

## CE Activity Announcement

### 2016 ASHP Pharmacy Leadership Academy: Shaping Future Leaders

Planned and developed by ASHP Foundation's Center for Health System Pharmacy Leadership

**ACPE Number:** Listed below with details

**Release Date:** July 9, 2016

**Expiration Date:** July 17, 2019

**Activity Type:** Application-based

**CE Credit:** 15 hours (1.5 CEUs) per Module (*no partial credit allowed*)

**Activity Fee:** \$6,500 Members/ \$7,100 Non Members (*7 modules series*)

#### Accreditation for Pharmacists and Technicians



The American Society of Health-System Pharmacists is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. No partial credit allowed.

#### Target Audience

This continuing pharmacy education activity is designed for aspiring pharmacy leaders, pharmacists and pharmacy technicians new to leadership positions.

#### Activity Overview

This is a series of seven modules – each led by an expert, experienced, highly qualified faculty team. The modules offer a range of critical topics, incorporating self-learning and reading, presentations and case-based interactive components to inform and stimulate mentees, with an overriding aim to benefit patient care through enhanced leadership skill at every level of a health care organization. Learning methods include readings, faculty experiences through lectures, thought-provoking questions, reflective writing with faculty feedback, discussion, and team exercises to benefit from other participant's experiences (i.e., developing a leadership network), plus live interaction and connection with managers and leaders. Curriculum consists of the following application-based CE activities.

#### Schedule of Educational Activities

ACPE Activity Numbers	Title and Activity Type	CE Credit	Start / End Dates
0204-9999-16-001-H04-P/T	PLA Module 1 Leading the Pharmacy Enterprise: Building the Business of Pharmacy ( <i>Application-based</i> )	15 hours	7/9/16 – 8/19/16
0204-9999-16-002-H04-P/T	PLA Module 2 Leading with Influence ( <i>Application-based</i> )	15 hours	8/20/16 – 9/30/16
0204-9999-16-003-H04-P/T	PLA Module 3 Leading System Reliability for Safety and Quality ( <i>Application-based</i> )	15 hours	10/1/16 – 11/11/16
0204-9999-16-004-H04-P/T	PLA Module 4 Leading Financial Effectiveness ( <i>Application-based</i> )	15 hours	1/7/17 – 2/17/17
0204-9999-16-005-H04-P/T	PLA Module 5 Leading Transformational Change and Innovation ( <i>Application-based</i> )	15 hours	2/18/17 – 3/31/17
0204-9999-16-006-H04-P/T	PLA Module 6 Transforming Clinical Leadership ( <i>Application-based</i> )	15 hours	4/1/17 – 5/12/17
0204-9999-16-007-H04-P/T	PLA Module 7 Leading the Pharmacy Enterprise for Organizational Success ( <i>Application-based</i> )	15 hours	5/13/17 – 6/30/17

## CE Activity Announcement

### Methods and CE Requirements

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Each module consists of readings, faculty experiences through lectures, thought-provoking questions, reflective writing with faculty feedback, discussions, and team exercises, such as developing a leadership network, plus live interactions and connections with managers and leaders. Participants must successfully complete all required components of each module including the online evaluation to earn continuing pharmacy education credit.

Participants must use ASHP eLearning Portal (<http://elearning.ashp.org>) to process and claim CE immediately after completing each module or within 60 days after completion. Per ACPE guidelines, CPE credit must be claimed within 60 days of being earned for direct report to CPE Monitor.

### Module Descriptions, Learning Objectives, and Faculty

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#### Module 1: Leading the Pharmacy Enterprise: Building the Business of Pharmacy

ACPE: #0204-9999-16-001-H04-P/ 0204-9999-16-001-H04-T

*Application-based / 15 hours*

#### Module Description

This module allows students to explore and analyze the pharmacy enterprise and its key roles in supporting both the clinical and business functions of the larger healthcare organization. Students will gain an understanding of current issues in organizational design and the effect of economic and political systems on the pharmacy enterprise.

Participants will learn practical skills and analyze their own abilities in leading the pharmacy enterprise. Their participation in this module includes taking leadership as you collaborate and work with classmates to develop leadership skills to describe the vision, set strategies, and provide purpose, energy and motivation for a pharmacy enterprise. The critical importance of leadership style effective relationships with C-suite leadership, peer leaders and other stakeholders will be explored. Topics include defining the pharmacy enterprise, establishing an appropriate pharmacy “brand”, positioning pharmacy to be most effective in the larger organizational structure, and creating a pharmacy infrastructure that supports and promotes the “business of pharmacy” as it relates to both clinical and financial elements. Learning methods include reflective writing, discussion, team exercises, collaboration, ongoing interaction, and connection with each other, managers and leaders.

#### Learning Objectives

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- Define and describe your pharmacy enterprise for your organization and the services provided
- Evaluate your current pharmacy brand and analyze strategies to improve it
- Evaluate your pharmacy enterprise and identify at least three leadership opportunities for pharmacy not currently being pursued in your organization
- Prioritize elements of a mission and vision statement that would be necessary to reflect an appropriate direction for your pharmacy enterprise, taking into account the culture of the organization
- Identify the key strategic initiatives and directions for your organization and create a pharmacy plan that compliments those initiatives
- Design the ideal organizational structure for pharmacy in your practice setting that would best advance the clinical and business components of your pharmacy enterprise

#### Faculty

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- **James A. Jorgenson, M.S., FASHP**, Vice President, Chief Pharmacy Officer, Indiana University Health, Indiana
- **Jennifer Austin, Pharm.D.**, Pharmacy Manage, St. Joseph’s Hospital, North Tampa, Florida.

## CE Activity Announcement

### Module 2: Leading with Influence

ACPE #0204-9999-16-002-H04-P / 0204-9999-16-002-H04-T

Application-based / 15 hours

#### Module Description

In this module participants will learn how to be effective with people and -- possibly most important -- how to lead themselves. A leader needs to work through others to maximize their leadership potential so being influential is critical to your success. We each have a natural style as we interact with the world and you will identify your style through the DISC (Dominance, Influence, Steadiness and Conscientiousness) assessment. Students will gain an understanding of the other three styles of their staff, superior, colleagues and peers challenged to be influential with each style. Leadership is about having a vision and using it to improve their leadership courage.

Learners will document in 1-3 sentences their personal leadership vision. As a scientifically educated person it is important to understand that leadership is an “art” and learn how to deal with the typical situations that pharmacy leaders find themselves in such as lack of direction from above, organizational politics, negativity from staff and your own anxiety/worry. Leadership can be a constantly challenging position so it is important to be able to continually perform under pressure. Tactics such as maintaining your energy/stamina, managing your self talk, staying positive in a sea of negativity, being resilient and having a personal leadership development plan will be covered.

The various aspects of talent management will be covered to ensure you have an effective pharmacy staff. Students will learn the best practices for recruiting, hiring, training, engaging and disciplining employees. Tactics included will be effective communications, understanding different age generations, maximizing culture, using exemplars in recruiting/hiring, purpose based recognition, coaching through performance feedback, dealing with conflicts/difficult people and utilizing the progressive discipline process when appropriate.

#### Learning Objectives

- Explain your personal DISC style and its implications for your effective situational leadership, including how to listen, coach and mentor staff
- Formulate your personal leadership vision to maximize your leadership potential
- Discuss the “art and reality” of leadership compared to pharmacy education and training
- Explain how to continually perform under pressure as an effective leader, including how to delegate effectively, advocate for key ideas and negotiate to advantage
- Define best practices for talent management including recruiting, hiring, training and communicating with pharmacy employees
- Describe tactics to engage people and handle difficult people including the progressive discipline process and conflict resolution

#### Faculty

- **Sara J. White, M.S., FASHP**, past Director of Pharmacy, Stanford Hospital and Clinics and Clinical Professor, UCSF, CA
- **Jennifer Tryon, Pharm.D., M.S.**, Assistant Director of Pharmacy, Southwest Washington Medical Center (SWMC)
- **Kate Farthing, Pharm.D., BCPS, FASHP**, Clinical Pharmacy Specialist, Legacy Health, Portland, OR

### Module 3: Leading System Reliability for Safety and Quality

ACPE #0204-9999-a6-003-H04-P / 0204-9999-16-003-H04-T

Application-based / 15 hours

#### Module Description

This activity will focus on a definition of “**clinical transformation**” as a “*comprehensive, ongoing approach to care delivery excellence that improves quality, enhances service, and reduces costs through the effective alignment of people, process, and technology*” to ensure high reliability. Throughout the module, the definition will be deconstructed into its component parts, the following elements are important considerations:

## CE Activity Announcement

- **Comprehensive ongoing approach** — Healthcare transformation is not a project; rather, it is a process. Organizations that approach complex change as projects frequently fail. Leadership support and investment, ongoing involvement of key stakeholders with a deep understanding of how care is actually delivered and the mobilization of these resources across the entire organization for effective change can effectively support quality, patient safety, and continuous improvement.
- **Care delivery excellence** — While many healthcare organizations operate as either local or regional enterprises, it is critical to drive the organization toward national best practices and standards. Through the adoption of accepted national, or increasingly international, criteria, healthcare leaders can drive a consistent level of quality throughout the organization.
- **Measurably improves quality, enhances service, and reduces costs** — Healthcare transformation initiatives require the use of specific metrics to measure outcomes. While a focus on clinical areas is critical, it is not a sufficient focus for driving change in healthcare. Organizations must embrace a systematic approach to improvement utilizing the concepts of Lean, PDSA, and Six Sigma that will be taught during this course.
- **Effective alignment of people, process, and technology** — Highly reliable organizations focus on a balance of all three elements. True transformation focuses on technology as an enabler, rather than as the driver of change in care delivery, with equivalent focus on people and process.

This activity will focus on the integrated, yet distinct, processes for performance improvement related to patient safety and quality. Among the concepts explored are (1) Strategic planning for continuous performance improvement, (2) Organization Culture, Values and Ethics, (3) Key Strategies to ensure team-based collaborative practices, (4) Change Concepts, (5) Processes for leadership of patient safety and quality incorporating patient-centered evidence based practices, and (6) Effective communication tools and techniques

The activity has been crafted with this comprehensive model in mind and includes theory, application of theory (practical knowledge), case studies and the integration of advanced techniques for leadership of safety and quality.

### Learning Objectives

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- Discuss the roles of wisdom, intelligence, and creativity in a model of leadership for safety and quality.
- Define behavioral choices and discuss leadership accountability in a culture of safety.
- Define a Patient Safety Assertion Model.
- Develop the skills for leading a Pharmacy Strategic Plan for safety and quality.
- Discuss the design for a Lean Six Sigma Roadmap.
- Discuss the steps to achieve patient safety and high reliability.

### Faculty

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- **Jason D. Chou, Pharm.D., M.S.**, Operations Coordinator for Critical Care and Emergency Department Pharmacies, Wake Forest Baptist Health, Winston-Salem, NC
- **Ronald H. Small, M.B.A., B.S.Pharm., Sc.D., FAPhA, FASHP, CEC**, Consultant, Joint Commission International and Joint Commission Resources

### Module 4: Leading Financial Effectiveness

ACPE #0204-9999-16-004-H04-P / 0204-9999-16-004-H04-T

*Application-based / 15 hours*

### Module Description

For many of us, finance does not command the excitement of an exceptional clinical catch on rounds or the gratification of mentoring an enthusiastic young practitioner in the ways of drugs and medicine, but in fact, finances are the life's blood of every organization. Without sound financing, none of those perhaps more exciting things get to happen.

Like medicine and pharmacy, finance has its own core knowledge and even its own language. And like these professions, it is rapidly changing, demanding the close attention of health system leadership. Pharmacy contributes an important portion of every health system's revenue, consuming a proportional amount of expense. Traditionally pharmacy leaders have focused on

## CE Activity Announcement

expenses, but pharmacy can actually impact the bottom line in multiple ways. Pharmacy leaders who possess a strong core financial knowledge and speak the financial language are much more likely to be successful partners in leading their health systems to financial success.

To that end, this module is content driven with real-life applications and case studies, and focused on practical and applied knowledge and skills needed to lead for financial effectiveness in an increasingly challenging fiscal environment. Learning methods include reflective writing, discussion, team exercises, collaboration, ongoing interaction, and connection with each other, managers and leaders.

### Learning Objectives

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- List major issues impacting health care reimbursement today and explain how these issues touch your health system
- Describe financial management competencies required of health system pharmacy leaders
- List the steps necessary to execute a departmental strategic plan that is integrated with the organization's strategic objectives; link those steps to the process of developing responsible operating and capital budgets
- Describe the importance of organizational awareness, including: the culture of decision-making, financial management process and function, and the current state of the financial environment
- Develop key metrics and triggers useful in the development of a financial dashboard
- Describe four (4) parameters to assess the financial stability of a hospital or health system.

### Faculty

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- **Patrick E. Parker, M.S.**, Director of Pharmacy and IV Therapy, Lawrence Memorial Hospital in Lawrence, Kansas
- **Steven B. Cano, M.S., FASHP**, Senior Director of Pharmacy and Chief Pharmacy Officer for the Cambridge Health Alliance (CHA) Boston Metro-North region, MA

### Module 5: Transformational Change and Innovation

ACPE #0204-9999-16-005-H04-P / 0204-9999-16-005-H04-T

*Application-based / 15 hours*

### Module Description

This course offers a conceptual model for understanding how organizations move from short-term performance improvements to sustained, organization-wide patient care improvements. Key elements critical to successful transformation will be identified and a transformational change model proposed, drawing on practical and specific practice examples for applying the elements and model.

Learning methods include personal assessments, reflective writing, threaded discussion, team exercises, collaboration, ongoing interaction, and connection with each other, managers and leaders.

### Learning Objectives

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- Build an organizational capability and personal capacity for innovation and creativity to advance all aspects of transactional, transformational change, and requisite transformative learning
- Identify and apply pitfalls and key elements in making successful organizational transformations
- Analyze various change models and identify commonalities and differences
- Evaluate critical elements to garner organizational support and exert influence for advocacy of system-wide transformational change initiatives, including the essential need for risk-mitigating processes and metrics for change effectiveness
- Synthesize key PLA learning to date to develop a personal strategy for building "killer" teams for effective transformation, including assessment of key competencies for cohesive teams
- Evaluate your personal skill set and development opportunities relative to change leadership and team cohesiveness for results in a changing environment

### Faculty

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- **Michael Melby, M.S., FASHP**, Director of Pharmacy, Indiana University Health, Bloomington Hospital, Bloomington, Indiana

## CE Activity Announcement

- **Valorie J. Wilkins, R.Ph., M.S., M.B.A.**, Director of Pharmacy, Swedish Edmonds

### Module 6: Transforming Clinical Leadership

ACPE #0204-9999-16-006-H04-P / 0204-9999-16-006-H04-T

*Application-based / 15 hours*

#### Module Description

There is growing awareness that effective leadership is needed across the entire healthcare organization and system. This system leadership is essential and differs from traditional leadership expectations in the ability to work across services and organizations to meet the needs of people with complex medical conditions and show rely on care and support from a range of services, agencies and providers, coordinating care, eliminating obstacles and delivering better value to patient populations.

The development of these clinical leaders is an important component strategy to talent management and development in evolving organizations. Clinical and system leaders will increasingly play a significant role in defining and redesigning services and in the transformation of practice roles to have a more significant impact on patient outcomes of care.

This course will define and describe elements of clinical leadership and the personal qualities essential to the role of creating direction and aligning others, for assuring performance and effective resource management within their span of control and within the larger organization and enterprise, influencing and engaging colleagues across a broad range of stakeholders, managing line colleagues and leading teams, as well as managing services, teams, organizational units and projects.

Perhaps most significant this course will address the critical role of the clinical leader in assuring that the patient's views and needs are a primary focus during decision making.

New roles require new ways of thinking, behaving and working together. This course will rely on a range of teaching opportunities to challenge your beliefs, role definition and the capacity to highlight individual strengths through thought provoking readings, self-reflection and assessment, dialog with colleagues and experienced faculty and structured feedback.

#### Learning Objectives

- Critically analyze the changing demands facing healthcare organizations and the pharmacy enterprise to formulate a point of view and for transforming clinical leadership to meet healthcare system demands
- Evaluate and prioritize personal qualities, skills, competencies and self-awareness aspects essential to clinical leader's effectiveness
- Determine the factors of personal and team skills for effective collaboration, stronger partnerships and nimble teaming integration
- Develop a strategy for influencing clinical pharmacy culture and capacity that clearly defines ownership and accountability for patient care within the overall span of pharmacy enterprise service offerings
- Integrate clinical leadership awareness and ownership for broader organizational and enterprise strategies and goals
- Synthesize a development plan for transformative clinical leadership

#### Faculty

- **Robert (Bob) Carta, Pharm.D.**, Vice President, Pharmacy Services, Carolinas Healthcare System (CHS), Charlotte, NC.
- **Susan D. Bear, Pharm.D.**, BCPS, Assistant VP Clinical Pharmacy Services, Carolinas HealthCare System, Charlotte, NC.

## CE Activity Announcement

### Module 7: Leading the Pharmacy Enterprise for Organizational Success

ACPE #0204-9999-16-007-H04-P / 0204-9999-16-007-H04-T

Application-based / 15 hours

#### Module Description

Uncertainty, chaos, and urgency are everywhere in healthcare, with the sense that “something must be done” to transform our healthcare system. While our professionals and organizations are barraged with change drivers, real and sustainable change is elusive, but so necessary. This module will address skills and strategies necessary for transformational organizational change, focusing on personal leadership behaviors, awareness and critical thinking, as well as the need for a leader to establish clear performance expectations and a culture of accountability, learning and competency. We also will explore key concepts of organizational culture and its role in shaping change initiatives and their success. The course work and readings will also focus on the leader’s role in creating the will, ideas and execution strategies necessary for successful sustained change, and the urgency and tension for change that engages others fully in the change process, and will weave learning from prior modules into the fabric of the overall PLA takeaway experience. Each critical component of the change strategy – from visioning, planning, anchoring change resources to execution and continuous renewal – are explored within a framework for change designed to get the best out of people while developing the systems and processes necessary to achieve the bottom-line results you, your team and your senior leadership expect. Learning methods include reflective writing, discussion, team exercises, collaboration, ongoing interaction, and connection with each other, managers and leaders.

#### Learning Objectives

- Apply key concepts and principles of performance improvement to achieving results in the evolving health care system facing severe problems and complex systems, with the varying demands of leadership decision making
- Evaluate principles of personal leadership awareness and establish expectations for personal and team accountability and effectiveness for results
- Evaluate personal and team capacity to establish and maintain urgency for change and to engage others in a commitment to a culture of learning and competency to achieve change results
- Categorize the of differences between vision, mission, values and culture, and create a personal vision for your professional purpose and role in driving change
- Evaluate opportunities to introduce transformative learning into your organization and develop a strategy for implementation
- Apply key PLA learning to create a personal development plan for achieving results for a specific change initiative, applying the five key strategies for leading for results

#### Faculty

- **Sharon Murphy Enright, B.S.Pharm., M.B.A.**, President of EnvisionChange LLC, Richmond, Virginia
- **Billy Woodward, B.S.Pharm.**, Executive Director, Renaissance Innovative Pharmacy Services.

#### Disclosures

In accordance with the Accreditation Council for Continuing Medical Education’s Standards for Commercial Support and the Accreditation Council for Pharmacy Education’s Standards for Commercial Support, ASHP requires that all individuals involved in the development of activity content disclose their relevant financial relationships. A person has a relevant financial relationship if the individual or his or her spouse/partner has a financial relationship (e.g. employee, consultant, research grant recipient, speakers bureau, or stockholder) in any amount occurring in the last 12 months with a commercial interest whose products or services may be discussed in the educational activity content over which the individual has control. The existence of these relationships is provided for the information of participants and should not be assumed to have an adverse impact on the content.

In keeping with this requirement, ASHP asks that all faculty, advisory board members, planning committee members, content development consultants, and staff complete a disclosure form for each program in which they are involved. Anyone who refuses to disclose relevant financial relationships must be disqualified from any involvement with a continuing pharmacy education activity.

## CE Activity Announcement

**Faculty, planner, ASHP Staff and consultants report no relevant financial relationships pertinent to these activities, except:**

- Sharon Murphy Enright, President, EnvisionChange LLC, Richmond, VA
- Ronald H. Small, Consultant, Joint Commission International and Joint Commission Resources

### System Requirements

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System requirements courses and learning activities are delivered via your Web browser and Acrobat PDF. For all activities you should have a basic comfort level using a computer and navigating web sites.

View the [minimum technical and system requirements](#) for learning activities.

### Acknowledgement of Support

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The Foundation is partnering with Global Health Training and Education, an organization committed to opening opportunities for health professionals seeking graduate degrees, to form partnership with colleges and universities to provide unique and customized, practice-specific online degree programs for health care professionals. The degrees are delivered through traditional colleges and universities qualified to graduate the best-educated and credentialed professionals across all health care disciplines.

The ASHP Foundation and GHE collaboration has arrangements with four academic institutions to offer Academy participants the opportunity to pursue graduate degrees.

*The Pharmacy Leadership Academy is supported in part by an educational grant from Amgen, Inc.*