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**Leadership and Advocacy Development for Student Pharmacists and Faculty: Where are we and where are we going?**

Leigh Ann Ross, PharmD  
Kristin Janke, PhD  
Cameron Lindsey, PharmD  
Julie Kissack, PharmD  
Rabia Tahir, PharmD

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**Objectives**

- Explain importance of leadership and advocacy development for student pharmacists/faculty.
- Describe results from AACP COF Leadership and Advocacy Task Force's survey of U.S. and Canadian Pharmacy School's leadership and advocacy development activities for student pharmacists/faculty.
- Discuss possible indicators of success in leadership and advocacy development with student pharmacists/faculty.
- Review and critique criteria for characterizing and selecting best practices in leadership and advocacy development in colleges/schools of pharmacy.
- Outline recent innovations in leadership and advocacy development in pharmacy education.

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**ACCP Council of Faculties**  
**Task Force on Preparation of Pharmacy Faculty and Students to be Citizen Leaders and Pharmacy Advocates**

Leigh Ann Ross, PharmD, Chair  
 Kristin Janke, PhD, Co-Chair  
 Cynthia Boyle, PharmD Anna Legreid Dopp, PharmD  
 Gerald Gianutsos, PhD, JD  
 Cameron C. Lindsey, PharmD  
 Tish Moczygemba, PharmD, PhD  
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**Task Force on Preparation of Pharmacy Faculty and Students to be Citizen Leaders and Pharmacy Advocates**

**Charges:**

- 1) Tabulate/characterize courses or processes in place to develop leaders and health care advocates;
- 1) Develop a means to document the leadership and advocacy contributions by faculty/students within their community as an indicator of the success of these programs;
- 1) Create a mechanism to characterize and select the best practices for leadership and advocacy development throughout the curriculum.

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**Importance of leadership and advocacy development for student pharmacists/faculty**

- Complex issues in health care delivery system
- Changing practice model
- Need effective political advocacy
- Effective leadership necessary for effective political advocacy
- Supportive culture to develop interest, skills, and abilities in leadership and advocacy

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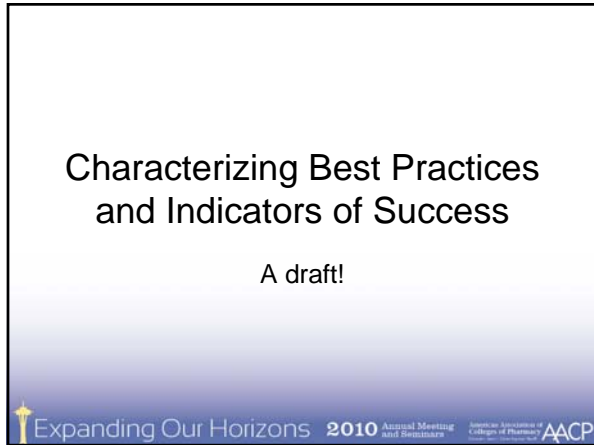
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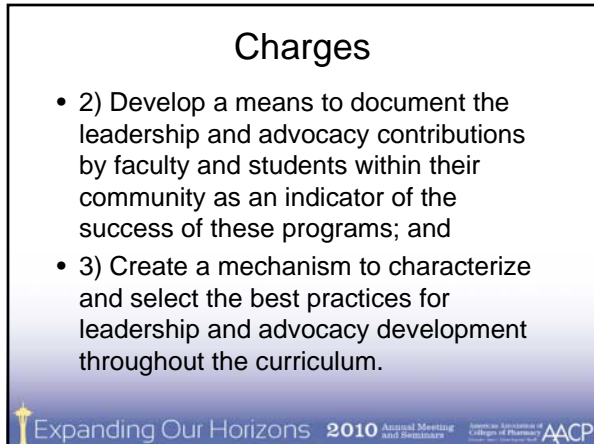
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### Leadership

- A philosophy that leadership is a **responsibility of all**
- An approach that recognizes **positional** (“Big L”) and **non-positional** (“little l”) leadership
- A belief that leadership can be **taught/developed** and that everyone has potential
- A focus on creating **agents of change** for the advancement of patient-centered care and the profession of pharmacy

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### Advocacy

- **Teach and role model** advocacy skills at all levels (e.g. create the expectation and the opportunities)
- Deploy a **collaborative approach** for legislative/regulatory issues through an operationalized system or organization in which a variety of faculty, students, and others regularly participate. (e.g. coalition or alliance)
- Regularly **engage the community** (i.e. alumni, stakeholders, legislators, students, faculty, staff, other disciplines) to **address unmet needs**.
- Provide **resources to enhance** the advocacy of others (e.g. buses for Legislative Day, personnel to assist with vaccinations, forums for national issues, participation in Board of Pharmacy initiatives)
- Implement **mentorship** of future advocates for life-long commitment as citizens and professionals

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### For L’ship and Advocacy

- Environment
- Involvement/Engagement
- Defined Competencies with Levels
- Conceptual Model
- Longitudinal, Curricular Approach
- Required and optional
- Connections to pharmacists/practice
- Evaluation Plan
- Scholarly Contributions

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### Indicators/Measures

- Participation
- Satisfaction
- Self Assessment of Learning
- Performance
- Results

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### Pair and Share

- What's missing?
- What needs modification?

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## AACP COF Leadership and Advocacy Task Force's Survey Results

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Associate Professor of Pharmacy Practice and Administration  
School of Pharmacy



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## Development of the Survey

- Survey design
  - Capture student leadership & advocacy
    - Application to completion of tenure in school
  - Capture faculty leadership and advocacy
  - Creation began in August and finalized in October
  - Creation of database using Qualtrics.com
  - Decision to utilize personal contact to enhance response rate

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## Definitions Utilized for Consistency

- **Leadership**
  - “The process of influencing an organized group toward accomplishing their goals.”  
Roach, Behling, 1984
- **Advocacy**
  - From the Latin roots ad (to) and voce (voice), advocacy is active support of an idea or cause. An advocate (protagonist) champions a cause or a course of action.

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## Institutions Completing Survey

- University of Illinois
- NDSU
- Albany College of Pharmacy
- Wayne State
- Oregon State University
- Michigan University
- Nebraska University
- Touro College of Pharmacy - California
- University of Wisconsin
- Pacific University Oregon
- OSU
- Wingate University
- University of Cincinnati, James L. Winkle College of Pharmacy
- West Virginia University School of Pharmacy
- Drake University
- University of Oklahoma
- University of Missouri-Kansas City
- University of Rhode Island
- University at Buffalo
- MCP - Worcester
- Northeastern
- University of the Pacific Thomas J. Long School of Pharmacy and Health Sciences
- University of Kentucky College of Pharmacy
- University of Maryland School of Pharmacy
- University of Texas-Austin
- University of Houston
- Ferris State University

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## Institutions Completing Survey

- University of Minnesota
- Connecticut
- Chicago State University
- Purdue University
- Idaho State University College of Pharmacy
- University of Florida
- Campbell University College of Pharmacy and Health Sciences
- LECOM
- Nova Southeastern University
- University of Charleston School of Pharmacy
- University of LA - Monroe
- South University
- University of the Incarnate Word
- Midwestern University - Glendale
- Palm Beach Atlantic
- University of Tennessee Health Science Center School of Pharmacy
- University of Mississippi School of Pharmacy
- University of California, San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences
- Shenandoah University Bernard J. Dunn School of Pharmacy
- University of Wyoming College of Health Sciences School of Pharmacy
- University of Puerto Rico
- Loma Linda University
- Ohio Northern University
- University of Southern California
- Findlay University

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## Which Description Best Describes Your Institution?

| Answer                      | Response | %   |
|-----------------------------|----------|-----|
| Private                     | 22       | 41% |
| Public                      | 32       | 59% |
| <b>Campus-type</b>          |          |     |
| Single                      | 34       | 63% |
| Multi-campus / Split-campus | 9        | 17% |
| Satellite                   | 11       | 20% |
| Total                       | 54       |     |

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### Number of Campuses if Multiple or Satellite

| Multiple |          |      | Satellite |          |      |
|----------|----------|------|-----------|----------|------|
| Answer   | Response | %    | Answer    | Response | %    |
| One      | 10       | 53%  | One       | 7        | 58%  |
| Two      | 6        | 32%  | Two       | 3        | 25%  |
| Three    | 2        | 11%  | Three     | 1        | 8%   |
| Four     | 1        | 5%   | Four      | 1        | 8%   |
| Total    | 19       | 100% | Total     | 12       | 100% |

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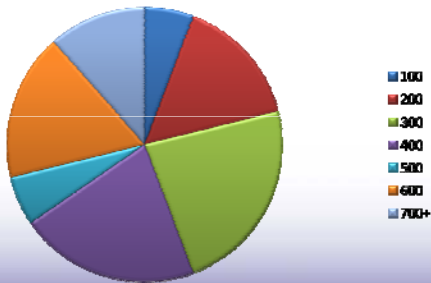
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### Number Student Enrollment




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### Which Description Best Describes Your Curriculum?

| Answer | Response | %    |
|--------|----------|------|
| 2/4    | 33       | 61%  |
| 0/6    | 3        | 6%   |
| 1/5    | 1        | 2%   |
| 3/3    | 1        | 2%   |
| 3/4    | 7        | 13%  |
| Other  | 9        | 17%  |
| Total  | 54       | 100% |

•Hours in the professional program ranged from 120-218 with two campuses reporting “quarter” versus “semester” hours

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### Additional Degrees or Certificates Offered

| Answer                             | Response | %   |
|------------------------------------|----------|-----|
| None                               | 21       | 40% |
| Masters in Business Administration | 18       | 34% |
| Masters in Public Health           | 7        | 13% |
| PhD                                | 19       | 36% |
| Masters in Hospital Administration | 0        | 0%  |
| Other (please specify)             | 15       | 28% |

- Three schools (6%) reported a leadership certificate program
- One school (2%) reported an advocacy certificate program

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### Does the Institutional Mission or Strategic Plan Mention Leadership / Advocacy?

|                          | Yes | %   |
|--------------------------|-----|-----|
| <b>Mission Statement</b> |     |     |
| -Leadership              | 25  | 48% |
| -Advocacy                | 9   | 17% |
| <b>Strategic Plan</b>    |     |     |
| -Leadership              | 38  | 72% |
| -Advocacy                | 28  | 53% |

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### Leadership / Advocacy During the Admissions Process?

- 94% of respondents assess leadership as a consideration for admission
  - 35% ensure a leadership activity is present
  - 29% utilize a weighted rubric
- 17% of respondents assess advocacy as a consideration for admission
  - 40% ensure an advocacy activity is present
  - 30% utilize a weighted rubric

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### Do You Have Courses Dedicated to Leadership or Advocacy Development?

- 79% (n=41) responded affirmatively
  - Mean number of courses was 1.21 (range 1-10)
  - 15 required
  - 11 elective
- Of these:
  - 36 of the courses were Leadership only
  - 14 of the courses Advocacy only
  - 21 of the courses encompassed Leadership & Advocacy
- Mean enrollment 158 students annually
- Majority of students were within their 3<sup>rd</sup> professional year\*
- Six were interprofessional

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### IPPE or APPE Specifics

- IPPE
  - Mean 367 contact hours (90% responded)
  - Mean 8.5 credit hours
- APPE
  - Mean 1448 contact hours (91% responded)
  - Mean 40 credit hours

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### Do IPPE or APPE Encompass Leadership / Advocacy?

- Yes
  - 50% for IPPE
  - 75% for APPE
- Range of (one - 100%) of either experience dedicated to leadership and/or advocacy
- Range of (one – all) students exposed to leadership or advocacy within the IPPE or APPE
- Eight reported an interprofessional enrollment

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### Does Academic Service-Learning (AS-L) Encompass Leadership / Advocacy?

- 47% of institutions offer AS-L
  - 15 responded that advocacy is encompassed
  - 5 responded that leadership is encompassed
  - 2 responded that both are encompassed
- Of the respondents:
  - 18 required AS-L as a standalone or part of an IPPE
  - 5 offered AS-L as an elective
- Nine reported an interprofessional enrollment

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### Any Non-Didactic Activities Offered by Your Institution?

| Answer                | Response | %   |
|-----------------------|----------|-----|
| None                  | 6        | 13% |
| Assemblies/Grd Rounds |          |     |
| -Leadership           | 26       | 55% |
| -Advocacy             | 12       | 26% |
| Legislative Days      |          |     |
| -Leadership           | 26       | 55% |
| -Advocacy             | 19       | 40% |
| Leadership Workshops  |          |     |
| -Leadership           | 15       | 32% |
| -Advocacy             | 6        | 13% |
| StrengthfinderTM      | 7        | 15% |
| Myers-Briggs          | 12       | 26% |
| Others                | 11       | 23% |

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### Describe the Pharmacy Student Committees at Your School

| Answer                       | Response | %   |
|------------------------------|----------|-----|
| Curriculum Committee         | 51       | 96% |
| Dean's Advisory Council      | 20       | 38% |
| Honor / Disciplinary Council | 23       | 43% |
| Others                       | 46       | 87% |

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### Describe How the Institution Supports Student Pharmacists' Involvement

| Answer  | Response | %   |
|---|----------|-----|
| Arrange test/class schedules for conferences  | 45       | 88% |
| Provide financial support to students         | 47       | 92% |
| Encourage faculty participation in activities | 34       | 67% |
| Provide scholarships to leaders               | 26       | 51% |
| Other   | 20       | 39% |

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### What Faculty Leadership Training Opportunities are Available?

- 42% of respondents reported certificate programs available to faculty

| Answer   | Response | %   |
|--|----------|-----|
| Leadership certificate program offered by your University/College (series of programs where a certificate is issued) | 5        | 20% |
| Faculty training program offered by your College/School of Pharmacy (one time program)                               | 8        | 32% |
| Funding opportunities to take part in off-campus leadership training programs  | 15       | 60% |
| Other  | 15       | 60% |

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### What Type of Support is Provided for Faculty to Engage in Leadership?

| Answer                                    | Response | %   |
|---|----------|-----|
| Funding for travel                        | 35       | 92% |
| Letter of reference                       | 28       | 74% |
| Nominations for specific leadership roles | 23       | 61% |
| Time off for leadership activities        | 33       | 87% |
| Other                                     | 11       | 29% |

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### What Type of Support Does the Institution Provide for Faculty to Engage in Advocacy?

| Answer  | Response | %   |
|---|----------|-----|
| Funding for travel                              | 24       | 67% |
| Letter of reference                             | 12       | 33% |
| Nominations for specific leadership roles       | 13       | 36% |
| Time off for advocacy activities                | 29       | 81% |
| Training in advocacy                            | 5        | 14% |
| Briefs relating specifically to advocacy issues | 2        | 6%  |
| Other   | 6        | 17% |

•Two (4%) of the 47 respondents on this question stated their institution "requires" advocacy involvement of faculty

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### What Incentives Do Faculty Receive if Engaged in Leadership or Advocacy Activities?

| Answer          | Response | %   |
|-----------------|----------|-----|
| Service points  |          |     |
| -Leadership     | 20       | 56% |
| -Advocacy       | 17       | 50% |
| Merit increases |          |     |
| -Leadership     | 10       | 28% |
| -Advocacy       | 9        | 26% |
| Other           |          |     |
| -Leadership     | 25       | 69% |
| -Advocacy       | 17       | 50% |

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**Advocacy Development in Pharmacy Education**

Rabia Tahir, PharmD  
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Touro College of Pharmacy, New York



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**Advocacy Across the Board**

- Didactic coursework
- Experiential education
- Non didactic/extracurricular activities
  - Students
  - Faculty

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**Noteworthy Efforts Related to Advocacy Development**

- Review advocacy basics!
- Make advocacy as a professional outcome
- Addressing advocacy in the vision and mission statements.
  - Faculty and student involvement in strategic planning

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**Noteworthy Efforts Related to Advocacy Development**

- Utilizing patient advocacy organizations to educate and practice advocacy
  - Center for Patient Partnerships
    - Patient advocacy Certificate Program
    - Patient Safety Certificate Program
  - Global Health Certificate Program

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**Noteworthy Efforts Related to Advocacy Development**

- Proper **support** and **recognition** for student pharmacists and faculty
  - Retreats for students and faculty for fostering and developing leadership and advocacy efforts within the institution.
  - Formation of Pharmacists Advocacy Council

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**Noteworthy Efforts Related to Advocacy Development**

- Proper **support** and **recognition** for student pharmacists and faculty
  - Collaborating with university wide efforts in advocacy
    - University Committees
    - University Office of Student Affairs
    - University Office of Diversity

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**Noteworthy Efforts Related to  
Advocacy Development**

- Proper **support** and **recognition** for student pharmacists and faculty
  - Scheduled announcements by Dean
  - Roundtable discussion of advocacy efforts at departmental and/or faculty meetings

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**Noteworthy Efforts Related to  
Advocacy Development**

- Creating electronic reflective portfolios for students
  
- Professional Development Hours
  - Both faculty and students

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**Noteworthy Efforts Related to  
Advocacy Development**

- Practice experience surrounding advocacy
  - Innovative practice sites for students
    - Health specific organizations
      - American Lung Association
      - American Heart Association
  - State Board of Pharmacy
  - U.S. Public Health Service Commission Corps

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**Noteworthy Efforts Related to Advocacy Development**

- Practice experience surrounding advocacy
  - Community based organizations
    - Environmental agencies
    - Parks and recreational agencies
  - Homeless Shelters
  - Domestic Violence Organizations
  - Mobile Clinics

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**Noteworthy Efforts Related to Advocacy Development**

- Interdisciplinary efforts
  - Collaborating with other healthcare professionals
    - Free clinics; MEDIC clinics
    - Educating students in elementary, middle and high schools on various public health topics

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**Noteworthy Efforts Related to Advocacy Development**

- Teaching advocacy through public health
  - Public Health courses
  - Dual degree programs

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