Background

- Due to growing provider shortages as a result of the COVID-19 pandemic, the role of pharmacists is expanding.¹
- Expansion of pharmacy roles has implications on providing updated education to all health professions, including health professional students, on the emerging roles within the pharmacy profession.
- One method to approach this can be through interprofessional education (IPE).²
- Student leadership within the IPE space at institutions leads to improved peer participation and enhances sustainability, thus creating an improved IPE experience overall.³
- However, minimal literature exists to evaluate frameworks for student-led initiatives that promote advocacy in the pharmacy profession among student colleagues.

Objectives

Propose and evaluate the utility of a framework that can be utilized for the implementation of student-led interprofessional events to promote advocacy within the pharmacy profession among student colleagues.

Event Framework

**Step 1. Identifying Stakeholders, Developing a Planning Committee and Optimizing Event Structure**
- Three pharmacy organizations at our institution (APhA-ASP, HSF, and SMPA) hold an annual Policy Event; interdisciplinary expansion targeted this year
- SAC to facilitate interdisciplinary expansion and intentional IPE involvement with representation from multiple health professional schools
- **Internal Mission and Vision Statements** developed among the Planning Committee to serve as anchor/guiding statements during planning process
- Event structure expanded to include attendee discussion facilitated by Student Leads, location determined to be Zoom (virtual)

**Step 2. Gauging Student Body Interest**
- Student Interest Form distributed to students across all health professional schools via appropriate channels
- Interested students can serve as Student Leads within the Planning Committee or presenters during the event
- Student Leads can directly reach out to peer colleagues to increase interest and health professional school representation

**Step 3. Guiding Presenters to Final Drafts**
- Presenters are randomly paired by Planning Committee to ideally include a non-pharmacy and a pharmacy presenter to present upon:
  - (1) A policy & how it impacts patient care, interprofessional collaboration, and/or advancing the pharmacy profession, OR
  - (2) How advocacy can be important for improving healthcare outcomes and/or advancing the pharmacy profession
- Planning Committee develops event facilitation timeline
- Student Leads actively facilitate on-track completion of presentations

**Step 4. Dissemination of Event Information; Final Preparation**
- Planning Committee identifies appropriate channels for distribution
- SAC facilitates IPE distribution; APhA-ASP, HSF, and SMPA facilitate UM COP distribution (e.g., students, faculty)
- Faculty advisors approve presentations prior to event; presenters can revise presentations as needed prior to event

Methods

**Mission Statement**: Promote advocacy within the pharmacy profession through awareness of public policies

**Vision Statement**: Demonstrate how our emerging roles can support interprofessional collaboration in the delivery of high-quality patient care

**Event Format and Attendee Evaluation**

- **Presentations + Q&A (50-70 mins)**
  - Zoom (virtual) format
  - 5 presentations, each 10 mins
  - One presentation merged 2 groups together [*15 mins]
  - 2-3 mins for Q&A after every presentation

- **Moderated Group Discussion (10 mins)**
  - Moderated group discussion facilitated by a Student Lead
  - After discussion, all attendees receive a Google Drive link to a Brief Reference Document for their future advocacy endeavors ("Tools for Advocacy")

**Event Conclusion and Evaluation (10 minutes)**
Prior to conclusion of event, all attendees receive a link in the Zoom Chat function to complete an anonymous event evaluation survey. The survey is locked after the event finishes.

**Total Time**: Approximately 1 hour, 30 mins

**Presenter and Student Lead Evaluation Survey**
An anonymous qualitative survey is distributed to all presenters and Student Leads (except the SAC Co-Chair to avoid bias) after the completion of the event to evaluate future applications of the event framework.

Results

**Attendee Feedback (n=16)**
All respondents self-identified as UM students

- Most respondents (n=13) strongly or somewhat agreed:
  - "I thought all the topics were really interesting and I appreciate all the work of everyone involved!"
  - "To me, I really liked how time was dedicated towards the end to have a group discussion about policy and advocacy. Many people spoke up towards the end, so it shows that a lot of people were genuinely listening."
  - "The virtual space was hard for me to focus personally. I would love to see this become an in-person event!"

**Selected Qualitative Feedback**
- Enjoyed working within an interdisciplinary team to deliver a presentation that explored intersections between health policy and pharmacy practices
- "...it was really cool to see how pharmacy perspectives are so vital and need to be utilized as experts with this issue (drug shortages)"

**Challenges** included coordinating multiple schedules and ensuring adequate time for project completion

Lessons Learned

- Student-led interprofessional events can be an effective and sustainable approach to promote advocacy within the pharmacy profession among student colleagues.
- High-quality support during completion of deliverables (e.g., presentations) within student-led interprofessional events should be provided (e.g., project leads, timeline).
- Virtual platform can be an effective method of event delivery, although in-person delivery may be considered for future event iterations.
- Event evaluation surveys can be utilized for determining necessary changes for future event iterations.

Next Steps

- After integrating feedback from surveys, **framework established as an annual event through collaboration of three pharmacy organizations at our institution and the support of the C-IPE SAC; considerations to transition into an in-person event.**
- Considerations for this framework to serve as a course component (e.g., within introductory IPE Modules or IPE courses).

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References