Phar 6228 – Leadership Portfolio  
- Course Syllabus, 2 credits -  
2015-2016

You are responsible for the content of this syllabus, please read thoroughly and refer to it often.

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<th>Course Faculty</th>
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| **Course Director**  | Kristin K. Janke, Ph.D.  
Professor  
7-125D WDH  
Ph: 612-626-4648  
Email: janke006@umn.edu |
| **Instructor**       | Kerry K. Fierke, Ed.D.  
Assistant Professor  
215 Life Science  
Ph: 218-726-6027  
Email: kkfierke@umn.edu |
| Todd D. Sorensen, Pharm.D.  
Professor  
7-178 WDH  
Ph: 612.625.8645 (office)  
Email: soren042@umn.edu |

**Prerequisites**
Students must successfully complete the Leading Change in Pharmacy courses (Phar 6237/6238) and be enrolled in the Leadership Emphasis Area within the College of Pharmacy.

**Course Philosophy and Description**
The Leadership Portfolio course is designed to support the completion of the Leadership Emphasis Area (LEA) through reflection on and documentation of leadership experiences. The course aims to instill within student pharmacists the ability to:

- Think critically about the need for leadership in the practice of pharmacy;
- Self-reflect on your strengths, your experiences and your ability to lead;
- Document leadership-related learning and experiences.

It is believed that the preceding goals cannot be accomplished without the use of a reflective portfolio. Reflective portfolios are a collection of evidence that attests to achievement as well as personal and professional development through a critical analysis and reflection of its contents (AJPE 2007; 71(2), 34). Through implementation of a reflective portfolio in this emphasis area, it is believed that participants will discover meaning, make connections between experiences and classroom activities, reflect on professional roles, improve writing skills, and develop critical thinking skills.

Your leadership portfolio will have four distinct sections:
1. Artifacts from leadership related courses
2. Advanced strengths work
3. Capstone leadership reflections
4. Co-curricular activities

**Course Website** [https://ay15.moodle.umn.edu](https://ay15.moodle.umn.edu)
All information relating to this course, once posted, is available 24 hrs/day, 7 days/week. Please refer to this site for the syllabus, assignments, portfolio information and any necessary documentation forms.
Communication
If you have a personal concern hindering your progress, or if you experience difficulties, it is critical that you initiate contact as soon as possible. We will work together to find a solution. Difficulties arise when contact is not initiated in a timely manner. Per the University E-mail Policy, “Students are responsible for all information sent to them via their University assigned email account.” Watch for emails from the Course Director. When communicating with email or phone, please maintain the same respect that you would in face-to-face communication.

Room & Time
This class will not meet at any regularly scheduled times. Students are welcome to schedule meetings with the course director as needed. One to one meetings can be held face to face, via phone or using videoconferencing or webconferencing.

Meeting the Course Goals
- Commit to spending adequate time on course assignments. Think critically about the content that is the focus of your reflections and documentation. Seek to connect your thoughts and what you’re observing to how pharmacy is practiced in today’s health care system, and reflect on your role bridging these over the course of your career. You will be provided with reflective prompts, but ultimately, meeting the course goals will be based on level of time and effort you commit to these activities.
- View successful performance in relation to the continual development of the general abilities highlighted in this course. Commit to improving your reflection, writing and critical thinking skills.

Course Components
Students will upload the required documentation and reflections using a Google sites template. Please see the course Moodle site for complete directions. Students then share their leadership portfolio with the course director AND their LEA advisor (if they’re not the same person!).

Participants will complete activities and documentation in four distinct areas. There are required assignments, as well as optional assignments. Please see the course website for further information.

Leadership Course Artifacts
This section of the portfolio seeks to draw together documentation and reflection related to the LEA requirements.

Strengths Work
LEA students have more exposure to strengths concepts than students in the general curriculum. To that end, we have pilot tested and selected a number of strengths assignments designed to deepen your knowledge and abilities with strengths.

Capstone Reflections
These reflections are designed to help you summarize your leadership experiences and articulate your direction as a leader.

Co-curricular Activities
These activities are designed to expand your knowledge of the profession and leadership.
**Deadlines and Grading Policy**

Based on previous experience with the course and advice from previous participants, there are requirements for making progress on portfolio. Three submissions will be made, as described below.

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<th>Date</th>
<th>Minimum Work Due</th>
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<tr>
<td>Submission 1: Sunday, September 27, 2015, Midnight</td>
<td>1 or 2 strengths assignments*&lt;br&gt;1 or 2 capstone reflections</td>
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<tr>
<td>Submission 2: Sunday, January 24, 2016, Midnight</td>
<td>2-3 strengths assignments completed**&lt;br&gt;At least two (2) capstone reflections completed&lt;br&gt;At least one (1) co-curricular activity completed</td>
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<tr>
<td>Final Submission: Sunday, March 27, 2016, Midnight</td>
<td>Entire Portfolio Due</td>
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*Note: Students are also encouraged to upload Artifacts as they become available.*

*Please complete the Strengths Statements assignment for your first submission. This is one of the more difficult assignments. Completing it first allows your Advisor to comment and for revisions to be made.

**Please complete the Strengths Development Plan for submission two (or three, if needed). You should have finalized strengths statements with your advisor prior to initiating the strengths development plan.

Because the focus of this course is primarily discovery, reflection and awareness building, application of a traditional A-F grading scheme is inconsistent with measuring one’s learning. Traditional evaluation methods for assigning course grades is also inconsistent with key characteristics of leadership development which are inherently based on self-motivation, self-direction and an ability to maintain a sense of personal accountability for one’s effort and outcomes. Stated more directly, in this course you will get out of it what you put into it. For these reasons, this course will be graded on a “pass/fail” basis.

This is a longitudinal course spanning many semesters. At the end of each semester, students will be awarded an X or K grade (depending on campus of registration), if they are making satisfactory progress. This signifies to the university that satisfactory progress is being made.

To be making satisfactory progress, students must maintain a passing status with each submission. Students must complete all components for the submission and must receive an average of “satisfactory” ratings for the submission. After each submission, students will receive a progress report indicating where they stand relative to the course expectations (i.e. pass/fail). In the event that an average of satisfactory for a given submission is not attained, work will be returned with comments and a tight turn around deadline for improvement.

The X grade will be changed to an “S” grade upon successful completion of all course requirements. Final grades will be posted in Spring 2016.

**What We Expect of You**

*Student Academic Integrity and Scholastic Dishonesty (Honor Code):* Each student is bound by the following specific provisions as part of the Honor Code: Academic misconduct is any unauthorized act which may give a student an unfair advantage over other students, including but not limited to: falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance. Specifically, each student will be required to do their own work on all assignments and/or exercises.

*Dress and Behavior Code:* Students are expected to dress and act professionally in co-curricular activities that are required as a part of this course.
Course Feedback from Students: We expect our students to give honest, open and professional feedback that is consistent with the communication policies mentioned in the syllabus. Your feedback is important to your instructors and to future classes in the college of pharmacy. Please watch for an invitation to the online course evaluation, which will be distributed via email at the end of the year.

What Can You Expect From Us?
We consider it a great privilege to serve as your guides as you seek a broader perspective of pharmacy and develop knowledge, skills and values necessary to help lead our profession towards meeting the medication use needs of patients, the health care system and society. We take these responsibilities seriously. We care about our profession, your development as a practitioner and those you will serve.

We see ourselves not as “instructors” in the traditional sense of the term, but rather guides that will help you discover what role you can and will play in leading the advancement of our profession. To that end, you can expect us to create a learning environment that will facilitate discovery. We will provide honest and constructive evaluation where course design requires it; however, we would also like you to know that we are committed to providing additional feedback and guidance to individual students upon their request.

University Statement Regarding FERPA (Family Educational Rights and Privacy Act)
In this class, our use of technology will sometimes make students’ names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this should not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact your Course Director. Visit webct.umn.edu/instructors/ferpa.shtml for more information.

Disability Accommodations
Any student with a documented disability who needs to arrange reasonable accommodations must contact the Course Director and Disability Service at (612) 626-1333 (Twin Cities) or (218) 726-8217 (Duluth) at the beginning of the semester. All discussion will remain confidential. Disability services will work with the student to suggest reasonable accommodations.