-watch videos in order to complete written assignment)</p> <p><b>1 hour</b></p> <p><b>3 hours</b> (graded written assignment)</p> <p><b>3 hours</b> (prepare for graded presentation)</p>	<p><b>2.5% of course grade</b></p> <p><b>15%</b> (4 workshop participation grades) Instructor assessment (rubric – <b>Appendix C</b>)</p> <p><b>10% of course grade</b></p>

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			<ul style="list-style-type: none"> <li>Complete situational leadership assessment tool</li> <li>Prepare at least 3 questions for the pharmacy leadership panel during the next class session</li> </ul>		<p><b>1 hour</b></p> <p><b>0.5 hours</b></p>	
	Smith	1,2	<p><b>Module 2: Leadership in Pharmacy</b></p> <p><b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>Watch: Video – Harvey A. K. Whitney Award Lectures (choose 2 at 0.5 hrs each)</li> <li>Read:             <ul style="list-style-type: none"> <li>White article – Will There Be a Pharmacy Leadership Crisis? (11 pages)</li> <li>Pharmacy Leadership Essentials (15 pages)</li> </ul> </li> <li>Written Assignment #2 – Harvey A. K. Whitney lectures</li> <li>Quiz #1- Covers Modules 1 and 2</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li><i>My Leadership Story</i> Presentations</li> <li>Pharmacy leadership panel discussion</li> </ul> <p><b>Post-class assignment:</b></p> <ul style="list-style-type: none"> <li>Leadership interview with a pharmacy leader</li> <li>Submit leadership interview assignment</li> </ul>	<p>3.5 hrs</p> <p>0.5 hrs</p> <p>2 hrs</p>	<p><b>4.5 hours</b> (3 hours to read and 1.5 hours to review in preparing for quiz)</p> <p><b>5 hours</b> (graded written assignment)</p> <p><b>4 hours</b> (graded leadership interview assignment)</p>	<p><b>2.5% of course grade</b></p> <p><b>4% of course grade (quiz)</b></p> <p><b>15% (leadership interview assignment)</b></p>



Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
	Smith	1,2,6	<ul style="list-style-type: none"> <li>• Access and review your Strengths Finders results</li> </ul> <p><b>Module 3: Maximizing Your Strengths Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>• Watch: Video—Trombone Player Wanted</li> <li>• Read: Now, Discover Your Strengths</li> <li>• Submit participation self-assessment</li> <li>• Written Assignment #3-- My Strengths</li> </ul> <p><b>In-class Activities:</b></p> <ul style="list-style-type: none"> <li>• <i>Strengths Finders</i> Workshop: Understanding my Strengths as a Future Pharmacy Leader</li> <li>• <i>Strengths Finders</i> Workshop: Strengths in Patient Care Partnerships and Healthcare Teams</li> </ul> <p><b>Post-class assignment:</b></p> <ul style="list-style-type: none"> <li>• Share what you have learned about your strengths and your leadership style with your career coach</li> </ul>	<p>5.5 hrs</p> <p>2 hrs</p>	<p><b>1 hour</b></p> <p><b>2.5 hrs</b>  <b>1.0 hrs</b> (graded participation)  <b>2 hrs</b> (graded assignment #3)</p> <p><b>1 hour</b></p>	<p><b>15%</b> (4 workshop participation grades)  Instructor assessment (rubric – <b>Appendix C</b>)</p> <p><b>3%</b> – Self assessment (rubric – <b>Appendix D</b>)</p>
Week 2 12/05 – 12/09	Whalen	3,4	<p><b>Module 4: Leading in Teams Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>• Reading: <ul style="list-style-type: none"> <li>• NY Times - What Google Learned from Its Quest to build the Perfect Team</li> </ul> </li> </ul>	4 hrs	<b>8 hours</b> (review all readings to prepare for quiz)	

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			<ul style="list-style-type: none"> <li>• <i>The Five Dysfunctions of a Team: A Leadership Fable</i> by Patrick Lencioni (225 pp)</li> <li>• Quiz #2 - Covers modules 3 and 4</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>• Team Workshop: Developing Functional Teams in Pharmacy Practice</li> <li>• Team Workshop: Integrating TeamSTEPPS into the Patient Care Environment</li> </ul>	<p>2 hrs</p> <p>0.5 hrs</p>		<p><b>4% of course grade</b> (quiz)</p> <p><b>15%</b> (4 workshop participation grades) Instructor assessment (rubric – <b>Appendix C</b>)</p>
	Smith/Whalen	5,6,7	<p><b>Module 5: Leading Change</b></p> <p><b>Online/Individual Study:</b></p> <ul style="list-style-type: none"> <li>• Watch: Pharmacists as the Health Care Disruptors (youtube link)</li> <li>• Reading: <ul style="list-style-type: none"> <li>• Kouzes and Posner article – To Lead, Create a Shared Vision</li> <li>• 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>• Review: Personal Mission Statement written in PPD class during 1PD year</li> </ul> </li> <li>• Written Assignment: Leading Change</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>• Case Study: Serving as a Change Agent/Change Leader</li> </ul>	<p>0.5 hrs</p> <p>2 hr</p> <p>0.5 hrs</p> <p>2 hrs</p>	<p>0.5 hours</p> <p>4 hours (graded assignment)</p>	<p><b>5% of course grade</b></p>

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			<ul style="list-style-type: none"> <li>• Case Study: Successfully Managing Yourself During Change</li> <li>• Workshop: The Role of Leaders in Articulating a Compelling Vision for the Future of Pharmacy Practice</li> </ul> <p><b>Post-class assignment:</b></p> <ul style="list-style-type: none"> <li>• Complete the conflict management styles assessment</li> <li>• Prepare a written vision statement for your pharmacy project</li> <li>• Practice communicating the “story” of your vision</li> </ul>		<p><b>2 hours</b> (graded assignment)  <b>2 hours</b> (graded portion of project)  <b>2 hours</b> (prepare for vision presentation)</p>	<p><b>15%</b> (4 workshop participation grades)  Instructor assessment (rubric – <b>Appendix C</b>)</p>
	Smith/Whalen	5,6,7	<p><b>Online/Individual Study</b></p> <ul style="list-style-type: none"> <li>• Submit participation self-assessment</li> <li>• Quiz #3- covers Module 5</li> </ul> <p><b>In-class Activity:</b></p> <ul style="list-style-type: none"> <li>• Visioning Presentations for Pharmacy Projects</li> </ul>	<p>0.5 hr  2 hrs</p>	<p><b>6 hours</b> (prepare for quiz)  <b>4 hours</b> (prepare for vision presentation)</p>	<p><b>3%</b> – Self assessment (rubric – <b>Appendix D</b>)  <b>4% of course grade</b> (quiz)  <b>15% visioning presentation</b> (rubric – <b>Appendix B</b>)</p>
			Total Contact Hours	32 hr Instructor Contact Hours	60.5 hours Outside Study	Note: Professionalism also graded based on in-class activities

## Student Evaluation & Grading

Assessment Item	Grade Weight
My Story Presentation	10%
Written Assignments: Noblesse Oblige, Harvey A.K. Whitney Lectures (2.5% each); My Strengths, Leading Change (5% each)	15%
Quizzes (3)	12%
Leadership Interview Assignment	15%
Visioning Presentation (rubric – <b>Appendix B</b> )	15%
Participation in Workshops (4) - Instructor assessment (rubric – <b>Appendix C</b> )	15%
Participation in Workshops (2) – Self assessment (rubric – <b>Appendix D</b> )	6%
Professionalism (6) ( <b>Appendix E</b> )*	12%
<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 class meeting. Students who are lacking in 2 or more behaviors will receive a score of 0 on professionalism for that class meeting. Please see Appendix E for specific items assessed for professionalism.