

PHT 6527 Professional Issues II (3 credit hours)

Department of Physical Therapy

Semester: Spring 2024

Delivery Format: Synchronous and Asynchronous, Online, Monday and Wednesday 1:00PM – 4:00PM

Course Website: PHT 6527 Canvas Course Site

Instructor Name: Andrew Duncan, PT, DPT, MBA, MS, ATC; andrewtduncan@ufl.edu; cell: 585-500-8851

Instructor Name: Judi Schack-Dugre, PT, MBA, DPT, EdD, FNAP; jschack@p.php.ufl.edu, 352-278-2491

Room Number: N/A

Office Hours: By Appointment

Teaching Assistants: None, Guest lecturers

Preferred Course Communications with Instructors: email

Prerequisites: Course participation is limited to entry-level DPT student in their fourth semester of the UF program.

Purpose and Outcome

Course Overview: This course is designed to build upon the professional behaviors and skills identified in Professional Issues I. Topics related to skills necessary for taking responsibility for and providing health care services to the public will be explored in greater depth. This course will focus on developing skills needed to provide and bill for physical therapy services in a manner that is consistent with legal and ethical guidelines for clinical practice.

Relation to Program Outcomes This course is designed to build upon the professional behaviors and skills identified in Professional Issues I. As students continue clinical visits started in Clinical Education I and continued in Clinical Education II, direct application of topics to currently encountered case studies is addressed. Topics related to skills necessary for taking responsibility for and providing health care services to the public will be explored in greater depth. This course will focus on developing skills needed to function in a professional setting as a physical therapist, to provide and bill for physical therapy services in a manner that is consistent with legal and ethical guidelines for clinical practice.

Course Objectives and/or Goals

Following successful completion of this course, students will be able to:

1. Health care finance / Economics: Describe health care economics and the value of physical therapy in the United States.
2. Health care finance / Economics: Describe the mechanisms and key aspects of reimbursement for physical therapy services in the current US healthcare system.
3. Health care finance / Economics: Describe concepts of capitation, value-based care, and population health as they relate to the practice of physical therapy.
4. Quality and Safety: Describe quality measures and assessment in health care and the practice of physical therapy, including concepts of Just Culture and Root Cause Analysis.
5. Professionalism / Communication: Describe and implement essential elements of writing and referencing in PTJ (or an acceptable alternative) format.
6. Legal issues / Health care law: Explain legal terms and issues related to the practice of physical therapy in the U.S.
7. Legal issues / Health care law: Identify key aspects of the Florida Physical Therapy Practice Act.

8. Legal Issues / Ethics issues: Explain the difference between legal and ethical considerations in clinical practice.
9. Legal Issues / Ethics issues: Demonstrate an appreciation of vulnerable populations and suspected cases of abuse and the obligations of the physical therapist.
10. Legal Issues / Ethics issues: Describe and demonstrate responsibilities, including reporting, under fraud and abuse laws related to health care and the practice of physical therapy.
11. Ethics issues: Implement in response to an ethical situation a method to assess and a plan of action based on moral reasoning which is congruent with core professional ethics and values (e.g., APTA code of Ethics).
12. Ethics issues: Describe and implement the RIPS method to evaluate and develop a plan when presented with an ethical situation.
13. Legal Issues / HR issues: Describe HR and disability laws and the impact to employees and the public, including essential elements of the Americans with Disabilities Act (ADA).
14. Management / Patient care: Evaluate the physical therapist's role in negotiating and advocating for appropriate healthcare services for consumers.
15. Management / Patient care: Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative procedures of the practice environment.
16. Management / Patient care: Discuss and delineate, communicate, and supervise the areas of the plan of care that will be directed by the physical therapist and delegated where appropriate to the PTA, PT aide, Massage Therapist, and other support personnel.
17. Management / Patient care: Describe strategies and techniques to effectively manage time and productivity in the clinical setting.
18. Management / Patient care: Participate in practice management, including marketing, public relations, patient and professional advocacy, regulatory and legal requirements, risk management, staffing and continuous quality improvement.
19. Professionalism / Communication: Articulate your preferred personal style in relationship to communication, leadership and learning styles.
20. Professionalism: Prepare a personal professional development plan, incorporating self-reflection and a defined action plan for development.
21. Professionalism: Describe essential elements of an effective resume and the difference between a resume and a curriculum vitae.
22. Professionalism: Construct an online digital presence using best practices for professional identity management.
23. Professionalism: Demonstrate professional behaviors through individual responsibility and accountability, participation in classroom activities, and timely submission of all written assignments.
24. Management / Patient care: Coding and Billing: Describe a basic understanding of coding and billing by site of care differences, DRG, CMG, PDPM, PDGM and PFS. Choose the appropriate (CPT) code(s) to ensure accurate coding and billing when given a patient encounter scenario.
25. Management / Patient care: Documentation: Demonstrate essential elements of physical therapy patient documentation that is compliant with Medicare standards and supports physical therapy coding and billing.

DPT Curriculum Threads:

- Becoming a Professional
- Evolving practice

Instructional Methods

Group discussion and presentation of topics will occur in an online synchronous and asynchronous blended format. The course will be offered entirely on-line in the Spring 2021 Semester. Students will explore a variety of scenarios to develop skills to enhance their professional development.

Required textbooks: None

Recommended Resources: APTA membership (to provide full access to website resources)

Additional readings: See Canvas site for assigned readings

Online Synchronous Sessions:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Blended Learning

What is blended learning and why is it important?

A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that, as the instructors, we would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets us focus our face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today's health professional.

Active Learning: What is expected of you?

You are expected to actively engage in the course throughout the semester. You must attend class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for class, you may struggle to keep pace with the course activities, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in both asynchronous and synchronous class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

Description of Course Content

Topical Outline/Course Schedule

- Each course day is scheduled for 3 hours.
- The instructors typically divide the meeting into 2 or 3 sessions to focus on a specific subject area.
- Breaks are offered at the discretion of the instructor.

**University of Florida
College of Public Health & Health Professions Syllabus**

Week*	Date(s)	Topic(s)	Instructor	Readings
1	1/8/2024	Intro / US Healthcare system	Duncan	See eLearning
	1/8/2024	Exchanges / Intro to Payment	Duncan	See eLearning
	1/10/2024	Writing Style	Jane Morgan-Daniel, UF HSC Librarian	See eLearning
	1/10/2024	Acute Care Payment	Duncan	See eLearning
	1/10/2024	Acute Care Payment	Duncan	See eLearning
2	1/15/2024	Holiday		
	1/17/2024	Intro to Medicare	Duncan	See eLearning
	1/17/2024	IP Rehab Payment	Duncan	See eLearning
	1/17/2024	SNF Payment	Duncan	See eLearning
3	1/22/2024	OP Payment	Duncan	See eLearning
	1/24/2024	Credentialing	Duncan	See eLearning
	1/24/2024	Bundled Payment / Quality Incentives / VBC / Pop Health	Duncan	See eLearning
	1/24/2024	Project – Part 1 due		
4	1/29/2024	Documentation / Coding	Duncan	See eLearning
	1/31/2024	Documentation / Coding	Duncan	See eLearning
	2/2/2024	Exam 1 Closes @ 11:59PM		
5	2/5/2024	Ethics	Schack-Dugre	See eLearning
	2/5/2024	Legal Issues	Schack-Dugre	See eLearning
	2/7/2024	Board of PT, Scope of Practice, Continuing Competence	Schack-Dugre	See eLearning
	2/7/2024	Board of PT, Scope of Practice, Continuing Competence	Schack-Dugre	See eLearning
6	2/12/2024	Advocacy	Guest Lecturer	See eLearning
	2/14/2024	Resume Writing / Interviewing	Schack-Dugre	See eLearning
	2/14/2024	Reputation Management	Schack-Dugre	See eLearning
	2/17/2024	LinkedIn Profile Due		
7	2/19/2024	Productivity	Duncan	See eLearning
	2/21/2024	Finance / Operations	Duncan	
	2/21/2024	Human Resources	Duncan	See eLearning
	2/21/2024	Compliance	Duncan	See eLearning
8	2/26/2024	Quality & Safety	Duncan	See eLearning
	2/26/2024	Management & Supervision	Duncan	See eLearning
	2/26/2024	Policies & Procedures	Duncan	See eLearning
	2/28/2024	Residency & Fellowship programs	Guest(s)	See eLearning
	2/28/2024	DISC Assessment / Leadership	Schack-Dugre	See eLearning
	3/1/2024	Exam 2 Closes @ 11:59PM		
	3/1/2024	PDP Project Parts II & III due *early submission is allowed		
* INSTRUCTORS RESERVE THE RIGHT TO MODIFY THE SCHEDULE AS NECESSARY TO MEET THE COURSE OBJECTIVES.				

Course Materials and Technology

For technical support for this class, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Academic Requirements and Grading

Assignments

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Exam 1	2/2/2024	30%
Exam 2	3/1/2024	30%
LinkedIn Profile	2/17/2024	5% (Pass / Fail)
Professional Development Assignment	3/1/2024	30%
Participation throughout course		5%
TOTAL		100%

Point system used (i.e., how do course points translate into letter grades).

Example:

Points Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
70-79	C
60-69	D
Below 60	E

Please be aware that a C is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Exam Policy

Policy Related to Make up Exams or Other Work

Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Excused absences must be consistent with university policies in the Graduate Catalog (<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Student Expectations, Roles, and Opportunities for Input

Expectations Regarding Course Behavior

Class attendance is mandatory. Students are expected to wear professional attire and come prepared to participate in discussions. Class participation will also be measured through in-class activities. The use of laptops (or any other electronic device) is allowed only for viewing material pertinent to the current class discussion topic. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

Communication Guidelines

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following 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.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Policy Related to Guests Attending Class

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <http://facstaff.php.ufl.edu/services/resourceguide/getstarted.htm>

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.

- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>

- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Inclusive Learning Environment

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act." If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: www.multicultural.ufl.edu

PHT 6527 PROFESIONAL ISSUES II

PROFESSIONAL DEVELOPMENT PLAN (PDP) ASSIGNMENT

PURPOSE AND DESIRED RESULTS: This assignment will provide an opportunity for personal reflection related to professional growth and development as identified by previous completion of the StrengthFinders assessment and professional development tools. At the end of this assignment the students should have a greater understanding of their personal and professional development to this point. They should also be able to integrate main points from a book they have read that discusses personal and/or professional development.

GUIDELINES: This written assignment consists of three parts.

PART I : Choose a book to read from the list attached to this assignment. If there is a book of a similar genre that is not on this list that you would like to read instead, please seek approval from Dr. Duncan before proceeding. You should have your book selected and notify Dr. Duncan of your choice by **January 24th**.

PART II : Write an essay that is 5 pages in length that incorporates all criteria listed here:

1. Summarize the main points/themes of the book and offer your opinions about them.
2. Demonstrates your thoughtful reflection of the points of the book and how they apply to physical therapy practice, if at all.
3. Discuss how you plan to use the themes, points, etc. and how they may interact with your communication strengths, as identified by your DISC assessment, in your practice as a physical therapist.
4. Use of PTJ style with standard margins, double spacing, and no larger than 12 font is required.
<https://guides.uflib.ufl.edu/PT>
<https://guides.uflib.ufl.edu/PT/Referencing>
5. References should be cited and included in an appendix.
6. This assignment comprises one-third of the grade for this course and the quality of your paper should demonstrate thoughtful reflection and careful planning written at *doctoral-level* quality.

PART III: Update your professional development tool and the goals that you set as part of Professional Issues I. Following self-reflection, please update your scoring on the professional development tool spreadsheet. Note the areas indicating change and the areas that have not yet changed. Contemplate how you can appropriately challenge your development to be the best professional you can be. Revise your goals for the coming year using your updated self-assessment scores to guide their development. A minimum of three S.M.A.R.T. goals are required for this assignment. All goals should be developed utilizing the S.M.A.R.T. format. Here is a [template](#) to assist in their development. The final component will be to compose a 1-page reflection on your personal and professional growth since you first completed the tool. You will submit your 1) PDP updated spreadsheet with new and old scores, 2) S.M.A.R.T. goals (previous and updated) and 3) your reflection on your professional growth to fulfill this assignment. Please submit your 1) updated PDP spreadsheet with new and previous scores, 2) S.M.A.R.T. goals (previous and updated) and 3) your reflection on your professional growth to fulfill this assignment. Your PDP and SMART goals should be submitted on one spreadsheet and your reflection on a Word Doc. Please include your name on each submitted assignment. Upload your assignment as outlined using the upload feature.

Part II and Part III are due by March 1st.

ACCOUNTABILITY and CONSEQUENCES

Part I

10 points – Notification of book selection (**due: January 24th, 2024**)

Part II

60 points – Paper reveals **exceptional** integration of the material from the book and the plan on how you will assimilate it into your clinical experiences and follows assignment directions. *See Canvas Assignment instructions & rubric for explanations and details.*

5 points - spelling, punctuation, grammar & organization

Rubric:

Exceptional integration of the material from the book and from your internship in to paper and follow directions; no spelling, punctuation, grammar or organization errors	60
Between Exceptional and Excellent integration of material from the book and from your internship into paper; no more than 1 grammar, syntax, spelling, or organizational errors	50
Excellent integration of material from the book and from your internship into paper; no more than 2 grammar, syntax, spelling, or organizational errors	40
Between Excellent and Average integration of material from the book and from your internship into paper; no more than 3 grammar, syntax, spelling, or organizational errors	30
Average integration of material from the book and from your internship into paper; more than 3 grammar, syntax, spelling, or organizational errors	20
Between minimal and average integration of material from the book and from your internship into paper; no more than 4 grammar, syntax, spelling, or organizational errors	10
Spelling, punctuation, grammar & organization	5
Does not meet minimal requirements for the course integration of material from the book and from your internship into paper; multiple grammar, syntax, spelling, or organizational errors	0
TOTAL	65

Part III

25 points – There are 3 components to Part III. Your professional Development Plan (PDP) spreadsheet is updated, included Year 1 and Year 2 information with explanations of changes that have occurred in the intervening period with SMART goal updates. Personal reflection on professional growth. *See Canvas Assignment instructions & rubric for explanations and details.*

Rubric:

PDP scoring has been updated on the spread sheet.	5
Updated goals are constructed using S.M.A.R.T. format and are aligned with PDP.	10
Reflection includes exemplar depth and breadth of consideration of previous and current status of personal and professional development.	5
Spelling, punctuation, grammar & organization	5
TOTAL	25

(Parts II & III due **March 1st**)

Parts I, II and III = 100 points TOTAL

LIST OF BOOKS TO CHOOSE

(Pick One or Offer Alternative)

- ***Change the Way You See Everything*** by Kathryn Cramer and Hank Wasiak (Running Press, 2006)
 - ***Crucial Conversations: Tools for Talking When Stakes are High***, by Kerry Patterson, Joseph Grenny, Ron McMillan and Al Switzer (McGraw Hill, 2nd Edition 2011).
 - ***Dare to Lead***. By Brené Brown. (Random House, 2018)
 - ***Difficult Conversations: How to Discuss What Matters Most***, by Doug Stone, Bruce Patton, and Sheila Heen (Penguin Books, 2010).
 - ***Don't Settle for Safe: Embracing the Uncomfortable to Become Unstoppable***. By Sarah Jakes Roberts (Thomas Nelson, 2018)
 - ***Every Day Greatness: Inspiration for a Meaningful Life*** by Steven Covey and David Hatch (Thomas Nelson, 2009)
 - ***Getting to Yes: Negotiating Agreement Without Giving In***, by Roger Fisher and William Ury (Penguin, 1981).
 - ***Good to Great: Why Some Companies Make the Leap and Others Don't*** by Jim Collins (Harper Business, 2001)
 - ***Greatness is Upon You***. By Eric Thomas (Eric Thomas And Associates Publications, 2014)
 - ***How to Win Friends and Influence People*** by Dale Carnegie (First published in 1937..multiple editions available...I found one from Pocket Books, 2013)
 - ***It's Your Ship: Management Techniques from the Best Damn Ship in the Navy***, 10th Anniversary Edition. By Captain D. Michael Abrashoff. (Warner Books, October 9, 2012)
 - ***Life Visioning***. By Michael Bernard Beckwith. (Sounds True, 2013)
 - ***Lean In: Women, Work, and the Will to Lead*** by Cheryl Sandberg (Knopf, 2013)
 - ***One Day My Soul Just Opened Up***. By Iyanla Vanzant. (Touchstone, 1998)
 - ***Passion Capital: The World's Most Valuable Asset*** by [Paul Alofs](#) (Signal, 2013)
 - ***Resolving Conflicts at Work. Ten Strategies for Everyone on the Job***, by Kenneth Cloke and Joan Goldsmith (Jossey Bass, 3rd Edition 2011)
 - ***Strengthsfinder 2.0*** by Tom Rath (Gallup Press, 2007)
 - ***The Big Leap: Conquer Your Hidden Fear and Take Life to the Next Level***. By Gay Hendricks. (Harper Collins, May 4, 2010)
 - ***The Checklist Manifesto*** by Atul Gawande (Picador, 2011)
 - ***The Five Dysfunctions of a Team: A Leadership Fable***, by Patrick Lencioni (Jossey Bass, 2002).
 - ***The Leadership Challenge*** by James Kouzes and Barry Posner (Jossey-Bass, 2003)
 - ***The Leadership Challenge (6th Ed.) How to Make Extraordinary Things Happen in Organizations***. By James M. Kouzes and Barry Z. Posner. (Wiley, 2017)
 - ***The Leaders Checklist, Expanded Edition: 15 Mission-Critical Principles*** by Michael Useem (Wharton Digital Press, 2011)
 - ***The Seven Habits of Highly Effective People*** by Steven Covey (Simon and Schuster, 1990)
 - ***Thinking Fast and Slow*** by Daniel Kahneman (Farrar, Straus, Giroux, 2013)
 - ***True North: Discover Your Authentic Leadership*** by Bill George, Peter Sims, and David Gergen (Jossey-Bass, 2007)
 - ***What Got You Here Won't Get You There: How Successful People Become Even More Successful*** by Marshall Goldsmith and Mark Reiter (Hyperion, 2007)
-