

2024-2025 SEC Advocacy Practices Survey SAMPLE

Below is a sample Advocacy Practice submission for you to use as a reference as you submit your own institution's advocacy practice. Please note this is intended as a guide, not as an absolute "must follow" since your own practice might require that all components be completed based upon the nature of the activity. We do ask that you think of the free text components of the form like an "abstract" and that you adhere to the word count limits where provided. Specific names have been redacted (XXXXXXXXX) to maintain the confidentiality of the submitter at this time, but please include this information in your submission.

Thank you for your support with this important project.

Survey Instrument Questions

Question 1: Advocacy Practice Title

- Option 1: [Professional Development \(Required Courses\) – Advocacy Training for XXXXX State Annual Legislative Day](#)

Question 2: Submitter(s)

- Option 1: [XXXXXXXXXXXXX, RN, PharmD, BCOP, FNAP, Professor and Director of Drug Information; XXXXXXXXXXXX, BSPHarm, PharmD, Associate Professor and Assistant Dean for Professional Affairs; and XXXXXXXXXXXX, PharmD, MPH, FNAP, FAPhA, Professor and Director of Public Health](#)

Question 3: Institution Name

- Option 1: [University of XXXXXXXXXXXX](#)

Question 4: Key Words [Select all that apply and/or enter your own below]

- Option 1: Patient-Advocacy
- Option 2: [Professional Advocacy](#)
- Option 3: [Legislative or Regulatory Advocacy](#)
- Option 4: Self-Advocacy
- Option 5: Other: _____

Question 5: Level of Advocacy [Select All That Apply]

- Option 1: Local
- Option 2: [State](#)
 - o Option 2.2: Please list your state(s): [XXXXXXXXXX](#)
- Option 3: National
- Option 4: International

Question 6: Key Stakeholders – Who was/were the intended decision maker(s) of this advocacy practice? [Select all that apply and/or enter your own below]

- Option 1: [Legislature](#)
- Option 2: Regulatory Body (State board of pharmacy, national such as CMS, etc.)
- Option 3: Patient Advocacy/Care Group
- Option 4: [Professional Organization \(Pharmacy or other HCPs\)](#)
- Option 5: Insurers/Payers
- Option 6: C-Suite/Healthcare Systems
- Option 7: Other: _____

Question 7: Collaborators – What other groups outside your institution collaborated in this advocacy practice?

- Option 1: [Pharmacy Organizations](#)
 - o Option 1.1: Please list them: [XXXXXXXXX Pharmacy Coalition, including XXXXXXXXX Pharmacists Association, XXXXXXXXX Chapter of the American Society of Consultant Pharmacists, XXXXXXXXX Pharmaceutical Society, XXXXXXXXX Society of Health-System Pharmacists, XXXXXXXXX University, University of XXXXXXXXX School of Pharmacy](#)
- Option 2: Board of Pharmacy
- Option 3: Patient Advocacy Groups
 - o Option 3.3: Please list them: _____
- Option 4: Other (Free Text)

Question 8: Focus – What was the ask, problem, or concern being advocated for?

- Option 1: Free Text (75 words MAX): [Collaboratively and collectively, we monitor the bills before and/or during the state legislative season/sessions, then discuss and vote for approval to prioritize the “top or urgent” ask or issue\(s\). Additionally, students share about their pharmacy educational experiences and role of the pharmacists to optimize patient care and improve public health. Examples of ask/issue\(s\) include immunizations, pharmacist scope of practice, provider status, PBMs, etc. over the years.](#)

Question 9: Methods – Can you describe the methods you used to address (or to try to address, if not yet completed) this problem/concern? Please include resources, any products that were developed (if any, such as letters, flyers, information sheets, posters, etc.), and a general timeline (if applicable).

- Option 1: Free Text (325 words MAX): [First of all, students in both first and second professional years are required to have advocacy training in Professional Development](#)

courses, including lecture followed by active learning strategies to practice advocacy skills. Meanwhile, the Student Government Association appoint two student representatives who regularly attend meetings of the XXXXXXXX Pharmacy Coalition to discuss and vote on positions for bills/issues, then bring it back to the Professional Development class. Next, all students are required to attend a seminar to review bills and practice advocacy skills through role-play on the day prior to the XXXXXXXX Pharmacy Coalition Annual Legislative Day. During the Legislative Day, they are grouped with those in same legislative district across the state to form advocacy teams for legislative appointments/visits. Finally, they are expected to provide feedback and report, including a one-minute presentation on their bill of choice as a required assignment in the Professional Development courses. Students are also joined by pharmacists in the XXXXXXXX Pharmacy Coalition. Legislative Brief (leave behind) for legislators and their staff are also provided. In some cases, faculty invite students to provide written letter for testimonies while faculty also follow up with written or oral testimonies in the XXXXXXXX General Assembly committee hearings.

- Optional: Upload Attachment(s)

Question 10: Participant(s) - Who was involved in this practice from your institution? *[Select all that apply and/or enter your own below]*

- Option 1: [Students](#)
 - Pre-Pharmacy Students
 - [First Year Student Pharmacists](#)
 - [Second Year Student Pharmacists](#)
 - [Third Year Student Pharmacists](#)
 - Final Year Student Pharmacists
- Option 2: Residents
- Option 3: Fellows
- Option 4: [Faculty](#)
- Option 5: Administration
- Option 6: Preceptors/Adjunct Faculty
- Option 7: Alumni
- Option 8: General Public/Patients
- Option 9: Other: _____

Question 11: If students were involved in this practice, what was done to educate and prepare them? Please select all options below that apply, and then describe using the free text box below. *[Select all that apply and/or enter your own below]*

- Option 1: [Lecture/didactic program](#)
- Option 2: [Training program \(skills/application training\)](#)

- Option 3: Other: _____
- Option 4: Students were not involved in this practice. (Please skip the free text box below.)
- Option 5: Free Text (125-word MAX): _____
-

Question 12: If students were involved in this practice, please describe their role.

- Option 1: Students were not involved in this practice.
- Option 2: Free Text (125-word MAX): Students received advocacy training in required course, include practice with classmates, then also attend legislative day seminar the day before to review the bills and position statements of the XXXXXXXX Pharmacy Coalition. Students are also assigned into advocacy teams based on their home (prioritized) or school legislative districts to have legislative appointments or visits with pharmacists in state professional associations and students in other XXXXXXXX pharmacy schools.

Question 13: How did your institution support this practice? Please select all options below that apply, and then describe using the free text box below. [*Select all that apply and/or enter your own below*]

- Option 1: Financial support
- Option 2: Release time for faculty to plan the practice
- Option 3: Release time for faculty to participate in the practice
- Option 4: Release time for students to participate in the practice
- Option 5: Logistical support (support/administrative staff assistance)
- Option 6: Materials support (documents, demonstration materials, etc.)
- Option 7: Other: _____
- Option 8: My institution did not provide any support for this practice. (Please skip the free text box below.)
- Option 9: Free Text (100-word MAX): School provided/rented bus for students to go to legislative day, which was organized by school support staff. Faculty were given release time to both plan and attend the event, including release from clinical practice activities. The school also schedules the legislative day on the academic calendar annually and does not schedule any other classes that day so students can attend. The school also provides handout/printed materials for students as needed.

Question 14: Outcomes – How did you evaluate if the practice was a success, and did the practice achieve those outcomes? Alternatively, if this is an ongoing practice, what are the targeted outcomes? Please describe measurable and/or other relevant results.

- Option 1: Free Text (100-word MAX): [Evaluation was conducted via student feedback and presentation of one-minute speech on their bill of choice; course evaluation also asks for student feedback of their experience. Measurable results include their grades based on a rubric for one-minute advocacy for a bill and course evaluation data.](#)

Question 15: Lessons Learned – What could have been done differently to achieve better outcomes or an easier process for this practice? What roadblocks or concerns may or did impede this practice? Please provide a recommendation to others seeking to engage in a similar practice.

- Option 1: Free Text (150-word MAX): [Overall, it has been a successful advocacy practice for almost 10 years. Both first and second professional year students are required to participate. It's optional for third/final professional year students, but may be good to require them also. It would be optimal if more clinical faculty, and even non-clinical faculty join the effort and advocate with students. Recommendations for others include; build advocacy/legislative day into the academic calendar and do not schedule classes, facilitate an advocacy/legislative activity for final professional year students, including the development of a policy brief as an assignment, and provides training for faculty.](#)

Follow-Up Information

Question 16: Are you a member of the AACP Advocacy Champions Connect Community?

- Option 1: Yes
- Option 2: [No, but I would like to be added](#)
- Option 3: No

Question 17: May We Contact You for Follow-Up Questions?

- Option 1: [Yes](#)
 - Full Name: [XXXXXXXX](#)
 - Email Address: [XXXXXXXX](#)
 - Phone Number: [XXXXXXXX](#)
- Option 2: No