

COURSE TITLE: PHRD 5058, Pharmacy Leadership

I. Contact Information

Course Coordinator: Gina C. Craft, Pharm D., MBA
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II. 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.

C. Course Pre-requisites/co-requisites: Second or Third year pharmacy standing**III. Course Objectives and Outcomes**

The student shall be able to:

- 1) Identify personal and professional strengths and weaknesses in order to develop a plan for continuous personal and professional growth and development.
- 2) Work collaboratively with others to accomplish goals, effect change, manage operations, and serve as a member of an inter-professional team.

These skills correlate to the following:

A. Essential Practice Activities (EPAs) for pharmacists:

EPA 2 Interprofessional Team Member: Collaborate as a member of an interprofessional team.

EPA 5 Practice Manager: Oversee pharmacy operations for an assigned shift.

EPA 6 Self-developer: Create a written plan for continuous professional development.

B. ACPE Appendix 1

Social/Administrative/Behavioral Sciences

Ethics

Professional Communication

Professional Development/Social and Behavioral Aspects of Practice

C. CAPE Educational Outcomes 2013

3.4 Interprofessional collaboration (collaborator) – actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.6 Communication (communicator) – effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

4.1 Self-awareness (self-aware) – examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2 Leadership (leader) – demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.4 Professionalism (professional) – exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

1. Learning objectives (from CAPE 2013):

Course concepts:

3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.

4.2.1. Identify characteristics that reflect leadership versus management.

4.4.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.

Course issues:

3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient care needs.

3.4.4. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.

3.6.5. Communicate assertively, persuasively, confidently, and clearly.

3.6.6. Demonstrate empathy when interacting with others.

4.1.8. Seek personal, professional, or academic support to address personal limitations.

4.1.9. Display positive self-esteem and confidence when working with others.

4.2.3. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.

4.4.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.

4.4.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.

4.4.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.

4.4.4. Recognize that one's professionalism is constantly evaluated by others.

4.4.5. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.

Course skills:

3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

3.6.5. Communicate assertively, persuasively, confidently, and clearly.

3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.

4.1.1. Use metacognition to regulate one's own thinking and learning.

4.1.6. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.

4.1.7. Use constructive coping strategies to manage stress.

4.2.5. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

D. Miller's Pyramid
Interpretation/Application

IV. Course Topics
See attached schedule

V. Instructional Methods and Activities
Class discussions, simulated cases, role playing, problem-based learning, individual and group projects.

VI. Evaluation and Grade Assignment

Activity	% of grade
Weekly reflections (25 pts/wk; 350 pts)	20%
Class participation (10 pts/class; 280 total)	20%
Leadership activities (100 pts)	20%
Personal Plan for Development (100 pts)	20%
Portfolio (100 pts)	20%

Grading Scale:

90.0 – 100%	A
80.0 – 89.9%	B
70.0 - 79.9%	C
60.0 – 69.9%	D
<60.0%	F

Description of Activities:

Class Participation: Since this course is a seminar-style course, the substance of our class meetings will primarily consist of your responses to the assigned readings and homework (such as general questions, your impressions, or interpretations of the material) and, secondarily, my engagement with your responses. Your thoughts and questions will provide the starting point for our discussions. More broadly speaking, ask questions. Be curious. You are more than welcome to have a different interpretation than a classmate or me; just be sure to share your perspective in a productive and supportive manner.

In summary, your grade for participation will not only reflect your contribution to our class discussions but will also take into consideration your attendance and attention to homework assignments, which are key prerequisites to an informed discussion. If you're reluctant to speak up, please talk to me and we'll figure out a way for you to participate.

Weekly journals: Each week, students shall reflect on the relevance of the information to their personal experiences. Students should use the What? So What? Now What? format. These will be submitted via Exam Soft.

Personal Development Plan (PDP): Personal development planning is the process of creating an action plan based on awareness, values, reflection, goal-setting and planning for personal development within the

context of a career, education, relationship or for self-improvement. It is presumed that undertaking PDPs will assist in creating self-directed independent learners who are more likely to progress to higher levels of achievement. The purpose of the assignment is to:

- Help you develop and improve goal-setting skills, a critical element for all facets of one's personal and professional life;
- Provide an opportunity for you to take personal responsibility for your development by helping you reflect on where you are and where you want to go for this semester and beyond;
- Serve as a guide for conversations between you and your mentors (formal and informal) to ensure you are getting the help you need to achieve your goals.

Leadership Activities/Portfolio: Students are expected to complete 25 credits by completing leadership activities (see list). Activities will be documented as a portfolio in VIA.

VII. 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:

Required: Shankman ML, Allen SJ, & Haber-Curran P (2015) *Emotionally Intelligent Leadership: A Guide for Students*. San Francisco: Jossey-Bass.

Supplemental: Komives, S. R., Lucas, N., & McMahon, T. R. (2007). *Exploring Leadership: For College Students Who Want to Make a Difference* (3rd edition). San Francisco: Jossey- Bass.

B. Attendance Policy:

Class attendance is expected as participation in activities and discussions are a key component of 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.

I. Federal Regulations require determination and verification of every students' physical location while enrolled in classes (where they are physically located while taking classes), regardless of the delivery method (on campus, online). At the beginning of every semester and whenever physical location changes, students must update or verify their current location through Banner by the end of the first week of classes: https://ssbprod.ec.ulm.edu/PROD/bwggogad.P_SelectAtypUpdate.

J. This course may be/is a major requirement for the Pharm.D. degree in Pharmacy. Completion of degree requirements leads to eligibility for professional licensure and/or certification in Louisiana upon graduation. Federal Regulations require universities to provide information to students about the alignment between Louisiana's requirements and those of other states. ULM has created a web page with discipline-specific information containing hyperlinks to Licensure Boards in the United States <https://www.ulm.edu/professional-licensure-disclosures/index.html>. Program Directors and/or faculty will discuss this information with you during advising or other program meetings but is also available to answer questions and address any concerns you might have. It is also important to note that licensure or certification requirements are subject to change. Although ULM Program Directors annually review and

update licensure information for every state, the faculty recommends that before enrolling in a program and throughout enrollment, students communicate with the applicable state board to confirm understanding and whether upon completion of ULM's program, they will meet requirements.

VIII. Tentative Course Schedule:

Tuesday/Thursday 3-4:15

Course Coordinator: Gina Craft, Pharm D.
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The instructor reserves the right to adjust the schedule as needed.

Date	Topic	Faculty
1/12 & 1/14	Orientation to class Leadership vs. mgmt. Followership	Craft
1/19 & 1/21	MBTI GiANT 5 Voices	Craft
1/26 & 1/28	Self-awareness and reflection Voice triggers	Craft
2/2 & 2/6	Emotional Self-perception Emotional Self-control GiANT 5 gears	Craft
2/9 & 2/11 APPE ends	Positive psychology Renewal & balance PDP Resources due to Dr. Craft	Craft
2/16 & 2/18 APPE begins	MARDI GRAS HOLIDAY Consciousness of Others	Craft
2/23 & 2/25	Displaying empathy Inspiring & Coaching others	Craft
3/2 & 3/4	Capitalizing on differences Developing relationships	Craft

3/9 & 3/11	Building teams Ethical Decision making	Craft
3/16 & 3/18	Facilitating change	Cockerham
3/23 & 3/25	Consciousness of context Analyzing the Group	Cockerham
3/29 & 4/1	Assessing the environment Demonstrating Citizenship	Cockerham
4/6 & 4/8	SPRING BREAK	
4/13 & 4/15	Jonestown PDP Rough draft due	
4/19 & 4/22	Personal finances, etc	Craft
4/26 & 4/28	Wrap up Portfolio of leadership activities due Final PDP due	Craft
5/4 & 5/6	DEAD WEEK	