MAKING MEANING OF LEADERSHIP DEVELOPMENT IN PHARM.D. STUDENTS

THROUGH THEIR CO-CURRICULAR INVOLVEMENT

by

Matthew Joseph Smith

(Under the Direction of Georgianna Martin)

ABSTRACT

Pharmacy education at the professional doctoral level is a relatively recent endeavor, with the establishment of the first Pharm.D. program in 1950 at the University of Southern California (USC School of Pharmacy, n.d.). Pharmacists are seen as one of the most ethical and trustworthy professions in the United States (Reinhart, 2020; Jalloh, 2021). With this public perception they are aptly placed to be leaders, necessitating their development as leaders as part of their time in pharmacy school. While leadership development is already a mandatory component of pharmacy education (Medina et al., 2013), there has been little examination into how pharmacy students make meaning of their leadership development through their co-curricular involvement during pharmacy school. This exploratory qualitative study used narrative inquiry to gain insight and understanding into the leadership development of Pharm.D. students through their co-curricular engagements during pharmacy school. Major findings from this study include: (1) leadership development occurs through co-curricular experiences in pharmacy school regardless of prior leadership experience before pharmacy school, (2) key events during pharmacy school co-curricular activities that impact leadership development, and (3) recognition of key traits of an effective leader. These findings have significant implications for reach, theory, and practice not

only in pharmacy schools, but in other professional schools, graduate schools, and higher education as a whole.

INDEX WORDS: Pharmacy students, Pharm.D. students, professional students, leadership, leadership development, co-curricular

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial

Fulfillment of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

ATHENS, GEORGIA

2021

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August 2021

DEDICATION

I dedicate this dissertation to my parents, J. LaMont Smith and Caroline Smith. You have

uplifted me, cared for me, supported me, been there for me, and loved me no matter what. I am

eternally grateful to be your son and hope that I make you proud.

ACKNOWLEDGEMENTS

This dissertation stands as a witness to wide range and number of people that have supported, uplifted, taught, loved, and encouraged me over many years. I am forever indebted to all of them, and will strive to acknowledge all of them here. I am sure there will be a small number I forget to mention, and any omissions are due to my own weakness and not a malicious intent by me to not give someone the respect and honor they deserve for their part in my journey.

Family

I must start first by giving thanks to my Heavenly Father. He has always been there for me no matter the struggles, the joys, the sorrows, and the triumphs. It is by Him and through Him that all things are possible, and I am grateful for his love and support even when I stumble or struggle at different points in my life. None of this would be possible without Him.

I thank all of my family, my parents (J. LaMont and Caroline Smith), my siblings (Colette, Stephen, Cameron, Danielle, and Madeleine), their significant others, my nieces and nephews, my grandparents who have all already passed, and all others of my family wherever they may be. You have always been there for me, love me, and I thank you all for all you have done and continue to do! I also would like to thank "the boys" (Greg, Cam, Tom, Spencer, and Scott) for being the best band of (adopted) brothers any man could ever ask for! As we approach our third decade togethers as friends and brothers, I am grateful for each and every one of you. You have been there for me during the tough times, and I cannot even begin to express how much you all mean to me.

Thank you to my most Brilliant and Beautiful Katherine, my constant love and support throughout this entire dissertation process. Each and every day I consider myself supremely lucky that we found one another (in the middle of a global pandemic no less!) and am honored to be by your side now and forevermore. I love you with all my heart, and cannot wait to see what the futures holds for us both over the coming days, weeks, months, years, decades, and lifetime together!

Thank you to my CSAA family! There are so many of you, but there are a few that I would like to especially note: (1) CSAA's 11 (Lindsay Bailey, Danielle Bostick, Taylor Cain, Meg Evans, Marlon Gibson, Terah J. Stewart, Rose Tahash, Jason Wallace, Erin Weston, Melvin Whitehead, and myself). I could not have asked for a more amazing, supportive, brilliant, incredible cadre of scholars to be with me throughout this program and beyond! It has been an honor to go through this program with you, and I could not have made it without each of you. (2) Brittany M. Williams (aka my school wife). You always are an exemplar of a scholar, colleague, and true friend. I still stand in awe at all you do, and am honored to champion all your excellence now and in the future. (3) The CSAA-D community. There have been so many of you during my five years in this Ph.D. program, yet you have individually and collectively accepted me, uplifted me, and enlightened me constantly over my time here. Wherever you may be, know that I am always here for all of you. (4) The CSAA M.Ed. students. It has been my privilege to work with all of you throughout the many different cohorts that have been here during the four years I got to know you all. Thank you all for your patience, your willingness to listen, you challenging me to be better, and your brilliance in all you do. I am honored to call you all colleagues and friends, and I am elated to watch you all continue to grow and change the world! No matter where you may be, know you have a friend in me.

Scholars and Mentors

Many scholars and mentors have taught me, challenged me, inspired me, and been there for me throughout this journey. Without them, I would not be where I am today. These include (but certainly are not limited to): (1) My dissertation chair, Dr. Georgianna L. Martin. Thank you for all your support, encouragement, guidance, wisdom, and even the occasional push to help me throughout the entire Ph.D. journey! Your passion for this work shines through in all you do, while also helping myself and others stoke the fire within all of us to fulfill our own scholarly desires. I cherish our time together, and am eager to continue to collaborate throughout the rest of our careers. (2) My committee members, Dr. Merrily Dunn and Dr. Michael Fulford. Thank you both for your sagely advice, listening ears, wise words, unwavering patience, and willingness to help me through this long and daunting process. Without you, this project would have been impossible. (3) The rest of the CSAA faculty during my time here (Dr. Diane Cooper, Dr. Laura Dean, Dr. Marian Higgins, Dr. Darris Means, Dr. Chris Linder, and Dr. Ginny Boss). Thank you all for making my time in CSAA memorable, engaging, and more than I could ever have hoped for! Your patience with my many questions, your support with all my ideas, and your timely challenging of me to help me grow is incredible, and has helped shape me to be the person and scholar I am now…and will continue to shape me throughout the rest of my career. (4) Other faculty from UGA (specifically Dr. Joshua Goodman, Dr. Melissa Freeman, and Dr. Jori Hall). Your brilliance in helping me hone my quantitative and qualitative methods cannot be overstated, and I sincerely feel I have had the honor of being taught by the best of the best in that regard. Your classes were some of the most challenging I have ever tackled, yet you all exuded patience and understanding for myself and my classmates through it all. (5) Nikki Wyatt Bridges. Thank you for your unwavering support, your fountain of knowledge and insight, and your keen

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CHAPTER 1

INTRODUCTION

Doctor of Pharmacy (Pharm.D.) education in the United States is a relatively recent professional degree program, with the University of Southern California being the first institution to establish a Pharm.D. program in 1950 (USC School of Pharmacy, n.d.). Currently, there are 144 U.S.-based schools that are recognized by the Accreditation Council for Pharmacy Education (ACPE) as having professional degree programs in pharmacy (American Association of Colleges of Pharmacy, 2019). In 2013, the American Association of Colleges of Pharmacy (AACP), through their Center for the Advancement of Pharmacy Education (CAPE) put forth guidance regarding Pharm.D. curriculum and desired outcomes for students going through Pharm.D. programs (Medina et al., 2013). While updates in pharmacy education standards were released in 2015, the initial guidance still is applicable to pharmacy education today. The 2015 update contained detailed information for the 25 different standards that Pharm.D. students should achieve prior to being awarded their Pharm.D. degree (Accreditation Council for Pharmacy Education, 2015a). Leadership development is among the desired outcomes for Pharm.D. students to gain during their time in pharmacy school (Medina et al., 2013).

With the updated guidelines, ACPE added a standard requiring all colleges of pharmacy in the United States to integrate co-curricular learning throughout the standards for their Pharm.D. programs (Accreditation Council for Pharmacy Education, 2015b). Co-curricular engagements are structured activities that take place outside of the formal classroom while simultaneously complementing the formal curriculum of an educational program (Rutter &

Mintz, 2016). Co-curricular learning and engagement is frequently noted to have a positive impact on students' personal development (Kuh, 2009). Some skills that are further developed or enhanced through engagement in co-curricular activities include: improving effective communication, leadership development, development of education goals, and development of personal goals (Strayhorn, 2008).

Due to accreditation requirements and guidance regarding the incorporation of co-curricular involvement from ACPE for Pharm.D. students, co-curricular engagement is likely occurring with a high degree of frequency in Pharm.D. education. Findings from assessment efforts at one school of pharmacy indicate that 70% of the Pharm.D. students participate in at least one student organization (Smith & Fulford, 2019). This active engagement is important to note, as regular engagement with co-curricular activities put on by the institution has shown to positively impact students' academic achievements at different levels (Bergen-Cico & Viscomi, 2012), including specifically Pharm.D. students (Tucci, Tong, Chia, & DiVall, 2019). With this high degree of engagement occurring already in the short amount of time since this new standard and guidance from ACPE, it is likely that the frequency of active engagement will continue to increase. A greater understanding of the impact co-curricular engagement has on pharmacy students' development in areas such as leadership is critical for maximizing the impact of these activities.

Statement of the Problem

Leadership can be developed in pharmacy students through a variety of ways, including co-curricular activities (Tucci et al., 2019). Given that leadership skill development is a required component of pharmacy education by ACPE (Medina et al., 2013; Janke, Nelson, Bzowyckyj, Fuentes, Rosenberg, & DiCenzo, 2016), highlighting how schools of pharmacy promote

leadership development in their Pharm.D. students is critical. While leadership development is widely recognized as a key goal within Pharm.D. education, there has been sparse research on leadership development within pharmacy education publications. A search of *American Journal of Pharmaceutical Education,* which is widely considered to be the top journal regarding pharmacy education in the United States, highlights publications mentioning both "leadership" and "co-curricular" relatively frequently. Between 2010 and 2020, a total of 80 publications in this journal mentioned both "leadership" and "co-curricular." The breakdown of these publications within the *American Journal of Pharmaceutical Education* during this time frame are: AACP meeting minutes (1), AACP Reports (27), Briefs (5), Commentaries (3), Letters from members (5), Meeting Abstracts (7), Research publications (26), Reviews (2), Posters (2), Special Topic Article (1) and a Viewpoint commentary (1). Within the research publications, a vast majority utilize quantitative methods in conducting their investigations.

When the search criteria added "narrative" to the existing search terms of "leadership" and "co-curricular," only three articles mentioned all three of these terms (Janke, Traynor, & Boyle, 2013; Widder-Prewett, Dramie, Cameron, Anderson, Pinkerton, & Chen, 2017; Zeeman, Bush, Cox, Buhlinger, & McLaughlin, 2019). A detailed examination of these three articles noted that while they all mentioned all of the aforementioned terms of "leadership," "co-curricular," and "narrative," one discussed student outcomes in a very broad sense (Widder-Prewett et al., 2017), another focused almost exclusively on the leadership development of pharmacy students (Janke et al., 2013), while the third one focused on the development of skills in pharmacy students through their involvement in a wide range of activities, which included but were not limited to: participating in groups such as student groups focusing on a specific professional interest, a professionally affiliated fraternity/sorority, or a group focusing on

service/philanthropy (Zeeman et al., 2019). The goal of the present study is to expand the literature on the co-curricular and leadership experiences of pharmacy students through the use of narrative inquiry. Given that co-curricular involvement is required as part of accreditation by ACPE, and that leadership development is one of the desired outcomes of educating Pharm.D. students (Medina et al., 2013), research highlighting how this happens will be valuable in informing and refining the education of Pharm.D. students. These findings may be used to inform policy and practice regarding co-curricular activities and leadership development of this unique population during their time as pharmacy students.

Purpose of the Study

Using narrative inquiry, the purpose of this study was to examine how Pharm.D. students make meaning of their leadership development through their co-curricular engagement while in pharmacy school. As previously noted in this chapter, few research studies exist on the leadership development of pharmacy students through narrative inquiry. This study addressed the current gap in the literature by examining leadership development through a qualitative study that utilized a narrative inquiry approach throughout the research process. Specifically, this study was an exploratory qualitative study.

A qualitative approach was chosen because it helps the researcher discover "(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences" (Merriam, 2009, p. 23). Exploratory qualitative studies are helpful to gain genuine insights into the experiences of the participants (Etemadifar, Bahrami, Shahriari, & Farsani, 2015). Exploratory studies contribute to expanding knowledge on a topic where there is limited existing research on the topic (Francis & Chiu, 2020). Narrative inquiry is ideal, given that it is effective in helping gain a greater understanding of not only the lived

experiences of individuals, but how the individuals make meaning of specific experiences (Patton, 2002). Another reason narrative inquiry is ideal for this study is that it is typically focused on a specific time period in the lives of the study participants (Lieblich, Tuval-Mashiach, & Zilber, 1998), which in this case is the time period consisting of the 4-5 years needed to earn a Pharm.D. degree. Lastly, narrative inquiry helps to gain insight due to it facilitating the "exploration of the participants' experiences in order to… make meaning" (Schoper, 2011, p. 60). Thus, narrative inquiry was chosen for this study.

Performing this study through the narrative inquiry will be helpful to better understand the nuance, impact, meaning making, and/or trajectory of leadership development for these students. This qualitative, narrative approach will be key to examining the following research questions:

RQ$_1$:   How are Pharm.D. students' experiencing leadership development through their engagement in co-curricular activities while in pharmacy school?

RQ$_2$:   How do current Pharm.D. students make meaning of their own leadership development through their engagement in co-curricular activities while in pharmacy school?

Definition of Key Terms

For the purpose of this study, there are a couple of terms that should be defined and operationalized in order to better frame the discussion and the study. In defining *co-curricular*, this study used the definition noted by Rutter and Mintz (2016), which defined co-curricular as engagements and structured activities that take place outside of the formal classroom and simultaneously complement the formal curriculum of an educational program (in this case, a Pharm.D. degree program).

Additionally, it is important to define *Pharm.D.* as a term in this study. A Pharm.D. "is a professional doctorate degree needed to become a pharmacist. After obtaining a Pharm.D. degree and passing the proper licensure examinations you can practice pharmacy in the US" (UCI School of Pharmacy & Pharmaceutical Sciences, n.d.)

A logical question may be why *leadership* is not included as one of the initial key terms in this study. Since this study is examining the leadership development in Pharm.D. students and how they make meaning of that development, it is critical for the students themselves to define leadership from their perspective in the context of their co-curricular involvement. As such, leadership will be articulated through the interviews provided as part of this study and presented in the findings after data collection and analysis have been completed. Allowing for this term to be defined through the research and analysis will be helpful in allowing the participants to both define leadership and make meaning of that leadership development through their lived experiences within the appropriate context of the Pharm.D. program. As a researcher undertaking a study that is qualitative in nature, it is also imperative to articulate my own definition of leadership. Within pharmacy education research, I feel the definition best exemplifying my definition of leadership is that leadership is concerned with "working towards an improved state of being" (Summerfield, 2014, p. 252).

While this process will allow the participants to define leadership as well as how leadership is developed, existing literature has defined leadership in several ways. This has ranged from guiding/taking others to a new place (Summerfield, 2014; Willis, 1994) to producing some form of change (Buckingham, 2005; Kotter, 2001; Northhouse, 2010; Rauch & Behling, 1984; Sorensen, Traynor, & Janke, 2010; Summerfield, 2014), or to strive toward a common goal (Northhouse, 2010; Rauch & Behling, 1984; Willis, 1994). Some of these articles

were published specifically with regards to Pharm.D. education (Sorensen et al., 2010;

Summerfield, 2014), providing insight into how those in Pharm.D. education defined leadership.

However, current literature does not provide insight into how Pharm.D. students themselves are

defining leadership.

Significance of the Study

Findings from this study will provide faculty, administrators, higher education

professionals, researchers, and Pharm.D. students with a better understanding of how Pharm.D.

students make meaning of their leadership development through their co-curricular activities. In

turn, these findings can be used to inform the implementation and assessment of leadership

development for these students during their time in pharmacy school. With this additional

knowledge, further research can be done to examine the long-term impact of this leadership

development and the meaning making behind the leadership development. The inclusion of

Pharm.D. students as one of the populations that can benefit from the findings of this study is

because Pharm.D. students are to demonstrate self-awareness, including being able to "examine

and reflect on personal knowledge, skills, abilities, beliefs, biases, motivations, and emotions that

could enhance or limit personal and professional growth" (ACPE, 2015b, p. 2). Furthermore, the

findings of this study could be used by professional groups such as AACP, ACPE, and CAPE in

their efforts to better execute the future iterations of standards, policies, procedures, and practices

(be it the ones mentioned previously in this introduction or others they have put forth or will put

forth in the future).

In addition to the direct benefits for those engaged in educating Pharm.D. students (be it

the Pharm.D. students themselves, the pharmacy schools, the faculty members, or the pharmacy

education professional associations), the insights gleaned from this study may be beneficial to a

wide range of populations. The first group most likely to directly benefit would be anyone involved with or affiliated with other graduate degree programs in the health sciences such as allopathic medicine (M.D.), osteopathic medicine (D.O.), physical therapy (DPT), physician's assistant (PA) programs, nurse practitioner (NP) programs, and others. Within these programs, students, faculty, administrators, and staff all could benefit from the findings of this research. Beyond the health sciences, the findings of this research may be beneficial to graduate and professional programs. Some potential programs that could benefit from these findings may include social work, law, business, education, social sciences (particularly areas such as psychology), and others. Again, beneficiaries of this research could include students, faculty, staff, and administrators at these various graduate and professional programs.

Chapter Summary

Leadership development has been highlighted by various pharmacy education and accrediting bodies as a skill to be developed by Pharm.D. students during their time in pharmacy school (Medina et al., 2013). Likewise, engagement and learning through co-curricular involvement is noted by these same pharmacy education and accrediting bodies as an effective and necessary means of facilitating growth and development for these students (Medina et al., 2013). While there is a growing amount of scholarship on leadership in pharmacy education journals, there appears to be a need to research and determine how Pharm.D. students are making meaning of leadership development through their co-curricular engagement. Therefore, this study helps to fill this gap in the literature and knowledge to help determine how Pharm.D. students are making meaning of their leadership development through their engagement in co-curricular activities while in pharmacy school. The following chapter explores the existing

literature on co-curricular involvement and leadership, particularly in pharmacy students and

through the utilization of narrative inquiry.

CHAPTER 2

REVIEW OF LITERATURE

In this study, I sought to add to the current body of knowledge through addressing the research questions posed in Chapter 1, which were specifically as follows:

RQ$_1$:   How are Pharm.D. students' experiencing leadership development through their engagement in co-curricular activities while in pharmacy school?

RQ$_2$:   How do current Pharm.D. students make meaning of their own leadership development through their engagement in co-curricular activities while in pharmacy school?

In order to accomplish this, this chapter examined literature regarding several key components: (1) co-curricular involvement, (2) leadership, and (3) research on Pharm.D. students. Additionally, a review of the extant literature examining leadership development in pharmacy students through their co-curricular involvement using narrative was done to highlight the need for this study and how it addressed the current voids in the literature.

History of Pharmacy Education in the United States

To highlight the current situation of Pharm.D. holders in the U.S. and their position as leaders, it is important to understand the history of pharmacy education in the United States. This includes a discussion of the changes in formal pharmacy education in the United States from its origins to the present day, and the greatest influences on its evolution.

Brief Synopsis of Pharmacy Education in the United States

The first independent school of pharmacy in the United States was established in 1821 at the Philadelphia College of Pharmacy (Miller, 2018). Prior to this time, pharmacy was considered to be more of an art rather than a science to be studied (Miller, 2018), and, thus, was built on an apprenticeship model of teaching and educating new pharmacists to work in apothecaries (Miller, 2018). Even with the establishment of new schools of pharmacy in the early- and mid-1800's, there was no formal, uniform process of admission to pharmacy school (Miller, 2018). The apprenticeship continued to be the primary form of training, though a passing formal exam after four years of apprenticeship became required of each student in order to complete the training as a pharmacist (Miller, 2018).

Further professionalization of pharmacy continued through the 1800's. This included the publishing of *Practical Pharmacy,* the first recognized textbook of American Pharmacy (Miller, 2018). Shortly thereafter the American Pharmaceutical Association (now known as the American Pharmacist Association, APhA) was established in 1852 (Welter, 2019). Schools of pharmacy were founded at both Historically Black Colleges and Universities (HBCU) and at state-supported institutions in 1867 (Miller, 2018). The close of the 1800's brought about the establishment of the first four-year bachelor's degree at the University of Wisconsin (UW-Madison School of Pharmacy, n.d.), though the two-year pharmacy program was the most common means of educating pharmacists at that time (Miller, 2018).

In the early 1900's, the two-year pharmacy program was formally adopted as the standard, with an outlined two-year curriculum published in 1910 (Miller, 2018). The shift to a three-year curriculum as the standard occurred in 1925, with a four-year bachelor's degree becoming the new standard shortly thereafter in 1932 (Miller, 2018). The expansion of pharmacy education grew rapidly, with the establishment of the first Pharm.D. program in 1950 (USC

School of Pharmacy, n.d.), followed by the establishment of the first pharmacy residency programs in 1962 (Miller, 2018). APhA continued to publish guidelines for curriculum and training of pharmacists, and first recommended the six-year Pharm.D. as required degree to practice pharmacy in 1984 (Miller, 2018). This was further studied through the 1980's and 1990's, until it was established in 1997 that accreditation would only be offered to six-year Pharm.D. programs after 2004 (Miller, 2018). The standards, published by the Accreditation Council for Pharmacy Education (ACPE), have been refined and updated through the 2016 version, which is the current standard used by schools of pharmacy at this time (Miller, 2018). This 2016 update included the requirement to identify, track, and assess both curricular and co-curricular learning and involvement in Pharm.D. students during their time in pharmacy school (ACPE, 2015b). This guidance to identify, track, and assess co-curricular learning and involvement is unique among Pharm.D. programs for accreditation purposes compared to other schools in the health sciences (allopathic medicine, osteopathic medicine, nursing, physician's assistant, etc.) in the United States.

Groups That Impact Pharmacy Education

Within pharmacy education, a wide range of groups have a say in the direction of pharmacy education. These include formal pharmacy education organizations, accrediting bodies, and various professional organizations within pharmacy. While mentioned above, a brief discussion of each of these different entities is beneficial to provide further context for this discussion.

Pharmacy Education Organizations

The preeminent pharmacy education organization in the United States is the American Association of Colleges of Pharmacy (AACP). The AACP represents and serves all the

pharmacy schools accredited by the Accreditation Council for Pharmacy Education (ACPE) and has "a special responsibility to provide leadership in advancing and enhancing the quality of education and training in its member institutions while respecting the diversity inherent among them" (American Association of Colleges of Pharmacy, 2021). Thus, in order to become part of AACP, a college or school of pharmacy must receive accreditation from ACPE, the primary accrediting body for pharmacy degree programs.

Accrediting Bodies

The Accreditation Council for Pharmacy Education (ACPE) is the entity recognized by the United States Department of Education for accreditation of professional degree programs in pharmacy within the United States (Accreditation Council for Pharmacy Education, n.d.). As an accrediting body, they are tasked with not only evaluating how colleges or schools of pharmacy accomplish their stated goals, but also with assuring that accreditation standards in pharmacy education are met by the Pharm.D. program (Accreditation Council for Pharmacy Education, n.d.).

Professional Organizations

A wide range of different professional organizations exist within pharmacy. The most over-arching is the American Pharmacist Association (APhA). They claim they are the only organization tasked with advancing the entire pharmacy profession (American Pharmacist Association, 2021), and represent all pharmacists in the United States. Once pharmacy students graduate with their Pharm.D., they are eligible to become full-fledged members of APhA. Due to their membership being composed of the students that will graduate from pharmacy school in addition to currently practicing pharmacists, they have a more informal role in impacting pharmacy education in the United States.

Development of CAPE Domains

In 2013, through AACP's Center for the Advancement of Pharmacy Education (CAPE), AACP put forth guidance regarding the desired outcomes for students going through Pharm.D. programs (Medina et al., 2013). In 2016, ACPE adopted the CAPE domains as the first four standards required by Pharm.D. programs (Accreditation Council for Pharmacy Education, 2015a). In developing these standards, input was received from a wide range of entities, including pharmacy education organizations, pharmacy accrediting bodies, and pharmacy professional organizations (Accreditation Council for Pharmacy Education, 2015a). Within the first four accreditation standards which are based on the CAPE domains, leadership is specifically discussed under Standard 4 (Accreditation Council for Pharmacy Education, 2015a, p. 2), and must be assessed in each pharmacy students' curricular and co-curricular engagement during their time in pharmacy school.

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Co-Curricular Involvement

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Co-curricular learning and involvement is mandatory for pharmacy students, and schools of pharmacy must identify, track, and assess these activities in their Pharm.D. students (ACPE, 2015b). As noted previously, Rutter and Mintz (2106) defined co-curricular engagements as structured activities that take place outside of the formal classroom that simultaneously complement the formal curriculum of an educational program. For pharmacy schools, these typically include but are not limited to such things as participating in student government, professional organizations (including student chapters of national professional organizations), or being part of a committee (be it school, program, local/state/region/national organization committee, specialized area of education/training, professional organization, etc.) (ACPE, 2015b).

Defining Involvement

Student involvement outside of the formal classroom environment takes many forms in college, much of which can be defined as either co-curricular or extracurricular (Smith & Fulford, 2019). Co-curricular and extracurricular are similar in that both take place outside of typical classroom time and both occur under the guidance of the school (Bartkus, Nemelka, Nemelka, & Gardner, 2012). Co-curricular is defined as an activity that is both related to and complementary to the official curriculum (Bartkus et al., 2012), whereas extracurricular does not require this congruence with an academic program curriculum (Bartkus et al., 2012). Other scholars have noted that co-curricular is concerned with activities happening at or through the institution (in this case, a college or school of pharmacy), while extracurricular is defined as activities occurring outside of the institution (Smith & Fulford, 2019; Tucci et al., 2019). Further examination of co-curricular notes that scholars have defined co-curricular in various ways. For example, some have defined it as any activity that is sponsored by the institution (Mahoney, Cairns, & Farmer, 2003), while others have claimed they only encompass activities that are not tied to academic pursuits (Chia, 2005). Furthermore, the range of activities that researchers consider to be co-curricular goes from 10 specific activities (Kuh, Hu, & Vesper, 2000), to 21 specific activities (Dugan, 2013), to anything that the student is involved in (Astin, 1984). As evidenced by the wide range of opinions regarding what and how many activities count as co-curricular, scholars continue to struggle to define succinctly co-curricular activities with regards to education. Some researchers have postulated that the concept of co-curricular is more intuitive than concrete (Bartkus et al., 2012). In essence, the authors claim that students can know intuitively when something is co-curricular, but people are not always able to define it easily

with words or definitions that are universally applicable to all co-curricular activities, events, or situations (Bartkus et al., 2012).

Impact of Involvement

Co-curricular involvement has been shown to positively impact students in a wide range of areas. Involvement with co-curricular activities is quite common in certain student populations, with engagement in these activities being as high as 80% over the course of attaining a bachelors' degree (Dugan & Komives, 2007). Undergraduate students have been found to demonstrate growth in their maturity (Terenzini, Pascarella, & Blimling, 1996). Kuh (2009) noted that participation in co-curricular activities resulted in improved interpersonal relationships with both peers and faculty. Different studies have noted that some undergraduate students were able to enhance their critical thinking abilities through their co-curricular involvement (Nicoli, 2011; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). A noted improvement in students' academic performance has been found in other studies (Bergen-Cico & Viscomi, 2012; Singh, 2017). Being involved on campus, regardless of the form that any students' involvement may take, has been noted as positively impacting students' social support and students' self-esteem while in college (Allen, 2019).

While this research focuses explicitly on the connection between leadership development and co-curricular involvement, various scholars have noted the positive impact on leadership development when students engage in a wide range of different co-curricular activities. For example, membership in Black Greek-Letter organizations tends to result in increased development and confidence in Black students' leadership skills (Kimbrough & Hutcheson, 1998). Focusing on Pharm.D. students, Janke et al. (2013) highlighted the positive connection

between the degree that a pharmacy student is involved in pharmacy school outside of the classroom and their leadership development.

Leadership

A succinct definition of leadership is that it is "a process of social influence, which maximizes the efforts of others, towards the achievement of a goal" (Kruse, 2013, paragraph 11). It has also been defined as "a way [a] person uses to lead other people" (Al-Malki & Juan, 2018, p. 51). Leadership development commonly occurs during postsecondary pursuits (Dugan & Komives, 2007, 2010), and has been associated with engagement in both extracurricular and co-curricular activities (Poyser, 2017). Some common traits of leadership that are desired by effective leaders include: integrity, honesty, drive, self-confidence, and cognitive ability (Locke, 1991), yet other researchers highlight different desirable traits as evidence of effective leadership (Kirkpatrick & Locke, 1991; Spears, 2010).

Within the current guidance from the Accreditation Council for Pharmacy Education is their existing definition of leadership for the purpose of accrediting pharmacy schools tasked with educating Pharm.D. students. The current list of activities from this body where leadership development may occur includes (ACPE, 2015b, p. 2):

Active participation in local, state, or national pharmacy of scientific organization meetings, holding office in student government bodies or professional organizations, serving on school/college or university committees, roundtable discussions with local pharmacy leaders, shadowing opportunities with state pharmacy association executives, participation on Phi Lambda Sigma national leadership challenge program, demonstrating service leadership by working "behind the scenes" to advance important initiatives within the school, university or community.

There exists a wide range of opportunities to engage in co-curricular activities that simultaneously serve to enhance the development and refinement of leadership in Pharm.D. students during their time enrolled in pharmacy school.

Pharmacists are well positions to be leaders for a plethora of reasons. The public perceives pharmacists as highly ethical (Reinhart, 2020), even going so far as to consider them more ethical than individuals in professions such as police officers, psychiatrist, clergy, journalist, lawyers, and politicians at various levels (Reinhart, 2020). It is noted that if someone is ethical, they are trusted by those that work for/with them (Engelbrecht, Heine, & Mahembe, 2017). Pharmacists are considered as ethical and trustworthy as other health care professionals who also hold professional doctorates such as physicians and dentists (Reinhart, 2020; Jalloh, 2021). Due to this high perception of their ethical demeanor as a profession, the public are more apt to trust a pharmacist, including over a large number of other professionals in other professions (Jalloh, 2021). Within their profession, pharmacists already recognize the need to develop as leaders to be effective in their professional endeavors (Gregory, Seuthprachack, & Austin, 2020). Pharmacists are therefore likely to be widely supported due to their extremely high level of trust from the public and thus are aptly placed to be effective leaders in their profession as well as in other spheres.

Leadership Styles

Various styles of leadership have been articulated for years, with a succinct collection of different leadership styles noted by Bass and Avolio (1992). Some of these styles include transactional (Bass & Avolio, 1992; Bass & Bass, 2008; Burns, 1978), transformational (Bolman & Deal, 2014; Burns, 1978), and laissez-faire leadership (Bass & Avolio, 2004; Yukl, 2012). In order to more fully grasp the similarities and differences between these differing styles, a brief

definition of each of these three leadership styles articulated by Bass and Avolio (1992) will be illustrated below.

Transactional leadership. Transactional leadership is rooted in a leader utilizing a system to establish expectations (Bass & Avolio, 1992; Poyser, 2017), and provide some form of reward to those they are leading should they follow through with those expectations (Al-Malki & Juan, 2018; Bass & Avolio, 1992). The nature of the rewards can vary widely, including such things as recognition (public or private), benefits, praise from the leader or others, or monetary remuneration (Bass & Bass, 2008; Poyser, 2017). Inversely, a leader can utilize punishment as a form or transaction should someone under their leadership fail to meet expectations (Al-Malki & Juan, 2018). Because of the rewards (be they positive or negative rewards) the leader offers through the transactions, control/power remains with the leader for this form of leadership to remain effective (Bass & Bass, 2008).

Transformational leadership. While transactional leadership is grounded in a system of rewards from a leader to those following the leader, transformational leadership is based upon mutual collaboration between the leader and those they are leading (Bolman & Deal, 2014; Poyser, 2017). This collaboration typically takes the form of mutually agreed upon goals between the leader and their followers for the benefit of the task at hand (Bolman & Deal, 2014). In lieu of using a system of rewards/punishments to motivate their followers, leaders using transformational leadership inspire though their example and their interactions with those they are leading (Yukl, 2012). Drawing on their charisma is frequently noted as a trait of transformation leaders, inspiring those they are leading to follow them regardless of the mission they are collectively undertaking (Burns, 1978). This is true even if the desired mission is one that those following the leader would generally not undertake, but they are willing to do so due

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to the leadership of their transformational leader (Poyser, 2017). It is worth noting that some leaders within pharmacy education feel that transformational leadership is an ideal style of leadership for pharmacy students to learn and develop in their own professional and personal lives (Allen, Moore, Moser, Neill, Sambamoorthi, & Bell, 2016).

Laissez-faire leadership. Laissez-faire leadership (also known as passive leadership) is one where leaders are less actively engaged in their leadership duties when compared to those utilizing transactional or transformational leadership styles (Bass & Avolio, 2004). Frequently, laissez-faire leaders delegate key responsibilities, tasks, or duties to those they are leading (Yukl, 2012). Passive leaders regularly encourage those whom they are leading to complete their tasks as they (the followers) see fit, though the leader will often be readily available to the followers should they desire assistance (Yukl, 2012). While some view this form of leadership as lazy (Burns, 1978), it is frequently a style of leadership enjoyed by followers who are passionate, motivated, and talented (Bass & Avolio, 2013).

All three leadership styles can be effective leadership styles, depending on the organization and the nature of the followers in which the leader is working. Regardless of the preferred or chosen style of leadership that the leader utilizes, it is critical for the leader to be visible to stakeholders, while also responding to the needs of the stakeholders (Poyser, 2017). Failure to do these things will impede a leader in their efforts to be effective and successful in the execution of their duties or goals.

Leadership Characteristics/Traits

Just as there have been various attempts to articulate the different styles of leadership, there have been different studies examining the various characteristics/traits that are typically needed to have (or develop) in order to be an effective leader. For example, those who exhibit

servant leadership tend to have a combination of ten different traits: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of the people, and building community (Spears, 2010). Within business literature, identified key traits of executive leadership include the following: drive, leadership motivation, honesty and integrity, self-confidence, cognitive ability, and knowledge of the business (Kirkpatrick & Locke, 1991). Servant leadership is a highly desirable collection of traits for those in pharmacy education (Allen et al., 2016), warranting additional discussion of the different traits critical for this type of leadership.

  Servant leadership. Servant leadership is one of the preferred types of leadership to impart to pharmacy students during their Pharm.D. education. (Allen et al., 2016). As noted by Spears (2010), servant leadership is a constellation of ten different traits: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of the people, and building community. *Listening* is not merely hearing the words; it also involves being mindful of that which is unsaid in the conversation (Spears, 2010). Listening also includes listening to individuals as well as the group, while simultaneously distilling all that is said (and unsaid) to provide clarity to the situation and the direction of the group (Spears, 2010). *Empathy* is more than accepting others; it includes recognizing the uniqueness of everyone, and if all have the best intentions in their dealing with one another (Spear, 2010). *Healing* is not merely focused on physical healing, though is very much applicable to those in the pharmacy and other health sciences. *Healing* also entails repairing relations, repairing those who have been previously hurt by others, and generally working to make those around the servant leader whole (Spears, 2010). *Awareness* is an awareness not just of others, but of oneself. This allows one to examine a scenario from various viewpoints to obtain an integrated observation (Spears, 2010).

Persuasion is not about manipulating or exerting one's will over others; rather, it is about building a consensus among the members of the group (Spears, 2010). *Conceptualization* allows for the servant leader not to be bogged down with everyday realities, but to be able to think on a grander scale for the good of the group while simultaneously not neglecting the realities of the here and now (Spears, 2010). Similarly, *foresight* helps the servant leader to combine experiences from the past, the reality of their current situation in the present, and considerations for the future while in the throes of the leadership and decision-making process (Spears, 2010). Servant leaders are expected to demonstrate *stewardship,* putting the needs of others above their own potentially selfish desires and wants (Spears, 2010). This includes being transparent in discussions and about decisions. In their *commitment to the growth of the people,* servant leaders are committed to the growth of the people as a whole, as well as the growth and betterment of every single individual in the group under their care (Spears, 2010). Lastly, *building community* (be it a large or small community) through some means or bond to unify the group helps cement one as a servant leader. Servant leadership traits are beneficial to the overall mission of pharmacy education, including improving public health, building effective teams, and development of the individual, particularly through student focused teaching (Allen et al., 2016).

Recently within pharmacy education, a systematic review of existing pharmaceutical education literature was undertaken and identified 16 different attributes mentioned most frequently as keys to leadership (Reed, Klutts, & Mattingly, 2019). These 16 attributes are: leadership characteristics, pharmacy as a profession, social insight, communication, perseverance, negotiation, strategic planning, relationship building, self-regulation, decision-making, personnel management, service orientation, team orientation, learning orientation, and ethical orientation (Reed et al., 2019). These 16 different attributes were consolidated and

grouped into three broad domains: knowledge, skills/abilities, and other characteristics (Reed et al., 2019). Within this study, the trait that emerged as the best predictor of leadership is extraversion, with other traits/characteristics mentioned in different articles but not mentioned frequently enough to be considered as significant given their work and analysis (Reed et al., 2019). However, the study by Reed et al. (2019) merely examined a collection of existing studies and research on leadership and did not engage with pharmacy students directly to determine the traits students feel are developed or are critical as part of leadership development. The literature highlights that there are vastly different thoughts and opinions regarding the desired leadership styles and characteristics for pharmacy education. However, within the existing literature, no studies were found that inquire into the meaning-making the students themselves are drawing from the leadership development during pharmacy school. Examining this meaning making may provide further insight into the traits students develop or deem important to hone as part of their overall leadership development.

Research on Pharm.D. Students

Exploring peer-reviewed publications in the last 10 years in various higher education/student affairs journals (namely the *Journal of College Student Development, Journal of Higher Education, Journal of Student Affairs Research and Practice,* and *Review of Higher Education*), pharmacy education journals (namely *American Journal of Pharmacy Education* and *Currents in Pharmacy Teaching and Learning*), and graduate/professional student education journals (namely *Journal of Graduate Medical Education* and *International Journal of Doctoral Studies*), as well as a general search of the literature and a search of databases containing previously completed dissertations on this topic will highlight the uniqueness of this proposed study and how it can contribute to the literature in this and other fields of study.

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Findings from this search noted that while co-curricular involvement, leadership, and narrative inquiry are all frequently published topics in these journals and in educational publications in general, the existing research and literature on this topic is incredibly sparse. As noted in Chapter 1, there were only three articles published in the last 10 years in the *American Journal of Pharmaceutical Education* that contained the keywords "leadership," "co-curricular," and "narrative" (Janke et al., 2013; Widder-Prewett et al., 2017; Zeeman et al., 2019). Furthermore, as also noted in Chapter 1, each of these three articles did touch upon all of these terms to some degree. One article discussed all three terms, but in a very broad sense without any investigation of the intersection leadership and co-curricular through narrative inquiry (Widder-Prewett et al., 2017). The second article focused on the development of various skills in pharmacy students through their co-curricular involvement, but it did not focus tightly on the development of their leadership (Zeeman et al., 2019). The third article was extensive in the discussion of leadership development and touched briefly upon the co-curricular involvement, but it did not examine this phenomenon through narrative inquiry (Janke et al., 2013). In short, while each of these articles explored some portion of co-curricular involvement, leadership, or narrative inquiry, none of these three articles investigated the intersection of co-curricular involvement and leadership through a narrative inquiry. At best, each of the three articles mention two of the terms (leadership, co-curricular, or narrative), while providing merely a passing mention of the third term. An in-depth search of the other journals (be they the other pharmacy education journals, higher education/student affairs journals, or the graduate/professional student education journals) found not a single article in them that mentioned the combination of co-curricular involvement, leadership, and narrative inquiry

among their publications in the last ten years. Given this, no further examination was done adding pharmacy to the search parameters to further narrow the research.

Meaning Making

Meaning making has frequently been a difficult concept to define (Park, 2010). Early attempts to articulate the definition of meaning making stated that it was the "mental representation of possible relationship between things, events, and relationships" (Baumeister, 1991, p. 15). Even after this initial attempt to effectively articulate a definition of meaning making, many in the field of psychology found it elusive to effectively articulate a comprehensive definition of meaning making (Klinger, 1998). Park (2010) proposed a model of meaning making that connects global meaning to situational meaning. The global portion of the meaning making model included such things as beliefs, goals, or a subjective sense of one's meaning or purpose. Teasing these apart further, beliefs were critical in forming the way in which individuals interpreted their experiences (Mischel & Morf, 2003), goals were desired processes/outcomes/events in one's life (Austin & Vancouver, 1996), and one's sense of meaning was rooted in one having purpose (Reker & Wong, 1988) while simultaneously striving toward some future goal or endpoint (McGregor & Little, 1998).

While meaning making has yet to be examined with regards to leadership development in pharmacy students and pharmacy education, it has been used with work examining the meaning-making of practical experiences for current pharmacy students (Johnson & Chauvin, 2016) as well as with pharmacy students examining their own professional development (Jefferson, 2019). Examining how Pharm.D. students make meaning of their leadership development through co-curricular involvement will add to the small but growing literature of research exploring how

pharmacy students make meaning of various aspects of their development during their pharmacy education.

Void in Extant Literature at This Intersection That Needs to be Addressed

Just because there is a lack of extant literature or research on any given topic does not necessarily mean that said topic should be investigated and explored. As noted in this review of literature, development of leadership through co-curricular engagement is an expectation for all pharmacy students (ACPE, 2015b). Additionally, pharmacy is seen as one of the most trusted professions by the public at large in the United States (Jalloh, 2021). Their professional association desires pharmacists to develop as leaders while in pharmacy school, and the public trusts pharmacists as leaders. Pharmacy education organizations, pharmacy accrediting bodies, and pharmacy professional organizations, through the CAPE domains (specifically Standard 4.2), direct that leadership development be one of the points that are identified, tracked, and assessed in pharmacy students through their curricular and co-curricular involvement in pharmacy school. Yet, throughout the literature the lack of insight from pharmacy students themselves about their leadership development is worrisome, as such insight is critical to know if the leadership opportunities provided to them through their co-curricular engagements during pharmacy school are sufficient for the leadership responsibilities that the public expect of them once the pharmacist enters the community that they are working in upon entering the profession. To gain insight into this requires understanding the meaning-making that occurs for the pharmacy students during their Pharm.D. program, which this study assisted in addressing this particular void in the current literature.

Chapter Summary

As noted in Chapter 1, the AACP through CAPE updated their education standards regarding pharmacy education in 2015 (ACPE, 2015a), one of these standards being leadership development (Medina et al., 2013; ACPE 2015b). With the new standard to integrate co-curricular learning for all of these education standards for Pharm.D. programs (ACPE, 2015b), leadership development needs to occur in Pharm.D. students through their co-curricular involvement and needs to be assessed by the pharmacy school. Lacking at this time is research examining how Pharm.D. students are making meaning of their leadership development through their co-curricular involvement in pharmacy school. Chapter 3 will highlight how the use of narrative inquiry in this study can help to address this current void in the literature.

CHAPTER 3

METHODOLOGY

Research Paradigm and Design

As a researcher I am generally in congruence with a constructivist view of the world. This allows for a multitude of realities to concurrently exist and suggests that the experiences of every individual are both unique and valuable (Merriam, 2009; Mertens, 2010). A constructivist viewpoint allows for a partnership to be forged between the researcher and each participant, through which knowledge is co-created through genuine, authentic interactions (Mertens, 2010). As a qualitative researcher, I was the primary research instrument. This was done by creating the research protocol, determining selection criteria for participants, creating the semi-structured interview protocol, and performing all the analysis of the data that was collected through this process (Creswell, 2014; Merriam, 2009; Mertens, 2010).

This study was qualitative in design and nature. A qualitative approach allowed the researcher to better understand "(1) how people interpret their experiences, (2) how they construct their worlds, and (3) what meaning they attribute to their experiences" (Merriam, 2009, p. 23). The study specifically utilized narrative inquiry to further explore the research questions with regards to Pharm.D. students. Studies that have used narrative inquiry focused on the experiences of the individuals, allowing their narratives to be instrumental in understanding and making meaning of their experiences (Clandinin & Connelly, 2000).

Centering the stories and the storytelling of the participants, narrative inquiry allowed for us (the participants and the researchers) to make meaning of these experiences (Merriam &

Tisdell, 2016). Through storytelling "is the primary way we express what we know and who we are" (Kim, 2016, p. 9). Along these same lines, narrative inquiry allows the participants to make sense of past experiences through their sharing of these experiences in the present (Clandinin & Connelly, 2000).

Focusing on these experiences helped make meaning of the study's research questions, which were the following:

RQ$_1$: How are Pharm.D. students' experiencing leadership development through their engagement in co-curricular activities while in pharmacy school?

RQ$_2$: How do current Pharm.D. students make meaning of their own leadership development through their engagement in co-curricular activities while in pharmacy school?

Narrative inquiry can be complex, as it can involve the story of the individual across different times (past, present, and future), the placement of the individual, and other factors (Clandinin & Connelly, 2000). To help with this, some frequently used terms in narrative inquiry include *backward, forward, inside,* and *outside* to help focus and center the stories of the participants (Clandinin & Connelly, 2000). Backwards and forwards are used to help describe the time (be it past, present, and/or future) in which the stories are taking place (Clandinin & Connelly, 2000). Inside focuses on what is happening within the person. This can include things such as emotions, feelings, or thoughts (Clandinin & Connelly, 2000). In contrast, outside is used in describing the environment external to the person where the story is occurring (Clandinin & Connelly, 2000). In this study, the *backwards* and *forwards* was grounded mostly in the present or the recent past, as the study participants were either currently in their co-curricular leadership positions or have been in those positions in the past academic year. With the research questions

and protocol focused on gaining insight into the meaning making, a very heavy *inside* focus was used in this narrative inquiry. The *outside* was defined due to the interest in exploring how co-curricular involvement impacts leadership development, yet participants' continued openness to other external environments impacting leadership development in Pharm.D. students needed to be maintained throughout the research. Understanding this mix of internal and external, past, present, and future, and how the participants made meaning of their leadership development highlighted a strength of narrative inquiry.

Institutional Site

The institution is the University of Georgia (UGA), a large, public, land-grant university located in the southeast United States. Total enrollment at the University of Georgia at the time of this research is approximately 39,000 students, of which approximately 9,000 were graduate or professional school students. At this institution, the College of Pharmacy (COP) is one of 17 schools/colleges that make up the University of Georgia. Each year, the UGA COP enrolls between 140-145 students per Pharm.D. class (UGA College of Pharmacy, 2021). As the Pharm.D. curriculum requires four academic years to complete (UGA College of Pharmacy, 2021), that is a total of 560-580 Pharm.D. students enrolled at the UGA COP in any given academic year. It is the only college of pharmacy in the state of Georgia that is at a public institution. In addition to offering a Pharm.D. degree, this college of pharmacy offers various undergraduate and graduate degrees in Pharmaceutical Sciences, which tend to focus on research rather than the clinical focus of the Pharm.D. degree.

Participant Recruitment and Selection

I planned to recruit six to ten participants for this study, to yield a minimum of six participants. Kim (2016) and Beitin (2012) both suggested that a sample size of six participants

was appropriate when utilizing interviews for narrative inquiry, if thematic redundancy, also known as data saturation, was obtained after the completion of analysis of the interviews. Criterion sampling was used to select participants based upon a pre-determined set of criteria (Johnson & Christensen, 2014). Given that the goal of this study was to study the experiences of a specific population, this type of sampling was required. The criteria for sampling for this study included:

1. Current Pharm.D. student at the University of Georgia,

2. Currently hold or in the previous academic year have held a leadership position in a co-curricular group/entity at the University of Georgia.

To recruit participants, an e-mail was sent to current student leaders at the University of Georgia College of Pharmacy using an e-mail list-serve the college keeps for the Dean's Student Advisory Council. A copy of the e-mail template can be found in Appendix D. I was prepared to use snowball sampling (a method that asks recruited participants if they know of other individuals that meet the study criteria) to ensure sufficient participants were recruited for adequate data analysis. Once interested students responded to the recruitment e-mail, I worked with them to arrange a mutually agreeable time to meet for an individual interview. Once participants agreed to meet to be interviewed, in the follow up email, I attached a brief questionnaire for them to complete prior to our interview. A copy of this questionnaire can be found in Appendix B. Using this questionnaire was helpful in determining that the participants met the selection criteria for the study. The questionnaire assisted me in selecting the 10 participants to ensure that a variety of identities and involvement in co-curricular entities in a leadership capacity as Pharm.D. students were present in the study. In the end, a total of 10 participants were recruited and completed interviews for the study.

Data Collection

Prior to any data recruitment or collection, IRB approval was obtained for the study. This included obtaining informed consent from all prospective Pharm.D. students that participated in the research study. Informed consent was obtained by carefully explaining the nature of the study to the prospective participant, while also allowing them as much time as needed to carefully consider the study and to determine if they would like to participate.

Two different methods were used in collecting data for this study, as is the norm within most qualitative research (Creswell, 2014). The two connected methods used in the data collection: (1) questionnaire containing various demographic questions as well as questions regarding their leadership activities in co-curricular activities as Pharm.D. students; and (2) a single 60–90-minute, one-on-one, semi-structured, qualitative interview with each participant. Interviews were conducted via electronic means such as Zoom, Skype, etc. Semi-structured interviews are such that the interviewer has some prepared questions for the interview but is allowed to modify or add questions during the interview as they see fit (Creswell, 2014). Interviews were audio recorded to help with the verbatim transcription and eventual analysis of each interview. The full semi-structured interview protocol for this study can be found in Appendix A. The researcher used an online transcription service (REV.com) to perform the transcription of the audio files. Transcripts of the interviews will be kept on file in a secure location only accessible by the primary researcher for two years after the completion of this study. Should no further research be completed or required after those two years, the transcripts will be destroyed.

Data Analysis

After the verbatim transcription of the interviews was completed, the transcripts of the interviews with the participants were shared with each participant, allowing them to verify accuracy and provide additional clarity should it be needed. Once this was completed, multiple rounds of qualitative coding were performed. The first round consisted of open coding, which identified initial codes from the transcripts (Corbin & Strauss, 1990). After this first round of coding was completed, a second round of coding was performed to help identify emerging themes by grouping together initial codes that appeared to be thematically similar (Saldaña, 2016). Once these emerging themes have been identified, more in-depth axial coding of these themes was done to complete the thematic analysis (Corbin & Strauss, 1990; Saldaña, 2016). As previously noted, this is an exploratory qualitative study. Given the exploratory nature of this study, there is no theoretical framework. Previous narrative studies in education research have shown that building narratives in this manner provide the opportunity to gain a greater understanding of each participants' story (Solórzano & Yosso, 2002).

Researcher Subjectivity

Given my position as the primary research instrument for this study (due to the fact that this study is qualitative in nature), it is of paramount importance to recognize and acknowledge the subjectivity that I am bringing to this work (Merriam, 2009). Having previously been a medical student, I have awareness of what it is like being a student in a professional school in the health sciences. While medicine and pharmacy are not identical, my professional background allowed me to bring some important knowledge of the community. Furthermore, having worked as a part-time data analyst for this specific college of pharmacy for over two years allowed me to bring some insights into this study such as: knowledge of the program/school/community, nature

of some of the co-curricular activities provided by this college of pharmacy, and knowledge of some of the faculty and staff who work at the college of pharmacy.

While I have worked for a little over two years at this college of pharmacy, I feel it is important to note that the work I did as an analyst has rarely had me engaging directly with current students at the college outside of a few sporadic meetings or events where I was one of many participants. Because of this, most students perceived me as an outsider, which required me to work to gain participants' trust and build a rapport throughout the work of the study. All these roles needed to be kept in mind throughout the study in order to ensure trustworthiness of the study, data, analysis, findings, and recommendations. To minimize any and all biases I have, various steps were taken to ensure trustworthiness of the research, analysis, findings, and recommendations.

Trustworthiness

Trustworthiness is paramount in research, regardless of the subject studied, method(s) used, or outcomes found in the study. Throughout my work, I actively sought to establish trustworthiness with the participants to ensure the accuracy of my research and findings (Johnson & Christensen, 2014). Sharing my subjectivity as a researcher earlier in this chapter serves to strengthen trustworthiness for participant and consumer alike. Further efforts to improve trustworthiness through various means to increase validity and reflexivity by the researcher are detailed below.

Validity

Several steps were taken to enhance the validity of the data. As mentioned, concerning member-checking was done with the research participants at various times. Member-checking allowed the research participants to ensure that the researcher was accurately representing them,

their narrative, and their overall contribution to the emerging research (Creswell, 2014). This occurred by asking clarifying questions as needed during the interview, providing the verbatim transcripts to the participants after they have been transcribed, providing the themes that emerge from the analysis of the data, and sharing the final narratives of the participants' stories with them once each narrative has been crafted. All feedback offered by participants was used to further refine that step in the process until the participant and researcher were both satisfied with the result. Feedback was not a requirement for the participants, but it was an opportunity offered to all participants.

In addition to the aforementioned steps to ensure validity, peer debriefing was done to further strengthen the validity of the findings. Peer debriefing involves the research engaging in preplanned extensive discussions about the findings of the research and the study (Spall, 1998). This debriefing by the peer can help the research identify bias, ethical concerns, and help ensure labeling of emerging themes is rigorous (Spall, 1998). Peer debriefing serves to strengthen the validity and overall trustworthiness of the research (Connelly, 2016; Spall, 1998), and has the additional advantage of providing support to the researcher throughout the process (Spall, 1998).

Reflexivity

Being aware of my reflexivity as a researcher throughout the study also served to increase the trustworthiness of the data, the analysis, the findings, and the overall study. Methods of reflexivity I utilized were primarily journaling and memoing throughout the research. Both journaling (Meyer & Willis, 2018) and memoing (Birks, Chapman, & Francis, 2008) are recognized and accepted methods of reflexivity in qualitative research. The memoing occurred by taking notes during the interviews of any thoughts, impressions, etc. that came to me during that time. Journaling occurred during the analysis, write-up, and throughout the preparation of

this dissertation to assist me in checking my assumptions, biases, and to avoid injecting my perspectives into the experiences of the participants. This included but was not limited to during recruitment, conducting the interviews, performing data analysis, engaging with the participants through communication to increase validity of the findings (if participants chose to engage with me in this manner), through writing, and defense of this dissertation.

Study Considerations

While it is impossible to know all limitations of the study, some points to consider with regards to this study include: the focus on a specific type of student for this study (Pharm.D. students), as well as the recruitment of participants from a single college of pharmacy located at a single institution. Focusing solely on Pharm.D. students may limit the applicability of the findings to other student populations even within the health sciences, while recruiting students from a single institution heightens the chance that an unaccounted-for factor specific to the institution could be impacting the leadership development of the students. While these are true, the lack of existing literature exploring the intersection of all these points (meaning-making, leadership development for Pharm.D. students through their engagement in co-curricular activities while in their Pharm.D. programs). Furthermore, given that the recruitment was done via email, there was a chance that certain students self-selected to participate in the study, while other students intentionally chose not to participate. Given that I was unable to interview those students that chose not to participate, it was impossible to tell if their experiences were substantially different from the experiences of those students who were interviewed.

Chapter Summary

This chapter detailed and highlighted the approach I used to engage in further examining how Pharm.D. students made meaning of their leadership development while in pharmacy

school. By and through this approach and methods, I gathered the narratives of these students to better articulate this process, which in turn could be used to inform better practices, policies, and future research on this topic. Throughout all of this, I endeavored to be an effective qualitative instrument throughout the process of data collection, analysis, writing, and recommending, while being mindful of my own biases and striving earnestly to avoid projecting my own opinions onto those of the participants who so graciously and willingly assisted me in this constructivist process.

CHAPTER 4

FINDINGS

This chapter provides the detailed findings of this present study. The purpose of this exploratory qualitative narrative study was to examine how Pharm.D. students make meaning of their leadership development through their co-curricular involvement while in pharmacy school. Ten participants elected to participate in the study and share their stories by completing a brief demographic questionnaire and participating in a single, one-on-one interview via Zoom with me as the researcher. Counting brief discussion time with participants before and after the interview, the total conversation time with each of the participants was between 60-90 minutes. All interviews were conducted in April 2021. All participants had at least one year in at least one leadership position in a co-curricular activity/group at the University of Georgia College of Pharmacy while enrolled as a student in the Pharm.D. program. In the sections below, I briefly introduce each of the participants as well as organize and present the findings from this study.

Presentation of Participants and Individual Findings

While there exists a plethora of ways to take narrative data and present it (Kim, 2016), I have elected to highlight the experiences of each student by crafting a short story of each of their experiences. The stories were crafted from the interview transcripts, the short questionnaires, listening to the audios of the interviews while drafting the story for that particular participant, and any thoughts I noted as a researcher either during the interview (using notes taken during the interview) or from notes taken while memoing after the interview. Doing this allows for the individual narratives to be highlighted and acknowledged, while also helping to set the stage for

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themes and findings that are common across multiple students' experiences. Pseudonyms were used for each of the participants to provide anonymity and help them to express themselves more freely during the interview. Participants were given the option to choose their own pseudonym, or to allow me as the researcher to choose a pseudonym for them. Five of the participants chose their own pseudonym, while the remaining five left the choosing of their pseudonym to me as the researcher. When I was asked to choose a pseudonym for the student, a name was chosen at random. The presentation of the different participants' stories is listed below in alphabetical order of their pseudonyms.

Table 1

Participant Information

Pseudonym	Gender	Race/Ethnicity	Year in Pharmacy School
Alice	Female	Asian	2nd year
Danielle	Female	White	4th year
Grace	Female	White	3rd year
Lily	Female	African-American	2nd year
Lizzy	Female	White	3rd year
Madison	Female	White	2nd year
Melody	Female	Indian	3rd year
Nancy	Female	Asian	4th year
Parker	Male	Indian	2nd year
Zeus	Male	White	4th year

Alice

Hello everyone. My name is Alice, and I am currently a second-year Pharm.D. student at the University of Georgia. My hometown is a suburb just east of Atlanta. Besides being a woman, I am also Asian, actively practice my religion, a daughter, a peer, and a mentor to others. I started pharmacy school right after completing my bachelor's degree, and I was (and still am) excited to be studying to become a pharmacist!

I have been in a few leadership positions before pharmacy school, which helped me discover my passion and love for being a leader! Having said that, I have been able to really get involved in a few different areas so far as a pharmacy student. My main leadership engagement is tied to my career goal of working in health systems pharmacy, an area of healthcare that primarily deals with care in acute and ambulatory settings. The group that does this at the pharmacy school is the American Society of Health-System Pharmacists (ASHP). I have been lucky enough to be involved in this group not just at the local level here, but also with the national organization. Besides ASHP, I am involved in the general pharmacist group [American Pharmacist Association (APhA)], where I will be one of the people leading the group this upcoming year. I am also a part of the group of all the leaders in the pharmacy school [Dean's Student Advisory Council (DSAC)]. I was a part of the pharmacy sorority [Lamba Kappa Sigma (LKS)], but [I] decided that my involvement there was stretching me too thin, and [I] elected to no longer be involved after the first year. All of this has helped me to grow exponentially as a leader!

Leadership is something I see as part of my identity as well as part of how I connect with others and forge relationships. This includes both being a leader myself as well as being led by others. A good leader knows when to guide and when to support, how to establish and maintain

effective boundaries, and is empathetic. Most leaders I have observed and admire have developed skills to be effective listeners, communicators, and demonstrate time management abilities. All of this helps them to be able to effectively connect with the group they are leading, which is what I see as key to them being a great leader. It has been great that the pharmacy school here has been so supportive of students being involved in these groups and getting the chance to grow as a leader. At the same time, a leader has to learn to delegate and give others the opportunity for their own growth and development. All of this is certainly a fine line, but it has gotten more manageable for me to balance all of this through my leadership experiences while in pharmacy school.

One event in particular that I think highlights my growth as a leader is through my involvement the past two years in Pharmtoberfest. This is a large health fair that the College of Pharmacy puts on every year in October. Having gone through the experience in person my first year, then having to be one of the leaders this year when we had to pivot to a modified hybrid format due to COVID-19 gave me so much chance to grow. It is such a big event that it takes almost a whole year to plan, and the uncertainty throughout the year due to COVID-19 made us cancel or modify events as we went along leading up to Pharmtoberfest. Yet, looking back, I am very happy with how successful the event was overall.

Looking forward, I see my leadership growth benefiting me as I go into clinical rotations by positively impacting my patient care skills, as well as my ability to network and communicate with both preceptors and colleagues. As I eventually transition to being a pharmacist, I can see the skills and traits I have developed being a huge asset to me as I take on the role of managing large groups of people in order to provide the best patient care possible. Beyond this, I see these skills helping me be a better leader in serving my community as a whole outside of pharmacy.

The confidence in myself and my leadership abilities that I have gained is so important to me, and I am grateful that I have been able to grow as a leader during the first two years of pharmacy school, and I expect to continue growing even more during the rest of my time as a student and beyond.

Danielle

Good day to each and every one of you! My name is Danielle. I'm a White woman born and raised right here in Georgia. Right now, I'm a fourth-year Pharm.D. student who will be happily graduating in a few short weeks. So excited! I'm back living with my parents as I complete pharmacy school, living in my hometown just north of the Atlanta Metro area. This lets me commute to the different hospitals and clinics in and around Atlanta now for my rotations.

Leadership was important to me before I started pharmacy school. A lot of my leadership before pharmacy school was when I was an undergrad student, specifically with my sorority. I was the vice president of new member education, and this experience showed me how powerful and impactful a leader can be! I was a good communicator then, but [I] would also worry about what people thought of me as a leader. During pharmacy school, I've been able to spend several years in different leadership roles in one organization: the National Community Pharmacy Association (NCPA). I also am a member of a group for all pharmacists regardless of specialty (American Pharmacist Association, APhA), and a member of the pharmacy sorority (Lamba Kappa Sigma, LKS). Sadly, it has been harder to be involved as a leader or in the other organizations I'm part of during my fourth year, but I still try to be there as much as possible. I did decide to forego being a member of LKS my last year due to not wanting to pay the cost of membership since I wouldn't be able to be part of most of the social activities that LKS would put on this year.

Leadership is a mix of many different things to me. For starters, there are personal attributes that I feel make someone a great leader. These include things like being friendly when working with patients, being a good communicator, effectively leading a diverse group of people, encouraging those around you, be it patients, colleagues, those you supervise, and even those you are working under, knowing how to manage conflict, staying organized, and being transparent with all the people you are leading. Another bit of leadership that is very important to me was being able to reach out and connect with others outside of the pharmacy school. We can be great leaders here as pharmacist, but if we aren't connecting, engaging with, and working with others, there will be limits to what we are able to do. To me, all of these can be summed up in just doing what is needed in order to put my best foot forward no matter where I may be!

A couple of different events during my time as a pharmacy student stick out as ways that I highlighted my leadership. By chance, both of them happen to be focused on making connections outside of the pharmacy school here at the University of Georgia (UGA). First, during my time as a leader in NCPA, we took the Clinical Pearls book (a book highlighting clinical cases and application of pharmacy to those cases which our group had created for years) and started to sell it not only to our colleagues here at UGA, but to other students at other pharmacy schools across the United States. The other was as part of NCPA; a group of us presented a pharmacy business plan. The plan was well received, and we were able to present the plan at a national conference in California, competing against teams from across the US. Our plan was so well received that we had people from not only other schools, but people opening up their own pharmacy asking to see our plan and for permission to use parts of it when planning to open their pharmacy. Leading the team and being recognized for our innovative, impactful work

by a wide range of people let me know that the leadership I was giving in my positions was worthwhile and having a noticeable, positive impact.

Looking back, I can see how being involved as a leader in NCPA has helped prepare me for my career as I am graduating and transitioning from being a student to working as a pharmacist. Be it helping me solve a new problem that has popped up in my pharmacy, to navigating a conflict between people working under me or even between myself and those I am working with, or just finding the best way to implement a new process in my practice, the skills and experiences I've had during my time as a leader in pharmacy school will be so helpful to me throughout all of my career!

Grace

Hi everyone. I'm Grace, and it is wonderful to get to be a part of this opportunity! I'm currently at the end of my third year of the Pharm.D. program at the University of Georgia! I'm a White female from a small town a bit north of Atlanta. After completing pharmacy school, I am hoping to complete a residency in pediatrics and then work as a pediatric pharmacist.

I've been a leader for quite some time. I was heavily involved as a leader in a lot of different groups in high school, ranging from sports to service to academic. My dad often talked about the importance of being a leader, and I think a lot of that rubbed off on me at an early age. I kept up my work as a leader while I was an undergraduate student, and after starting pharmacy school, I wanted to keep being involved and making a difference. Most of my leadership experiences in pharmacy school have been through my work with RX PUPS, the pediatric pharmacy student group here on campus. I have had a leadership position there all three years of pharmacy school so far! I also have been involved with Lambda Kappa Sigma (LKS), the

pharmacy sorority here. There are several other groups in the pharmacy school that I am a part of, but not a formal leader in so far while here.

While there are many things people consider to be important for leadership, communication to me is hands down the most important. This includes communicating with your team, with those you may be supervising, with your bosses, and absolutely with your patients. Without communication, it is so hard to really accomplish anything of meaning as a team. Besides communication, I think empathy, flexibility and determination are all critical things for a pharmacist, or for anyone really, to be a great leader! All of these traits help to show people that you, as a leader, genuinely care, which helps so much when connecting to people. That connection with people is what helps a leader be great to me, and I have tried to hone that ability during my time as a leader in different areas.

Even though I've had a lot of experience as a leader before and during pharmacy school, I've had the chance to grow through my leadership experiences. One that sticks out to me is how critical communication is. At different points during my time in leadership positions with RX PUPS, I noticed that communication would not always be smooth with me and my fellow leaders in the group. This led to some tension and conflict with things getting done and figuring out who was responsible for different activities. The struggles with communication would impact how long meetings would go (sometimes over two hours for what should have been a 30-minute meeting), and still wouldn't improve the quality of the events we were putting on. Over time, I worked as an officer in the group to help improve communication, but seeing how things can unfold when there isn't strong, clear communication has highlighted to me how absolutely critical communication is as a leader.

As I am going into my last year of pharmacy school, I am hoping to keep improving as a leader, particularly in being more goal oriented and focused in any leadership opportunities I might have. Hopefully, this will continue with any additional opportunities that I may have after pharmacy school. My dream is to someday be a faculty member in a pharmacy school. To do this, I know I will have to keep growing as a leader, but the growth I have already had so far in my life, particularly in pharmacy school, is an amazing foundation to build on as I move from being a student into my career!

Lily

Hello. I am Lily, a second-year Pharm.D. student at the University of Georgia. I'm an African-American woman born outside of the United States, but I now consider a small town in the very southeastern corner of Georgia home now. I'm hoping to go into managed care as a pharmacist after graduating in a couple of years. In addition to being a budding pharmacist, I am also an artist, with a love for pottery, sculpting, painting, and general design.

Before coming to pharmacy school, I don't think that I was a great leader at all. I used to think that being a leader was just being in a position of power or authority, but I've seen through my growth in pharmacy school that is not the case at all! I started getting involved as a leader in pharmacy school right off the bat in my first year by being chosen for an officer position for the managed care pharmacy interest group on campus. My interest in managed care is what has pushed me to be a student leader so far in pharmacy school. I've also been involved as a co-chair in the student chapter of the American Pharmacist Association (APhA) as well as being a student ambassador for the College of Pharmacy. I've grown into a leader that listens to the thoughts and advice of others and uses that to plan my next move to help the group progress and succeed.

For me, a big part of being a leader is to work with those you are leading on their level in order to move the group forward in a positive direction. Leading a communal effort in whatever task you are leading the group towards is the essence of a leader. At the same time, you have to be true to your own moral and values while being a leader. Communication is important as a leader, though I see being a good listener as much more important to this over being a good speaker. Don't get me wrong, you have to have the verbal skills to communicate effectively, but I think the listening to others and using that to guide your leadership is *so* important!

One thing that helped me to grow as a leader was actually a "bad" experience. During the summer between my first and second year of pharmacy school, I had a three-week hands-on program in a community pharmacy. This is something all of us do in summer. It is meant to be something that helps us to grown and get hands-on experience in a pharmacy, but for me it wasn't a good experience. Instead of being quiet about it, I brought it up to the preceptors at the site as well as to the school, so that other students won't have to go through the same bad experience that I went through at that site.

I hope to continue growing as a leader not just during the remainder of my time as a pharmacy student, but throughout my career. I want to be impactful and intentional in my work and my leadership as a pharmacist and in any other place I may be. Doing this will help me to keep being and becoming not just a better leader, but a better person in general.

Lizzy

Hey all! I hope you are having a great day wherever you may be. My name is Lizzy. I am wrapping up my third year in the Pharm.D. program at the University of Georgia. I grew up in a beautiful suburb just outside of Atlanta. I am a White female as well as a follower of Christ.

Right now, I am both a full-time pharmacy student as well as a full-time worker as a Pharmacy Intern at a local CVS pharmacy.

Before pharmacy school, I actually don't feel like I had ever really been a big leader. I had been in charge of a few organizations in high school and college, but I really had not had to be a leader all that much. It has been a lot of growth for me to become and be the leader that I hope is the best that I can be for myself, my classmates, for the school, and for the pharmacy profession as a whole. During pharmacy school, I have had the honor of representing my class throughout pharmacy school, including for the upcoming year. I also am part of the American Pharmacist Association (APhA), and a member of the senior legacy committee (a group that frequently connects with alumni for various reasons). In addition to leading in this way at the pharmacy school, I am also a mentor for high school girls here in the local community, lead worship at the church I am a member of here in the local community, and also sing in a campus-wide acapella group. It was important for me to connect and be a leader not just in school, but in my faith and in the school as a whole during my time as a pharmacy student.

Being a servant leader is critical for me to be an effective leader. This means being willing and able to do the things that you ask of those that you are leading. Sometimes this can mean sacrificing your own tasks and ideas for the sake of the people you are a leader over. At the same time, a leader needs to be able to do the work without worrying too much about what others will think of them. I did not always feel that way, but I have definitely learned that while in pharmacy school.

As I think about being a leader, there have been many times my classmates have asked me to speak as the voice for all 150 of us as students in the class. One example of this is when we were having difficulty with a new professor here at the College of Pharmacy. This professor

dove deep into the math, which was difficult for many of us as we hadn't done much math for the last three years. I had to arrange multiple meetings with this professor to share the class's struggles and frustrations. In the end, we were all able to find a middle ground which was acceptable for the professor and for the students in his class [myself included].

I feel and hope that the growth and learning I have had as a leader in pharmacy school will translate to me becoming and being an impactful and effective servant leader in the profession. I can already see how my growth and development as a leader will benefit me as a pharmacist. Be it in how I serve my patients, work with my future colleagues, how I am with my own family, or in my own growth; my time as a leader in pharmacy school will be a huge asset for me to draw upon.

Madison

Hello everyone. I'm Madison, a White woman born and raised in a small college town in eastern Georgia. I moved almost two years ago to start the Pharm.D. program at the University of Georgia, and I am completing my second year in the program. I'm loving my time here and am grateful to be a student here!

Before coming to pharmacy school, I was blessed to grow as a leader while being involved in the ministry, as well as helping run a children's mentorship program while in college. These experiences really showed me the positive impact that being an effective leader can have on those you lead. Being someone who is positive and who motivates those that you're leading can help those that you are leading to grow and develop. I was very intentional in becoming super involved when I started pharmacy school. Because of this, I've continued to use this perspective in the leadership opportunities that I have had during pharmacy school, which has included positions in the American Pharmacist Association (APhA) and with Lambda Kappa

Sigma (LKS), the pharmacy sorority here. I'm also involved as a member of the university-wide Student Health Advisory Committee. Being involved in APhA was particularly important to me after seeing how impactful it was for my roommate prior to pharmacy school when she was a leader in that organization.

I see leadership as a mindset, a way of living your life regardless of where you may be. Doing all of this while being humble is important to me, since as a future pharmacist I know that I will have people coming to me when they are sick and not in the bests of moods. They might be short with me, and yet it is still my responsibility to treat them the best way that I can. Besides humility, being confident in yourself and those you work with is important as a leader. In order to do this, you have to have open, effective communication between you as a pharmacist and all of the people who work with you [be it someone you supervise, colleagues, or someone that supervises you]. I can't stress how important effective communication is as well. Above all, you have to have empathy for all the people you work with and meet with as a pharmacist.

As part of APhA, I was one of the people responsible for organizing and putting on Pharmtoberfest (a large education and health fair put on by the College of Pharmacy students every October). With COVID, we have to adapt this year how we were going to put on Pharmtoberfest since we couldn't realistically have it as the typical massive, in-person event in front of the College of Pharmacy. Myself and the other leaders had to work with those above us and those we were leading to reimagine the event into a hybrid format. This was not easy, and there were absolutely times that people were not happy with us at different times in the planning process. Yet, in the end, we were able to pull off a successful event. I'm so proud of my team and myself for all the hard work and effort we put in to pull off Pharmtoberfest during a once-in-a-lifetime pandemic!

Looking forward, I am grateful for the leadership opportunities that I have had so far! I can see how they will positively impact the rest of my time as a pharmacy student by helping me to be a more effective and impactful leader for the pharmacy students coming after me here at the University of Georgia. I see this growth as a leader continuing after I finish pharmacy school and start working as a pharmacist. Yet, I want to be a leader in other ways. I want to become a certified spin class instructor. I want to keep being involved in my church. I see so much value in all of this to help me keep becoming the person that I want to be.

Melody

Hello! My name is Melody. I am an Indian woman who grew up in one of the suburbs just northwest of Atlanta. I am currently a third-year student working to obtain both a Pharm.D. degree and a master's degree from the University of Georgia. Because of this, I have spent most of this third year mostly taking classes in my master's program after completing the first two years of pharmacy school. I elected to start pharmacy school after completing just two years of undergraduate classes at the University of Georgia because I knew even then that I wanted to be a pharmacist!

As an undergraduate student, I was involved as a leader in a student group doing traditional dances. The opportunity really helped to inspire me to get involved once I got into pharmacy school. While here I have been an officer in the pharmacy managed care organization (AMCP), and also as part of the Graduate Women's Business Association. I also serve as a mentor to prospective students here at the University of Georgia and volunteer with a hospice group. My time with AMCP has been particularly informative because I had to be a very hands-on leader with some of the students who were also in leadership positions with this organization.

It was certainly a lot of work to do this at times, yet, I am grateful for the experience to help others grow while also growing myself.

A leader to me is someone who takes initiative; someone who is willing to step out of their comfort zone in some way to get the work done that needs to be done. Given all the different kinds of environments and places we can work as pharmacists (such as community pharmacies, regional pharmacies, hospitals, etc.), and that pharmacists are often the most accessible healthcare worker to most of the population, it is extremely important as a future pharmacist to know how to lead effectively in different environments and with different people. Leaders have to be patient, be able to consider the views of others at the same time as their own, and a willingness to help and serve others. Without these and other interpersonal traits, I think it is very difficult to be an effective leader.

I have found that as a leader, the times that are most trying can be ones that help us grow and develop more. For example, as I transitioned to becoming the president of an organization here at the College of Pharmacy, I was told by the outgoing president that our current faculty advisor was no longer able to advise us, and that I would have to find a replacement for them. Working over the summer, I found a couple of different faculty members who were willing to co-advise our group. Sadly, about two weeks into the semester, both of them suddenly dropped out, saying they were unable to commit to this responsibility. I felt like I had wasted so much time and let those I was a leader over down because of this. Yet, I pressed on, and [I] was eventually able to find another faculty member to advise our group [happily, they are still advising us to this day].

I have seen myself grow so much as a leader compared to who I was when leading the competition dance group as an undergraduate student. I am optimistic and hopeful that I will

continue to grow as a leader during pharmacy school and beyond. I hope to become a leader in managed care, as I can see how this will help me to positively impact the lives of so many people!

Nancy

Hello. It is wonderful to connect with you! My name is Nancy, and I am completing my fourth year of pharmacy school. I am so excited to be graduating soon! I am originally born and raised outside of the United States, but now consider my hometown to be a small town in Virginia. I am a hard-working, innovative person that is driven to help others as part of a team. I am a bit different than many of my pharmacy school peers in a few ways, such as being an Asian woman, being a bit older than most of my peers, and being married.

I've been working in pharmacy long before I started pharmacy school in Fall 2017. My first job in pharmacy was in 2009 working at a Kroger pharmacy as a technician. I didn't see myself as a leader before starting pharmacy school, but the roots of how I became a leader are from seeing the leaders I admired then and building my own leadership style based off of the things I notice they did well as leaders. I came into pharmacy school wanting to be involved as much as possible, and dive right in. While in pharmacy school, I've been able to be a leader in several different organizations, including an officer in RX PUPS [our pediatric pharmacy group], as well as several positions in the Student National Pharmaceutical Association and Phi Lambda Sigma. Being a leader in each of these different groups has helped me to grow in my confidence and ability to be a more effective leader in all kinds of situations and with all types of people.

I see leadership as multifaceted, but the crux of it is working together with others as part of a team, leading them by example, and lifting up those around you to help them be successful. Sometimes this means as a leader you have to take a leap of faith and put yourself out of your

comfort zone, which isn't always easy [at least for me]. Traits like being an effective communicator, being empathetic to your team members and patients, and being able to effectively delegate responsibilities/tasks to others are all key to have and hone as a leader, no matter where you are.

One of the faculty here mentioned that "being a leader is not just being the big L, but also being the little L." In doing the little things, the little projects…that is where leadership can shine through just as much as being the head of a group! This isn't to say that leadership is always easy. There is a 'dark side' to leadership too: the conflict, the uncertainty, the toll it can take personally as well as your relationship with others. But in the end being a leader is important to me, and worth all the effort to make a real, positive impact in the world!

Most of my proudest moments as a leader in pharmacy school come from my work as an officer in RX PUPS. When I became an officer, we were a really small group. We didn't even have a logo, like most of the other student groups! My first thing as an officer was to help design a logo for the group. After that I pushed to bring awareness about the group to my fellow students. The first general meeting after this effort was incredible; there was almost 4 times as many people there as we used to have in general meetings! It felt good to not only help others find the group and have interest in it, but to see the group becoming a strength in the College of Pharmacy, all while being able to create some new leadership positions for my peers to get the chance to grow and develop as well! It is certainly something that I feel I will always be able to point to and look fondly back at no matter where I go and progress in the world.

I see effective leadership as a critical skill for myself and anyone else serving as a pharmacist. We need people that are going to advocate for our patients, our communities, our profession, and ourselves. I've been able to grow and develop so much during pharmacy school,

yet, I hope that I continue to grow and keep becoming an even better leader as I move into the working world as a pharmacist. All I can do is keep doing my best and learning and growing as I go, while also helping others become the great leaders I know they can be!

Parker

Hello all! My name is Parker. I am in my second year as a Pharm.D. student at the University of Georgia. I elected to start pharmacy school before finishing my bachelor's degree since I wanted to get to being a pharmacist as soon as possible! I grew up in a small town northwest of Atlanta, but both my parents were born and raised in India. I am a cisgender queer male, and I actively practice my religion.

Before starting pharmacy school, I wouldn't call myself an active leader. I had some leadership positions, but [I] was just the one in charge of a group rather than what I now consider to be a leader of the group. For example, I was in marching band from middle school through undergrad. I got the chance to grow a bit as a leader in different places there, but I didn't become an active leader until pharmacy school. In pharmacy school, I've been elected to leadership positions in the American Pharmacist Association (APhA), the Student National Pharmaceutical Association (SNPhA), and in Phi Delta Chi, the pharmacy leadership fraternity. I also am a class representative for the students that started with me in the Pharm.D. program. While my positions have been various responsibilities, I've grown in different ways through each opportunity, and I'm excited to keep being a leader not just in pharmacy school, but beyond after I graduate and am working as a pharmacist.

To me there are two major keys to being a good leader: being adaptable, and being an effective communicator. From watching people in high school, through undergrad, and now as a pharmacy student, all of the leaders who I admire and try to emulate had these traits. Without

good communication, then the team breaks down and the work doesn't get done. This includes both effectively communicating with your team as well as effectively listening to your team to hear their thoughts, ideas, worries, and concerns. Being adaptable is important because things rarely go as smoothly as they are planned out, and a leader has to adapt to the changes that pop up in order to get the team to their desired goal. There are certainly other traits of leadership, but without these two, other traits can't even get off the ground to positively impact the leadership of the team.

As the class representative this year, I got the chance to be the advocate for my peers as we went through classes in the middle of the COVID-19 pandemic. As you can imagine, it was quite a strain on everyone tackling such a difficult curriculum while in a pandemic and doing everything else that happens in life. I met with my peers [individually, in small groups, and as a whole], sent out polls, found out what would help them succeed in this trying time, and then went to the faculty and administration and worked with them to get my colleagues and classmates the support they felt they needed. It was a long and tough process, but I'm glad it worked out to help and that I was able to help my peers in this manner.

Looking forward, I hope and plan to keep growing as a leader during the last two years of pharmacy school. With the future experiences I hope to have, I can see myself growing as a leader, as a better communicator, as a more adaptable person, and gain new insights and skills to be even more effective in the future when I am asked to lead after graduating and working. All I can do is take advantage of the new opportunities as they come and grow from there.

Zeus

Hello to you all. I am Zeus, and it is nice to be here today. I am wrapping up my fourth year of pharmacy school and will be graduating soon. Really excited to be finishing up soon! I

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am a proud Southerner from a small town in eastern Georgia. I am a White male, and I currently am 29 years old, making me a bit older than most of my contemporaries in the Pharm.D. program here at the University of Georgia. After finishing my undergraduate degree, I worked for a few years in an unrelated field. The money was ok, but eventually I found out about pharmacy and felt like this is the career for me. Becoming a pharmacist has helped me to find my purpose in life, and I am so glad to have done it!

Even though I had worked a bit before coming to pharmacy school, I didn't see myself as a leader at all before pharmacy school. In fact, I would call myself a non-leader before starting pharmacy school. I didn't have confidence; I didn't have experiences, and my words and actions would be at odds with each other. All things that don't inspire leadership at all! I saw myself as one that would be proud in serving and helping others, and [I] saw my self-worth in how others thought of me from how I helped and served others. In pharmacy school, I've been able to grow by leaps and bounds as a leader. I've been a representative of my class throughout pharmacy school, had different positions within the American Pharmacist Association (APhA) group, part of the Senior Legacy Committee, and a member of the assessment committee at the campus I've been at my last two years of pharmacy school.

Part of leadership certainly is being in a formal position in a group or entity. But to me, real leadership does not require a formal title. Part of leadership is taking ownership of responsibilities, even stepping in and taking charge of a situation if need be to make sure the task at hand gets done. Leadership is a constant balance of being humble and not being too egocentric. It also means taking ownership of the outcomes, even if you were not directly responsible for the outcome. To me this is really important as a pharmacist, since the actions we

make or the directions we give [or don't give] can have powerful and even long-lasting impact on the lives of those who come to us.

Three key attributes to leadership for me are: having a vision, effective communication, and being a good manager. Without a vision, you can't lead a team or people toward a goal. How you communicate is important. I remember reading something about Vince Lombardi where he got to know his players, would find out the best way to communicate with each of them to help them become better, and then would use these unique ways of communicating in order to build the best team possible. As a manager, you've got to learn to delegate tasks, duties, and even responsibilities to those you're working with. You as the leader can't do it all alone, so you have to trust those you're working with in order to divvy up the job and make sure it all gets done right.

One really big event really opened my eyes about what true leadership is to me. It happened when we had a screw up at one of our big events, Pharmtoberfest. It is a huge event that is a year in the making and really helps to highlight all that we can do as pharmacists. The students do a vast majority of the work, but we do have a faculty advisor over the student group (APhA), and they help us out and support us. At one point, something went wrong. I can't remember exactly what it was. It might have been something not getting turned in correctly. Anyway, whatever it was fell through the cracks, and when it came to everyone's attention, she took responsibility for it. It was not her fault in any way; she didn't even know it was missing or done wrong. Yet, she stood up and accepted the responsibility for the error.

When she stepped up and not only took responsibility for the mistake, but followed up and corrected it, that really highlighted to me that a leader isn't just responsible for just themselves, but they are responsible for the actions or inactions of those that they are over.

Taking that responsibility, owning up to it, and even providing cover for those under you when there is a mistake are lessons I will not forget in a long time thanks to that inspiring faculty member!

I have already seen so much growth and change and development in myself as a leader during these last four years of pharmacy school, yet I hope to continue to grow and develop and change into an even better leader over time! I've started to get involved nationally with the American Society of Gene and Cell Therapy (ASGCT). Seeing all the amazing work that the people in that group do, I am hoping to grow into being a leader there as well, so that I can truly help and serve my patients, my profession, my peers, my family, and myself through the eventual leadership opportunities there.

Presentation of Themes Across Participants

The ten participants in this study come from a wide range of identities, experiences, and interests in pharmacy. Be it gender, race/ethnicity, religious affiliation, age, marital status, or any other salient identities that they hold, these students are far from monolithic in their identities, and I believe that they collectively are a fair and accurate representation of the types of individuals pursuing a Pharm.D. at the time of the study. Even with their different identities, I identified three distinct themes across all the participants during the analysis of the data, including:

1. Leadership development occurs through co-curricular experiences in pharmacy school regardless of prior leadership experience before pharmacy school.

2. Key events during pharmacy school co-curricular activities impact leadership development.

3. Recognition of key traits of an effective leader.

A more in-depth discussion of each of these points is found below. To highlight the lived experiences of the study participants and to be congruent with narrative inquiry, direct quotes from the interviews with the students were included throughout the discussion of each of these three emerging themes.

"Anyone Can Grow as a Leader:" Leadership Development Occurs Through Co-Curricular Experiences in Pharmacy School Regardless of Prior Leadership Experience Before Pharmacy School

All the participants noted that their development as leaders was impacted through their engagement in various co-curricular opportunities during their time as Pharm.D. students at the University of Georgia. What differed between them was the magnitude of their development. Some students felt they came into pharmacy school already as a strong leader, and their co-curricular experience merely served to further hone the leadership skills and abilities they had already obtained. Danielle stated that "[Before pharmacy school] I would say I was a pretty strong leader. I took on a lot of leadership roles in undergrad being on my sorority's executive board, I was vice president of new member education. I actually had a lot of people below me that I was teaching and trying to instill values." When considering where she is now, Danielle noted that her co-curricular involvement during pharmacy school has "helped develop my personal attributes like being patient-friendly in my field and being a good communicator. And it's really, let's see what I'm looking for, I guess, encouraged me to put my best foot forward too."

For many more of the students, their engagement in co-curricular activities during pharmacy school accelerated and amplified their leadership development far beyond what they had prior to pursuing a Pharm.D. degree. For example, Alice noted that:

"I feel like, within the college of pharmacy, my growth has been exponential. And I think

that it's because I was allowed opportunities from the very get-go of being in pharmacy

school. So, I was never necessarily treated as just a member of any organization. I feel

like even if I was just a member, there were opportunities to stand up and stand out and

be more involved than necessarily you had to be. And I think that that has allowed me to

progress in a way that I haven't been able to before, before pharmacy school, just because

I think that because we have so many organizations, so many different leadership

positions, I think that that goes to show that anyone can grow as a leader within the

College of Pharmacy."

Other students were quick to comment and recognize a similar degree of growth to Alice's. Lily

stated during her interview that "I think [being involved in co-curriculars] made me a better

person…a better person now than I was before. That growth is important to me. It should be

important to anyone who's a professional. It's what moves the envelope. It's what helps you

develop." Likewise, Grace commented that "I think I've grown into what I look for in a leader.

And maybe if you'd asked me in high school, I wouldn't have said the same traits, but maybe

that's why I said those traits because I do think I have those traits." This growth was of

paramount importance to these students, as it built on existing leadership experiences, they each

had prior to pharmacy school and pushed them to developing their leadership abilities to be more

effective and impactful leaders.

One interesting finding was that for three of the ten participants (specifically Lizzy,

Nicole, and Zeus), they felt that they had little to no experience as a leader prior to entering

pharmacy school, and that all (or almost all) of their development as a leader occurred during

pharmacy school and through their engagement in various co-curricular activities. For Nancy,

she felt this lack of leadership was something for her to focus intentionally on as a Pharm.D. student and was something that she could address by getting involved in co-curricular activities such as student organizations. Nancy stated:

"I went into pharmacy school with a mentality [to become a leader]. My goal was to get as involved as much as possible with student organizations. Because that's what I lacked going in. So, I wanted that student org involvement, and I wanted leadership involvement. So, I already came into pharmacy school with that in mind. So, when I was a P1, I had applied to seven different organizations. I wanted to test the waters and see which orgs I meshed with and which ones I really enjoyed. And I just wanted to seek out every opportunity I could."

Lizzy was quick to point out that for her she felt like her experience as a leader was lacking compared to her peers. She noted that:

"I have never been class president of... like I wasn't in high school. I wasn't in anything else. This is the first time where I was like, you know what? I'm going to try it and see how it goes. And then I really enjoyed leading the class [as a class representative] for the first two years. So, I was nominated for my third and fourth year by some classmates and was elected once again to continue until we graduate. And so, I think what it is to me, is I truly want to be their voice. If I could take 150 people and make it one voice, it is that."

Both Nancy and Lizzy came into pharmacy school knowing they were lacking experience as leaders, but also recognizing that leadership was something they desired to develop, hone, and grow into during their time in pharmacy school. Be it engaging in leadership opportunities through student organizations or by being elected as class representatives, they found these to be prime opportunities to become the leader they desired to be.

Zeus had a trajectory quite unlike any of his peers, even compared to Lizzy and Nancy, who also came into pharmacy school feeling like they were lacking any leadership experience or abilities. Coming into pharmacy school, he felt that he was a non-leader, where he noted that "It feels like I just accidentally stumbled into these [co-curricular] positions in many ways," and that

> "I had no ambitions to run for class [representative] whatsoever. I was not interested.
>
> Didn't even consider it or think anyone wanted me to, but I had some classmates ask me
>
> to…[this] was not something I had any ambition for, but was requested of me, so I tried
>
> to step in and do the best job I can at it."

Encouraged by his peers, he began to seek out and engage in more leadership opportunities, growing rapidly as a leader over his time in pharmacy school while also building his own confidence as a leader. Reflecting on his leadership development now, Zeus declared that "It's building up to the point where I feel that now I don't need to always run things by people. That I can trust myself, that I can make an appropriate judgment…That's kind of where I am at currently in my leadership evolution." The prior lack of confidence had melted away, replaced by an increasing faith and assurance in himself and his abilities as a leader.

While the magnitude and nature of the leadership development for the student differed from person to person, the fact that growth occurred in all the students through their co-curricular endeavors during their Pharm.D. program is readily noted from the quotes above and throughout each of the interview transcripts. As I explored in their individual stories, the co-curricular activities that each student engaged in varied, highlighting the importance of a wide range of opportunities to be available to students to find the experiences that best suit students' individuals needs and interest in order to allow for leadership opportunities to emerge organically.

"I Should Have Taken Control of That Situation:" Key Events During Pharmacy School Impact Leadership Development

Throughout the interviews, each student noted one or more key event during their pharmacy school experience that either provided them the opportunity to develop further their leadership abilities or as a teaching moment that had a profound impact on them and served to highlight how they can or should develop as a leader. In most cases, students pointed to various co-curricular opportunities as the environment where these events occurred. The specific events differed for many students, yet the shared thread of each of these events coming from their experience as leaders in co-curricular activities in the pharmacy school cannot be ignored.

One event that was mentioned by students is Pharmtoberfest. Alice provided an excellent description of Pharmtoberfest, noting that "it's a health fair that we do annually…It's pretty all-encompassing within the college. So, we try and involve all organizations within it. We usually involve external UGA organizations as well, and it ends up being a really large and successful event." For Alice, being mindful of all that is going on during the event was a key moment for her maturation as a leader. She noted that during Pharmtoberfest "you have to make sure everything's going smoothly and that everybody's in the roles that they need to be in, that nothing's going wrong, play a little bit of risk management in that sense…(to) ensure the success of the event while it's going on." On the other hand, for Zeus, he noted that "It's literally a year in planning. You have meetings in the summer, every couple weeks. Then, it goes to every two weeks; then it's every week leading up to it. Then you have meetings afterwards to say what went well, what didn't, what will you change for the next year. It really is a yearlong, continuous process." Each step in the process provided an opportunity to grow, to progress, and refine the leadership abilities needed to execute such a monumental event.

While Pharmtoberfest was noted by multiple students as a singular event during pharmacy school that impacted their development as a leader, other co-curricular opportunities were highlighted by students as they reflected during their interviews. Danielle's experience competing in a national competition regarding community pharmacy was particularly powerful for her. Reflecting on the experiences, she stated:

"I participated in our business plan competition. And while that wasn't necessarily a leadership role, there was some leadership stuff in it, like working with my team of people in that. We went all the way to California to present our project, so that really impacted me…There was a business plan [presented at the competition]. It was a hundred page project pretty much…during the event, I think that we were able to hone in on the ideas that we really wanted to capture in our business plan….[After the event] we also had people reaching out to us from other universities and even people that wanted to use parts of our business plan in practice opening up their own pharmacy and saying, 'Hey, I know y'all did so great at this. Can I see it? Use it in my example for my pharmacy in the future?'…I learned what it takes to be a successful business owner."

A similar experience was had by Melody, though in her case it came from providing the competition rather than competing in it. She explained,

"For AMCP, we had a hard time figuring out how to market a certain event…which is a competition that can count for class credit, so it had a lot of perks, but people just weren't that interested in it. So, we had to come together to find these tactics to market it correctly, show all the pros of it and show students that they can get a good return from participating. So, in that case it wouldn't be the best for only me to be doing all the decision making and thinking that I can do it by myself. So, we had to come together and

figure out the best way to do things. At the end of the day, everyone coming together, and

yes, me being the leader, I would listen to everybody. That's what made our strategy

more effective rather than me just doing it by myself and not using those skills that I had

mentioned."

These opportunities to compete collegially through their co-curricular engagements provided

tangible and real experiences that shaped the leadership and development of students like

Danielle and Melody.

Transitioning into a formal leadership position with a co-curricular group was found to be

enlightening to some students in considering their leadership development. The struggle with

portions of this was quite poignant for Grace, and she confided that:

"When I was [an officer in RX PUPS this last year], we did not have great

communication as a team at all, and that would sometimes lead to conflict, not in a

terrible way…We should've been there to effectively communicate, hey, this is what we

want to get done. This is how we're going to do it. I do think that's changed this

year…Just, I think the main thing to accomplish is to make sure not only you're talking to

everybody, but everyone's talking amongst themselves too, and it's not just one way just

to me. I can't be the carrier to everybody, so try to emphasize that. Talk to everybody;

keep us all up to date on what you're doing."

Melody shared a similar situation in her transition into a position as the president of a co-

curricular organization. She noted that:

"[The outgoing] President and I had to work very closely with each other on a daily basis

and communicate with each other about who was going to do what. And the best way to

do things, talking things out. And I learned so much through that experience about, I

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don't know how best to put it, but just discussing things with people. I've always been, not scared of conflict, but apprehensive to bring things up that might cause conflict, I would say. But I learned to voice my opinion so much more through that experience, and how valuable it is for people to have differing opinions and discuss them, which seems very basic and obviously a part of you're always going to disagree about stuff, but not everybody enjoys it."

Though they struggled transitioning into the leadership position, Grace and Melody grew in understanding of how critical effective communication is as a leader. That without this specific trait, it becomes difficult to function as a leader and a unit. This echoes the third theme found in this study, which will be discussed later in this chapter.

The unique situation presented due to the COVID-19 pandemic raging while these students were engaged in their pursuit of a Pharm.D. was noted by one student as a means of their further development as a leader. In his capacity as a class representative at this time, Parker highlighted that:

"We decided this isn't okay; we got to figure out what we're doing, even though me and my other my counterpart, because we have two class representatives, we were also going through the same stuff we realized we have to be ones to change this if we have to help guide our class out of this because we are leaders. And so, we set up a meeting with everyone just us, and we kind of talked about things. We got opinions from our class, and then brought [them] to the school and implemented some changes. We had one-on-one meetings with our professors, all their professors like, 'This is how the class went; what can we do to make them feel better? And what do you need from us?' And so like, yes, this was a lot of work on our part, but it was the work that needed to get done. And this

resulted in a lot of people feeling better, feeling more in control and someone was there

for them."

In this capacity, Parker was the bridge for communication between students and faculty during this global pandemic. Seeing that the situation was unacceptable, he and his counterpart acted as best they could, working with their peers and faculty to adjust the situation in the classroom to allow for their peers to continue their education while also supporting the faculty in their efforts to teaching effectively during this unprecedented time. Through this, Parker noted his growth and confidence as a leader expanded, not just for him, but for the perception of him as a leader for his peers and for the faculty as well.

Other students highlighted how more formal curricular experiences as critical events that served to facilitate their development as current and future leaders. One striking example came from Lily, who noted that:

"Over the summer, I had an IPPE [Introductory Pharmacy Practice Experiences]. It

wasn't very conducive to learning…it's a three-week program, and they send you to a

community pharmacy. Of course, it's supposed to be a place where you learn and all

these things, you get the experience…But then it didn't turn out good. The site was pretty

bad, and I had to, after I finished, I finally let the preceptors know because it took a little

bit of time for me to get a grasp on myself and let them know because it was going to

impact future students if I didn't…I was like, 'Well students shouldn't have to suffer at

sites. This shouldn't have happened but sometimes it will happen. How can we go about

it?' Then I started putting on a program at the school by myself on how to help students

navigate talking through these situations."

Lily's negative experience with a rotation in a pharmacy as part of a course pushed her to advocate for changes at the rotation site so that students rotating there in the future would not endure the same negative experience, she had during her time there.

A similarly negative experience during a course served to provide Lizzy with an opportunity to shine as a leader. She recounted that:

"[One semester] we had gotten a new professor in [one of our core classes] this year, and he is a Ph.D., very brilliant, very smart. [He] just never talked to Pharm.D. students before, and it's a different world. And so he came in and was like, let's derive all these equations. And we were like, we have not seen math in like three years. We're not math. We're not doing math today. And so I had to schedule quite a few meetings with him to just discuss the classes because he would always be like, if anybody has any questions, let us know. We honestly didn't know where to start with questions because we were just so not on the same page. And so I had to schedule a meeting with him, sit down with him and be like, hey, this is where we're at, and we just need some practicality to bring us into the math world or vice versa. We just kind of need to find a middle ground. And it wasn't just one conversation and things flipped. It was like constant feedback, and he was very willing to work with me. And that it makes the world of a difference because I have had experiences where the professor couldn't care less. But he really appreciated my feedback and made it a weekly thing. So, every week now we have a meeting to kind of check in with the class, see how things are going, and make sure everybody's still on the same page. And I do feel like that class has turned around and that I think our exam scores will show that too."

While most students had growth through experiences outside of the classroom, it is important not to discount the curricular opportunities for students to grow and develop as leaders. As the experiences that Lily and Lizzy noted, this development can occur while students are actively engaged in their academic pursuits.

While most students reflected on the opportunities that they took advantage of, there was one example from a student where they lamented about an opportunity lost. Zeus recounted a time where a lack of action in the moment during a class left him reflecting what he should do in the future. Recalling the event, Zeus stated:

"Where there's an incident in our class, where there is some tension between the professor lecturing and a percentage of the class. In particular, one or maybe a small handful of people where the tension was very tight. Because I felt my role (as a class representative) was really just, 'They want me to say some words at graduation, and I'll introduce the speakers at White Coat and really that's pretty much it.' I'm not here to remind people that their quiz is due. They're grown adults in a doctorate program… [However, I] regret doing nothing. I think that was one of the worst failings I did in really all of my leadership positions, but specifically in class representation when I did nothing, and I was just quiet and let it happen, and eventually the class ended and went about their day. But what I should have [done is] taken charge, despite this other person being, other student being kind of loud and very vocal you might say. Despite the professor being vocal as well and both of them heightened emotions and agitated. I should have taken control of that situation, despite the faculty members superseding me in responsibility or position hierarchy or whatever you want to call it. I should have, despite that, taken control of that position."

Be it co-curricular engagements, transitions into formal leadership positions, adapting to learning in the middle of a pandemic, rising to the occasion as a leader in the midst of one's coursework, or lamenting on missed opportunities to engage as a leader, Pharm.D. students engage, develop, and advance as leaders during their time in pharmacy school. As noted in their individual narratives above, these lessons are ones that they hope to build upon and continue to refine after completing their Pharm. D. degrees and enter the workforce as full-fledged pharmacists.

"You're Going to Have to Interact with Other People and Learn from Other People:" Recognition of Key Traits of an Effective Leader

Throughout their interviews, students frequently commented on key traits they noted as critical to be not just a leader, but an effective leader. Recognition of these key traits came about from either reflecting on their own experiences or observing the effectiveness of other student leaders they worked with in pharmacy school. Madison commented that "I think that as a pharmacist, there's a lot entrusted to you, and you have a lot of responsibility, and I would never want to come into that position without having a background of holding positions and learning about my own leadership style." Learning about oneself and the traits they have helps a pharmacist to be an impactful leader, and these students know they need to develop this while in pharmacy school to better serve their patients, their staff, and themselves.

Communication. The key trait mentioned most frequently was communication. Several of the study participants mentioned this trait as critical for anyone to be an effective leader, and especially important for someone that is a leader as a pharmacist. Grace succinctly conveyed her view on the importance of communication, stating that:

"Communication, I think, is the number one. I mean, you can do that with any role, anything you deal with, you have to be able to effectively communicate with your team

members. You have to be able to effectively communicate your goals, what you're trying

to do. You have to be able to talk to other maybe leaders and be able to communicate

with them. Make sure you're always at an understanding with everyone else around you. I

do think communication is key, as everyone knows. And just, again, from example, if

you don't talk to your team, you're not going to know what's going on within your team."

Without that effective communication, other traits cannot be effective for a leader since they may

or may not know what traits or skills or responsibilities need to be utilized. By knowing what is

going on with the team you are working with, you can then determine the best course of action

based on that information and that communication.

Nuance within different types and forms of communication was mentioned most directly

by Zeus. When talking about communication, Zeus noted that:

"You're going to have to interact with other people and learn from other people…I think

that's why communication is so important to me and knowing what communication tool

to use and why you're using it. Whether it's presentation versus speech or a one-page

graphic flyer versus a few bullet points. Do you underline this, or [do] you bold it? That

was something I learned from a preceptor who was like, it doesn't matter whether you

bold it or underline it so much. Do you have a reason? Why did you underline this versus

italicize? It seems like a small change, and it kind of is, but if you're intentional with your

communication, you can start to tweak it and fine tune it and sharpen it to an edge."

Being intentional, having meaning even behind the smallest differences in communication can

help to impact and convey ideas effectively. This, in turn, can be seen as a hallmark of

developing further as a leader and increasing the effectiveness of one's leadership abilities.

Within communication, listening was noted as particularly important for effective communication. Lily insightfully noted that "Having great listening skills is way better than having great verbal skills. Of course, you need to come across and have that good communication but listening twice as well as you speak." Verbal communication cannot be neglected, but for her, listening to those she is leading was far more important a skill to develop over verbal eloquence. Parker held a similar belief, noting that "problems can result if you're not effectively communicating to your team members, and then not effectively listening to your team members." Learning to listen is a key portion of developing effective communication as a leadership trait.

The importance of communication was driven home for some of the participants due to struggles or shortcomings with communication at times. Danielle reflected that "I think I did a good job communicating with my executive board, people working alongside of me, but I don't think I did as well of a job communicating with the members that just wanted to know what was going on. I mean sure we had chapter meetings, and I shared information there, but I think I could have improved on trickling down information towards them." Communicating at different levels is not always the same, and for Danielle, was something she had success within one context but was still struggling within another.

Teamwork. In addition to communication, a second trait that was frequently mentioned was teamwork. This included leading a team as well as being an effective part of the team while leading them. Lizzy was quick to point out why this is important: "[Because] your patients' lives are in your hands, whether directly or indirectly, and indirectly through the people that you're leading. So that, if you're not a good leader and don't have the calm personality or are able to handle those responsibilities, it reflects poorly." Melody shared similar feelings stating when

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discussing working on a project that "At the end of the day, everyone coming together, and yes, me being the leader, I would listen to everybody. That's what made our strategy more effective." Nancy highlighted how teamwork and communication are interlinked, noting that:

> "The biggest trait is team play. Someone who's a very strong team player. So, someone who's not afraid to go down into the trenches and get dirty, and someone who's empathetic, sympathetic, who can relate to their team members. So that's the strongest quality that I think leaders need to have is to be effective team players. And communication goes hand in hand with that. So, in order to be a very strong team player, you have to be able to constantly keep everyone on the same page."

Nancy's point effectively highlights how all the traits mentioned by the students are very much interconnected and not just separate entities to be refined individually. This point should be noted and considered when examining all the different traits discussed by the study participants.

Being flexible and adaptable. Yet another trait mentioned by the study participants was being flexible and adaptable. The importance of this trait was noted in several different ways. For example, Alice commented that for her "over the years, I have learned how to change my leadership style based off of the people around me and especially in roles where I have somebody like a president-elect underneath me, somebody I can delegate roles too." For her, part of being an effective leader was adapting herself and her style to those she was working with to best serve them effectively. Grace echoed a similar sentiment, stating that "You can't be so rigid that you can't change your goals…because life throws some curve balls at you. So, I do think flexibility's a big thing that you have to be able to work with as a leader, too." The importance of this was also noted by Parker when he stated that "I think adaptability is also an important factor, because of course not everything will go according to plan, but an effective leader can jump from

scenario to scenario and navigate things without getting too bogged down." With all that can change while working in pharmacy at any given time, being able to adapt to a fluid situation is critical in being a leader as a pharmacist.

Other traits were mentioned in passing by various students, yet these traits stood out due to the frequency of them being mentioned across multiple students, and the nature of the student's comments when discussing these traits. By identifying, honing, and refining these and other traits, the students felt like they can better serve and grow into the leadership capacity needed by them to be effective future pharmacists.

Chapter Summary

This chapter highlighted the lived experiences of the ten Pharm.D. students that served as participants for this study and how they made meaning of their leadership development through their co-curricular engagement while in pharmacy school at the University of Georgia. The themes from this study included: 1) leadership development that occurred through co-curricular experiences in pharmacy school regardless of prior leadership experience before pharmacy school; 2) key events during pharmacy school co-curricular activities that impacted leadership development, and 3) recognition of key traits of an effective leader. The specific findings for each of these themes varied in each student, yet each of these student's stories served as a probable model for leadership development of Pharm.D. students through their co-curricular activities and engagement during pharmacy school. Even though the experiences varied for each participant, each one noted their development as a leader being impacted through their engagement in their co-curricular activities during pharmacy school. Through their interviews, they articulated how they made meaning of that leadership development in their current educational endeavors as well as future career aspirations. In the following chapter, findings

from the themes found in this study are discussed, implications for future research based on this study, and implications for practice from this study.

CHAPTER 5

DISCUSSION, IMPLICATIONS, AND CONCLUSION

The purpose of this exploratory qualitative study was to explore the leadership

development of Pharm.D. students through their co-curricular involvement during pharmacy

school and how they made meaning of that development. With the relatively recent standard that

pharmacy schools need to identify, track, and assess the development of Pharm.D. students

through their co-curricular activities in pharmacy school (ACPE, 2015b), it is critical to confirm

that this leadership development does occur in Pharm.D. students. Furthermore, having insight

into how Pharm.D. students make meaning of that development in their own lives can be helpful

for pharmacy schools and the pharmacy profession in determining how to modify existing co-

curricular opportunities to enhance further the leadership development of students. To facilitate

this exploration, the following research questions were explored:

RQ$_1$:   How are Pharm.D. students' experiencing leadership development through their

engagement in co-curricular activities while in pharmacy school?

RQ$_2$:   How do current Pharm.D. students make meaning of their own leadership

development through their engagement in co-curricular activities while in

pharmacy school?

Summary of Findings

Through this study, the development of leadership for Pharm.D. students through their

co-curricular engagements in pharmacy school was highlighted. In examining their individual

narratives, each student's manner of engaging with co-curricular activities and development as a

leader was unique to each of them. Yet, despite their individual trajectories in developing for

leadership development in pharmacy school, three common themes emerged across all of the

participants. As discussed in Chapter 4, these themes that organically emerged from the data

analysis are:

1. Leadership development occurs through co-curricular experiences in pharmacy

    school regardless of prior leadership experience before pharmacy school.

2. Key events during pharmacy school co-curricular activities impact leadership

    development.

3. Recognition of key traits of an effective leader.

These themes and their presence across all study participants strongly suggests that through the

co-curricular offerings put forth through the College of Pharmacy, the students are indeed

growing and developing as leaders by means of these co-curricular opportunities. This growth

occurs regardless of the prior leadership experience a student may or may not have prior to

commencing pharmacy school. Given that three of the study participants (specifically Lizzy,

Nicole, and Zeus) noted they had little to no prior leadership experience before enrolling in

pharmacy school, the opportunity for significant growth and development as a leader is possible

for Pharm.D. students in pharmacy school through their co-curricular involvement.

Furthermore, as noted in Chapter 4, many of the participants pointed to a key event

during their time in a formal leadership position through a co-curricular activity as key to helping

them develop their own leadership. The nature of this key event varied from participant to

participant, though one event (Pharmtoberfest) appeared more frequently than any other single

event. It is important for schools of pharmacy to note that there may be a small number of events

each year that greatly impact the leadership development for several of their students, while also

simultaneously recognizing that not all the leadership development for all of their students can or will occur through a small number of regular events hosted by the school or pharmacy or other entities.

A plethora of traits were noted across the study participants as key traits they had developed through their co-curricular involvement in pharmacy school, already had developed through their experiences prior to commencing their Pharm.D. program or had seen in other peer leaders as critical to becoming a leader. Interestingly, communication was far and away the most frequently noted trait to develop/have to be a leader in pharmacy school as well as for the study participants as future pharmacists. This is even more interesting given that communication is its own area of focus under another of the standards, specifically Standard 3 (ACPE 2015a); highlighting that, for students, the different areas of focus under Standards 3 and 4 can be interconnected. Given this interconnectedness, it may be slightly more difficult to assess each of the areas of focus independently.

Discussion of Findings

The findings from this study will add to the limited extant knowledge on how Pharm.D. students make meaning of their leadership development through their co-curricular engagements during pharmacy school. As previously noted in both Chapter 1 and Chapter 2, examination of the current published research and literature at the intersection of co-curricular involvement, leadership, and pharmacy students using narrative inquiry is scant. Combing through the literature revealed three articles published in the last ten years addressing this intersection (Janke et al., 2013; Widder-Prewett et al., 2017; Zeeman et al., 2019). The findings from this study are drawn from the previously mentioned three themes that emerged from the data during qualitative analysis, these being:

1. Leadership development occurs through co-curricular experiences in pharmacy school regardless of prior leadership experiences before pharmacy school.

2. Key events during pharmacy school co-curricular activities impact leadership development.

3. Recognition of key traits of an effective leader.

Each of these findings do connect with existing literature, yet the findings of this study also add to the extant body of literature and further build on the ever-growing research and knowledge on these topics.

Given the standard that pharmacy schools identify, track, and assess both curricular and co-curricular learning (ACPE, 2015b), it is accepted and acknowledged that co-curricular involvement can result in leadership development in pharmacy students. The findings of this study, highlighted in the themes that emerged from the data analysis, verify that leadership development continues to occur in Pharm.D. students because of their co-curricular activities and involvement in pharmacy school. A somewhat surprising finding of this study was the existence of a subset of student who credit all the leadership development to their co-curricular engagements in pharmacy school. Prior to pharmacy school, this subset of students felt they had little to no leadership development, qualities, or traits; yet through their experiences in pharmacy school they were able to readily articulate and identify how they had grown as leaders and were recognized as leaders by their peers.

Being involved and engaged in co-curricular activities is researched and noted to having a positive impact for students in many areas, including degree attainment (Dugan & Komives, 2007), overall academic performance (Bergen-Cico & Viscomi, 2012; Singh, 2017), improving interpersonal relationship (Kuh, 2009), and enhancing critical thinking in the student (Nicoli,

2011; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). However, in examining these studies, they all noted that the development or impact for the students occurred over the course of their involvement. This study highlights how Pharm.D. students were frequently able to identify and highlight a key event or constellation of events they experienced through their co-curricular involvement and how said event was particularly impactful in their leadership development. The ability for students to identify and acknowledge a single event or collection of events as critical in their leadership development is an important addition to the literature and highlights how any given moment in co-curricular involvement for Pharm.D. students can be the key catalyst for their leadership development.

The traits of what makes one a "good" leader do vary depending on the leadership style one is considering. For example, transformational leadership values collaboration (Bolman & Deal, 2014), leading by example (Yukl, 2012), and being charismatic (Burns, 1978); while transactional leadership places emphasis on the leader using a mix of rewards (Bass & Avolio, 1992; Poyser, 2017) and punishments (Al-Malki & Juan, 2018) to motivate those they are leading to accomplish the task at hand. Servant leadership uses a collection of ten different traits, these being: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of the people, and building community (Spears, 2010). Within pharmacy education, transformational leadership and servant leadership are seen as the preferred types of leadership styles to impart on Pharm.D. students during their education (Allen et al., 2016). Considering the three traits most frequently mentioned by the pharmacy students in this study (communication, teamwork, and being flexible and adaptable), these traits seem to readily line up with some of the key traits of servant leadership. Comparing the traits detailed by the students with the listed servant leadership traits, c*ommunication* and *listening* line up

together. Further examination points to *teamwork* lining up with the mix of *stewardship*, *commitment to the growth of the people*, and *building community*. Lastly, when considering *being flexible and adaptable*, that trait lines up well with the servant leadership traits of *conceptualization* and *foresight*. This congruence of each of the critical traits of effective leadership as articulated by the students with a combination of the recognized traits of servant leadership is important to note, highlighting that pharmacy student's leadership development through co-curricular involvement is in alignment with the established traits and qualities of one that is a servant leader.

Development of an assessment instrument (or instruments) to assess the growth and development of each of the Standards 3 and 4 areas of focus, to glean the development of each area even when two or more areas of focus overlap for a particular student. Previous attempts at this have been successful (Smith & Fulford, 2019), though they required significant quantitative and qualitative analysis to extract these findings. Schools of pharmacy should hire and maintain staff and administrators to perform these analyses of their students' growth and development as leaders, as well as in other areas throughout their time in pharmacy school to ensure this development is occurring in congruence with existing accreditation standards.

Furthermore, the findings of this study can be used by professional groups such as AACP, ACPE, and CAPE in their endeavors to update their standards, policies, procedures, and practices in the future. For example, this study highlights how Pharm.D. students themselves are frequently experiencing development as a leader through one or more key events during pharmacy school. The students are also making meaning of their development through these key events. In assessing this learning and development, pharmacy schools could begin to identify events and experiences at their specific school that students recognize as critical for their

development. Knowing this, the school of pharmacy can work to further refine these high-yield experiences in order enhance their impact for their students in their development and growth as leaders. As schools of pharmacy look to examine how key events impact other areas of development, which are outlined in the CAPE domains in Standards 3 and 4 (ACPE, 2015a), they can examine which events are critical for growth and development in other keys areas. This will help schools of pharmacy identity the various events which impact the development of the different points currently defined in Standards 3 and 4 of the CAPE domains.

<div align="center">

Implications for Research and Practice

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As a scholar who firmly believes that practice should inform research, while also believing equally strongly that research should inform practice, I would be remiss not to include a discussion of the possible implications for both research and practice from the findings of this study. Given my belief in the equal importance of both research and practice, a discussion of both will follow below.

Implications for Research

In this section, I offer thoughts regarding potential opportunities for additional research that can be conducted based upon this study and its findings. These opportunities are my recommendations based on my observations, experiences, and thoughts as the sole researcher for this study. These implications include considerations within Pharm.D. education as well as in graduate/professional school education.

Research on other areas of Pharm.D. education. This study focused on the exploration of leadership, particularly the development of leadership in Pharm.D. students and how they make meaning of that development. Leadership is but one of the points listed in the CAPE domains under Standards 3 and 4 (ACPE, 2015a). Standard 3 focuses on "Approach to Practice

and Care," with named areas of focus being: problem solving, education, patient advocacy, interprofessional collaboration, cultural sensitivity, and communication (ACPE, 2015a). In addition to leadership, the areas of focus in Standard 4 include: self-awareness, innovation and entrepreneurships, and professionalism (ACPE, 2015a). As noted in Chapter 4, multiple study participants mentioned communication as a key trait for effective leadership, partially and indirectly examining this area of focus in Standard 3 through this study. A similarly designed study using an exploratory qualitative focus and narrative inquiry could be used to examine each of these different areas of focus under Standards 3 and 4 to gain additional insight into how Pharm.D. students are making meaning of their development in these areas. Assessment data indicates that students are having co-curricular experiences that provide the opportunities for learning and development in many of these areas (Smith & Fulford, 2019), yet performing a similarly designed study for each of these areas of focus would greatly enhance the existing literature and provide insights that can positively impact practice in co-curricular activity execution in pharmacy schools. These studies would enhance the existing literature by providing more in-depth examination of each of the areas of focus besides leadership under Standards 3 and 4, namely: problem solving, education, patient advocacy, interprofessional collaboration, cultural sensitivity, communication, self-awareness, innovation and entrepreneurships, and professionalism.

As seen from this study, undertaking an exploratory qualitative investigation of how Pharm.D. students make meaning of their leadership development has brought forth further understanding and knowledge of how their co-curricular involvement in pharmacy school results in student development in each of these areas. Properly executed, these additional studies would enhance the existing literature with additional insight into how Pharm.D. students not only

develop on these different areas of focus but would provide further understanding with regards to how co-curricular involvement specifically impacts this development. With the guidance to assess co-curricular development of Pharm.D. students across all the standards, such insight could provide guidance to refining learning as well as assessment of learning and development through co-curricular engagement.

Research on leadership in other graduate and/or professional schools. A similarly designed study would be helpful in exploring the leadership development of students in various other professional and graduate programs that exists. Several careers that require a graduate or a professional degree were noted in the poll results of Reinhart's article (2020). Within the health profession, this poll listed nurses (of which some but not all have a graduate degree), physicians (typically mix of both M.D. and D.O. professional degree holders in the United States), dentist (typically a mix of D.M.D. and D.D.S. professional degree holders in the United States), psychiatrist (again, most like a mix of both M.D. and D.O. professional degree holders), and chiropractors (D.C. professional degree holders) as distinct populations that have various degrees of trust from the public. Examining their growth and development as leaders during their respective programs would be insightful to improve how this development occurs for each of these professionals during their respective graduate or professional school endeavors.

Other professions outsides of the health sciences that require either graduate or professional school education were noted in the Reinhart (2020) article. This includes such professions as the following: engineers (many now hold at least a master's degree to work in the field), college professors (frequently requiring a doctorate, typically a Ph.D.), lawyers (typically requiring a J.D. degree), clergy (varies in each type of denomination, though many hold an M.Div. degree or other similar graduate degree), and business executives (frequently holding an

MBA or other similar graduate degree in business like MAcc, MHR, MOB, MA, or MS).

Examining their growth and development as leaders through their co-curricular engagements

during their respective programs would be insightful to improve how this development occurs

for each of these vastly different professionals during their respective graduate or professional

school endeavors. Given that this study has shown how Pharm.D. students develop and make

meaning of leadership during their time in pharmacy school, similar studies in other graduate and

professional student populations will help determine not only the leadership development in

these students, but also the impact of mandatory assessment of co-curricular development for

leadership development in these populations by comparing their development to the leadership

development in Pharm.D. students, who all attending schools that require such learning be

identified, tracked, and assessed for accreditation purposes.

Implications for Practice

In this section suggestions are offered for both faculty/staff/administrators and Pharm.D.

students. These suggestions are from my own observations and thoughts as a researcher

conducting this study and will (hopefully) serve to enhance the leadership development of

Pharm.D. students while enrolled in pharmacy school. Given the narrative nature of this study, I

am intentionally choosing to address these groups using first-person language. Such structure has

been recognized and utilized in previous dissertations that utilized narrative inquiry when

offering implications for practice (Wallace, 2020).

For faculty/staff/administrators. Each of you have the profound ability to impact your

Pharm.D. students throughout their time in pharmacy school and beyond. You have a wide range

of ways that you engage with them, be it in the classroom, as part of student groups, registering

for classes, conducting research with them, clinical brown bags, and much more. Your students

glean much information from you, and not just in the classroom or from the course materials. From your experiences, the lessons taught from your example outside of the classroom, and the example you show to your students clearly demonstrate to them how to become and be leaders. Not just leaders in pharmacy, though this is certainly very important given that they are all becoming pharmacists, but leaders in their community, in their businesses, in healthcare, in their families, among their peers, and much more.

Do not be afraid to be vulnerable with the Pharm.D. students in which you are working, collaborating, research, or teaching. They appreciate this so much! Many of the students interviewed in this study mentioned times where someone that was a faculty member, administrator, or staff member in their Pharm.D. journey was a bit vulnerable in front of their students. It shows the students that you are human—just like they are! It gives them hope to grow, to learn, to be brave, to know that mistakes happen, and one can still achieve great things despite the occasional stumble. Offer corrections, of course, when they are warranted, but also offer praise for students when they are doing good work. The occasional praise students received during their co-curricular engagements left an impact on them; one that may last for years or even a lifetime. You are in positions of great power and influence. Continue to wield that influence for good.

In your co-curricular as well as your curricular endeavors, be mindful in your preparation. Your students glean much from you wherever they may work with you. In this study, the students repeatedly noted that they had a key event or two during pharmacy school that was particularly impactful to them in their development and growth as a leader. When planning something (be it a curricular or co-curricular activity), think to yourself, and consider questions like: "How can I help EACH of my students develop as leaders during the time I have

with them today?", "Is there a trait, leadership or otherwise, that I feel my students need to further hone?", or "Are there ways that this particular activity can be more impactful in the leadership development of these students?" With the assessment of co-curricular learning being a relatively new requirement for accreditation, there will continue to be new growth and understanding on this topic over the coming years. Stay abreast of the emerging literature and research on this topic, as further understanding is gained and even more ways that students grow as leaders is learned through these continued efforts. Like your other skills as a pharmacist or scientist, you must constantly hone your abilities and the knowledge to continue to impact effectively and meaningfully your student's development as leaders.

For Pharm.D. students. First and foremost, congratulations on striving to obtain this intense education to become a pharmacist. It is a long, grueling road, and it is educationally daunting. I marvel at all the courses you take, all that you juggle, and how you can make a meaningful impact as students during your time in pharmacy school. You are an inspiration to myself and *many* others, and I thank you for all that you do (be it seen or unseen by the world).

As future pharmacists, you have great potential and the responsibility to be impactful leaders in a wide range of areas. This includes (but certainly is not limited to): colleagues, peers, patients, family, friends, other healthcare professionals, the communities in which you live and work in, and so much more. You are considered by the public to be one of the most trusted professions in the United States (Jalloh, 2021; Reinhart, 2020). This is an awesome responsibility, yet in talking with your peers, I can tell you are individually and collectively up for the challenge.

Pharmacy school offers a plethora of opportunities to grow as a leader; learn what leadership means to you and hone your abilities as a leader. Even if you have never been a leader

before or are unsure that you can be a leader. The chances to get involved and to work with your peers to become the leaders you can help you to grow in your confidence and abilities. Your faculty, staff, and administrators are all there to help you, and they have much to offer you to help with your growth and development. Do not be afraid to dream big, act big, and think big. At the same time, remember that sometimes the smallest moments, a kind word, or a smile to the downtrodden can have as lasting an impact as grand events in the life of an individual. You never know what moment in your leadership opportunities will have a lasting impact on others. Lead how you want to be led. Treat others how you want to be treated. Be always mindful of this, and in all things, and in all places, so that your impact and leadership can grow beyond your wildest dreams.

As you develop as leaders through your co-curricular involvement in pharmacy school, ask yourself what kind of leader you want to become. Are there skills or traits you need to hone in order to become such a leader? If so, find experiences and opportunities to do just that. This includes collaborating with peers. Multiple students in this study noted that they admired various leadership traits and abilities in their peers, and that often helped them to hone their own leadership skills. Seeking out and findings these opportunities will also increase the likelihood of having an experience of event that will profoundly impact your leadership development. Every student in this study was able to point to at least one event that had a powerful impact on their perception and development as a leader, yet you must experience co-curricular events in your own journey to have that key event in your own life. Do not fret if you have limited or even no experience as a leader. Several participants in this study felt that they had no leadership experience prior to pharmacy school yet grew into strong leaders in their own ways. Growth is

rarely easy but stretch yourself and you grow as a leader in so many ways, beyond what you can even imagine.

Conclusion

This study highlighted different ways Pharm.D. students made meaning of their leadership development through their co-curricular involvement in pharmacy school. The range of co-curricular options offered through the school of pharmacy are wide, appeal to many students, and provide ample opportunity to grow as the leaders they and the profession hope they will become. This journey, and how each student makes meaning of their own journey, will be unique for every one of them. Yet, by allowing that unique growth to occur, the depth and breadth of leaders available to the pharmacy profession will remain vast, to the betterment of the profession, their patients, their peers, and others who will cross paths with them wherever they may be.

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APPENDIX A

MAKING MEANING OF LEADERSHIP DEVELOPMENT IN PHARM.D. STUDENTS

THROUGH THEIR CO-CURRICULAR INVOLVEMENT

MATTHEW J. SMITH, CO-PRINCIPAL INVESTIGATOR

INTERVIEW PROTOCOL

Setting

I will conduct the interview via the internet such as Google hangout or other voice chat options the participant feels most comfortable with. I will conduct all interviews in a well-lit, quiet, private room at the University of Georgia (most likely my office on campus in Aderhold Hall).

Prior to participant logging in

I will set up the online chat room so that I appear as if I am directly across from the participant. I plan to have a pen and notebook with the interview protocol inside so that I can make small notes on body language and visual cues that I may notice through the interview and that would otherwise lose in transcription. I will set the recorder near the speaker to record the conversation and will also use my iPhone as a back-up recorder.

Preliminary engagement

As the participant joins online, I will welcome them and allow them to take a seat and get comfortable. I will ask the participants' name and pronouns and share mine as well. After engaging in small talk about the participant's day for 2-3 minutes, I will let the participant know that I will read the introduction for the interview to remain consistent among all participants. I will ask the participant if they are ready to begin and once they confirm then I will begin reading the introduction.

Introductions

Good morning (or afternoon or evening as appropriate). My name is Matthew Smith. Thank you for agreeing to be interviewed for this research project. The purpose of this study is to examine how Pharm.D. students make meaning of their leadership development through their involvement in co-curricular activities while in pharmacy school. This interview should last between sixty to ninety minutes and will generally consist of me asking a few questions to guide the conversation.

Informed Consent Instructions

Before we get started, please take a few minutes to read over this sheet (email to participant using email address that they contacted researcher at). This document explains the study in writing, and signing it says that you understand what the interview is about, and that you have had the opportunity to ask any questions you feel you need to in order to clarify any questions or concerns you may have. If you agree to this, please reply back to the email signing your name and stating that you consent to participate in this research study.

Tape Recording Instructions

I will be audio recording our conversation throughout the interview. The purpose of this is so that I can be able to have all the of the details about our conversation while being able to talk freely with you during the interview. All comments made will remain confidential. The recordings will only be kept until the completion of the study at which point they will be destroyed.

INTERVIEW QUESTIONS/PROMPTS

1. How do you define leadership?
2. What does being a leader mean to you?
3. What is leadership to you?
4. Do you consider leadership to be important for you as a future pharmacist?
   a. If so, why do you consider this to be important?
5. In your opinion, what are some traits of an effective leader?
   a. Why are these particular traits important?
   b. How do these traits help a leader to be effective?
6. In your opinion, what are some traits of an ineffective leader?
   a. Why do these traits make a leader ineffective?
   b. How do these traits negative impact a leaders effectiveness?
7. How would you describe yourself as a leader prior to enrolling in pharmacy school at the University of Georgia College of Pharmacy?
   a. Reflecting back, what leadership traits (good and bad) do you see in yourself at this particular time?
8. What co-curricular activities are you currently involved in as a student at the University of Georgia College of Pharmacy?
   a. How long have you been involved in each of these activities?
   b. How did you get involved with each other these activities?
   c. Were you previously involved in any other co-curricular activities at the University of Georgia College of Pharmacy that you are not currently involved in?
      i. If so, what were these activities?
      ii. Why are you no longer involved in these activities?
9. How did you get involved with your co-curricular leadership while being a student at the University of Georgia College of Pharmacy?
   a. If more than one leadership opportunity, describe each.

10. How would you describe yourself as a leader now while serving (or previously serving) in your leadership capacity at the University of Georgia College of Pharmacy?
    a. What leadership traits (good and bad) do you see in yourself at this particular time?
11. Can you talk through an example or an experience you have had in your leadership capacity at the University of Georgia College of Pharmacy?
    a. What was the particular experience/event?
    b. What happened before/during/after the event that has you feeling that it highlights your leadership in this capacity?
    c. What did you learn from this particular experience?
12. Has there ever been a time that you felt your leadership in your capacity here at the University of Georgia College of Pharmacy was not up to your desired standard?
    a. If so, tell me about the experience?
    b. What did you learn from the experience?
    c. How have you grown from what you learned from this/these experience(s)?
13. Have you seen others here at the University of Georgia College of Pharmacy who seem to be effective leaders?
    a. What about them as leaders do you admire?
    b. Why do you admire this/these traits about them?
14. How do you see your leadership development benefiting you during the remainder of your time as a student at the University of Georgia College of Pharmacy?
15. How do you see your leadership development benefiting you and your career as a pharmacist?
16. How do you see your leadership development benefiting you outside of your career as a pharmacist?
17. Given all of these experiences you have shared with me, how have you changed as a leader during your time serving in this/these leadership capacities at the University of Georgia College of Pharmacy?
    a. What has this change meant to you?
    b. What do you see as the impact of this change to you?
18. Why do you want to be a leader?
19. Reflecting on your changes as a leader, what does that mean to you?
    a. How do you feel having changed in the ways you have described to me in the responses to the previous questions?
        i. What have these changes meant to you?
        ii. How do you see these changes impacting your leadership?
        iii. How do you see these changes impacting your career?
    b. Are there any additional areas of growth/change you would like to see in yourself as a leader?
        i. If so, what are they?
        ii. How do you intend to gain those skills/attributes you desire?

Wrap up

Thank interviewee for participating in the interview. Remind them that I will be in contact with them after transcription is complete and after doing analysis for themes so they can verify those at their respective times.

After interviewee leaves, I will rewind devices and check to ensure that entire interview was recorded on at least one device. Should I detect that the interview was not completely recorded on either device, I will immediately contact interviewee to reschedule a time for the interview. In the unlikely event that the interview needs to be repeated, the participant will be offered the incentive once more for compensation for their additional time to participate in the rescheduled interview. Upon verifying the interview was recorded in its entirety, I will log off of the electronic means that was used to conduct the interview and submit the recordings for verbatim transcription.

APPENDIX B

DEMOGRAPHING INFORMATION SHEET

1. Age
2. Gender
3. Race/Ethnicity
4. Any other portion of you that you feels shapes your identity and who you are (list as many as you feel are important to you)
5. Home town
6. Semester and year you began pharmacy school
7. Co-curricular activities through the pharmacy school where you hold a formal leadership position (list all).
8. Co-curricular activities through the pharmacy school that you are participating in but not in a formal leadership position (list all).
9. Co-curricular activities you are currently participating in outside of the pharmacy school where you hold a formal leadership position (list all).
10. Co-curricular activities you are currently participating in outside of the pharmacy school where you do not hold a formal leadership position (list all).

APPENDIX C

INFORMED CONSENT

Making meaning of leadership development in Pharm.D. students through their co-curricular involvement

Researcher's Statement

I am asking you to take part in a research study. Before you decide to participate in this study, it is important that you understand why I am conducting this research and what it will involve. This form gives you the information about the study, so you can decide whether to be in the study or not. Please take the time to read the following information carefully. Please ask me, the researcher, if there is anything that is not clear or if you need more information. When I have answered all your questions, you can decide if you want to be in the study. This process is called "informed consent". I will provide you with a copy of this form.

Co-Principal Investigator: Georgianna Martin, Ph.D.
Associate Professor
Department of Counseling and Human Development Services
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Co- Principal Investigator: Matthew J. Smith, M.A., M.S.
Department of Counseling and Human Development Services
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Purpose of the Study

The purpose of this study is to examine making meaning of leadership development of Pharm.D. students through their engagement in co-curricular activities during pharmacy school. At this time, there seems to be limited to no existing literature examining this leadership development for pharmacy students through narrative inquiry. This proposed study seeks to address this current gap in the literature by examining this phenomenon through a qualitative study that will utilize a narrative inquiry approach throughout the research process.

Study Procedures

If you agree to participate, you will participate in a 60-90 minute, semi-structured one-on-one, interview via Google Hangout or other electronic means.

I will check back with you twice post-interview, once for your approval of the transcript, and another time after I craft the themes from the interview. Each of these additional activities

should take no longer than 15 minutes each should the participant choose to engage in either or both of these activities. Participation after the initial interview is optional.

Audio/Video Recording

I would like your permission to audio record this interview, so I may accurately document your responses. If at any time during the interview you wish to discontinue the use of the recorder or the interview itself, please let me know. Should I detect that the interview was not completely recorded on either device, I will immediately contact interviewee to reschedule a time for the interview. In the unlikely event that the interview needs to be repeated, you will be offered the incentive once more for compensation for your additional time to participate in the rescheduled interview.

Risks and discomforts

This research study has no anticipated risks associated with participation. With you revealing your thoughts on your program through discussion via online conversation, it is important that I keep your information confidential, not bring any harm to you, and reassure you that identifiable information will not be shared with your program or institution.

Benefits

Participation in this study will provide you an opportunity to provide information on your development and experience regarding leadership through your co-curricular involvement thus far during pharmacy school here at the University of Georgia, as well as how these experiences have impacted you up until this point in time.

Incentives

A $50 gift card to a superstore (specifically Target) will be provided as compensation for your time upon completion of the interview. The incentive is being covered by the interviewer, allowing for him to be only one that will handle the distribution of the incentive. This will allow for him minimize maintaining identifiable records of those who have received an incentive for participation in this research study.

Privacy/Confidentiality

All information obtained during this research project will be treated confidentially. Researcher will give each participant a pseudonym which will be used rather than your real name and the real name of your college or organization. A master list connecting each interview with a unique pseudonym will be maintained. The master list for this will be kept in the researchers desk in his office with a locked door. Given that the data will be collected via the internet, indirect identifiers such as IP address may inadvertently be obtained. The researcher will store any original files on his computer which only he has access to due to password protection on the computer. As a way to ensure the trustworthiness of the information provided by you and interpreted by me, I will provide you a copy of the interview transcript for your review. If any

information is missing, misinterpreted, or needs to be redacted, you can notify me of what needs to be updated. My key role is to serve as a researcher and observer seeking to gain more knowledge about your experiences.

When reporting findings, I will take care not to include details that may identify locations. No affiliations will be used in the findings. While unlikely, if you say anything that you believe may incriminate yourself, I will immediately stop the interview and rewind the tape and record over the potentially incriminating information.

All your responses will be kept confidential. I will keep all copies of the interview and its transcription in a safe and secured location. I will not release identifiable results of the study to anyone other than individuals working on the project without your written consent unless required by law.

If you participate via electronic means such as Google Hangout, this research involves the transmission of data over the Internet. Every reasonable effort has been taken to ensure the effective use of available technology; however, confidentiality during online communication cannot be guaranteed.

The recordings and the master list (i.e., information that can identify you) will be destroyed three (3) years after the completion of this project and dissemination of the research findings. De-identified information obtained from this research may be used for future studies (or shared with other researchers) without obtaining your additional consent.

Taking part is voluntary

Taking part in this study is completely voluntary. You are free to withdraw your participation from this study at any time should you become uncomfortable with it. If, for any reason, at any time, you wish to stop the interview or become uncomfortable, you may withdraw your participation from this study without having to give an explanation. As a UGA student, your decision about whether or not to participate will have no bearing on your grades or class standing.

If you have questions

The main researcher conducting this study is Dr. Georgianna Martin. Please ask any questions you have now. If you have questions later, you may contact myself (Matthew J. Smith) at mjs30324@uga.edu or at 706.542.1812, or you may contact Dr. Georgianna Martin (who is supervising this research study) at glmartin@uga.edu or at 706.542.1812. If you have any questions or concerns regarding your rights as a research participant in this study, you may contact the Institutional Review Board (IRB) Chairperson at 706.542.3199 or irb@uga.edu.

Research Subject's Consent to Participate in Research:

To voluntarily agree to take part in this study, you must reply back to the email from the researcher which included this informed consent form confirming that you have read this form,

understand the nature of participating in this study, and verifying that you voluntarily consent to participate in this research study. By replying back to the email and proceeding with the interview, you are agreeing to participate in the above-described research study.

_____   _____   _____
Name of Researcher   Signature   Date

_____
Name of Participant

Please sign both copies, keep one and return one to the researcher.

APPENDIX D

RECRUITMENT E-MAIL TEMPLATE

Dear UGA Pharm.D. Student,

My name is Matthew Smith and I am a doctoral student from the Department of Counseling and Human Development Services at the University of Georgia. I am writing to invite you to participate in my research study about the leadership development for Pharm.D. students through their co-curricular involvement while in pharmacy school. You're eligible to be in this study because The UGA College of Pharmacy's Student Affairs Office indicated to me that you previous or currently hold a leadership position connected to the UGA College of Pharmacy, and your insight from your experience(s) will be invaluable for this research.

 If you decide to participate in this study, you will be interviewed once for roughly 60-90 minutes. Interviews will be conducted via the internet. The questions asked will be open-ended, allowing you to freely answer them as you see fit. The interview will be audio recorded in order to ensure accurate transcription of the interview. As compensation for your time for the interview, you will be provided with a $50 gift card to a local store (Target).

Remember, this is completely voluntary. You can choose to be in the study or not. If you'd like to participate or have any questions about the study, please email or contact me at mjs30324@uga.edu. You may also contact my supervising professor, Dr. Georgianna L. Martin at glmartin@uga.edu if you prefer.

Thank you very much.

Sincerely,