Student Leadership Development in Pharmacy: *What are we trying to accomplish?*

Andrew Bzowyckyj, Pharm.D., BCPS, CDE
Andy Traynor, Pharm.D., BCPS
Objectives

• Define leadership and student leadership development
• Outline guiding principles for SLD programming
• Describe critical variables in an environment conducive to SLD
• Analyze the rationale and sources for defining SLD competencies
• Develop an action plan to inform student leadership development curricula creation or revision at one’s school
POLLING QUESTION

• What is your **PRIMARY** role in leadership development at your school?
  – Teaching the topic(s)
  – Advising students and/or residents
  – Curriculum committee member
  – Administrator with curriculum responsibilities
  – Student development staff
  – None of the above but interested to learn!
CAPE Outcomes – 2013

• Domain 4: Personal and Professional Development
  – 4.2 Leadership (Leader)
    • Demonstrate responsibility for creating and achieving shared goals, regardless of position.

CAPE Outcomes – 2013

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<tr>
<th>CAPE Outcome</th>
<th>Connection to Leadership</th>
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| Foundational Knowledge (Learner 1.1) | • Explain the importance of leadership in pharmacy  
• Recognize leadership comes from those with and without titles  
• Describe the characteristics, behaviors, and practices of effective leaders  
• Distinguish between leadership and management  
• Be familiar with the leadership model/framework being used by the school |
| Medication Use Systems Management (Manager 2.2) | • Develop knowledge of an organizational culture  
• Develop a shared vision for an initiative or project  
• Outline change processes |
| Patient Advocacy (Advocate 3.3)     | • Empower patients to take responsibility for their overall health outcomes  
• Advocate for a health system that represents patient interests  
• Shift the paradigm of health delivery to a patient-centered, team-based approach. |
| Interprofessional Collaboration (Collaborator 3.4) | • Lead members of a team  
• Apply leadership practices that support collaborative practice and team effectiveness  
• Collaborate with others |
| Communication (Communicator 3.6)    | • Develop skills of persuasion and influence  
• Communicate a shared vision  
• Communicate clearly and concisely |
| Self-awareness (Self-Aware 4.1)     | • Demonstrate self-awareness in leadership. |
| Innovation and Entrepreneurship (Innovator 4.3) | • Embrace and advocate changes that improve patient care  
• Develop new and innovative services and/or practices  
• Identify a customized training path if a pre-determined one does not exist for a specific specialty or practice area. |
| Professionalism (Professional 4.4)  | • Engage in ongoing personal leadership development  
• Find opportunities for professional engagement through active membership and positional/non-positional leadership roles |
ACPE Standards 2016

• Standard 4.2: Leadership
• Standard 9: Organizational Culture
  – Standard 9.1: Leadership and Professionalism
  • The college or school demonstrates a commitment to developing professionalism and to fostering leadership in administrators, faculty, preceptors, staff, and students.
  • Faculty and preceptors serve as mentors and positive role models for students.

ACPE Standards 2016

• Appendix 1: Professional Development / Social and Behavioral Aspects of Practice
  – Development of professional self-awareness, capabilities, responsibilities, and leadership.
  – Analysis of contemporary practice roles and innovative opportunities, and inculcation of professional attitudes, behaviors, and dispositions.

Defining Leadership

CAPE 2013
• Demonstrate responsibility for creating and achieving shared goals, regardless of position

AACP LD SIG
• The process of influencing an organized group toward achieving a shared goal

Defining Student Leadership Development

- Student Leadership Development (SLD):
  - Seeks to implement the process noted on the previous slide
  - Teach students the related skills and attributes as they develop as professionals
POLLING QUESTION

• Where is your program currently at in regards to integrating SLD into your PharmD curriculum?
  – Thinking about doing this
  – Just getting started
  – It’s been a slow start but getting there
  – We’ve been doing this for quite some time
POLLING QUESTION

• Who has been the target for your leadership development programming?
  – Students
  – Administrators
  – Faculty
  – Non-Faculty Preceptors
  – Any combination of the above
  – All of the above
“Big L” versus “Little L”

“Big L”
- Formal / Positional Leaders
  - Directors
  - Supervisors
  - Managers

“Little L”
- Non-positional leaders
  - Peer mentorship
  - Peer-leading-peer relationships
  - Motivating others

http://www.aacp.org/resources/education/cape/Documents/SLDCAPEManuscriptFINAL.pdf
Guiding Principles

- Attitudes that are necessary to guide movement
- Sets the stage to help design curricula and programming
- Key focus areas:
  - Reasons to engage in SLD
  - Extent of efforts required
  - Content

SLD Guiding Principles

SLD Guiding Principles

1. Leadership is important for **all student pharmacists** to develop
2. Leadership **can be learned**

SLD Guiding Principles

1. Student leadership development must focus on **student self-development**
2. Leadership development should take place in a **wide variety of settings** (didactic, experiential and extra-curricular)
3. Leadership development requires many “teachers” from whom students can learn
4. A person’s **leadership development** is continuous

SLD Guiding Principles

1. Anyone has the potential to lead regardless of background, position or title.
2. Leadership is a choice.
3. Leadership is principle-based and rooted in the common good.
4. Leadership involves relationships with people.
5. There is no single right way to lead.
6. Leadership and management are distinct activities.

LD SIG CAPE Paper

CAPE Educational Outcomes

An initiative of the Center for the Advancement of Pharmacy Education (formerly the Center for the Advancement of Pharmaceutical Education) (CAPE), the CAPE Educational Outcomes are intended to be the target toward which the evolving pharmacy curriculum should be aimed. Their development was guided by an advisory panel composed of educators and practitioners nominated for participation by practitioner organizations. CAPE 2013 represents the fourth iteration of the Educational Outcomes, preceded by CAPE 1992, CAPE 1998 and CAPE 2004 respectively. The CAPE 2013 Educational Outcomes were released at the AACP July 2013 Annual meeting.

CAPE Educational Outcomes 2013

CAPE Education Outcomes 2013 - Word Document (Members Only) - Colleges or schools are encouraged to use this Word version of the CAPE 2013 Educational Outcomes to expand or edit these example learning objectives to meet local needs, as these are not designed to be prescriptive. The domains, subdomains, and example learning objectives are coded with a numbering system to increase clarity. The depth and delineation of the example learning objectives allows for mission specific needs of individual institutions to be met at the programmatic level.

An overview of the methodology used to revise the Educational Outcomes can be found in the 2012-13 Academic Affairs Standing Committee Report.

2012-13 Academic Affairs Standing Committee Report

CAPE 2013 Presentation at the AACP July 2013 Annual Meeting

Section and SIG CAPE Papers

Curriculum SIG CAPE Paper

Assessment SIG CAPE Paper

Leadership Development SIG CAPE Paper
The “Scope” of SLD

- SLD is an intentional, individualized effort to grow the ability of student pharmacists, with or without a title, to lead positive change and is delivered in a manner that encourages students’ active engagement in leadership.

- A strong SLD program will:
  - involve all student pharmacists
  - focus on preparing students with the leadership skills necessary for entry-level practice, and
  - instill a purpose to engage in lifelong leadership development.
A BIG Commitment!

• Intentional planning
• Dedicated implementation
• Work of;
  – Curriculum committees
  – Administrators
  – Faculty
  – Leadership instructors
  – Student affairs personnel
Considerations for Schools in SLD

- Institution-specific leadership direction
- SLD framework or model consistent with direction
- SLD competencies
- Interweaving SLD from admissions through graduation
- Deliberate plans for SLD curricular integration
- Teaching/learning methods
- Assessing SLD
- Supportive SLD environment
Institution Specific Leadership Direction

- Who are you?
  - Mission, History and Affiliations

- What are you looking to be/achieve?
  - Vision and Goal Statements
    - Informed by the needs of the stakeholders and environment served.

- Rooted in common **principles**, utilizing sound **practices**, and implemented in **personal** ways.
Institution Specific SLD Direction

ACTION PLAN
POLLING QUESTION

• What do you feel is the status of your ability to connect to an institution specific student leadership direction?
  – I can tell you our approach right now.
  – I’d have to thinking about it some more.
  – I’d have to find the mission and vision for our school.
  – Our mission and vision doesn’t help me point to a specific student leadership direction.
Categories of Competencies

- Knowledge-based competencies
  - Describing effective leadership strategies
- Skill-based competencies
  - Demonstration of team leadership
  - Leading change
  - Advocacy
- Affective domain
  - Development of emotional intelligence
  - Self-awareness
SLD Competencies

Leadership Knowledge

Personal Leadership

Leadership Skill Development
Leadership Knowledge
(What is leadership?)

1) Explain the importance of leadership in pharmacy.

2) Recognize that leadership comes from those with and without titles.

3) Distinguish between leadership and management.

4) Describe the behaviors and practices of effective leaders.

Personal Leadership Commitment

(Who am I as a leader?)

5. Demonstrate self-awareness in leadership.

6. Engage in personal leadership development.

Leadership Skill Development
(What skills and abilities do I need to be effective?)

7. Develop a **shared vision** for an initiative or project.
8. **Collaborate** with others.
9. Lead members of a **team**.
10. Develop awareness of organizational culture.
11. Outline **change processes**.

Sources of leadership competencies

• University of Arizona Student Leadership Competencies
  – http://leadership.arizona.edu/student_leadership_competencies

• Goucher College

• Georgetown University Institute for Transformational Leadership
  – http://scs.georgetown.edu/programs_nc/CE0127/transformational-leadership?dID=37
POLLING QUESTION

• Where is the status of leadership competencies at your school?
  – We have leadership competencies.
  – We are developing leadership competencies.
  – We have to get started on leadership competencies.
Creating a SLD Environment

- Role models and role model development/encouragement
  - Faculty
  - Alumni
  - Partners

- Visible and intentional institutional commitment
  - Mission and goals
  - Strategic plan
  - Assessment plan
  - Budget
Creating a SLD Environment

• Faculty and Administrative Support of SLD
  – Student organization support
  – Promotion of leadership in vs. management of student organizations

• Support Faculty in SLD
  – Appropriate recognition of faculty leadership
  – Faculty leadership development
  – Curricular support
    • Instructional resources
    • Faculty personnel power
SLD Environment

ACTION PLAN
Wrap-up

• There is a lot of leadership needed to foster student leadership development!

• Resources available
  – Guiding Principles Paper
  – Leadership Competencies Paper
  – LD-SIG CAPE Paper

• Next LD-SIG Webinar - April 15 @ 2pm EST
  – Student Leadership Development in Pharmacy: What are the elements of a strong program?

• Curriculum SIG Webinar – April 29 @ 12:30pm EST
  – Designing, Implementing, and Refining Student Leadership Development Programs in Pharmacy Curricula