**Practical Politics in Pharmacy: A Program to Develop Student Advocacy**

**(CPF ID# 70440)**

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**Temple University School of Pharmacy**

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**Introduction**

The quality of patient care is now as much affected by legislators’ impressions as it is by professional education. Of central importance to this issue, and greatly impacted by the legislative process, is the economic aspect of pharmaceutical care which must be addressed if the profession is to maintain its future viability. Pharmacists and pharmacy students through their knowledge base in health care can play an influential informative role with legislators during the development of new legislation, helping to provide clarity and perspective on issues impacting patients and the profession, while also establishing an important vehicle for continuous and informed dialogue.

Upon canvassing our students we found that they were reticent to consider the political dimension of their responsibility as professionals, primarily because of feelings of inadequacy about the political process itself. They were however, very active within their various professional organizations and quite engaged within that sphere of activity. It remained therefore to harness and kindle their interests and energies for professional activities in a manner that benefited their future political awareness and involvement. In the Spring of 2003, with the assistance of two politically active pharmacy practitioners, Loretta Brickman, RPh and Harold Bobrow, RPh, Temple University School of Pharmacy (TUSP) established an elective course entitled “*Practical Politics and Pharmacy*” as a means to begin developing student advocacy skills on behalf of the profession and the patients it serves. The course provides students with an opportunity to learn about the legislative process, advocacy, communication, and the “approach” to the legislators themselves. They learn proper “etiquette and decorum” in preparation for actual visits with legislators in the state capital and Washington, D.C., prepare papers in support of their own positions on certain issues, and follow the progress of bills through the committee process

The success of this initiative after several years of student participation at TUSP (see the “Brief Overview” below), prompted us to seek support for extending our model to interested schools of pharmacy across the country. To that end, TUSP applied for, and received, generous funding from the **Community Pharmacy Foundation (CPF)** to develop and disseminate a “turnkey student advocacy program” to be shared with schools of pharmacy. The program could be modified in accord with specific school needs at the state level. The majority of this work was undertaken in the Fall of 2010 through most of 2011, and is now complete.

**Practical Politics and Pharmacy – Brief Overview**

In the past our professional programs have been properly focused on a combination of didactic and experiential education immersed in the details and practices of basic and clinical sciences. We have left, by and large, skill development in politics and advocacy to an osmotic process set to occur some time after graduation. If we seek to strengthen our abilities for political advocacy, we need to establish true organized learning vehicles for those students who are clearly motivated at an early stage (hence, the elective character of this course) to learn the basic elements of our particular political milieu as it affects the profession and our patients

The key to the success of this initiative at TUSP has been the leadership and involvement of two pharmacy practitioner advocates, "from the field" as it were. Its success is measured in the acquisition of language and behavioral skills attendant to the process of legislation and advocacy, by students who heretofore were "mystified" by the process. De-mystification arises from focused learning about structure and strategy, and real-life, real-time experiences with principals within the process. Often the greatest hurdle for an individual engaging the political process is found in the initiation phase of a putative dialogue, and in the sense of "otherness" about those who are direct participants in the process. This course eliminates those barriers to the individual by providing direct access to the process and the principals through an interactive, "hands on” learning vehicle.

Through the interactive experience of this course students have been animated by a sense of professional responsibility to engage the political process without trepidation and with a sense of energized purpose. As its value and success have been made known course enrollments have increased. To date more than 120 students have completed the course. We believe that this is an excellent “first-step” within the educational process that can provide a foundation for future political advocacy. Having overcome the initial barrier to meaningful involvement through exercising the tools of the process and having learned techniques to navigate the system, these students will graduate as informed pharmacists who are ready to play an important role in the legislative and regulatory arenas on behalf of their profession and the patients they serve. We look forward to their leadership

Upon graduation, many of these students will be prepared to engage legislators on issues of importance to the profession because they will have become familiarized with the process, language and forms of advocacy through their experience in this elective course. Indeed, it helps to strengthen that element of the Oath of a Pharmacist that states: "I will embrace and advocate changes that improve patient care". While this statement surely applies to the role of the pharmacist within the context of the health-care team, it easily extends to the legislative context as well.

Once apprised of the goals of this course, we have found that legislators, regulators, and leaders of professional organizations are eager and willing to engage with our students, to inform, to educate, and to provide experiential opportunities. These individuals become more eager to address student bodies as a whole when they see an established course dedicated to the process in which they themselves are fully engaged. The course can also become a nexus for broader engagement, as it helps to heighten the importance of political consciousness and advocacy for the good of the profession and the patients it serves. Some of our successes are listed below.

The course has presented a number of important contemporary issues for discussion including: the government definition of healthcare providers; the Medicare prescription benefit for senior citizens; pharmacy-based immunizations; collaborative practice agreements; medication error and drug safety; MTM; AMP and other third party reimbursement issues as they pertain to the patient. Numerous distinguished guest lecturers have addressed the student body including: the Commissioner of the Pennsylvania Bureau of Professional and Occupational Licensure; the Chairman of the PA House of Representatives Health and Human Services Committee; the Lieutenant Governor of Pennsylvania; local leaders from NACDS, NCPA, ASCP, and the Institute for the Advancement of Community Pharmacy. The school has been able to establish elective rotations for students in the offices of legislators, offering them a first-hand experience with the legislative process, the opportunity to share their knowledge with the principals as well as their office staff, and have prepared white papers on a number of issues of immediate concern. Through the auspices of this course Temple School of Pharmacy hosted a meeting of the Pennsylvania State Board of Pharmacy on the University’s Health Sciences Campus, leading to similar public Board meetings at all of the schools of pharmacy within the state.

**Objective**

To disseminate the TUSP Advocacy Elective course model and experience to all interested schools of pharmacy (ie: create a “turnkey program”), with the ultimate goal of developing networks of student and faculty advocates for the profession at their own particular state level.

**Methods**

Short survey instruments were developed and disseminated to interested schools of pharmacy for their own particular use and modification as needed (see documents at the end of this narrative). Initially a short survey was sent to all deans of pharmacy across the nation, inquiring as to how their schools currently address political advocacy in their curriculum, and to assess their interest in participating in this particular initiative. Upon receiving a statement of interest to participate, schools were sent model survey instruments for their students and for their legislators, to be used and modified in accord with their own particular needs, as well as a copy of the suggested TUSP syllabus. In addition to numerous e-mail communications, meetings with representatives of interested schools were held at a select number of district, mid-year, and national meetings of the following organizations: AACP; APhA; NCPA; NACDS; ASCP, and on-site presentations were made at the invitation of certain schools. Simultaneously, work was begun on an interactive website for pharmacy students enrolled in similar courses around the country, in order that they may begin to share ideas, projects, experiences and outcomes regarding advocacy initiatives.

**Results**

To date, approximately 30 schools of pharmacy (see document at the end of this narrative) have reviewed the course syllabus / manual, and the suggested surveys that were provided to assess student and state legislator knowledge and interest, and are either adopting them or using them as templates for their own particular advocacy offerings. These schools represent a cross-section of the country, from the standpoint of public vs. private; established vs. new; and, physical location. An interactive advocacy web-site (*Practical Politics* *and Pharmacy*) was established specifically for student use that can be accessed at <ppandp.org>. The website includes links to: the TUSP course syllabus; numerous professional organization home-pages; the legislature home-pages of all 50 states; survey instruments; and, to a power point presentation describing elements of political advocacy. It provides a “forum” for general discussion, a “student café”, and a “faculty lounge”.

**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 process. 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” an interest among students to engage the process on behalf of the profession.

As a component of the CPF grant, TUSP developed and established a web-based platform to serve as a national venue for spontaneous student dialogue concerning pharmacy advocacy issues. The web-site can be used by groups of pharmacy students across the country to share impressions, observations, projects and initiatives specifically directed towards advocacy. The site can become a facile national channel for advocacy training as well as a vehicle for broad student collaboration.

The timeliness of this topic is supported by the two lead articles in the most recent *American Journal of Pharmaceutical Education 2012; 76 (1).* We strongly believe that at least a portion of our graduates should enter the profession with a baseline set of skills and knowledge, and the motivational energy that arises from having experienced the grassroots give and take of political advocacy. Simply put, they will enter the workplace with a higher degree of “literacy” in this particular arena.

We look forward to sharing our continuing and developing initiative with other schools, and to learn from others the successes of their own initiatives in this most important area, and we thank the Community Pharmacy Foundation for providing the resources to do so. Documents associated with this initiative immediately follow this narrative.

**MEMO TO AACP DEANS**

RE: POLITICAL ADVOCACY CURRICULUM

Dear Colleague: Temple University School of Pharmacy has received support from the Community Pharmacy Foundation to disseminate a Political Advocacy Elective Curriculum (that has had excellent success), to those pharmacy schools in the country that are interested to begin a similar initiative of their own. The purpose is to enhance understanding among our students in order to prepare them for an advocacy role as practitioners. To that end we are sending you a copy of our original proposal to the CPF explaining the rationale for our initiative, and a brief Dean’s Survey to determine your interest in participating. Should you decide that you have an interest, we will forward a course syllabus template for your use as you desire, as well as survey templates for students and legislators, again for your use. We will be organizing “train the trainer” sessions over the next year as well. The key element for this initiative is the recruitment of a practitioner advocate to act as a mentor to your students. We hope that you find this initiative of value, and look forward to your response. Best regards, Peter Doukas.

Political Advocacy Survey for Deans

CLARIFICATION

The survey that follows was created for four reasons.

1. To stimulate a conversation between the administration and faculty within their respective schools of pharmacy throughout the country.
2. To determine how many schools currently provide such a course.
3. To determine the desire and feasibility of creating a course such as “practical Politics and Pharmacy”.
4. To determine how many schools would be interested in having Temple University School of Pharmacy provide them with a 2 credit turnkey elective course for their curriculum which they could adjust to their needs.

Political Advocacy Survey for Deans

1. Have you had students voice an interest in political advocacy in your school?

Yes No

1. Do you currently offer a political advocacy elective in your curriculum?

Yes No

1. On a scale of 1-5 what is your level of cooperation with your state pharmacy associations on political advocacy issues?

1 2 3 4 5

1. On a scale of 1-5 what is your level of interaction with your State Board of Pharmacy on regulatory issues?

1 2 3 4 5

1. What percentage of your student body is astute on patient advocacy issues?

20% 40% 60% 80% 100%

1. What percentage of your faculty is astute on patient advocacy issues?

20% 40% 60% 80% 100%

1. What percentage of your eligible students and faculty vote?

20% 40% 60% 80% 100%

1. What percentage of your students has had contact with their Congressional Delegation on the proposed Health Care Bills being debated?

20% 40% 60% 80% 100%

1. If you do not currently offer a political advocacy elective, would you be interested in exploring the addition of one if you were supplied with a template?

Yes No N/A

**Political Advocacy Survey for Pharmacy Students**

PLEASE TAKE THIS SURVEY AS IF YOU WERE TAKING AN EXAM, SINCE THIS SURVEY WILL BE, SOONER RATHER THAT LATTER, A DECIDING FACTOR FOR MANY FUTURE PHARMACISTS LIKE YOU AND ME!!

1. Male Female

1. PY \_\_\_\_\_\_
2. If offered, are you currently or would you be interested in enrolling in an elective class in politics or politics in pharmacy?

Yes No

Please place a check mark in the box that best describes you:

1. How would you rate your knowledge of current politics, particularly politics affecting pharmacy?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1= Not knowledgeable | 2= I know a few facts | 3= somewhat knowledgeable | 4= fairly comfortable | 5= very knowledgeable |
|  |  |  |  |  |

1. How much does politics affect pharmacists in terms of rights and responsibilities?

|  |  |  |  |
| --- | --- | --- | --- |
| Not at all | Slightly | Moderately | Greatly |
|  |  |  |  |

1. How often do you watch/read/hear news regarding politics?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Never | >Daily | Few times/week | Few times/month | Less than few times/month |
|  |  |  |  |  |

1. What is your source of information? Please check all that apply:

\_\_ Newspapers \_\_Professional Journals \_\_Television \_\_ Radio

\_\_ Association Meetings \_\_ Discussions in School \_\_ Other: \_\_\_\_\_\_\_\_

1. Are you satisfied with the outcomes of political processes and governmental decisions?

Yes No

 Your recommendations \_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which of the following issues do you believe could be resolved if pharmacists took a more proactive approach to patient-pharmacy policies? Check all that apply:

Mandatory lunch hour

More transparency of PBM’s

Reimbursement for MTM

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Even if you are not willing to take such a class, how else would you consider getting involved in politically-driven issues that will continue to affect health care, patients, and pharmacists?

Bi-weekly discussions with policy mentors

Interactive pharmacist community website

Lunch & Learn lecture

Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name one issue you think is important to cover in a pharmacy politics class.

ALL ANSWERS ARE ANONYMOUS AND CONFIDENTIAL!!!!

Optional:

If you have any ideas and would like to discuss them with us, please write them below. If you would prefer, you may provide your contact information.

**POLITICAL ADVOCACY LEGISLATOR SURVEY**

1. Based on your experience in a community pharmacy, what level of education do you believe pharmacists have?

2 year degree \_\_\_\_\_\_\_\_\_ 4 year degree \_\_\_\_\_\_\_\_\_ 6 year degree \_\_\_\_\_\_\_\_\_

1. The education of the medication expert – the registered pharmacist – today consists of an entrance exam to be accepted by an accredited pharmacy school to a six year curriculum, which encompasses a basic pharmaceutical education and many advanced courses in specialties such as nuclear pharmacy, oncology, nutrition, psychiatry, etc. After graduation with a Doctor of Pharmacy degree, the graduate must pass a rigorous professional licensing exam to become a registered pharmacist within a state which then allows him/her to practice in various patient settings.

Based on the above statement, would you consider legislation that would expand the role of the registered pharmacist in health care?

YES \_\_\_\_\_ NO \_\_\_\_\_

1. Today, registered pharmacists are able to perform Medication Therapy Management (MTM) which enables the patient to utilize medications more efficiently and in a cost effective manner. This is done in collaboration with other members of the health care team. Would you consider legislation to improve patient care by instituting a reimbursement model that involves an outcome based metric?

YES \_\_\_\_\_ NO \_\_\_\_\_

1. The most accessible and frequently seen member of the health care team is the pharmacist. Do you believe that there is a direct correlation between the effectiveness of therapy and the number of quality encounters with a health care provider?

YES \_\_\_\_\_ NO \_\_\_\_\_

1. There is a direct correlation between appropriate medication use and overall health care cost. A large portion of these costs is paid for by federal and state monies. With the use of pharmacist interventions as demonstrated by the Asheville Project, the overall health care costs such as emergency room visits, hospitalization stays, diagnostic tests and physician visits, etc., of the patients involved decreased significantly. Have you ever seen data such as this that illustrates the overall health care cost savings by the use of appropriate medication therapy management provided by a registered pharmacists?

YES \_\_\_\_\_ NO \_\_\_\_\_

1. When contemplating legislation, a thorough understanding of the issues involved is necessary to create an appropriate bill. Do you feel that obtaining firsthand knowledge in a pharmacy practice setting would provide better legislation concerning patient-centered pharmaceutical health care services?

YES \_\_\_\_\_ NO \_\_\_\_\_

1. The Health Care Reform Act that was recently past has many patient/pharmacist implications. What is your level of knowledge of this relationship on the direct effect on the health care of your constituents?

Please circle the appropriate number on a scale which denotes 1 as having no knowledge and 10 as being fully knowledgeable.

1 2 3 4 5 6 7 8 9 10

1. In good health care management, the more knowledgeable all participants are, the better the outcome for the patient. Would you be in favor of more transparency between the buyers of Pharmacy Benefit Manager (PBM) services, the providers and the patients in order to increase the efficiency and decrease the costs (state, federal and private) of the system?

YES \_\_\_\_\_ NO \_\_\_\_\_

1. Commissions are often created to determine future legislation on health care issues. All too often such panels are created without the inclusion of pharmacists. Since pharmacists are the medication experts, would you be in favor of requiring pharmacists to be on such panels?

YES \_\_\_\_\_ NO \_\_\_\_\_

**SITE VISIT EVALUATION**

Legislator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Aide (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Receptionist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Stand on Issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Met with: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Requested Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | **Pharmacy School**Office of the Dean3307 North Broad St. Rm.148 (602-00)Philadelphia, PA 19140 | *Phone* 215-707-4990*Fax* 215-707-3678*Web* www.temple.edu/pharmacy |

**Temple University School of Pharmacy**

**SYLLABUS TEMPLATE FOR AN ELECTIVE COURSE (2 S.H.) ENTITLED “PRACTICAL POLITICS AND PHARMACY”**

**Course Description**:

This elective course is designed to be interactive. Students will be introduced to the legislative process in order to develop effective advocacy skills on behalf of the profession.. Students in this course will be responsible to be current on pharmacy and related issues by reading professional journals, state and national association legislative updates, relevant newspaper articles, up to date bill listings and activities on relevant state and federal issues, and utilize the internet as a navigational tool to become informed about and facile with, the legislative issues directly affecting the profession. They will learn the backgrounds of their representatives through state and federal rosters and engage them in discourse.

**Goal**:

To develop pharmacy students to become effective advocates within the political process, thereby enhancing their position as valued professionals in the health care system so as to become a positive force in the development of improved patient-centered pharmaceutical services.

**Teaching Strategies**:

Lecture; discussion; workshop; experiential education; student presentations; guest seminars.

**Course Content**: (Approximate classroom time indicated in parenthesis)

I. Introduction (1 hour)

 A. Concept

 B. Course Requirements

 C. Objectives

 D. Student Expectations

II. Legislative Process (4 hours)

 A. Development of Legislation

1. Tracking a bill
2. Goals to be accomplished
3. The role of the pharmacist in strategic intervention
4. Development of Rules and Regulations
5. Communication with Legislators and Government Agency Staff
6. Coalition Building Process
	1. Coalition building within the pharmacy profession
	2. Developing alliances with other professional association
	3. Acquiring public support

III. The Legislator (3 hours)

1. Obligation of the registered voter
2. Obligation of the legislator to constituency
3. The influence of constituents on their legislators
4. The impact of a non-constituent on elected officials
5. The use of political affiliation when meeting with elected officials and their staff
6. Developing background information on legislators and their positions on public policies
7. Knowing your legislator personally
8. Communication with political representatives
9. Developing legislator support
10. Providing expertise to legislators
	1. Case studies for an issue
	2. Case studies against an issue

IV. Pharmacy Legislation (6 hours)

1. Guest speakers
	1. Legislators
	2. Patients / Patient advocates
	3. Scholars
	4. Agency representatives (federal, state, local)
2. Determining priorities for legislation
3. Coalition groups
	1. Pharmacy associations – city, state and national
	2. Other healthcare associations
	3. Patient advocacy groups
4. Developing a strategic game plan

V. Working Group Projects (3 hours)

A. Friends versus shared goals

B. Development of a legislative agenda

VI. Student Presentations (3 hours)

1. Testimony (written and verbal) – at committee hearing
2. Interaction between members of committee, students and others testifying for and against the issue

**\***VII. Presentation of Projects to Legislators and Administrative Agencies (3 hours)

1. Meeting the state Senate President or Senate Majority Leader
2. Meeting with the Speaker of the Assembly / House of Representatives or Majority leader
3. Sit in on general session and/or relevant committee meeting or hearing
4. Legislative conference

**\***VIII. Understand the Functions of the Board of Pharmacy (4 hours)

 A. Guest speakers – President and Executive Director of the Board of Pharmacy

B. The mission of the Board of Pharmacy

C. Board membership and their backgrounds

D. Authority of the Board

a. Statutes

b. Regulations

c. Difference between legislative and regulatory process

 E. Develop a dialogue to further the profession for the benefit of the patients we serve

 F. Attend a Board of Pharmacy meeting

IX. Potential Capstone Project:

 Enhancing the Pharmacy Practice Act

1. Analyze the Pharmacy Practice Act
2. Determine issues that need to be included or modified
3. Determine your advocates and adversaries

a. Build a coalition (as inclusive as possible)

b. Understand your adversaries and develop a consensus wherever possible

c. Work with state legislators, committee chairs and government agencies

**Procedure for Evaluating Student Performance**:

There will be one mid-term exam; written evaluations for all Site visits; and, a final paper.

**\*** Optimally, students will participate in visits to legislative and/or state board offices.

**PRACTICAL POLITICS AND PHARMACY**

**FINAL EXAM**

1. Create an idea to develop into a state or federal bill that pertains to healthcare.
2. Defend your reasons why this would be an asset to your patients and the profession of pharmacy.
3. Identify the groups, persons, etc. that would support your bill and whom would you ask to join your coalition?
4. Identify the persons, groups, etc. that would be opposed to your bill and state why.
5. Identify the legislator (s) that you would approach to sponsor your bill and give your reasons – include backgrounds. Be careful – don’t confuse state and federal legislators.
6. Would you prefer to have the bill introduced in one house first or both simultaneously? Give your reasons.
7. Once the bill is introduced, what are your next steps? Follow it through. Include how you would utilize your coalition.

THIS IS AN INDIVIDUAL EXAM. THE IDEA MUST BE YOUR OWN. DO NOT USE AN IDEA ALREADY INTRODUCED IN THE STATE OR FEDERAL LEGISLATURE. DO NOT CONFUSE BOARD OF PHARMACY ISSUES WITH LEGISLATIVE ISSUES. BOARD OF PHARMACY STATUTES (LAWS) CAN ORIGINATE IN THE LEGISLATURE.

(Remember – Congress is Federal not State) When choosing an issue, determine whether it is a state or federal issue and address it accordingly.

 **POLITICAL ADVOCACY CURRICULUM**

 **PARTICIPATING SCHOOLS and THOSE THAT HAVE SHOWN INTEREST**

1. University of Toledo – Steven Peseckis, Ph.D.
2. University of Colorado At Denver – Kari Franson, Assoc. Dean
3. Albany College of Pharmacy & Health Sciences – Sarah Scarpace, Pharm.D.
4. University of California at San Diego – Sarah McBane, Pharm.D.
5. Drake University – Renae Chestnut, Pharm.D & Nora Stelter, PharmD
6. University of the Incarnate Word – Eli Phillips, Asst. Professor
7. Howard University College of Pharmacy – Sally Weaver, Pharm.D.
8. The University of Rhode Island College of Pharmacy – Dean Ron Jordan
9. Wingate University – Michael Manolakis, Pharm.D., Ph.D.
10. Concordia University School of Pharmacy – Exec. Dean Curtis Gielow
11. Western University of health Sciences – Eunice Chung, Pharm.D.
12. Harding University – Rodney Richmond, RPh, MS
13. Loma Linda University School of Pharmacy– Hyma Gogineni, Pharm.D.
14. University of the Pacific – Peter Hilsenrath, Ph.D.
15. Washington State University Spokane -Linda MacLean Garrelt, BPharm
16. Husson University – Anne Teichman, Pharm.D.
17. Campbell University School of Pharmacy – Penny Shelton, Pharm.D.
18. Mercer University College of Pharmacy & Health Sciences – Dean

H.W. “Ted” Matthews & Justine Gortney, Pharm.D.

 19. Auburn University Harrison School of Pharmacy – Richard

 Hansen, Ph.D.

20. University of Hawaii College of Pharmacy – Dean John Pezzuto &

Edward Fisher Assoc. Dean

21.Creighton University School of Pharmacy & Health Sciences – Sam Augustine, Pharm.D.

22.Touro University – Dipan Ray, Ph.D.

23.University of Kentucky College of Pharmacy –Kenneth Roberts,

 Ph.D.

24.Texas A&M College of Pharmacy – Michael Veronin, Ph.D.

 25. Massachusetts College of Pharmacy & health Sciences – Cheryl

 Durand, Pharm.D. & Monina Lahoz, Ph.D.

 26. Ohio State University – Marialice Bennett, BS, R.Ph.

27. Roosevelt University – Sam Rasty, Pharm.D.

28. Northeastern University School of Pharmacy – Dean John Reynolds

POSSIBLE PARTICIPANTS IN THE FUTURE

1. St. Johns University

2. University of Pittsburgh

3. Ohio Northern University

 CURRENTLY OFFERS COURSE BUT NEW INFORMATION IS HELPFUL

 1. Virginia Commonwealth University