Student Leadership Development (SLD) in Pharmacy: *What are the elements of a strong program?*

Kristin K. Janke, Ph.D.
Michael H. Nelson, Ph.D.
Objectives

- Discuss the use of SLD conceptual frameworks/models to guide SLD from recruitment to post-graduation.
- Describe active learning options for encouraging student skill development and options for “doing” leadership
- Discuss the role of instructor development as an element of a strong SLD program
- Examine assessment considerations in SLD programming
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
Your Wish List For Today

- Balancing faculty workload and need to support student officers
- Getting faculty involved as examples and to engage students
- Methods for helping students to learn team work
Polling Question

What is your PRIMARY role in leadership development at your school?
Polling Question

Where is your program currently at in regards to **integrating SLD** into your PharmD curriculum?
Imagine…

You are the chair of a task force created by the curriculum committee to oversee student leadership development (SLD) in your Pharm.D. curriculum. Your main charge is to meet the SLD-related outcomes and standards in CAPE 2013 Outcomes and ACPE Standards 2016.

...where do you begin?
One Place to Begin

• SLD in Pharmacy Part 1 Webinar
  – Available at AACP LD SIG webpage
  – Covers:
    • CAPE 2013 outcomes related to SLD
    • ACPE Standards 2016 related to SLD
    • SLD Guiding principles
    • SLD Competencies
SLD Paradigm Shift

• The past
  – “Born” leaders
  – LD only for positional leaders
  – SLD only via extra-curricular activity or elective coursework
SLD Paradigm Shift

• Current directions
  – Leadership may be learned
  – Everyone may be a leader
  – SLD required for all students
  – Intentional and integrated throughout the curriculum

Begin With the End in Mind

• What do you want leadership to look like in your students when they graduate?
  • What will students know about leadership?
  • What leadership practices will students be able to do?
Competencies

Another way of asking the previous question…

*What are the leadership competencies you expect students to master?*
4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

Examples of Learning Objectives:
• 4.2.1. Identify characteristics that reflect leadership versus management.
• 4.2.2. Identify the history (e.g., successes and challenges) of a team before implementing changes.
• 4.2.3. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.
• 4.2.4. Persuasively communicate goals to the team to help build consensus.
• 4.2.5. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

Elements of a Strong Program

• A set of SLD competencies
  – Encompass the “Guiding Principles”
  – Self-focused and other-focused
  – Knowledge-based and behavior-based
  – Cognitive domain and affective domain
Elements of a Strong Program

• Institution-distinctive competencies
  – SLD competencies may be used to reinforce mission of college/school
Examples of Competencies

Leadership Knowledge *(What is leadership?)*
- Competency 1: Explain the importance of leadership in pharmacy.
- Competency 2: Recognize that leadership comes from those with and without titles.
- Competency 3: Distinguish between leadership and management.
- Competency 4: Describe the behaviors and practices of effective leaders.

Personal Leadership Commitment *(Who am I as a leader?)*
- Competency 5: Demonstrate self-awareness in leadership.
- Competency 6: Engage in personal leadership development.

Leadership Skill Development *(What skills and abilities do I need to be effective?)*
- Competency 7: Develop a shared vision for an initiative or project.
- Competency 8: Collaborate with others.
- Competency 9: Lead members of a team.
- Competency 10: Develop awareness of organizational culture.
- Competency 11: Outline change processes.

Examples of Competencies

• University of Arizona
  – List of 60 competencies
  – Derived from 5-year study of 98 academic accrediting organizations
  – Includes self-evaluation tool

http://leadership.arizona.edu/student_leadership_competencies
Examples of Competencies

• Goucher College
  – Leadership Learning Outcomes
    • 6 domains
    • 24 outcomes
  – Distinctive to the institution

http://www.goucher.edu/student-life/getting-involved/leadership/leadership-learning-outcomes
Polling Question

Where is the status of leadership competencies at your school?
Longitudinal SLD

• Recruitment and admissions
• New student orientation
• Deliberate placement throughout P1-P4 curriculum
  – Core classes
  – Electives
  – Co-curricular and extracurricular activities
Elements of a Strong Program

• SLD model or framework
  – A way to organize SLD competencies
  – Useful for describing longitudinal SLD design
Examples of LD Models

Five Practices of Exemplary Leadership

1. Model the Way
2. Inspire a Shared Vision
3. Challenge the Process
4. Enable Others to Act
5. Encourage the Heart
Examples of LD Models

Emotionally Intelligent Leadership
  – Combines leadership and emotional intelligence
  1. Consciousness of Self
  2. Consciousness of Others
  3. Consciousness of Context
Examples of LD Models

• Heroic Leadership
  – Jesuit leadership model (institution-distinctive)
    • Self-awareness
    • Ingenuity
    • Love
    • Heroism

Use the Chat Box

What leadership models have influenced you?
Doing Leadership

• Knowledge of leadership is not enough
• SLD also involves learning
  – Skills
  – Behaviors
• Students “doing” LD is an element of a strong SLD program
Doing Leadership

• Reflecting on experiences
• Connecting learning to life outside of class
• Exploring one’s strengths
• Connecting with other leaders
• Longitudinal options (e.g. journaling) and/or capstone courses
• Continuing professional leadership development processes
• Case in Point Teaching

Doing Leadership

• Enhancing Self-Awareness
  – Inventories that help students learn about themselves (e.g., StrengthsFinder)
  – Reflective journaling on behaviors in a structured manner
  – Exercises to reflect on past leadership situations
Doing Leadership

• Enhancing Other-Awareness
  – Student sharing of self-awareness knowledge
  – Group activities and discussions related to:
    • accommodating different personalities to enhance leadership efficacy
    • team development using diversity of strengths
Wish List Item!

• Instructional strategies that may enhance team leadership skills:
  – Problem-based learning (PBL)
  – Team-based learning (TBL)
Examples of Other Experiences

DOING LEADERSHIP
Concentrated Experiences

• A structured student LD retreat
  – *Fred Factor* for commitment to service excellence
  – New practitioner examples
  – Social events (campfire!)/Team building
  – “Out into the woods”/letter to self

Immersive Experience

• A 12 month leading change experience
  • Tackle an adaptive challenge within organization of their choice
  • Utilize Kotter’s 8 steps
  • Periodic seminars and progress reports
  • Produce Executive Summary of work and presentation
How will we know?
Use the Chat Box

How have you assessed student leadership?
Leadership in the Assessment Plan

- Ensuring Competency
- Monitoring Growth
Align Assessments

Example:
Distinguish between leadership and management

Look for Embedded Assessments
Invest Appropriately

*Example:*

Lead members of a team

Self-assessment coupled with observer assessments (e.g. peers, instructors, supervisors, preceptors)
Wish List Item!

U of M Example
- TBL teams engage in Teambuilding Workshop
- Assess team functioning
- Review aggregate reports
- Plan for future
Increase Complexity

*Example:*
Develop a shared vision for an initiative or project.

Paper-based scenarios
to personal analysis,
to observed and authentic cases in practice,
to focused skill assessments
Document Success

**Example:**
Facilitating Change
documented in a log or journal (e.g. list of efforts to implement Kotter’s 8 Steps)
documented through reports of the activities or projects undertaken (e.g. executive summary of the process of implementing a new health fair), coupled with reflections that require students to move beyond describing their contributions and include critical analysis and/or evidence of their influence

portfolios may be used to collect various logs/journals, reports, reflections or critical analyses that demonstrate competency attainment
Elements of a Strong Program

• Investing in **Instructor Development**
  – Our story
  – There is a skill set... we weren’t born coaching leaders!

  • LD SIG Book Blog:  [https://leaddevsig.wordpress.com/](https://leaddevsig.wordpress.com/)
  • Leadership Education Journals/Publications:
    – JOLE:  [http://www.leadershipeducators.org/jole](http://www.leadershipeducators.org/jole)
    – National Clearinghouse for Leadership Programs:  [https://nclp.umd.edu/](https://nclp.umd.edu/)
Elements of a Strong Program

• Investing in **Instructor Development**
  – Phased approach, keep building
  – Core team, extended team, APPE team, alumni team
  – Find colleagues/build collaborations
  – Challenge ourselves to publish and present
Reminders

1. Leadership CAPE Paper:
http://www.aacp.org/resources/education/cape/Documents/SLDCAPEManuscriptFINAL.pdf

2. Webinar Part 1 Recording:
Student Leadership Development in Pharmacy: *What are we trying to accomplish?*

3. Upcoming Curriculum SIG Webinar
Designing, Implementing, and Refining Student Leadership Development Programs in Pharmacy Curricula
**Wednesday April 29 12:30 – 1:30 pm ET**