



Teaching and Learning Enhancement Fund

TLEF Project – Final Report

Report Completion Date: (2019/04/22)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Design and Implementation of “LEAP”, a Leadership Experience Applied to Pharmacy Course Series for Entry-to-Practice (E2P) Doctor of Pharmacy (PharmD) Students		
Principal Investigator:	Dr. Patricia Gerber		
Report Submitted By:	Dr. Patricia Gerber		
Project Initiation Date:	April 2017	Project Completion Date:	February 2019
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> Flexible Learning <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g. learning materials, media)
- Infrastructure development (e.g. management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g. active learning)
- Innovative assessments (e.g. two-stage exams, student peer-assessment)
- Teaching roles and training (e.g. teaching practice development, TA roles)
- Curriculum (e.g. program development/implementation, learning communities)
- Student experience outside the classroom (e.g. wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g. co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Project Summary

The expansion in the scope of pharmacy practice across Canada has brought the importance of pharmacists as leaders into sharp focus. It is vital that pharmacy graduates possess leadership knowledge and skills in this emerging landscape. UBC offers leadership courses for working professionals, graduate and business students. However, no courses focusing on leadership or leadership experiential opportunities beyond running for office in student organizations exist for pharmacy students.

The UBC entry-to-practice Doctor of Pharmacy (PharmD) Program, which began in 2015, required new elective courses for its 3rd year of study, and has significantly expanded the experiential component, which placed demand on the supply of sites. We designed, developed, implemented, and rigorously evaluated a leadership course series, the Leadership Experience Applied to Pharmacy (“LEAP”), to equip 3rd year PharmD students with leadership knowledge and skills to embrace the opportunities and challenges in pharmacy practice, and to help meet the elective course and experiential needs of the new Program.

The course launched in September 2017 and has recently had its second iteration completed with excellent student feedback.

1.4. Team Members

A Steering Committee composed of leaders within and outside the profession as well as alumni and students was struck to develop guiding principles and competencies that framed the development of teaching and learning strategies for LEAP. Two members of the Committee went on to contribute to LEAP as Practice Educators (preceptors) for the experiential component of LEAP. The composition of the Steering Committee was as follows (note that their title and affiliation refers to that which they held at the time and may not necessarily represent that which they currently hold):

Name	Title/Affiliation	Responsibilities/Roles
Cynthia Johansen	Registrar and CEO, College of Registered Nurses of British Columbia	Member of Steering Committee. Also participated as Practice Educator (preceptor) during the experiential component of LEAP
Angela Kim-Sing	Former Coordinator of Pharmacist Staffing and Residency, St. Paul’s Hospital, Vancouver, Former Director Office of Experiential Education, UBC Faculty of Pharmaceutical Sciences	Member of Steering Committee
Sam Louie	Adjunct Professor, UBC Faculty of Pharmaceutical Sciences, Former Pharmacy Manager, Professional Practice Leader, Lions Gate Hospital Pharmacy Department	Member of Steering Committee Also participated as guest lecturer in LEAP
Alan Low	Clinical Associate Professor, UBC Faculty of Pharmaceutical Sciences, Former COO Network Healthcare Inc., Former Consultant College of Pharmacists of British Columbia	Experiential Facilitator hired to assist in the recruitment of Practice Educators (preceptors) for the



		experiential component of LEAP
Penny Miller	Professor of Teaching, Family Practice, UBC Faculty of Medicine	Member of Steering Committee
Glenda MacDonald,	Director, Continuing Pharmacy Professional Development, UBC Faculty of Pharmaceutical Sciences	Member of Steering Committee
Josh Quisias	4th year Student, UBC Entry-to-Practice Bachelor of Science in Pharmacy, Co-Chair Student Leadership Conference UBC Centre for Student Involvement and Careers	Member of Steering Committee
John Shaske	Pharmacist, Former Howe Sound Community Pharmacy Manager and Owner	Member of Steering Committee. Also participated as guest lecturer in LEAP
Aaron Sihota	Pharmacist, Co-Founder Pharmacy Leaders of Tomorrow	Member of Steering Committee
Suzanne Solven	Executive Director, Pacific Blue Cross, Former Deputy Registrar, College of Pharmacists of British Columbia	Member of Steering Committee. Also participated as Practice Educator (preceptor) during the experiential component of LEAP
Tracy Souza	4th year Student, UBC Entry-to-Practice Bachelor of Science in Pharmacy	Directed Studies Student recruited to support the design and development of LEAP
Lucas Thorne-Humphrey	Student, UBC Doctor of Pharmacy Graduate Program	Research Assistant hired to conduct focus groups with PharmD students to gather input into the design and development of LEAP
Janice Yeung	Director Office of Experiential Education, UBC Faculty of Pharmaceutical Sciences	Member of Steering Committee Also participated in the design and development of the experiential component of LEAP

**1.5. Courses Reached**

Course	Comments	Academic Year	Term (Summer/Fall/Winter)
PHRM 450K	This is the in-class component of LEAP for 3 rd year PharmD students.	2017-2018 and 2018-2019 so far. This will continue indefinitely	Fall and Winter (LEAP is the only elective course in the 3 rd year of the PharmD program which spans both terms 1 and 2)
PHRM 473	This is the experiential component of LEAP for the 4 th year PharmD students who enrolled in LEAP in their 3 rd year of the program.	2017-2018 and 2018-2019 so far. This will continue indefinitely	Summer, Fall, and Winter. Students complete a 4-week clerkship scheduled sometime during their 4 th year in the Program.
PHAR 453B	Directed Studies Course	2016-2017	Summer. The Directed Studies student worked between May and August 2016 on the design and development of LEAP



2. OUTPUTS AND/OR PRODUCTS

2.1 Project Outputs / Products

Product(s)/Achievement(s):	Location:
Development of a course series that will be sustainable and available annually to 3rd and 4th year E2P PharmD Students	UBC Faculty of Pharmaceutical Sciences
Development of online materials linked with the Faculty's Office of Experiential Education's that house course information and resources for practice educators and students.	UBC Faculty of Pharmaceutical Sciences
Development of criteria for evaluating student reflective assignments	UBC Faculty of Pharmaceutical Sciences
Development of student electronic portfolio templates	UBC Faculty of Pharmaceutical Sciences
Engagement of and support for a new cohort of practice educators, thereby creating a new network of leadership-trained practice educators affiliated with the Faculty.	UBC Faculty of Pharmaceutical Sciences
Over 20 leadership projects (that LEAP students designed, developed, implemented, and evaluated while in the course) which have had significant impacts across a wide range of contexts and settings. Some projects have enhanced the student experience in the PharmD Program (e.g., with the creation of a memory wall, raising awareness of eating well during exams, supporting junior students in embracing setbacks), as well as in the community at large (g., raising awareness of the Downtown Eastside, fundraising for Multiple Sclerosis, educating UBC students about the opioid crisis and training them in naloxone administration, and more)	The Faculty, the UBC community, and beyond
LEAP students maintained portfolios during the academic year to document their leadership journeys, and many are choosing to continue to do so as a form of on-going professional reflection	NA
A defined set of leadership competencies guided by and aligned with the E2P PharmD Program's current Cognitive Model, which specifies the level of performance and complexity of situation required of students at each year of the Program and for each learning outcome	UBC Faculty of Pharmaceutical Sciences
Development of a framework for student assessment, required evaluation tools, and criteria for evaluating reflective assignments in leadership clerkships, which was then used in the development of other non-patient care clerkships in the PharmD Program	UBC Faculty of Pharmaceutical Sciences
Development of leadership competencies guided by and aligned with the Association of Faculties of Pharmacy of Canada's Educational Outcomes. This served as the springboard for a national conversation taking place June 2019 whereby the work of LEAP will help guide the development of leadership curricula in other pharmacy programs across Canada.	Faculties/schools of pharmacy across Canada
Expansion of the Faculty's pool of clerkship sites to address the expanded experiential component in the PharmD Program	Several sites across the Lower Mainland



We are working on the development of a LEAP Alumni Network to continue to engage LEAP students in leadership development beyond completion of the LEAP course and beyond graduation from the PharmD Program	British Columbia (this Network will be set up reach LEAP Alumni regardless of geographical location)
Practice Educators had LEAP students enhance several initiatives in their respective workplace environments during the experiential component of LEAP.	Various organizations throughout the Lower Mainland
As more students complete the LEAP course series, more new graduates will have an effect on the profession by populating it with agents of change who have the potential to advocate for furthering the profession’s scope of practice.	The Pharmacy profession
Achievements:	
Dr. Patricia Gerber received a Canadian Foundation for Pharmacy (CFP) Wellspring Leadership in Pharmacy Award	Award was presented in Quebec City in June 2017
Dr. Patricia Gerber is in the process of submitting an entry into the national competition for the Association of Faculties of Pharmacy (AFPC) Education Award for her work designing and developing LEAP	If successful, the award will be presented in June 2020 in Montreal.
LEAP is the only leadership course across the 10 schools of pharmacy of Canada that spans both the in-class and experiential settings	Canada

2.1. Item(s) Not Met

Item(s) Not Met:	Reason:
Repurpose of leadership content for the Faculty’s Flexible PharmD Program.	The approval of the Flexible PharmD Program was delayed by 2 years. We are exploring opportunities for LEAP course content to benefit the recently approved new Bachelor of Pharmaceutical Sciences program and possibly a new master-level program we may be developing

3. PROJECT IMPACT

3.1. Project Impact Areas

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-teaching practice and satisfaction
- Student wellbeing, social inclusion (via discussions of topics such as work-life balance)
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other:



- Practice Educators had LEAP students enhance several initiatives in their respective workplace environments during the experiential component of LEAP.
- 4th year students enrolled in the experiential component of LEAP are invited to take part in the 3rd year in-class component of LEAP in the subsequent academic year as guest lecturers and project mentors.
- Engagement with UBC Centre for Student Involvement and Careers, as Rob Kim was involved as contributor to the course syllabus with teaching on StrengthsFinder and as a guest in-class. Several students reached out to him in his role as Career Strategist.
- Community engagement:
 - o Over 20 leadership projects (that LEAP students designed, developed, implemented, and evaluated during the course of the academic year) which have had significant impacts across a wide range of contexts and settings. Some projects have enhanced the student experience in the PharmD Program (e.g., with the creation of a memory wall, raising awareness of eating well during exams, supporting junior students in embracing setbacks), as well as in the community at large (g., raising awareness of the Downtown Eastside, fundraising for Multiple Sclerosis, educating UBC students about the opioid crisis and training them in naloxone administration, and more)
 - o LEAP Student-Led Innovations Symposium featuring poster presentations (2017-2018 academic year) and digital stories (2018-2019 academic year), to showcase students' leadership projects provided opportunities for students to network with community leaders who were invited to guests.
 - o LEAP students were exposed to a range of potential future employers in their 4-week clerkships. In some instances, students have been invited to submit their CVs for potential upcoming opportunities, and several students have remained in contact with their respective Practice Educators.

3.2. What were you hoping to change or where were you hoping to see an impact with this project?

The LEAP course series was developed to impart leadership knowledge and skills to undergraduate students in the UBC PharmD Program. LEAP was comprised of a 3rd year elective course that covered foundational concepts in leadership development through interactive, self-exploratory activities, debates focused on contemporary pharmacy practice issues, and participatory group sessions. Upon completion of the 3rd year course, the same cohort of students moved through the experiential component of LEAP: a 4-week leadership clerkship in the 4th year of the PharmD Program.

Via this project, we were hoping to successfully launch a new course to give 3rd year PharmD students a platform for leadership development. We achieved this as noted by the very positive evaluations the students completed (of the course, Dr. Gerber's teaching, the impact the course had on their leadership development). We launched the only such course in a Canadian pharmacy program.

The overall impact that this project will have on students went far beyond the number enrolled in LEAP each year. LEAP has encouraged more graduates to take on leadership roles in the Pharmacy profession, to give back to the Faculty as LEAP Mentors and future LEAP Practice Educators.



Another goal of this project was to address the need for elective courses in the PharmD Program and reduce the experiential capacity burden with new non-patient-care sites. We achieved this with the recruitment of 9 new experiential sites that provided LEAP students with clerkships for hands-on leadership experiences.

We were also hoping to create several opportunities for student involvement in this project. Not only we achieved this during the design and development of LEAP with the involvement of undergraduate and graduate students, but also since the launch of LEAP, as noted above with LEAP students giving back as Mentors, and with the upcoming launch of the LEAP Alumni Network, a platform that will bring together LEAP Alumni via regular meetings throughout the community.

3.3. Were these changes/impacts achieved? How do you know they occurred?

Appendices B, C, and D are course, teaching, and impact evaluations completed by the students. These evaluations pertain to students' feedback about both the in-class component of LEAP as well as the experiential component.

Attached also is a sample of the evaluation form that was developed for the experiential component LEAP, to be used by Practice Educators (preceptors) to evaluate student performance (Appendix E) This form ended up being adopted in other experiential courses within the PharmD Program.

Student testimonials are included under Appendix F.

3.4. Dissemination

This project has generated multiple opportunities for knowledge translation and dissemination in the form of presentations and posters at educational conferences, and a subsequent grant to create national dialogue about teaching leadership, as noted below.

- Research Grant from the Council for Continuing Pharmaceutical Education (CCPE) Grant - 2018
 - Role: Principal Investigator
 - Funding received: \$5,500 for project "Leadership Development Strategy to Prepare Future Pharmacists to Advance Healthcare".
 - The TLEF project was the springboard for this project, which will convene in June 2019 a group of academic thought leaders from the 10 Canadian faculties/schools of Pharmacy with an interest in teaching leadership to develop a common approach to addressing the Leader aspect of the Association of Faculties of Pharmacy 2017 Educational Outcomes. Such an approach would provide a common platform to bring leadership into focus and would serve as a roadmap to support its roll-out at each institution. Aspects of a common approach could include guiding principles, specific topics, teaching and assessment strategies, best-practices, and others. The knowledge gained in the development and launching of LEAP will contribute to this up-coming national dialogue would benefit all 10 programs and, in doing so, advance the teaching and learning of leadership across Canada.



- Gerber P. Beyond Care Providers: A “LEAP” into a Leadership Course with Professionalism as the Overarching Ethos. Academy for Professionalism in Health Care 7th Annual Conference, New Orleans, LA, May 2019.
- Gerber P. A Leadership Course to Enhance Students’ Ability to Influence Practice Change. [Poster presented at the Canadian Conference for Medical Education, Niagara Falls, Ontario, April 2019].
- Gerber P. Are Leaders Born or Made? A “LEAP” (Leadership Course) Into the Age-Old Debate. UBC Centre for Health Education Scholarship (CHES) Celebration of Scholarship, Vancouver, BC, October 2018.
- I (Patricia Gerber) am in the process of writing a manuscript for submission to the American Journal of Pharmaceutical Education.

4. TEACHING PRACTICES

I have been teaching at the Faculty of Pharmaceutical Sciences for over 20 years, in small and large undergraduate and graduate courses. No course has ever given me as much satisfaction as LEAP has. With a class size of 16 keen students who select it from a large pool of elective courses, I am able to establish a culture in the class that makes the students feel safe opening up and sharing their views and getting to know one another. I have never allowed myself to be as vulnerable teaching a course as I have with LEAP students, in that I frequently speak of my setbacks and mistakes, my merits and drawbacks as a leader, my professional passions and fears. This experience has taught me the power that doing so has on student learning. The students in both the 2017-2018 and 2018-2019 cohort have told me how different this class is from all others they have taken in university and how it has impacted their learning and outlook on their careers. I have also learned that taking risks in teaching can bring about great things. So much of what I developed for LEAP was new to me. Not only in content but also in the activities I designed, in the materials and resources I created, and overall in the way I decided to structure the class. I now have a waitlist of students who wish to register in the course. I am so proud of the accomplishments of the LEAP students in their projects and overall as leaders-in-training. In fact, it was a 4th year LEAP student who approached ME with the idea of establishing a platform for continuing to develop his leadership post-graduation, and that’s how the idea of the LEAP Alumni Network was born.

5. PROJECT SUSTAINMENT

LEAP has had two successful iterations since its launch in September 2017, and it will continue to be offered annually to students in the 3rd (in-class LEAP) and 4th (subsequent experiential LEAP) years of the PharmD Program. LEAP students have already proved to be leadership ambassadors equipped to propel the profession forward and impart leadership skills in the students who they themselves are starting to mentor and will soon precept.

There have been no challenges encountered in the recruitment of new students for the 2019-2020 cohort. In fact, there is a waitlist given its demand.

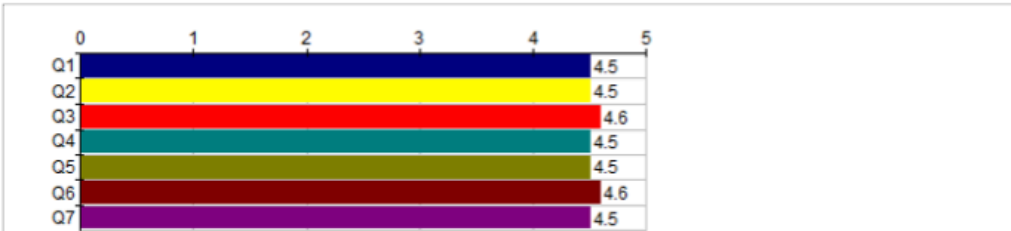
The funds generously granted by the TLEF were used in the design and development process, as well as to purchase initial resources needed for the course, as noted below under Budget.



APPENDIX B: LEAP Course and Teaching Evaluations (2017-2018)

2017W-Course-PHAR450K Survey 2017W (2018)	University of British Columbia Pharmaceutical Sciences
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Course:	PHAR 450K 001 - Selected Topics	Division:	PHAR
Responsible Faculty:	Patricia Gerber	Responses / Expected:	11 / 16 (68.75%)



Course Evaluation - Core Questions		PHAR 450K - 001									
		Responses					Course				
		SD	D	U	A	SA	N	Mean	Med.	Mode	Std Dev
Q1	The learning objectives for this course were clear.	0	0	0	5	5	10	4.5	4.5	4,5	.50
Q2	The instructional methods (lectures, case studies, tutorial sessions, activities, etc.) facilitated achievement of the learning objectives.	0	0	0	5	6	11	4.5	5	5	.50
Q3	The assessments of learning in this course were related to the learning objectives.	0	0	0	4	6	10	4.6	5	5	.49
Q4	The assessments of learning in this course were fair.	0	0	0	5	6	11	4.5	5	5	.50
Q5	The course was organized in a logical fashion.	0	0	1	3	7	11	4.5	5	5	.66
Q6	Overall, the amount of work expected in this course was appropriate for its credit value.	0	0	0	4	7	11	4.6	5	5	.48
Q7	Considering everything, I learned a great deal in this course.	0	0	0	5	5	10	4.5	4.5	4,5	.50

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [U] Undecided=3 [A] Agree=4 [SA] Strongly Agree=5

Q8 - Please comment on the strengths of this course.
Response Rate: 81.82% (9 of 11)

1	breath of fresh air from pharmacy related stuff while we learned important skills to have not just as a HCP but as a citizen
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2	Very nice course! It was engaging, fun, fair amount of work and great learning concepts.
	<p>This course was very different from any other pharmacy course that I have experienced in this program. It was a break from pharmacology, med chem, therapeutics, etc and I found myself looking forward to coming to this class every week. I learned a great deal not only about leadership but working with others. Especially since our year end project was unlike anything I had ever done before, it was a good learning opportunity and made me think hard about what I wanted people to get out of it and what I wanted other people to feel throughout the experience.</p> <p>I liked the weekly reflections that we had to do during the first semester of the course. Potentially continue to make these mandatory throughout the second semester as these create spaces for great learning opportunities.</p>
3	<p>The debate topics were very interesting and relatable to practice today - was fun in the process and brought out camaraderie within the class. I worked with people that I had not worked with in the past which was a very interesting experience that I'm grateful to have had.</p> <p>Great to have a diverse group of guest presenters (although thoroughly enjoyed Gerber's sessions too!). They all came from varying areas of expertise and shared a lot of their insight on how they got to be where they are today.</p> <p>I liked that the course was physically located on the 4th floor, which was different from my other courses, the space change was nice and allowed me to concentrate on the course and not think about my other classes during this time.</p>
4	This course has taught me so much, and has prepared me to take over the world!
5	LEAP is a great introductory leadership course for undergraduate students with a focus on building the fundamental skills and tools. A great variety of lecturers were brought in to facilitate students' learning.
6	It had a practical build on how to form a leader. The examination of self in term 1 and building on skills in term 2 was a great dynamic.
7	I absolutely loved this course! :) It provided me a much needed break from all the didactic learning in pharmacy. Not to mention it let my mind wander, and think/ask about other concepts around leadership which I might not have gotten the opportunity to have otherwise. Considering that the new E2P PharmD program's aim is to create leaders that will change pharmacy practice, I think it's important to have a course like this which teaches students that leadership has many different dynamics to it. I would recommend keeping the reflections and assignments for the future because they make students sit down and think about leadership.
8	Having other invited guests to take part in our learning. Having considered the opinions and experience of other professionals in building the course.
9	Dr. Gerber is this course's biggest strength. The time and effort she puts in is reflected in this course.

Q9 - Please comment on the ways this course might be improved.

Response Rate: 72.73% (8 of 11)

1	Time allocation - sometimes class did feel a bit rushed or it ran overtime. Perhaps instead of doing a round table at the end, have students ask their question during the session would help that issue
	Some sessions had a lot of content and seemed like they were jam packed. Although there's no way to extend the time of the course, maybe provide less content for those sessions (thinking about times that we ran out of time). In addition, some conversations seemed to drag on and lack direction (particularly thinking about the emotional intelligence session), I left the session a little confused about what I was supposed to get out of the session.
2	Physical space of where the course was located - was very tight when we had many guests (in particular panels).

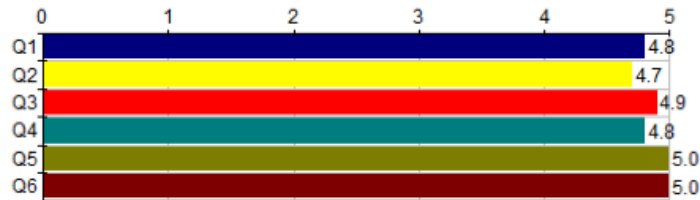


	Different space for debates potentially? Was very squishy with 4 people on each team and both teams being at the front of the room with very limited space
3	Perhaps moderate the invited guests more - i.e. some guests tend to belabour or slow the process - I think Dr Gerber can moderate it to guide the students. I would really like to have more time at the end for roundtable discussions and opinions.
4	More Dr Gerber! She's my hero!
5	Maybe more team building within LEAP group in the beginning
6	I think activities are more worthwhile in the middle than at the start of the class. People tend to nod off in a 65 minutes lecture/discussion if it's not feasible to take notes.
7	I feel like some sessions were long and could have been more information rich. Conflict management and leadership toolbox session can be more condensed with more material
8	At times, it can feel as though the class is moving at a slower pace than expected. Some students are too eager to speak, and other students do not have the opportunity and time to join the group discussions. There can be more opportunities to assess students' performance instead of relying heavily on one final project.



2017W-Teaching-PHAR450K Survey 2017W (2018)	University of British Columbia Pharmaceutical Sciences
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Course:	PHAR 450K 001 - Selected Topics	Division:	PHAR
Responsible Faculty:	Patricia Gerber	Responses / Expected:	11 / 16 (68.75%)



University Module - PHAR		Gerber, Patricia									
		Responses					Individual				
		SD	D	N	A	SA	N	Mean	Med.	Mode	Std Dev
Q1	The instructor made it clear what students were expected to learn.	0	0	0	2	8	10	4.8	5	5	.40
Q2	The instructor communicated the subject matter effectively.	0	0	0	3	8	11	4.7	5	5	.45
Q3	The instructor helped inspire interest in learning the subject matter.	0	0	0	1	10	11	4.9	5	5	.29
Q4	Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	0	0	0	2	9	11	4.8	5	5	.39
Q5	The instructor showed concern for student learning.	0	0	0	0	11	11	5.0	5	5	0
Q6	Overall, the instructor was an effective teacher.	0	0	0	0	11	11	5.0	5	5	0

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

Q7 - What were the most effective aspects of this instructor's teaching?	
Faculty:	Gerber, Patricia
Response Rate:	90.91% (10 of 11)

1	she is very engaging in the way she teaches
2	Very understanding, really identifies as a leader and very fit to teach the matter. One of the best professors I've ever had. Shows that the course was really well thought of and planned. Listens well and understands the needs of the students. I wouldn't have it any other way. Brings in the perspective of other professionals - which is very good. University is where your mind is developed further as a mature person and taking this into account shows how we



	can learn from other people's experience. Great job!
3	Very engaged and invested in our personal growth, which sometimes expanded past the classroom
4	Open, adaptable, understanding and supportive.
5	Honestly, Dr Gerber is an amazing instructor!!!
6	Everything, Dr. Gerber is the best
7	Dr. Gerber's ability to create trust with us
8	<p>Dr. Gerber is THE BEST instructor for this course. From her previous expertise and ongoing learning as a leader, she knows how to connect with students and delivery of the subject matter was impeccable. Having experts in various aspects of leadership come in to speak and have a varied perspective was great, however I really enjoyed when Dr. Gerber taught us since she always had fun activities to break up the sessions. I also liked that Dr. Gerber spent time elaborating on personal stories, this gave us a chance to get to know her aside from being a professor. I liked that Dr. Gerber always replied and commented on our weekly reflection posts and always had valuable insight that showed that she actually read through the posts and not just skimmed them.</p> <p>To be completely honest, I would say Dr. Gerber is one of the best professors in the faculty and it is not a surprise that she has accomplished so much in her career. She is definitely someone I only aspire to be like!</p>
9	Dr. Gerber has a very succinct way of teaching, which I appreciate a lot. It makes me want to pay attention in class and learn about what is being taught. She cares about her students learning and was open to help students with their projects which was appreciated. I also appreciated the fact that she was understanding of the fact that student's had other things on and being flexible with the deadlines. It took so much stress of our shoulders! I appreciated that she created an environment that was extremely respectful and safe. Dr. Gerber listened to her students views and it was interesting to hear her views and her past experiences since it made the material we learned in class, that much more practical.
10	Dr. Gerber is genuinely concerned for the students' development and growth. She inspires the students to be the best versions of themselves.

Q8 - In your view, how could his/her instruction be improved?	
Faculty:	Gerber, Patricia
Response Rate:	63.64% (7 of 11)

1	Teach more of the sessions
2	N/A
3	Less guest lectures and more Dr Gerber! Dr Gerber is honestly a hero of mine and I look up to her as I do any of my idols
4	I think the final eulogy paper should be done in the middle of the second term, and not at the end. There were no assignments in term 2 and this would allow for a bit more substance in the course.
5	Dr. Gerber's instruction was *perfect* if that exists given this type of course. I can't imagine another professor/instructor leading us through the various modules and learning about the various aspects of leadership.
6	Do more teaching herself and less guest lecturers



APPENDIX C: Assessment of LEAP Impact, as perceived by students (2017-2018 Academic Year).

PHARM 450K "LEAP" Course (Leadership Experience Applied to Pharmacy) Academic Year 2017-2018

To measure the impact of the LEAP course on the 16 entry-to-practice PharmD student who enrolled in it when it launched in September 2017, an online survey was deployed to the students in April 2018. The survey consisted of 6 questions designed to gather feedback on student perception of their leadership skills upon completion of the in-class portion of the course. (Response Rate = 31%)

Q1 Compared to before participating in LEAP, I now have a different view of leadership



Q2 I will apply what I learned in LEAP to some aspect of my career



Q3 LEAP increased my confidence as a leader



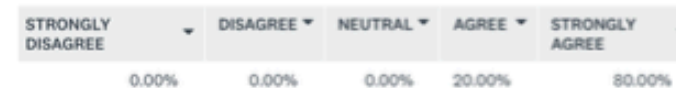
Q4 LEAP helped me consider the role I may play in shaping the profession



Q5 LEAP increased my interest in further developing my leadership



Q6 LEAP enhanced my awareness of my strengths and aptitude to be a leader





APPENDIX D: LEAP Student Evaluation of Practice Educator and Clerkship Site

**University of British Columbia
Faculty of Pharmaceutical Sciences**

Analysis of Practice Educator Performance

Course/Rotation: PS PHRM 473NDPC LEAP 4wk
Evaluation Type: Student Evaluation of Practice Educator and Practice Site
Time Period: 08/01/2018 to 12/10/2018
Time Period Type: Request Date
Report Date: 12/10/2018

1. The practice educator was a:		
Answer Count	Answer Choices	Percent of All Answers
11	1 . Primary practice educator	91.67%
1	2 . Co-practice educator	8.33%
0	3 . Experiential Education Facilitator (EEF)	0.00%

2. The practice educator reviewed the course goals and objectives with me at the beginning of the practicum.			
Average Score	Minimum Maximum	Applicable Answers	Scale
4.17	2 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	1	8.33%
3	Neutral	1	8.33%
4	Agree	5	41.67%
5	Strongly Agree	5	41.67%

3. The practice educator clearly and effectively communicated what was expected of me.			
Average Score	Minimum Maximum	Applicable Answers	Scale
4.58	4 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	5	41.67%
5	Strongly Agree	7	58.33%

4. The practice educator was approachable and made themselves available to me when needed.			
Average Score	Minimum Maximum	Applicable Answers	Scale
4.75	4 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	3	25.00%



5	Strongly Agree	9	75.00%
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5. The practice educator provided relevant and constructive feedback in a timely manner.

Average Score	Minimum Maximum	Applicable Answers	Scale
4.58	3 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	1	■ 8.33%
4	Agree	3	■■■ 25.00%
5	Strongly Agree	8	■■■■■■■■ 66.67%

6. The practice educator inspired my learning.

Average Score	Minimum Maximum	Applicable Answers	Scale
4.75	4 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	3	■■■ 25.00%
5	Strongly Agree	9	■■■■■■■■ 75.00%

7. The practice educator demonstrated an interest in my learning and professional development.

Average Score	Minimum Maximum	Applicable Answers	Scale
4.67	3 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	1	■ 8.33%
4	Agree	2	■■ 16.67%
5	Strongly Agree	9	■■■■■■■■ 75.00%

8. The practice educator provided specific examples of behavior or actions that supported their assessment of my performance.

Average Score	Minimum Maximum	Applicable Answers	Scale
4.50	3 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	1	■ 8.33%
4	Agree	4	■■■ 33.33%
5	Strongly Agree	7	■■■■■■ 58.33%



9. The level of responsibility expected of me was appropriate.

Average Score	Minimum Maximum	Applicable Answers	Scale
4.83	4 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	2	■ 16.67%
5	Strongly Agree	10	■■■■■■■■■■ 83.33%

10. Overall, the practice educator was an effective and engaging teacher.

Average Score	Minimum Maximum	Applicable Answers	Scale
4.75	4 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	3	■■■ 25.00%
5	Strongly Agree	9	■■■■■■■■■■ 75.00%

11. I received an appropriate orientation to the practice site and introduction to the pharmacy/healthcare team at the start of the practicum.

Average Score	Minimum Maximum	Applicable Answers	Scale
4.67	4 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	4	■■■ 33.33%
5	Strongly Agree	8	■■■■■■■■ 66.67%

12. The practice site provided the opportunity to interact with other healthcare providers and contribute to patient care.

Average Score	Minimum Maximum	Applicable Answers	Scale
2.92	1 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	3	■■■ 25.00%
2	Disagree	0	0.00%
3	Neutral	6	■■■■■■ 50.00%
4	Agree	1	■ 8.33%
5	Strongly Agree	2	■■ 16.67%



13. The practice site provided the necessary opportunities to meet the course goals and learning objectives and complete the required activities.			
Average Score	Minimum Maximum	Applicable Answers	Scale
4.92	4 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	0	0.00%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	1	■ 8.33%
5	Strongly Agree	11	■■■■■■■■■■ 91.67%

14. I felt valued as a member of their pharmacy/healthcare team.			
Average Score	Minimum Maximum	Applicable Answers	Scale
4.33	1 5	12	1 to 5
Answer Value	Answer Choices	Answer Count	Percent of All Answers
0		0	0.00%
1	Strongly Disagree	1	■ 8.33%
2	Disagree	0	0.00%
3	Neutral	0	0.00%
4	Agree	4	■■■ 33.33%
5	Strongly Agree	7	■■■■■■■ 58.33%



APPENDIX E: New Clerkship Evaluation Form Developed for LEAP (and adopted by other non-patient care clerkships)

1. KNOWLEDGE

Criteria and Student Performance	Exceeds Expected Level of Performance	Meets Expected Level of Performance	Does Not Meet Expected Level of Performance	N/A	COMMENTS
1. Knowledge of leadership theory, concepts, and techniques	Consistently demonstrates <i>extensive</i> knowledge of leadership theory, concepts and techniques.	Demonstrates <i>adequate</i> knowledge of leadership theory, concepts and techniques.	Unable to demonstrate adequate knowledge of leadership theory, concepts and techniques.		
At mid-point evaluation					
At final evaluation					

2. SKILLS

Criteria and Student Performance	Exceeds Expected Level of Performance	Meets Expected Level of Performance	Does Not Meet Expected Level of Performance	N/A	COMMENTS
2. Problem solving skills (identifying issues and proposing solutions)	<i>Consistently</i> identifies issues, concerns or problems in the existing situation and proposes viable solutions/considerations.	On <i>most occasions</i> identifies issues, concerns or problems in the existing situation and proposes viable solutions/considerations.	Unable to identify issues, concerns or problems in the existing situation and/or propose viable solutions/considerations.		
At mid-point evaluation					
At final evaluation					
3. Project work and implementation	Shows exemplary work on the leadership project and identifies all the necessary steps for implementing the project.	Works on the leadership project assigned and identifies <i>most</i> of the necessary steps for implementing the project. Needs minimal prompting and requests appropriate guidance.	Requires prompting and direction to work on leadership project and identifies <i>some</i> of the necessary steps for implementing the project.		
At mid-point evaluation					
At final evaluation					
4. Ability to meet project goals and objectives	Achieves <i>all</i> the goals and objectives of the leadership project.	Achieves <i>most</i> of the goals and objectives of the leadership project.	Achieves <i>some</i> of the goals and objectives of the leadership project.		
At mid-point evaluation					
At final evaluation					
5. Time management skills	Consistently completes assigned tasks in a timely manner and independently.	On <i>most occasions</i> completes assigned tasks in a timely manner and independently.	Misses some deadlines for assigned tasks. Needs prompting to complete tasks.		
At mid-point evaluation					
At final evaluation					

6. Professional presentation skills	Demonstrates exceptional ability to prepare, organize, develop, and deliver effective presentations.	Demonstrates ability to prepare, organize, develop, and deliver adequate presentations	Demonstrates an inability to adequately prepare, organize, develop, and/or deliver presentations.		
At mid-point evaluation					
At final evaluation					
7. Communication Skills	Demonstrates exceptional professional verbal and written communication and listening skills.	Demonstrates adequate professional verbal and written communication and listening skills	Demonstrates poor or unprofessional verbal and/or written communication and/or listening skills		
At mid-point evaluation					
At final evaluation					
8. Leading meetings	Effectively leads meeting(s) by engaging participants, providing direction and guidance, achieving all goals and objectives, and finishing in a timely manner.	Leads meeting(s) by engaging participants, providing direction and guidance, achieving most goals and objectives and finishing in a reasonably timely manner.	Unable to lead meeting(s) effectively.		
At mid-point evaluation					
At final evaluation					
9. Team leadership skills	Consistently demonstrates effective team leadership skills and is highly regarded by team members.	On most occasions demonstrates effective team leadership skills and is well regarded by team members.	Unable to demonstrate leadership skills and/or is poorly regarded by team members		
At mid-point evaluation					
At final evaluation					
10. Strategic thinking and planning	Consistently demonstrates ability to think strategically.	On most occasions, demonstrates ability to think strategically.	Unable to demonstrate ability to think strategically.		
At mid-point evaluation					
At final evaluation					



3. ATTITUDES, BEHAVIOURS, AND PROFESSIONALISM

Criteria and Student Performance	Exceeds Expected Level of Performance	Meets Expected Level of Performance	Does Not Meet Expected Level of Performance	N/A	COMMENTS
11. Leadership behavior, values and traits	<i>Consistently</i> demonstrates leadership behavior and understanding of leadership values and traits.	On <i>most occasions</i> demonstrates leadership behavior and understanding of leadership values and traits.	Unable to demonstrate leadership behavior and understanding of leadership values and traits.		
At mid-point evaluation					
At final evaluation					
12. Self-awareness and reflection	Demonstrates awareness of and insight into personal strengths, weaknesses, and self-behavior consistent with effective leadership.	Demonstrates <i>some</i> awareness of and insight into personal strengths, weaknesses, and self-behaviors consistent with effective leadership.	Unable to define personal strengths, weaknesses, and self-behaviors consistent with effective leadership.		
At mid-point evaluation					
At final evaluation					
13. Reliability, motivation, and response to feedback	Promptly and thoroughly completes assigned tasks with minimal or no assistance. Consistently demonstrates initiative and engages in self-directed learning. Encourages and evaluates constructive feedback and modifies behavior accordingly.	On most occasions completes assigned projects and tasks with minimal or no assistance. On most occasions demonstrates initiative and engages in self-directed learning. Encourages and evaluates constructive feedback and modifies behavior accordingly.	Unable to consistently complete assigned projects and tasks, requires significant assistance. Unable to demonstrate initiative and/or engagement in self-directed learning. Unable to consistently openly receive constructive feedback and modify behavior accordingly.		
At mid-point evaluation					
At final evaluation					

**APPENDIX F: LEAP Student Testimonials**

This (LEAP) practicum has allowed me to develop my perception of leadership, and myself as a leader... The lessons that I will carry on throughout my career will enable me to achieve my goals, and with each new opportunity for self-development, they will embolden my aspirations to be a leader who inspires and gains success for their team.

4th Year LEAP Student

This course has taught me so much, and has prepared me to take over the world!

3rd Year LEAP Student

Reflection was a large component of LEAP, and I continue to practice my own reflection routine every chance I get. When a leader understands their own weaknesses and areas of further improvement, it can lead to astonishing results. I have grown to face my moments of failure and bundles of mistakes, but that has not stopped me to try again next time.

4th Year LEAP Student

My personal growth as a leader has been profound. Simply put, this practicum ...has allowed me to view pharmacy with a completely unique set of lenses.

4th Year LEAP Student

I absolutely loved this course :) It provided me a much-needed break from all the didactic learning in pharmacy. Not to mention it let my mind wander, and think/ask about other concepts around leadership which I might not have gotten the opportunity to have otherwise...I think it's important to have a course like this which teaches the students that leadership has many different dynamics to it.

3rd Year LEAP Student