



COMMUNITY PHARMACY FOUNDATION
COMPLETED GRANT SYNOPSIS

Practical Politics and Pharmacy: A Program to Develop Student Advocacy
(CPF ID# 70440)

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Objectives	
1) To disseminate an elective-course model / template developed at Temple University School of Pharmacy to all interested schools of pharmacy in the nation, for educating pharmacy students about political advocacy on behalf of the profession of pharmacy. 2) To establish an interactive website for students to utilize as a forum for inter-school and / or national discussion concerning advocacy issues pertaining to the profession. 3) The ultimate goal is the development of a network of student and faculty advocates for the profession.	
Methods	
Design	<ul style="list-style-type: none"> Develop and disseminate a short survey instrument inquiring as to whether or not schools of pharmacy currently address political advocacy; if not, to determine their interest in utilizing the Temple template so as to develop their own student-advocacy program. Provide legislator and student survey templates to those schools of pharmacy demonstrating an interest to participate, for their own use or modification as needed. Provide a course syllabus template (ie: a “turnkey program”) for schools to use or modify as needed according to their individual circumstance. Provide presentations about the course and its successes, utilizing “train the trainer” sessions at a select number of district, mid-year, and national meetings of the following professional organizations: AACP; APhA; NCPA; NACDS; ASCP. Provide on-site presentations at the invitation of schools as needed. Develop an inter-active website for students enrolled in similar advocacy courses around the country, to be used as a forum for the sharing of ideas, projects, experiences and outcomes regarding advocacy initiatives.
Study Endpoints	<ul style="list-style-type: none"> The number of schools choosing to participate. Completion of an inter-active website for political advocacy.
Results	
<ul style="list-style-type: none"> To date, approximately 30 schools of pharmacy have reviewed the course materials, and are either adopting them or using them as templates for their own particular advocacy offerings. The aforementioned schools represent a cross-section of the country, from the standpoint of geographical location; public vs. private; established vs. new. An interactive website (<i>Practical Politics and Pharmacy</i>) was established specifically for student use that can be accessed at <ppandp.org>. The website includes links to: the Temple course syllabus; a power point presentation describing elements of political advocacy; professional organization home pages; legislature home pages of all 50 states; survey instruments. It provides a “forum” for general discussion, a “student café”, and a “faculty lounge”. 	

For further information and/or materials on this grant, please visit
www.CommunityPharmacyFoundation.org and submit your inquiry through **Contact_Us**.

Conclusion

There is a sufficient degree of interest among select schools of pharmacy to establish some form of political advocacy training for their students, to eventually yield annual cohorts of graduates familiar with the language and forms of the advocacy process. Simply put, they will enter the workplace with a higher degree of “literacy” in this particular arena. Our intention has been to set into motion a process that builds numbers of informed practitioners over time who, within their own operational domains could contribute in a meaningful fashion to the legislative and regulatory dialogue, as they proceed along their career paths. The idea has been to “kindle” and interest among students to engage the process of advocacy on behalf of the profession. We strongly believe that at least a portion of our graduates should enter the profession with a baseline set of skills, knowledge, and the motivational energy that arises from having experienced the grassroots give and take of political advocacy. The new website can become a facile channel for advocacy training as well as a vehicle for broad student collaboration.