



**Schulich**  
MEDICINE & DENTISTRY



Continuing Professional  
Development

**Western**



**The University of Western Ontario  
Schulich School of Medicine & Dentistry**

## **Course Outline**

# **Character-Based Leadership**

**Course Times:** Thursdays 6:00pm-8:00pm

**Course Dates:** Sept 25, Nov 6, Dec 18, Jan 29, Mar 12, April 23, June 4

**Classroom:** University Hospital (UH) Auditorium B (UH B3-250)

**Instructors:** Dr. Jacqueline Torti, Dr. Nabil Sultan, Dr. Wael Haddara

**Emails:** [jtorti2@uwo.ca](mailto:jtorti2@uwo.ca), [nsultan@uwo.ca](mailto:nsultan@uwo.ca), [whaddar@uwo.ca](mailto:whaddar@uwo.ca)

**Course Coordinator:** Jannelle Yoon

**Email:** [jannelle.yoon@schulich.uwo.ca](mailto:jannelle.yoon@schulich.uwo.ca)

## **Prerequisites**

There are no prerequisites required to enroll in the course. The eligibility requirements to enroll in the course require you to be a Resident within the Schulich School of Medicine & Dentistry at Western University or a Physician with your first five year of practice.

---

## **Course Information**

This postgraduate character-based longitudinal leadership course within the Schulich School of Medicine & Dentistry will follow a multipronged approach including mentorship, reflective-based learning, targeted workshops, small-group discussion and experiential learning. The aim of this course is to develop leadership skills from a character-lens that stress the qualities of good leadership.

## **Course Objectives**

By the end of this course you will be able to:

- 1) a) Describe and integrate a comprehensive approach to leadership development including competency, character, and commitment.  
b) Recognize leader character as a composite of traits, virtues, and values using the Ivey Character Framework.
- 2) a) Demonstrate how leadership character influences decisions and actions.  
b) Identify situational pressures and recognize how they impact decisions and actions.
- 3) a) Evaluate your leader character.  
b) Develop your leader character through reflective practice, experiential learning, and recognition of barriers.

## **Course Expectations**

You will be expected to attend the contact periods, complete the required readings in advance of course activities, and participate in class discussions. You will also be expected to submit and present any required assignments on the agreed upon due date.

## **Course Materials**

### **Required Textbooks**

Crossan, M., Seijts, G., & Gandz, J. (2015). *Developing leadership character*. Routledge.

Available online through Western library:

[https://ocul-uwu.primo.exlibrisgroup.com/permalink/01OCUL\\_UWO/r0c2m8/alma991044339172905163](https://ocul-uwu.primo.exlibrisgroup.com/permalink/01OCUL_UWO/r0c2m8/alma991044339172905163)

Kenny, N. P., & Shelton, W. N. (2006). *Lost virtue: Professional character development in medical education*. Elsevier.

Available online through Western library: [https://ocul-](https://ocul-uwu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991044672226805163&context=L&vid=01OCUL_UWO:UWO_D)

[uwu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991044672226805163&context=L&vid=01OCUL\\_UWO:UWO\\_D](https://ocul-uwu.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma991044672226805163&context=L&vid=01OCUL_UWO:UWO_D)

[EFAULT&lang=en&search\\_scope=OCULDiscoveryNetwork&adaptor=Local%20Search%20Engine&tab=OCULDiscoveryNetwork&query=any,contains,lost%20virtue](https://www.amazon.ca/Practical-Wisdom-Right-Way-Thing-ebook/dp/B004G8Q1MS/ref=sr_1_1?crid=3R1QYE0W1IMEO&keywords=practical+wisdom&qid=1658334248&s=books&sprefix=practical+wis%2Cstripbooks%2C1121&sr=1-1)

## **Optional Textbooks**

Schwartz, B., & Sharpe, K. (2010). *Practical wisdom: The right way to do the right thing*. Penguin.

[https://www.amazon.ca/Practical-Wisdom-Right-Way-Thing-ebook/dp/B004G8Q1MS/ref=sr\\_1\\_1?crid=3R1QYE0W1IMEO&keywords=practical+wisdom&qid=1658334248&s=books&sprefix=practical+wis%2Cstripbooks%2C1121&sr=1-1](https://www.amazon.ca/Practical-Wisdom-Right-Way-Thing-ebook/dp/B004G8Q1MS/ref=sr_1_1?crid=3R1QYE0W1IMEO&keywords=practical+wisdom&qid=1658334248&s=books&sprefix=practical+wis%2Cstripbooks%2C1121&sr=1-1)

Brooks, D. (2015). *The road to character*. Random House.

[https://www.amazon.ca/Road-Character-David-Brooks/dp/0812983416/ref=sr\\_1\\_1?crid=2XO2F6BKB6JRU&keywords=the+road+to+character&qid=1658334487&s=books&sprefix=the+road+to+charact%2Cstripbooks%2C226&sr=1-1](https://www.amazon.ca/Road-Character-David-Brooks/dp/0812983416/ref=sr_1_1?crid=2XO2F6BKB6JRU&keywords=the+road+to+character&qid=1658334487&s=books&sprefix=the+road+to+charact%2Cstripbooks%2C226&sr=1-1)

## **Course Delivery**

The course will be delivered through in person sessions for whole group instruction, with flexibility to do the small group mentoring component online or in person. Should the university need to shift to online learning, Western's Zoom platform will be used. Western Owl will serve as a hub for all course information, learning materials and assignment submissions. The large group sessions will bring together all members of the course to provide lectures and workshops designed to teach and integrate course content. At the beginning of the term, students will be organized into small groups and assigned a mentor that will also meet regularly in a more informal manner. These sessions can take place online, in a coffee shop or in a scheduled meeting room and are designed to solidify course concepts. The mentor groups will provide an opportunity for students and mentors alike to build their character and discuss opportunities and threats to their engagement in the course and development of their own leadership potential.

## **Course Mentors**

At the beginning of the course, students will be divided into small groups of five and each group will be assigned a mentor. Mentors will be faculty members within the Schulich School of Medicine & Dentistry at Western University. These small groups and mentors will remain the same throughout the remainder of the course. Course mentors and their small groups will meet regularly throughout the course. Mentors will be trained in character-based leadership and will serve as support to students in the course. Mentors are available for one-on-one discussions, questions about course content, reflective conversations and guidance, offering a pragmatic lens to the health care world.

## **Reflective Journal**

At the beginning of the course each student will be responsible for creating a reflective journal. Students will be provided with prompts on what to journal about and will be guided on when to maintain this journal throughout the course. The use of reflection within health professional education is often thought of as a method of evaluation of one's actions, where one thinks back on a situation and

considers what went well, what didn't go so well and what one might do differently next time. Throughout the course we will also be encouraging students to engage in critical reflexive practice. In this sense, critical reflexivity does not necessarily mean critiquing or criticizing but rather recognizing and questioning assumptions, biases, stereotypes, and power implications, as well as contextual, institutional, and systemic barriers influencing practice. This course will provide opportunities to engage in critical reflection and reflexivity as a means to broaden students' thinking about practice situations and themselves; to inspire habits of questioning one's underlying assumptions and one's way of being, seeing and thinking. Students will be provided with time in class to complete these journal entries.

### **Assessment**

This course will be graded on a complete/incomplete basis. It is the expectation that students enrolled in the course will fulfill all course requirements in order to receive their certificate of completion. To aid students in navigating the content and engaging with course materials, both formative and summative feedback will be offered.

### **Formative Feedback**

"The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work; and help faculty recognize where students are struggling and address problems immediately." (Eberly Center for Teaching Excellence and Educational Innovation, 2018). Formative feedback will be offered throughout the course through ongoing rapport with fellow students, course mentors and through guided self-reflective practices. The goal of the formative feedback is to help learners develop their own character and to build capacity to recognize and demonstrate leadership in the healthcare setting and beyond.

### **Summative Feedback**

Summative feedback in this course refers to the complete or incomplete nature of the students' progress in the course. In order to complete the course and receive a certificate, students must demonstrate meaningful engagement and intellectual growth assessed through course participation and formative feedback throughout the course.

### **Absences**

Students seeking accommodation for any work should consult with their assigned course mentor. Please note that students must consult with their mentors if they miss any course requirements and should contact the instructors, course coordinator, and mentor prior to the assignment or presentation if possible.

### Class Schedule

Dates	Topic	Readings
<b>Session 1:</b> Sept 25	Introduction	<b>Required:</b> Developing Leadership Character: Chapter 1, 2, 3 Lost Virtue: Introduction  <b>Optional:</b> Practical Wisdom Part 1: Chapters 1-3 The Road to Character: Introduction & Chapter 1
<b>Session 2:</b> Nov 6	Courage & Humility	<b>Required:</b> Developing Leadership Character: Chapter 7, 12 Lost Virtue: Chapter 1  <b>Optional:</b> Practical Wisdom Part 3: Chapters 7, 8
<b>Session 3:</b> Dec 18	Transcendence & Integrity	<b>Required:</b> Developing Leadership Character: Chapter 8, 13 Lost Virtue: Chapter 2  <b>Optional:</b> Practical Wisdom Part 3: Chapters 9, 10
<b>Session 4:</b> Jan 29	Drive & Temperance	<b>Required:</b> Developing Leadership Character: Chapter 4, 9 Lost Virtue: Chapter 6  <b>Optional:</b> Practical Wisdom Part 3: Chapters 11
<b>Session 5:</b> Mar 12	Collaboration & Justice	<b>Required:</b> Developing Leadership Character: Chapter 5, 10  <b>Optional:</b> Practical Wisdom Part 4: Chapters 12-13 The Road to Character: Chapter 10
<b>Session 6:</b> April 23	Humanity & Accountability	<b>Required:</b> Developing Leadership Character: Chapter 6, 11 Lost Virtue: Chapter 7
<b>Session 7:</b> Jun 4	Conclusion	<b>Required:</b> Developing Leadership Character: Chapter 15, 16 Lost Virtue: Chapter 3

## **Session 1: Introduction**

### **Learning Objectives:**

- 1) Describe the 3 C's of an effective leader (competency, commitment, character)
- 2) Recognize Leader Character as a composite of traits, values, and virtues
- 3) Explore the CBL framework and the 10 dimensions
- 4) Explore the role of judgement and decision-making in CBL

### **Required Reading:**

- Developing Leadership Character: Chapter 1, 2, 3
- Lost Virtue: Introduction

### **Optional Reading:**

- Practical Wisdom Part 1: Chapters 1-3
- The Road to Character: Introduction & Chapter 1

### **Formative Assessment Opportunities:**

- Reflective Journal

## **Session 2: Courage & Humility**

### **Learning Objectives:**

- 1) Evaluate your leader character – Complete the LCIA self-evaluation
- 2) Develop your leader character through reflective practice, experiential learning and recognition of barriers with a focus on courage and humility
- 3) Demonstrate how courage and humility shape decisions and actions
  - a) Identify how situational pressures impact those decisions and actions

### **Required Reading:**

- Developing Leadership Character: Chapter 7, 12
- Lost Virtue: Chapter 1

### **Optional Reading:**

- Practical Wisdom Part 3: Chapters 7, 8

### **Formative Assessment Opportunities:**

- LCIA self-evaluation
- Reflective Journal

## **Session 3: Transcendence & Integrity**

### **Learning Objectives:**

- 1) Develop your leader character through reflective practice, experiential learning and recognition of barriers with a focus on transcendence and integrity
- 2) Demonstrate how transcendence and integrity shape decisions and actions
  - a) Identify how situational pressures impact those decisions and actions

**Required Reading:**

- Developing Leadership Character: Chapter 8, 13
- Lost Virtue: Chapter 2

**Optional Reading:**

- Practical Wisdom Part 3: Chapters 9, 10

**Formative Assessment Opportunities:**

- Group Presentation
- Reflective Journal

**Session 4: Drive and Temperance****Learning Objectives:**

- 1) Develop your leader character through reflective practice, experiential learning and recognition of barriers with a focus on drive and temperance
- 2) Demonstrate how drive and temperance shape decisions and actions.
  - a) Identify how situational pressures impact those decisions and actions

**Required Reading:**

- Developing Leadership Character: Chapter 4, 9
- Lost Virtue: Chapter 6

**Optional Reading:**

- Practical Wisdom Part 3: Chapters 11
- 

**Formative Assessment Opportunities:**

- Group Presentation
- Reflective Journal

**Session 5: Collaboration & Justice****Learning Objectives:**

- 1) Develop your leader character through reflective practice, experiential learning and recognition of barriers with a focus on collaboration and justice
- 2) Demonstrate how collaboration and justice shape decisions and actions.
  - a) Identify how situational pressures impact those decisions and actions

**Required Reading:**

- Developing Leadership Character: Chapter 5, 10

**Optional Reading:**

- Practical Wisdom Part 4: Chapters 12-13
- The Road to Character: Chapter 10

**Formative Assessment Opportunities:**

- Group Presentation
- Reflective Journal

## **Session 6: Humanity & Accountability**

### **Learning Objectives:**

- 1) Develop your leader character through reflective practice, experiential learning and recognition of barriers with a focus on humanity and accountability
- 2) Demonstrate how humanity and accountability shape decisions and actions.
  - a) Identify how situational pressures impact those decisions and actions

### **Required Reading:**

- Developing Leadership Character: Chapter 6, 11
- Lost Virtue: Chapter 7

### **Formative Assessment Opportunities:**

- Group Presentation
- Reflective Journal

## **Session 7: Conclusion**

### **Learning Objectives:**

- 1) Evaluate your leader character – Complete the LCIA self-evaluation
- 2) Reflect on growth and personal character development throughout course

### **Required Reading:**

- Developing Leadership Character: Chapter 15, 16
- Lost Virtue: Chapter 3

### **Formative Assessment Opportunities:**

- LCIA self-evaluation
  - Reflective Journal
-



## **Use of Electronic Devices**

Using personal electronic devices in the classroom may hinder instruction and learning, not only for the student using the device, but also for others around them. Laptops and other electronic devices are allowed in the classroom only for the purposes of facilitating learning of course materials. Students may be directed to turn off personal electronic devices if the devices are not being used for class purposes.

## **Student Code of Conduct**

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

## **Health and Wellness**

As part of a successful experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress you may refer to Mental Health@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: [https://uwo.ca/health/mental\\_wellbeing/education/module.html](https://uwo.ca/health/mental_wellbeing/education/module.html).

## **Support Services**

Western has various support services which include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/>
2. Student Health -- <http://www.uwo.ca/health/services/students/index.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>