

# “Movie Night!” Using Cinema to Teach Leadership Principles to Pharmacy Students

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## Bottom-Line

- AACP COEPA 2022 identifies “leadership” as one of twelve educational outcomes -- sub-domain 12.9.<sup>1</sup>
- A course-capstone, which leveraged leadership lessons embedded in movies, was developed and launched within a pharmacy leadership elective course.
- This educational innovation was associated with perceived growth in leadership skills/abilities and was well-received.
- This approach offers the advantage of reinforcing leadership concepts in a fun, engaging way.

## Objectives

- To design, implement, and evaluate a leadership elective course-capstone, founded on social learning theory, utilizing cinema to reinforce leadership principles learned in the core-curriculum, co-curriculum, and this elective.

## Methods

### Capstone Design and Implementation

- Developed a list of 22 movies with leadership lessons, drawing from personal experience and online resources.
- Developed course-capstone assignments and grading rubrics.
- Launched course-capstone during 2022/23 academic year.
- Capstone encompasses the final 2-3 weeks of the course.

### Capstone Evaluation

Survey items utilized a 5-point Likert scale

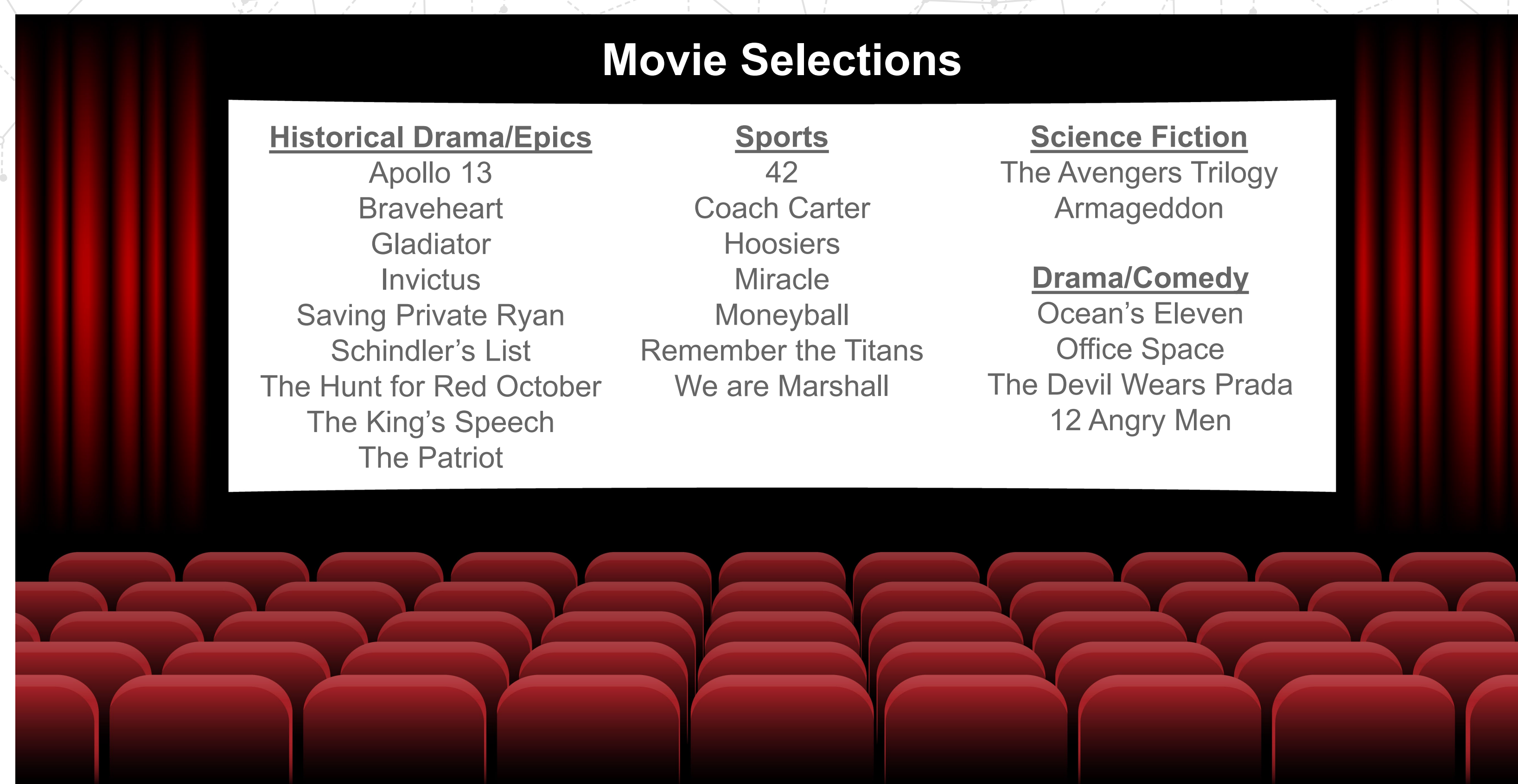
Survey Item	Timing
25 item survey (leadership attributes)	Immediately prior to course
25 item survey (leadership attributes)	Week 12, following coursework and prior to capstone
29 item survey (leadership attributes, capstone assessment)	Immediately following completion of the course

Composite scores were calculated in aggregate and by domain. Data were analyzed using the paired t-test. A positive impact was defined as an improvement from pre-capstone to post-course.

## Results

### Demographics

22 P3 students completed the course-capstone and surveys during the spring 2023 and 2024 semesters. All students either held or hold a leadership position in a professional student organization.

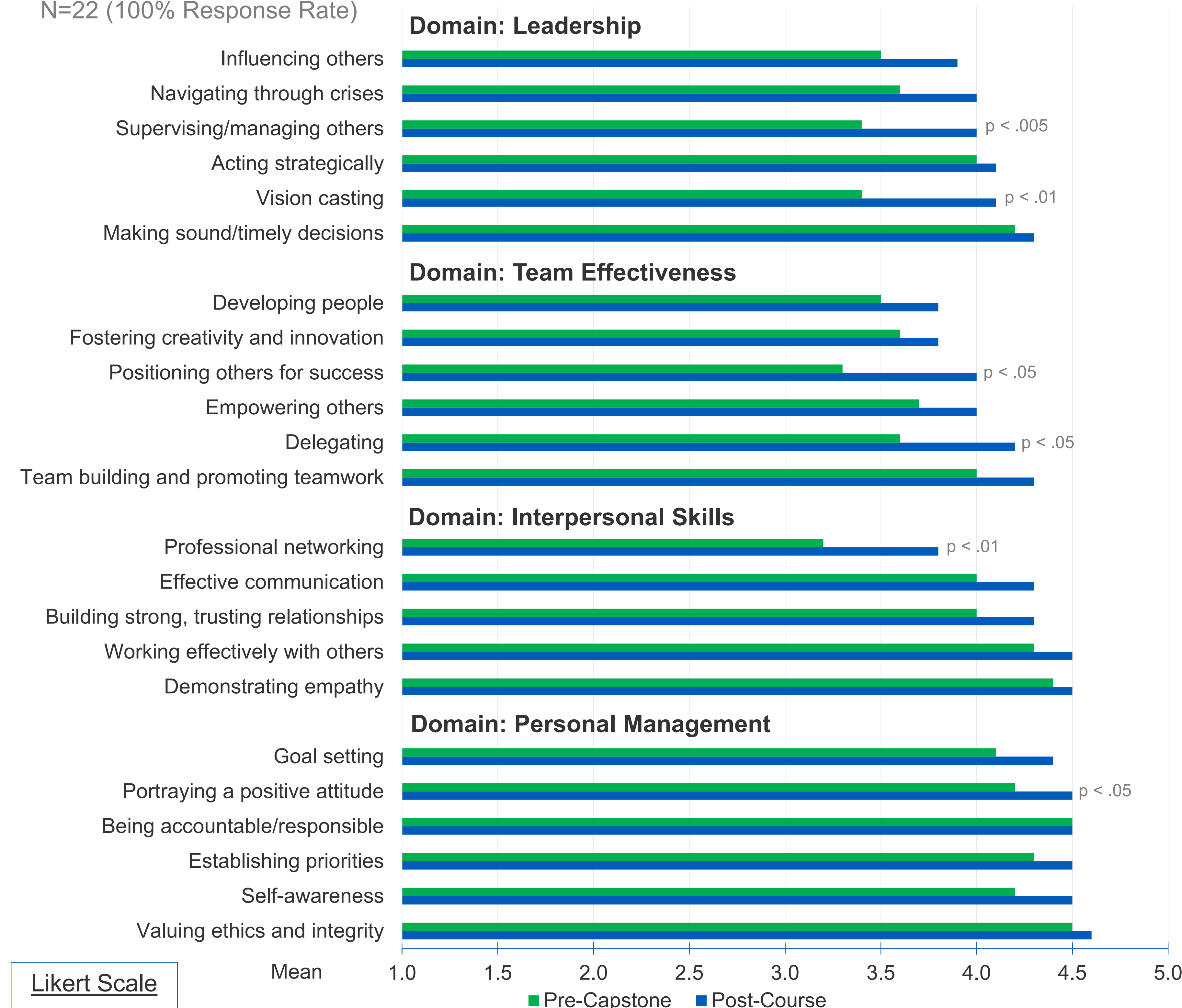


### Assignment

1. Watch movie, considering plot and characters
2. Study movie, considering evidence of strong and/or poor leadership in protagonist/antagonist
3. Write 1000-word essay summarizing leadership lessons, how they connect with one’s leadership philosophy, and how they can be applied to current/future leadership endeavors
4. Present 10-12-minute PowerPoint to the class
5. Participate in instructor-facilitated debriefing

### Students’ Self-efficacy to Demonstrate Behaviors/Attitudes of Leadership (n=22)

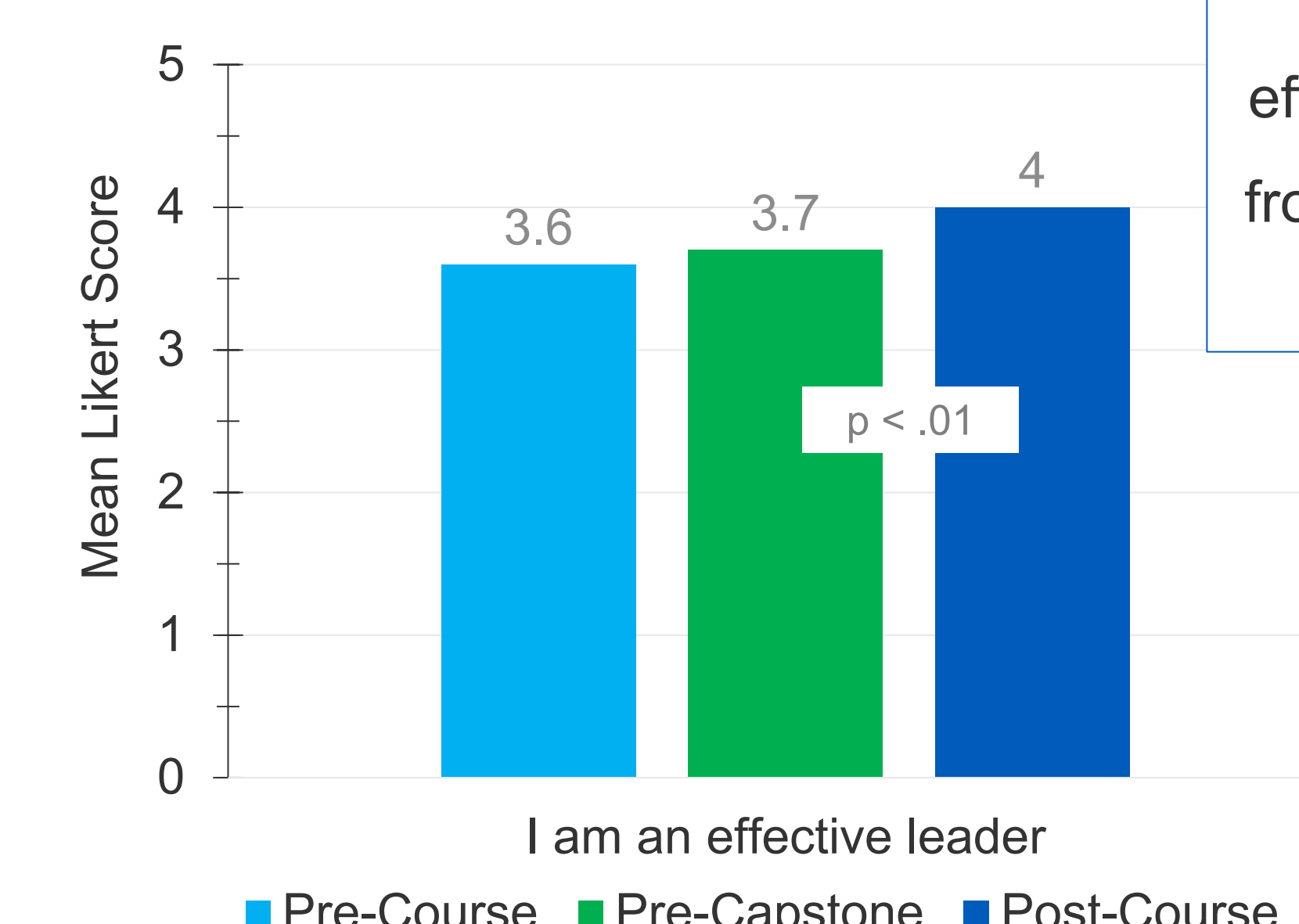
N=22 (100% Response Rate)



**Likert Scale**  
1=Poor  
2=Fair  
3=Good  
4=Very good  
5=Excellent

Mean composite score improved from pre-capstone to post-course, in aggregate (3.9 to 4.2, p<.005) and across 3 domains: Leadership (3.7 to 4.1, p<.05), Team Effectiveness (3.6 to 4.0, p<.01), and Personal Management (4.3 to 4.5, p<.05).

### Student Perceptions of Leadership Ability (n=22)



The percentage of students that identified as an effective leader increased from 68% pre-capstone to 91% post-course.

**Likert Scale**  
1=Strongly disagree  
2=Disagree  
3=Neutral  
4=Agree  
5=Strongly agree

### Aspects of the Course-Capstone that were Deemed Valuable by Students (n=22)

Aspect	Mean (SD) Likert Score	% Agree or Strongly Agree
Watching the selected movie	4.7 (0.5)	100
Attending student presentations	4.5 (0.5)	100
Developing the presentation	4.5 (0.7)	91
Presenting the project	4.5 (0.7)	91
Writing the essay	4.3 (0.7)	86

### Top Leadership Concepts Reinforced by Capstone, per Students

1. Team building and promoting teamwork
2. Vision casting
3. Building strong, trusting relationships
4. Goal setting
5. Navigating crises

### References/Sources:

- Medina MS, et al. AACP Curriculum Outcomes and Entrustable Professional Activities (COEPA) 2022. <https://www.aacp.org/sites/default/files/2022-11/coepa-document-final.pdf> Accessed 5.10.24.
- ClipArt: <https://www.veccteezy.com/vector-art/1227422-cinema-movie-theater-with-blank-screen-and-red-seat>