



**CAPSLEAD Program
Embassy Suites Anaheim – South
Garden Grove, CA
February 28 – March 2, 2015**

The CAPSLEAD program is possible due to the generosity of our sponsors:

Sponsorship is recognized for donations made by February 19, 2015.

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History of the CAPSLEAD Program

In December 2001, Clinical Education Consultants from Pfizer invited deans from the Western US to attend a special roundtable in New Orleans (as part of the ASHP meeting). California schools attending included: University of Southern California, University of the Pacific, and Western University. The roundtable was an opportunity to brainstorm ways Pfizer could better meet the needs of the schools. During this roundtable, a presentation was given by two of the pharmacy schools in the State of Washington regarding a successful leadership conference. The Washington conference was supported by the Rite Aid Corporation and aided in development by Michele Belsey, Vice President for Professional Recruitment.

Mary Wackerman, Director of Major Gifts, USC School of Pharmacy, gained support from USC's Dean Timothy Chan, Pacific's Dean Phil Oppenheimer, and WesternU's Associate Dean Sam Shimomura to hold a similar conference in California. An invitation of participation interest was also extended to University of California San Francisco and eventually to newly opened Loma Linda University and University of California San Diego. For over a year, Michele Belsey, Elaine Wynn (Pfizer), and Mary Wackerman took a leadership role in defining the California Student Leadership project. Working with all six schools, they worked to outline the conference, including the structure of the sessions, objectives and outcomes, the host rotation between the schools, and how to accommodate the various schedules across six campuses. Pfizer and Rite Aid agreed to provide the major funding for the conference.

The first conference was held in 2003 in Pasadena and was hosted by USC. Sixty students – ten from each of the six schools of pharmacy in California attended. The students had the opportunity to interact with other pharmacy students, learn leadership skills, and how to build effective time and team management techniques. Each school set its own criteria for selecting students but all students were identified as student leaders. Susan Wilson, a nationally recognized speaker, who had facilitated the State of Washington program, presented Leadership with Class – Level I. Susan was the workshop facilitator for the first eleven years of the program. Students also heard presentations from pharmacy professionals on career opportunities and the importance of involvement in professional pharmacy organizations following graduation. Student teams were then assigned a patient care task. Teams began work on their assignment during the conference and concluded their assignment by making a presentation at either the CPhA or CSHP annual meeting.

In 2005, UCSF faculty member, Dr. Chris Cullander coined the conference name CAPSLEAD. The acronym stands for "CA" (California) "P" (Pharmacy) "S" (Student) "LEAD" (Leadership).

Today, ten California pharmacy schools (Touro University joined in 2006, California Northstate University in 2009, and California Health Sciences University and Keck Graduate Institute in 2015) participate in CAPSLEAD and student projects are formally displayed as poster presentations at CPhA and CSHP annual meetings. Rite Aid continues as the major sponsor of the event. CPhA and CSHP have continually supported the event as well as new sponsors such as AmeriSourceBergen.

With the 2015 cohort, over 860 future pharmacy leaders have participated in the thirteen years of the program's existence.

CAPSLEAD conference history

Year	Host	Location
2003	USC	Pasadena
2004	Pacific	Sacramento
2005	UCSD	LaJolla
2006	UCSF	South San Francisco
2007	WesternU	Pasadena
2008	Touro	Sacramento
2009	Loma Linda	Palm Springs
2010	California Northstate	Sacramento
2011	USC	Pasadena
2012	Pacific	Sacramento
2013	UCSD	San Diego
2014	UCSF	South San Francisco
2015	WesternU	Garden Grove



Photo by Don Floriddia

Overall Program Goals

By the end of this program the participants should be able to:

- 1) Examine own strengths and reflect upon personal leadership style and develop a plan for future growth in leading.
- 2) Analyze own personal history, leadership style and personality traits and discuss strengths and weaknesses in relation to current and projected leadership roles.
- 3) Discuss the nature of leadership and apply all materials reviewed to their professional setting.
- 4) Develop a plan for negotiation and use negotiating skills to try to attain specific personal or project-related resources in a job-related situation.
- 5) Identify appropriate teams for specific purposes and assess team function in relation to team goals and key responsibilities.
- 6) Have a solid foundation to be strong leaders and have the tools to mentor leadership among their colleagues in their respective institutions and to carry on their leadership roles in the profession.



Program Schedule CAPSLEAD 2015 Leadership Conference

Prior to the CAPSLEAD Conference, students will read *StrengthsFinder* online and take the test to discover their top 5 traits. Additionally, students will write an autobiography of ≤ 500 words. The top 5 traits from *StrengthsFinder* and the autobiography will be discussed with their school teammates and faculty advisors to explore similarities, differences and orientation of the team.

Saturday, February 28

Morning Program (Ballroom B, Moderators Drs. Hoffman, Hess, Chan)

7:30AM – 9:30AM Faculty Planning Committee/Program Faculty meeting (Teak/Ebony Room)

9:30AM – 10:00AM Student Check-in (Outside of Ballroom B)

10:00AM – 10:30AM Welcome, Introductions and Icebreaker

10:30AM – 12:00PM Leading Self Program (Drs. Colbert, Porter-Fraser, Hoffman, Rajagopalan)

1. Discussion on *StrengthsFinder* (glossary of terms on pages 8-11)
2. Results of the *StrengthsFinder* activity
3. John Maxwell's Five Levels of Leadership
4. Victim/Player role playing
5. Leading Self summary

11:00AM – 11:15AM Morning Break

12:00PM – 1:00PM Lunch (Ballroom B)

Afternoon Program (Ballroom B, Moderators Drs. Hoffman, Hess, Chan)

1:00PM – 2:55PM Leading Others with Emotional Intelligence (Drs. Kawahara, Mirzaian, Zough, Chu)

1. What are the different types of leadership styles?
2. What is Emotional Intelligence Discussion and group reflection
3. Role Play Case Studies

2:55PM to 3:05PM Afternoon Break

3:05PM – 5:00PM Teamwork Conflict Management, Negotiation (Drs. Bandy, Bio)

Embassy Suites (Ballroom C)

7:00PM – 7:20 PM Closing Comments for the Day

1. Faculty
2. Rite Aid Corporation, Sponsor
3. Daniel C. Robinson, PharmD; Dean, Western University of Health Sciences, College of Pharmacy

7:20PM Dinner

9:00PM Student Activity (Hosted by WesternU Students)

Sunday, March 1

7:00AM – 8:00AM Team Photos (Drs. Floriddia, Meerdink) WEAR SHIRTS!

8:00AM – 9:00AM Breakfast Buffet

Morning Program (Ballroom B, Moderators Drs. Hoffman, Hess, Chan)

9:00AM – 9:30AM Project Information & Topic Selection (Ambrose, Kawahara, Chu)

1. Process & requirements (10 minutes, topics listed on pages 12-13)
2. Lottery (10 minutes)

9:30AM – 10:30AM Team topic discussion and preparation for presentation

10:30AM – 10:45AM Morning Break

10:45AM – 12:00PM Brief presentation of projects for feedback (All 10 teams and all faculty)

12:00PM – 12:30PM Closing & Certificates (Drs. Kawahara, Chu, Hess, Hoffman, Chan)

1. Johari Windows (kevan.org/Johari) Reflections instructions
2. Closing Comments
3. Presentation of Certificates

Post – Conference: Students will submit a written reflection, complete Johari Window exercise and Leadership conference evaluation. Students will work on their projects and prepare for a poster presentation at CSHP seminar (October 8-11, 2015) and CPhA West Coast Pharmacy Exchange (April 28 – May 1, 2016). Poster submission information on page 14.

StrengthsFinder Glossary (courtesy of Dr. James Colbert, UCSD)

Glossary

Achiever

People strong in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.

Activator

People strong in the Activator theme can make things happen by turning thoughts into action. They are often impatient.

Adaptability

People strong in the Adaptability theme prefer to "go with the flow." They tend to be "now" people who take things as they come and discover the future one day at a time.

Analytical

People strong in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.

Arranger

People strong in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.

Belief

People strong in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.

Command

People strong in the Command theme have presence. They can take control of a situation and make decisions.

Communication

People strong in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

Competition

People strong in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.

Connectedness

People strong in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.

Consistency

People strong in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world consistently by setting up clear rules and adhering to them.

Context

People strong in the Context theme enjoy thinking about the past. They understand the present by researching its history.

Deliberative

People strong in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.

Developer

People strong in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive

satisfaction from these improvements.

Discipline

People strong in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.

Dominant theme

A dominant theme is likely to naturally surface on a frequent basis and may become an area of strength.

Empathy

People strong in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.

Focus

People strong in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.

Futuristic

People strong in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.

Harmony

People strong in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.

Ideation

People strong in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.

Includer

People strong in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.

Individualization

People strong in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.

Input

People strong in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.

Intellection

People strong in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.

Knowledge

Knowledge consists of facts (factual knowledge) and lessons learned (experiential knowledge), and is one of the three "raw materials" used in strengths building. While knowledge and skills can be acquired, talent naturally exists within you.

Learner

People strong in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.

Maximizer

People strong in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something strong into something superb.

Non-pattern theme

A non-pattern theme is not likely to surface on a consistent basis and therefore is less likely to result in a consistent pattern of behavior. A non-pattern theme is less likely to "resonate" with you.

Positivity

People strong in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.

Relator

People who are strong in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.

Responsibility

People strong in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.

Restorative

People strong in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.

Self-Assurance

People strong in the Self-assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.

Signature Themes

Your Signature Themes are your top five themes, as reported by your Clifton StrengthsFinder assessment.

Significance

People strong in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.

Skills

Skills are the steps of an activity, and are one of the three "raw materials" used in strengths building. While skills and knowledge can be acquired, talent naturally exists within you.

Strategic

People strong in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.

Strength

A strength is the ability to provide consistent, near-perfect performance in a given activity. The key to building a strength is to identify your dominant themes of talent, then refine them with knowledge and skills.

Clifton StrengthsFinder

Clifton StrengthsFinder is a Web-based personality-assessment instrument developed by The Gallup Organization. Clifton StrengthsFinder measures the predictability of patterns of behavior within individuals.

Supporting theme

Your supporting themes are those from which you can draw, but do not exist at the level of a dominant theme. A supporting theme is not likely to ever become an area of strength, but you may be able to call on it for support in your endeavors.

Talents

Your talents are those naturally recurring patterns of thought, feeling, or behavior that can be productively applied. One of the three "raw materials" used in strengths building, talent naturally exists within you, while skills and knowledge must be acquired. Your spontaneous, top-of-mind reactions to the situations you encounter are the best indicators of your talents.

Theme intensity

Theme intensity determines the level at which a theme resonates with you, and therefore whether your theme is dominant, supporting, or a non-pattern.

Theme interaction

Theme interaction is the interplay occurring between two or more themes, resulting in various behavioral outcomes. These outcomes will be determined by the themes involved, their intensity within you, and your environment.

Theme predictability

Theme predictability is the degree to which patterns can be predicted as a result of theme intensity.

Theme sequence

Your theme sequence is the entire sequence of your themes, from dominant themes to non-patterns, as shown in your Clifton StrengthsFinder assessment.

Themes of talent (or themes)

The 34 themes of talent are designed to capture the most prevalent behavior patterns in The Gallup Organization's study of excellence, and serve as a language for describing human talents, and thereby human strengths.

Woo

People strong in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

Glossary

Project Lottery Topics

1. Public Health: With the recent measles outbreak in CA and its spread to other states, some are questioning whether CA's laws to allow parents to opt out of vaccinating their children should be re-evaluated. Should choosing not to vaccinate your child be a personal or religious choice or should families be mandated to have their children vaccinated to help prevent the spread of preventable infections? What role, if any, does pharmacy have in this process?
2. Pharmacy Practice: Prescription drug shortages - Crisis or hype? What should the FDA, PhRMA, and pharmacies do about it? FDA Commissioner Dr. Margaret Hamburg has said, "The critical issue of drug shortages isn't about industry; it isn't about government, or even about the drugs themselves. It is about getting people the treatments they trust, they need, and they rely on." What is the pharmacist role - as patient advocate or as middleman supplier?
3. Pharmacoeconomics: Drug costs for certain diseases like hepatitis and various cancers are on the rise. While these new therapies are effective, they are also very costly. What is contributing to these rising costs? Should insurance plans cover these newer therapies or should patients pay for the bulk of these costs? Should older and perhaps lesser effective medications be used knowing that more effective medications are also available?
4. Public Health: California SB41 (2011) permitted nonprescription syringe sales. A recent study (J Am Pharm Assoc 2015; 55:31-40) demonstrated challenges in purchasing syringes at community pharmacies in Fresno and Kern counties. The authors concluded that this was a missed public health opportunity. Do you agree? Should nonprescription syringe sales be promoted in California? If so, how can this be accomplished? If not, why not?
5. Pharmacy Practice: USP General Chapter <800> Hazardous Drugs – Handling in Healthcare Settings, currently under consideration (<http://www.usp.org/usp-nf/notices/general-chapter-hazardous-drugs-handling-healthcare-settings>), provides standards to protect personnel and the environment when handling hazardous drugs (NIOSH List of Antineoplastics and Other Hazardous Drugs in Healthcare, 2014, CDC). How will the new standards change how nonsterile and sterile compounding are completed when "hazardous" drugs are involved? Will community and institutional pharmacies be able to comply with the standards when implemented in 2016 or 2017?
6. Political Advocacy: Legislation helps to shape our personal and professional lives. What are the existing and potential opportunities to contribute to the local, state, and national legislative agenda?
7. Pharmacy Practice: Community pharmacy accreditation standards have recently been created. Should large chain and independent community pharmacies submit to these accreditation standards or should business be allowed to continue as is? What is the benefit to becoming accredited? How will practice need to change to meet these new standards?
8. Professionalism: Is it cheating if you do not get caught? Does questionable ethical, moral, and professional behavior as student pharmacists translate to issues for practicing pharmacists? Or does the granting of a degree and license translate to change in attitude, behavior, and action?

9. Public Health: How can California develop safe, secure, and environmentally-friendly systems for the collection and disposal of returned medications, unused medications, or medical supplies?
10. Pharmacy Practice: Controlled substance medications continue to be abused by both providers and patients. What is pharmacy's role in curbing this abuse? How should community pharmacists handle prescriptions when "red flags" are raised?
11. Leadership: Academic pharmacy has long stated that today's student pharmacist leaders will become tomorrow's pharmacy profession leaders. Is this a true statement today?
12. Pharmacy Practice: Nonprescription medications are widely abused by adolescents. What can pharmacists do to reduce risk for abuse?
13. Pharmacy Education: Is entrepreneurship an important concept for student pharmacists in planning careers? How can pharmacy schools best promote entrepreneurship? What can be done within existing pharmacy programs and PharmD curricula?
14. Pharmacy Education: How are we doing in California in recruiting underrepresented minority populations into pharmacy schools? What else can be done?
15. Pharmacy Practice: What is the current evidence regarding the use of medical marijuana? Has it shown benefit in any disease states? What is the role of the pharmacist in educating patients and health care providers about its use?
16. Pharmacy Education: Is there a need for curricular reform to prepare future pharmacy graduates for "primary care provider status?" What types of changes might be necessary?
17. SB 493: SB 493 passed over a year ago. Where are we now in developing systems and criteria to ensure provider status and training for pharmacists?
18. Pharmacy Practice: E-cigarettes – Are they safe? Should the pharmacist play a role in helping patients understand the potential harm from these products? Should routine screening for use be incorporated into practice much like that of traditional tobacco products?
19. Pharmacy Education: What benefits does requiring a bachelor's degree for admission have on completing a PharmD degree? Is there any relation to success as a practitioner?
20. Pharmacy Education: With post-graduate training (i.e. residencies and fellowships) becoming more competitive to obtain, what are current student pharmacists doing to prepare themselves? What are critical experiences or skills to obtain before applying? What are the biggest challenges for students during their preparation for post-graduate training?

Poster Submission

- Students should plan to have the abstract and poster completed no later than August 1, 2015. The first California professional conference in October, CSHP Seminar, will require an abstract submission for the August deadline (tentative). The official call for posters will be sent to CAPSLEAD schools in April 2015. Posters may be submitted via email at <http://www.cshp.org>
- Information that the project is for CAPSLEAD should be indicated on the submission
- All other professional organizations will require an additional abstract submission. Abstract submission deadlines are the sole responsibility of each student team
- Look up all conference dates, due dates and specifics for all conferences your team plan to showcase your work.
- CSHP Seminar will be held October 8-11, 2015, in San Diego and CPhA's West Coast Pharmacy Exchange will be held April 28 – May 1, 2016, in San Francisco.
- Students should dress professionally and be prepared to answer questions about their project.
- At least two students should be available during the poster session time.
- Students must be registered for the conferences.

AMCP, APhA, AACP, ASHP & SNPhA Poster Submission

- There is no special accommodation for CAPSLEAD posters at the AACP, AMCP, APhA, ASHP, AACP, or SNPhA conferences. Acceptance of abstracts will be determined by each association's poster submission committee.
- Students/or faculty advisors should visit the professional association websites for information about poster submission for students shortly after the research begins to insure deadlines are not missed.
- The person submitting the abstract may be required to be a member of the organization.

General Poster Guidelines

- A primary author should be identified with email contact information.
- All 8 team members should be included as authors.
- All faculty advisors should be included as authors.
- Use team and leadership skills learned through the conference to organize and develop your project.
- Seek help from your faculty advisors.
- Poster sizes are generally 3'x5' or 4'x6' - check with conference for specific size
- The poster should be laminated.
- Wear your CAPSLEAD shirts at the poster presentation to remind you of the project focus "Leadership & Team Skills."

CAPSLEAD

2015

Teams

California Health Sciences University



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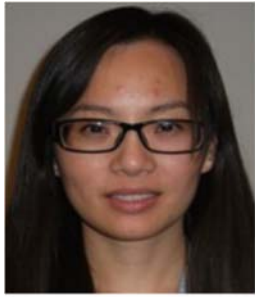


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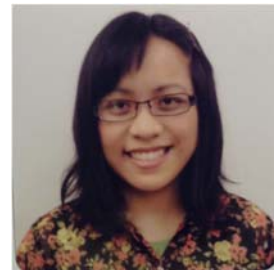
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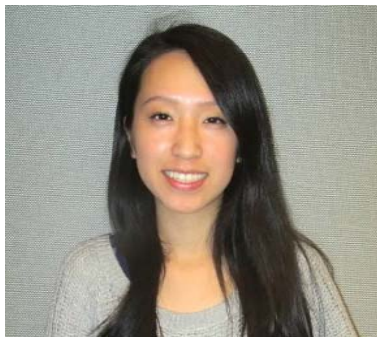
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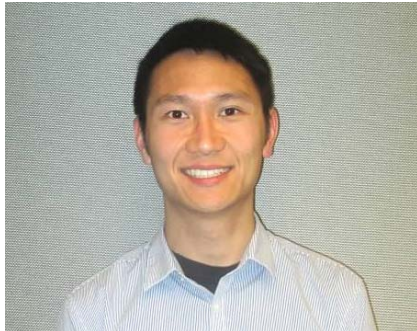
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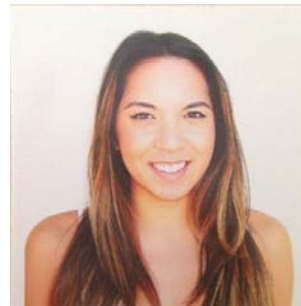
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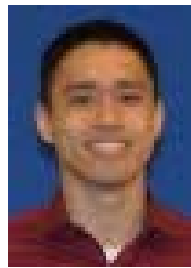
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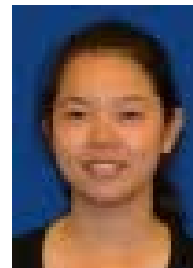
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Western University of Health Sciences



Patrick Chan



Eric Gupta



Karl Hess



Janice Hoffman







Candid photos from CAPSLEAD 2014 by James Colbert