COURSE TITLE: PHRD 5058, Pharmacy Leadership

I. Contact Information
Course Coordinator: Gina C. Craft, Pharm D.
Associate Dean, Assessment
Office: Bienville 102D
Phone: 318-342-1715
Email: biglane@ulm.edu

Course Instructors: Michael Cockerham, MS, PharmD, FASHP
Associate Dean, Academic Affairs
Office: Bienville 102E, Shreveport Campus
Phone: 318-342-3171, 318-632-2007
Email: cockerham@ulm.edu

II. Course Prerequisites/Co-requisites
Pre-requisite: PHRD 4054 Introduction to Communication

III. Course Description
A. Catalogue Description
5058. Pharmacy Leadership. 3cr. Introduction to leadership styles and skills with application through simulated cases and role-play of circumstances in the profession of pharmacy. Prerequisites: Second year pharmacy standing and consent of the coordinator.

B. Course Description and Rationale
The purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. You will come to understand the concept of relational leadership and how it differs from traditional leadership theories. The course includes the study of leadership as well as the application of leadership theories, concepts, and skills. You will also develop your own leadership potential through the completion of personal and leadership self-assessments, values exploration, and leadership skill applications through course activities.

IV. Course Objectives and Outcomes
A. COP Educational Outcomes

Think Critically.

- Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed, rational, and ethical decisions.
- Solve complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
- Display habits, attitudes, and values associated with mature critical thinking
Demonstrate Appropriate Interpersonal, Professional, and Ethical Behaviors.

- Maintain professional competence.
- Represent the profession in an ethical manner.
- Identify, analyze, and resolve ethical problems involved in pharmacy practice.
- Provide service to the profession and the community.
- Collaborate proactively with other health care professionals.
- Practice in a manner that is consistent with state and federal laws and regulations.
- Accept the responsibilities embodied in the principles of pharmaceutical care.
- Demonstrate appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.

B. Course Objectives

*Through active engagement in the course and course materials, students will:*

1. Understand and apply the Relational Leadership Model.
2. Increase self-awareness through the exploration of values, beliefs, culture, and identity.
3. Learn the basics of group roles, dynamics, and decision making in order to function constructively in group settings.
4. Understand the nature of coalitions, communities, and systems.
5. Appreciate the relationship between ethics and leadership.
6. Discover the complexities of leadership and the multidisciplinary nature of leadership studies.
7. Compare and contrast traditional and emergent paradigms of leadership.
8. Apply critical thinking to leadership theories and practices.
9. Understand gender and cultural influences on leadership.
10. Build an awareness of leadership issues facing our communities and society.
11. Begin to develop a personal philosophy of leadership.
12. Engage in a positive, inclusive learning experience where all students are challenged and supported.

V. Course Topics

See attached schedule.

VI. Instructional Methods and Activities

Lectures, class discussions, simulated cases, role playing, problem based learning, individual and group projects.

VII. Evaluation and Grade Assignment

Individual assignments will be given throughout the course.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90.0 – 100%</td>
<td></td>
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<tr>
<td>B</td>
<td>80.0 – 89.9%</td>
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<tr>
<td>C</td>
<td>70.0 - 79.9%</td>
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<tr>
<td>D</td>
<td>60.0 – 69.9%</td>
<td></td>
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<tr>
<td>F</td>
<td>&lt;60.0%</td>
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**Weekly pre-class worksheet:** Students will be expected to prepare for class by reading the assigned chapters, completing any assigned worksheets or other activities assigned by the instructor. The instructor reserves the right to assign a 3 page paper on the weekly topic if students are not adequately prepared for class.

**Weekly journals:** Each week, students shall compose a summary of their thoughts about the class or program and how it relates to their experiences. These will be posted on Moodle.
**Reaction paper:** You will find articles related to a topic specified by the instructor. You are to write a solid one-paragraph summary of what the article is saying and then a second solid paragraph that indicates how the information presented in the article, in your view, relates to the materials presented in the course. The general requirements of these papers are as follows:

- Each will be keyboarded using Times-New Roman, 12-pitch font with one-inch margins
- Single space within the lines of a paragraph, double space between each paragraph
- The length of the two paragraphs, taken together, should be at least one page.
- Make sure a complete bibliography or article hyperlink is included.
- Articles should come from a mainstream periodical. **Note: Wikipedia is NOT an acceptable source**
- You will upload your paper to the appropriate Moodle sight.

**Autobiography:** Students will reflect on how they have become who they are and compose a brief but well-organized autobiography. Not a chronological history of your life, but an analytical and reflective review of the influences and factors that have shaped who you are. Some questions to consider include: What is your family history? What are your family traditions and customs? How have these factors influenced your life and perceptions of leadership? When was the first time you realized your leadership potential? Who and what experiences have influenced your values and philosophies? How have mentors and critical incidents in your life transformed you?

**Leadership Action Plan:** Reflect on what you learned about yourself during the semester in relation to your capacity to demonstrate leadership. Reflect on what you see as your leadership strengths and weaknesses and how you will take advantage of both in the future. Briefly describe the leadership philosophy you have developed throughout this course. Has it changed since the beginning of the course? If so, how? Describe two action steps you can take to continue to develop your leadership in the future.

**Class Participation:** Students will receive a weekly participation grade.

**Other assignments as deemed necessary by professor.**
VIII. Class Policies and Procedures

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see http://www.ulm.edu/studentpolicy/). Additional class policies include:

A. Textbook(s) and Materials:


B. Attendance Policy:

Class attendance is required. Class attendance is regarded as an obligation as well as a privilege, and students are expected to know attendance regulations and to attend regularly and punctually at classes in which they are enrolled. Failure to do so: (1) may prevent access to the classroom during regularly scheduled times; (2) may jeopardize a student’s scholastic standing; and (3) may lead to suspension from the College or University. Students shall submit excuses for all class absences within three class days after returning to classes. Professors shall accept an official University excuse. With the following exceptions, professors are to determine whether absences are excused or unexcused: 1) Absences arising from authorized trips away from the University or from special duties at the University shall be excused. 2) Absences arising from a student’s confinement in a hospital or other inpatient facility or doctor’s excused absences shall be excused. Students are responsible for verifying this information to the faculty. 3) Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law or father-in-law. Students with more than three unexcused absences will be dismissed from the course.

C. Make-up Policy:

Excused make-ups will be within one week of the student’s return to class at the convenience of the instructor. Excused absences will be determined using the guidelines stated in the University Catalog.

D. Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4, ULM Student Policy Manual http://www.ulm.edu/studentpolicy/). Cheating, plagiarism, or other inappropriate conduct will not be tolerated. Plagiarism is the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered for credit.

Censures (Penalties)

Academic dishonesty will result in a referral to Committee on Ethical and Professional Standards with a recommendation for a grade of “F” for the course and expulsion from the College. Academic dishonesty includes but is not limited to the use of information taken from others work or ideas, the provision of help to others on non-collaborative evaluations (tests, quizzes, etc.), collaboration on take home exams, or the use of unapproved information or electronic devices to assist in obtaining an answer to the question.

E. Course Evaluation Policy:
At a minimum, students are expected to complete the on-line course evaluation. (Also, include any additional course-specific policies related to evaluation of the course.)

F. Student Services:
Information about ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), Special Needs (http://ulm.edu/counselingcenter/special.htm) and Student Health Services, is available at the following Student Services web site http://ulm.edu/studentaffairs/

G. Emergency Procedures: (Include appropriate emergency information)
Please review the emergency escape plan in the classrooms and hallways of the pharmacy building. Move quickly and orderly to the appropriate stairwell and exit the building. The meeting place for this class will be the grassy area by the pharmacy sign in front of the College of Pharmacy Building. Under no circumstances is the elevator to be used for emergency evacuation. Any student needing assistance should notify the professor immediately. For emergencies, to contact University Police, call 1-911 from landlines and 342-5350 from cell phones.

H. Course Expectations
Students will come to class prepared for active participation. Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.

In class, students will work in small teams to discuss readings, engage in simulations, prepare for guest scholar and leader visits, and use theory to enhance practice through carefully designed group activities. The teams will allow you to apply leadership theory and concepts in diverse contexts.

The classroom will be a safe environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values. Students and the instructors are expected to treat each other with respect.

Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language. Written assignments will be reviewed for both content and presentation. Unless otherwise noted, written assignments are to be typed, double-spaced, in a 12-point font, with one-inch margins. All citations must be in a recognized format. Web sites must also be cited with their full and accurate URL.

Students can expect the instructors to come prepared. The instructors will be willing listeners with regard to student concerns. Students may expect the instructors to be available outside of class to give additional help or support. These meetings will be scheduled to meet the students’ and instructors’ schedules.
# IX. Tentative Course Schedule:

Tuesday/Thursday 3-4:15

**Course Coordinator:** Gina Craft, Pharm D.  
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Phone: 318-342-1715  
Email: biglane@ulm.edu

*The instructor reserves the right to adjust the schedule as needed.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pre-class Readings / Assignment</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>Orientation to class</td>
<td>American Society of Health-System Pharmacists. ASHP statement on leadership as a professional obligation. Am J Health-Syst Pharm. 2011;8:2293–5</td>
<td>Craft</td>
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<tr>
<td>1/21</td>
<td>Ch 1: Introduction to Leadership</td>
<td>Preface and Chapter 1</td>
<td>Craft</td>
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<tr>
<td>1/26 &amp; 1/28</td>
<td>Ch 2: The Changing Nature of Leadership</td>
<td>Chapter 2</td>
<td>Craft</td>
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<tr>
<td>2/2 &amp; 2/4</td>
<td>Ch 3: The Relational Leadership Model</td>
<td>Chapter 3</td>
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<td>2/9 &amp; 2/11</td>
<td>2/ 9 Mardi gras</td>
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<td>2/11 No class</td>
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<td>2/16 &amp; 2/18</td>
<td>Ch 4: Understanding Yourself</td>
<td>Chapter 4</td>
<td>Craft</td>
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<td>Reflection paper #1 due 2/19 @ 11:55pm (Emotional Intelligence)</td>
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<td>Date</td>
<td>Topic</td>
<td>Pre-class Readings / Assignment</td>
<td>Faculty</td>
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<td>2/23 &amp; 2/25</td>
<td>Ch 5: Understanding Others</td>
<td>Chapter 5</td>
<td>Craft</td>
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<td><strong>Autobiography due 2/26 @ 11:55pm</strong></td>
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<td>3/1 &amp; 3/3</td>
<td>Ch 6: Leading with Integrity</td>
<td>Chapter 6</td>
<td>Craft</td>
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<tr>
<td>3/8 &amp; 3/10</td>
<td>Ch 7: Being in communities</td>
<td>Chapters 7, 8</td>
<td>Cockerham</td>
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<td>Ch 8: Interacting in Teams and Groups</td>
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<td>Cockerham</td>
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<tr>
<td>3/15 &amp; 3/17</td>
<td>Ch 9: Understanding/Renewing Complex Organizations</td>
<td>Chapters 9,10,11</td>
<td>Cockerham</td>
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<td>Ch 11: Strategies for Change</td>
<td><strong>Organizational analysis due 3/23 @ 11:55pm</strong></td>
<td>Cockerham</td>
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<tr>
<td>3/22 &amp; 3/24</td>
<td>Movie: Jonestown</td>
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<td>Craft</td>
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<tr>
<td>3/29 &amp; 3/31</td>
<td>SPRING BREAK</td>
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<td>Craft</td>
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<tr>
<td>4/5 &amp; 4/7</td>
<td>Ch 12: Thriving Together</td>
<td>Chapter 12</td>
<td>Craft</td>
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<td>4/12 &amp; 4/14</td>
<td>Misc: personal finance</td>
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<td>4/19 &amp; 4/21</td>
<td>Misc: personal finance</td>
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<td>Craft</td>
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<td>4/26 &amp; 4/28</td>
<td>4/26 – NO CLASS</td>
<td><strong>Leadership Action Plan paper due 4/28 @ 11:55pm</strong></td>
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<td>4/28 – NO CLASS (PCOA)</td>
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<td>5/3 &amp; 5/5</td>
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