



Successful Practices in

**Student Leadership Development**

*Curricular and Co-curricular Strategies for Leadership Skill Development and  
Preparation for and Success in Academic Careers in Pharmacy*

Pharmaceutical Education 2009



# University of Minnesota

College of Pharmacy

Duluth, MN 55812

## Student Leadership Development

*Area of Best Practice: Curricular and Co-Curricular Strategies for Leadership Skill Development*

### Description

*Overview:* The University of Minnesota offers two, two-credit elective introductory leadership courses to student pharmacists on both our Twin Cities and Duluth campuses. These courses cover foundational concepts and skills in leadership to prepare students for elected/appointed positions and non-positional leadership. Students may choose to further and foster their leadership knowledge and skills through completion of the College's Leadership Emphasis Area. Graduates completing this area participate in an additional 14 credits of coursework that includes didactic, experiential and self-directed learning. Upon completion of the emphasis area, students will graduate with a special transcript notation.

The aim of the introductory leadership course series is to foster knowledge of self through discovery of strengths, examination of current leadership practices, and awareness of emotional intelligence. Students focus on the leader's role through discussions of leadership vs. management, practices of an exemplary leader, the change process, the leader's role in change and harnessing of emotions. Actions and skills of leadership are practiced through team building exercises, visioning, networking, creative communication, and navigating Kotter's eight steps of leading change. Concepts related to committing to excellence are fostered through an overnight retreat that is required for students enrolled in the fall course offering and optional for any interested second through fourth year students in the college.

The emphasis area builds upon the introductory series through elective courses in management, a management/leadership advanced pharmacy practice experience, and an online book club that explores additional leadership theory and concepts. Further, self-directed learning activities offer opportunities for students to reflect on their leadership development, participate in professional leadership activities, and lead and report on a self-identified change project.

*Program Structure:* Introductory course and emphasis area directors are located on each campus. The Assistant Dean for Educational Development serves as a third member of the leadership curriculum team. Four hours of administrative staff support is available weekly. This team is responsible for the introductory course series and student navigation through the emphasis area. Additional instructors include pharmacists outside the college recognized for their leadership. These pharmacists are matched with students to form Leadership Network Partner teams. The teams meet twice each semester for structured and unstructured learning activities. All teams gather together on campus twice per semester for large group learning sessions focused on course topics. Advanced pharmacy practice experience preceptors coordinate their practice experience with concepts discussed in the course series through weekly structured site activities.

*Financial Support:* A Student Leadership Programming Development Fund was made available by a gift from Wal-Mart Stores, Inc. The fund provides support for the Fall Leadership Retreat, leadership partner network meetings, and the acquisition of some of the learning materials used in the course.

### **Outcomes**

Though just approved for offering in December 2007, the introductory course series and emphasis area has produced the following outcomes:

- Over 50 students have participated in at least one of the introductory leadership courses.
- Over 90 students have participated in the two offerings of the Fall Leadership Retreat and reported positive changes in their perceptions of leadership and ability to lead change. Opportunities to build relationships with colleagues and engage in self-reflection are cited as the most valuable retreat aspects.
- Students self-report a stronger awareness of their strengths because of the course.
- Students and leaders in practice report mutual benefit from the leadership network partner program.
- Eleven students enrolled in the leadership emphasis area in the first year of availability with ten completing the program in 2009.
- Leading change projects lead by students have addressed curricular issues, intern program improvements, MTM practice development, improvements in patient health literacy, initiation of pharmacist services in an emergency department and initiation of immunization services.

*Barriers to Implementation:* Few barriers to implementation have been encountered in the development and initial offerings of the course and emphasis area. However, difficulties could be encountered if adequate staff and faculty are lacking to manage the course. Because the course series is elective, classroom content and experiences are not currently available to all students. Faculty support for a leadership curriculum may be difficult without an understanding of leadership principles and agreement of course intent.

*Advice/Lessons Learned:* Faculty familiarity with appropriate leadership references and the application of their principles to pharmacy is of the utmost importance. Communication with faculty regarding the intent and purpose of design for a leadership curriculum is paramount for approval. Partnership with the practice community is extremely valuable in providing “real world” context for leadership. A combination of didactic, experiential and self-directed learning is required to reinforce and apply course principles.

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# University of Pittsburgh

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## Student Leadership Development

*Area of Best Practice: Preparation for and Success in Academic Careers in Pharmacy*

### Description

Pharmacists are increasingly relied upon to assume leadership roles in patient care and health care organizations. Regardless of their title or formal position in the organization, pharmacists will have the opportunity to lead and set the direction. Additionally, students were expressing an increasing interest in pharmacy leadership and management. As a result, the University of Pittsburgh School of Pharmacy designed a comprehensive series of progressive curricular leadership offerings for students.

The program was designed to provide a structured learning opportunity which was packaged into tiers with an increasing level of concentration depending on the interest and commitment of the student.

*Tier 0: Integrated Curriculum:* The default tier for the management content was built directly into the existing Pharm.D. curriculum. An Ad Hoc Task Force was formed and a gap analysis was performed of all existing management-related content within the current curriculum. Based on the results of the gap analysis, comparison with the ACPE requirements, and the recommendations of the Task Force members, content was added. Additional lecture and practicum content was added to Profession of Pharmacy courses (1, 2, 4) and the Experiential Learning courses (5 and 6). This resulted in an additional 31 hours of management content added to the curriculum (in addition to the existing content). Subsequently, all pharmacy students received instruction in basic management areas necessary to manage themselves, their role in organizations, and their role in the profession.

*Tier 1: Elective Coursework:* Those students that developed an interest in leadership and management could then elect to progress further by selecting elective content in pharmacy administration in a variety of 10 courses which were created within the school of pharmacy. Approved School of Pharmacy courses include:

- Pharmacy Administration 1, 2, 3 & 4 (PHARM 5900-03) - 2 Cr each
- Executive Board Room Series 1 (PHARM 2510/BIND 2510) - 1 Cr
- Executive Board Room Series 2 (PHARM 2511/BIND 2511) - 1 Cr
- Concepts of Managed Care Pharmacy, (PHARM 5815) - 2 Cr
- Community Pharmacy Management (PHARM 5805) – 3 Cr
- Improving Health care Innovation (PHARM 5812) 1 Cr
- Special Projects (PHARM 5800) 1-3 Cr

This allowed students to explore this interest area further without a significant commitment.

*Tier 2: Area of Concentration:* Students interested in a more formal commitment to pharmacy leadership and management learning can apply for admission into a newly created Area of Concentration in Pharmacy Business Administration (AOC-PBA).

The primary objective of the area of concentration is to provide a more comprehensive exposure to key elements of leadership and administration. The AOC-PBA is not intended to provide all of the necessary training needed to become an effective leader, but rather expose students to an area of pharmacy practice that may best suit their interests. It is the intent that student leaders and informal organizers may discover that pharmacy leadership provides an energizing career path. Students are required to complete six hours of pharmacy management didactic content, two pharmacy management rotations from an approved list of experiential offerings, and one supervised management project for credit. Upon successful completion, students receive special acknowledgement of their area of concentration on their official university transcript.

*Tier 3: Graduate Degree & Residency:* Upon completion of the AOC-PBA, students interested in exploring additional management training can receive advanced standing (credit for coursework already completed) in the Master of Science Degree in Pharmacy Administration (School of Pharmacy), the Master of Public Health with an emphasis in Pharmacy Administration (Graduate School of Public Health) or the Master of Business Administration (Joseph M. Katz Graduate School of Business).

Students pursuing the MS or MPH may also apply to the two-year pharmacy practice management residency in Hospital Pharmacy Administration at the University of Pittsburgh Medical Center or the community pharmacy practice management residency in Pharmacy Administration through the University of Pittsburgh School of Pharmacy & CVS thereby completing the residency and degree program concurrently.

The intent of the curricular tiers in pharmacy leadership and management is to provide exposure to these disciplines in a progressively rigorous manner which is consistent with the level of interest the student has or may develop. The program flexes with their growing interest providing options which are rooted at an introductory level, then progresses to individual elective course selection, area of concentration, graduate degree in pharmacy administration and finally a two-year management residency. The low student/faculty ratio and tailored curriculum in the comprehensive program offers a special opportunity for students to acquire important skill sets. The pharmacy administration electives utilize a case-based instructional format rather than a traditional didactic instructional format. Each topic is studied using a combination of readings and cases from Harvard Business Review. Participants who complete the entire program will receive training in a selected number of the following areas including:

Leadership Frames & Styles	Marketing Concepts	Regulatory Issues and Procedures	Conflict Management
Governance & Org Structures	Marketing Pharmacy Services	Quality	Negotiations
Setting Visions	Marketing Case	Medication Use Systems & Safety	Strategic Planning
Communication	Principles of Finance	Pharmacy Tech and Automation	Organizational Alignment
Professionalism	Financial Statements	IT/Informatics	Reimbursement Models

Best Practices	Financial Ratio Analysis	Problem Solving and Management	Logistics and Supply Chain Engineering
Business Etiquette	Budgeting	Program Evaluation	Emotional Intelligence
Corporate Pharmacy Admin	Overhead Expense Allocation	Project Monitoring	Managing Stress
Academic Governance	Inpatient Reimbursement	Process Analysis	High Performance Teams
Informal Leadership	Ambulatory Reimbursement	Analytical Techniques	Team Building
Decision Traps	Human Resources	Assessing Productivity	Succession Planning
Silos and Turf Wars	Unions	Managing Change	Lifelong Learning/
Delegating and Directing	Human Resources Case	New Business Development	Individual Development Plans
Behavioral Interviewing	Non-Profit organizations/NGOs	Industrial Engineering	Managing your Boss
Interdiscip. Relationships	Performance Evaluation	Six Sigma, TPS, Lean Mfg Principles	Transitioning to your First Job
Motivation	Mentoring/Coaching	Production and Inventory Control	New Manager Mistakes
Organizational Culture	Training & Development	Contracting and Purchasing	Professional Advocacy

### **Outcomes**

Historically, feedback from alumni and employers would reflect a desire to increase the leadership and management content in the curriculum. The recent changes have received positive feedback from each of these groups as well as current students. When initially designed, the expectation was student interest would build gradually. As such, a cap was placed on the enrollment in the program. From the time of inception, students have been petitioning the admissions group for waivers to exceed the cap. Initial feedback from those students completing the coursework has been positive and many students who have signed up for one elective have subsequently enrolled in more. In addition, each year, students have progressed on to the graduate program resulting in expansion efforts. Further, the hospital-based residency in pharmacy administration has now been expanded and a community-based residency in pharmacy administration has been created. Another key element of success has been the level of faculty involvement. Currently, in excess of 20 faculty members have formally participated in the didactic portion of the program and an additional 10 guests have lectured. The level of involvement by adjunct faculty hosting experiential rotations has also significantly increased.

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