

## BACKGROUND

- Literature suggests that student pharmacists do not get ample opportunities to practice legislative skills via simulated activities prior to real life visits with legislators.<sup>1</sup>
- Didactic lectures are beneficial for student pharmacists to build background knowledge to aid in the development of abilities toward advocacy, but might not be directly correlated with effective advocacy attributes among student pharmacists.<sup>2,3</sup>
- Simulations with a standardized actor playing the role of a legislator may be effective in developing such skills and competence before student pharmacists are expected to advocate for their profession.<sup>4</sup>
- There is limited literature that evaluates the impact of a curriculum-based standardized legislator simulation and active legislator outreach toward student pharmacist political advocacy competence, and the student pharmacists' change in knowledge, attitudes, and political advocacy skills.

## OBJECTIVE

- To examine the impact of a multi-layered curricular approach using theory, simulation, and actual outreach on student pharmacists' self-reported political advocacy skills.

## METHODS

- A single-center prospective cohort study involving first professional year student pharmacists whose political advocacy skills were assessed using the Political Skills Inventory (PSI).
- Students completed the PSI at the start of Fall 2022 (T1), prior to any instruction, early Spring 2023 (T2) after introduction to political advocacy theory (intervention 1), at the end of Spring 2023 (T3) after receiving instruction on communication with legislator and two simulations where they practiced on interacting with a legislative aide, (intervention 2) and at the end of Summer 2023 (T4) after they completed an assignment for an outreach to a legislator (intervention 3).
- The pre- and post-PSI data were analyzed using a paired sample t-test ( $\alpha < 0.05$ ).

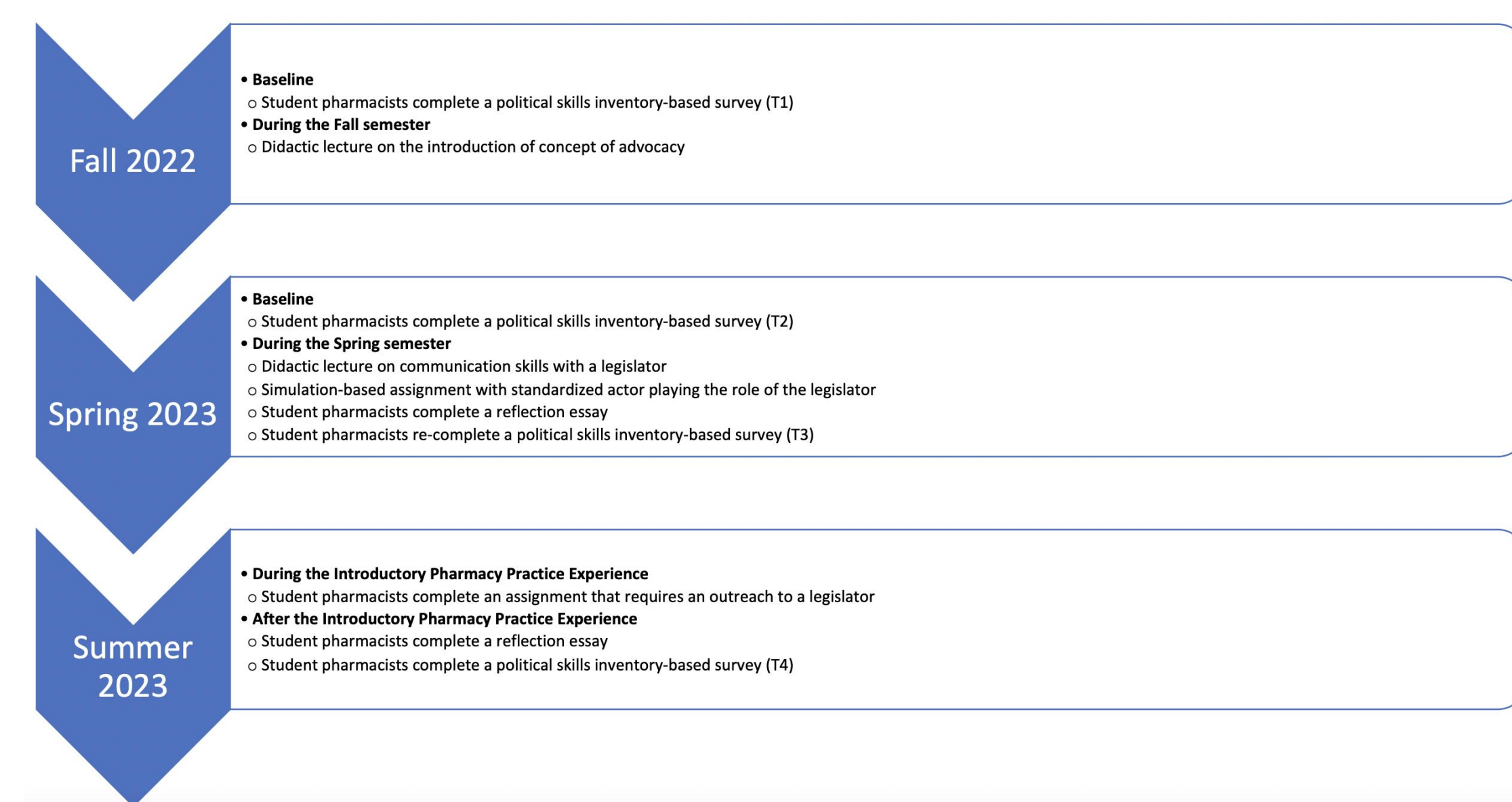


Figure 1. Timeline of All Phases of Study

NA = Networking Activity AS = Apparent Sincerity  
 SA = Social Astuteness II = Interpersonal Influence

## RESULTS

### T1→T2 (Lecture)

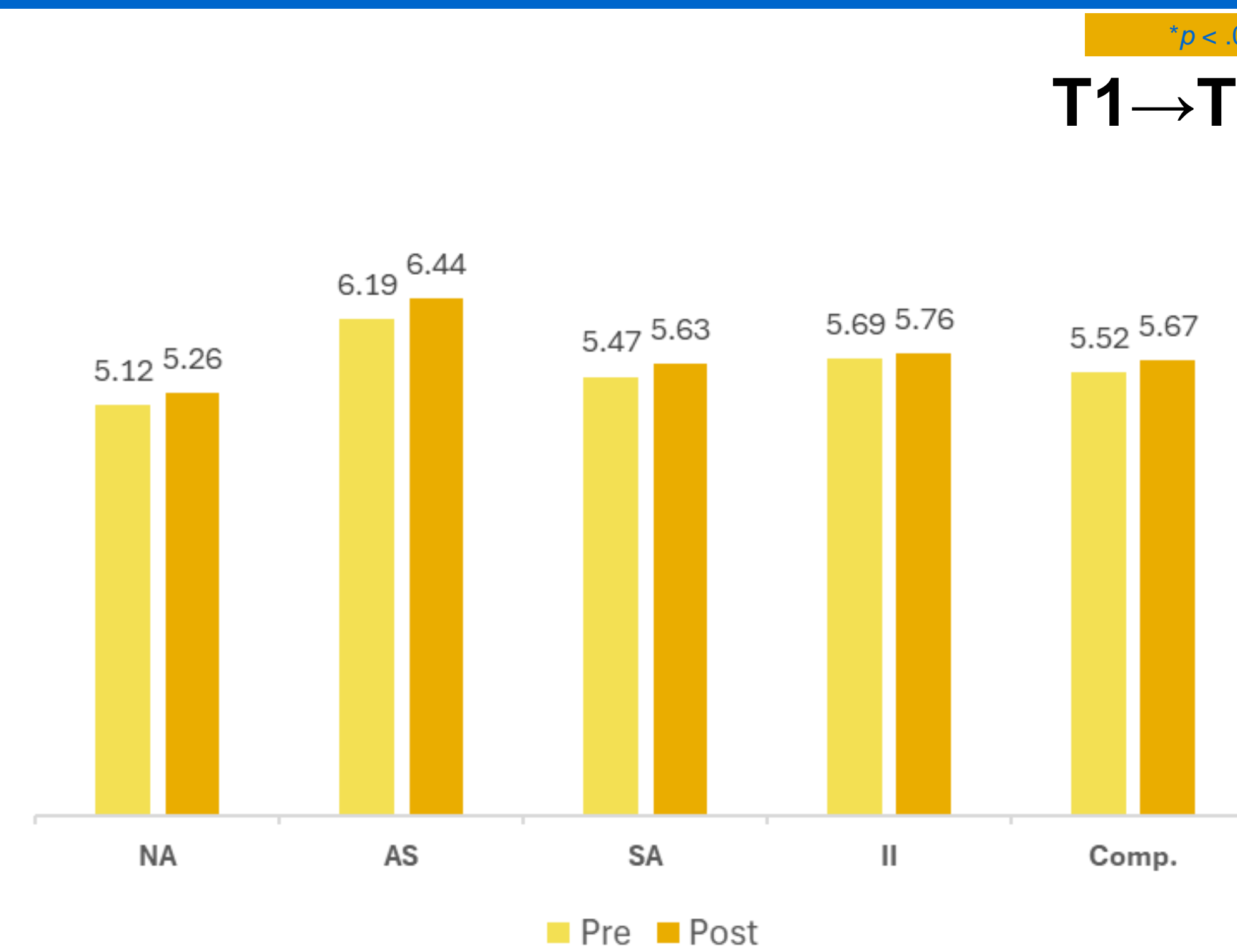


Figure 2. Political Skills Inventory Pre vs Post (N=39)

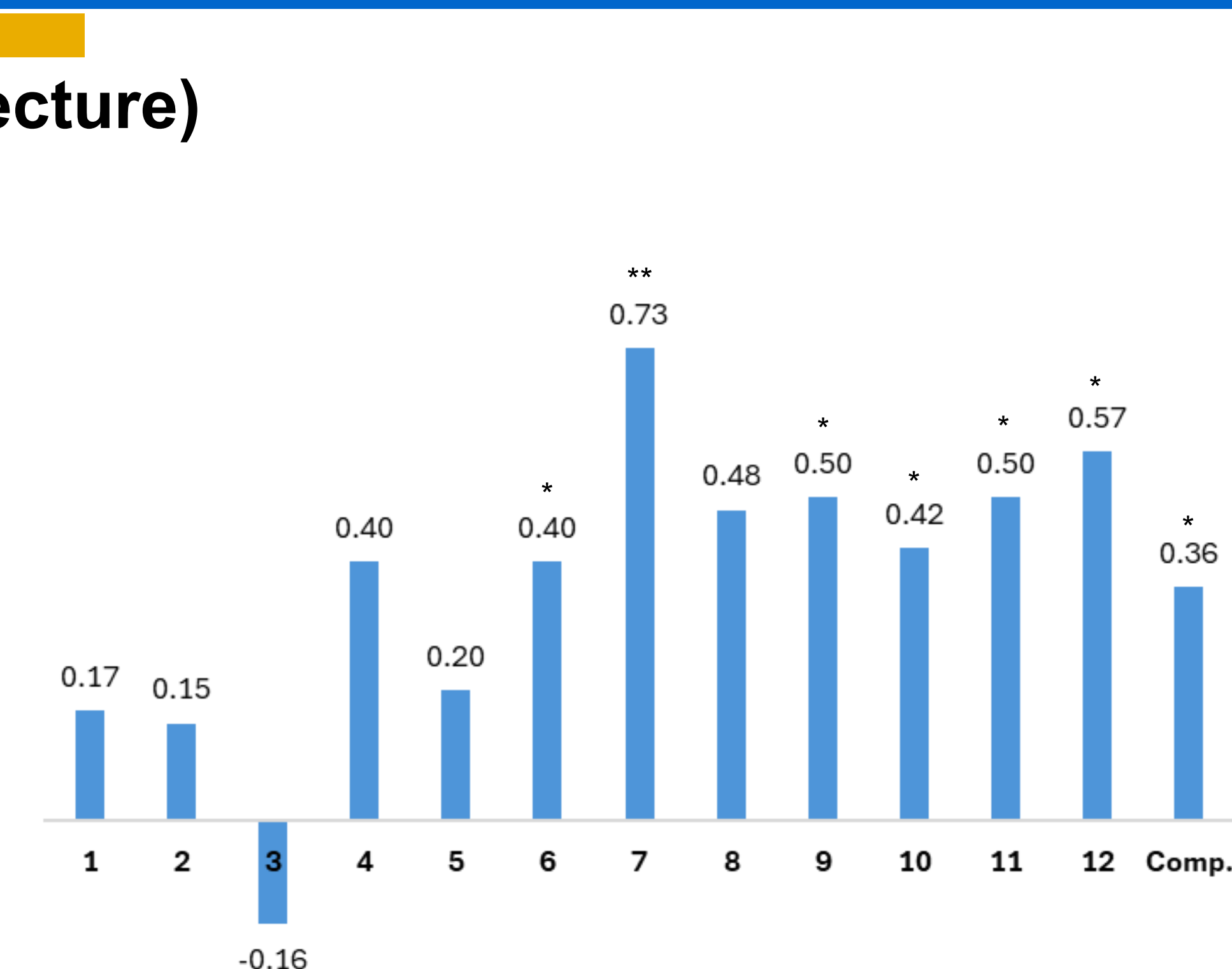


Figure 3. Perceptions of Advocacy Pre vs Post (N = 40)

### T1→T3 (Lecture + Simulation)

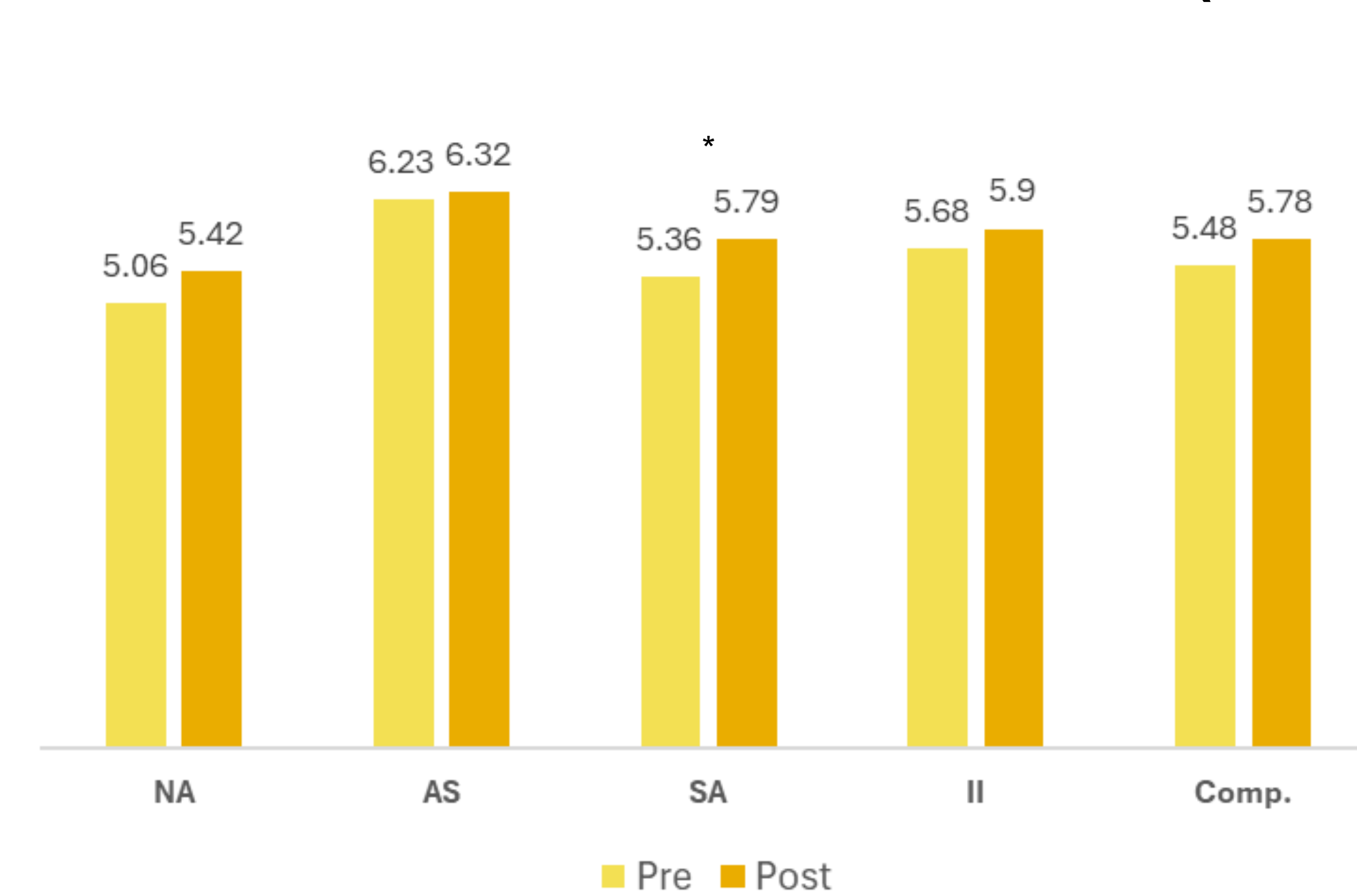


Figure 4. Political Skills Inventory Pre vs Post (N=29)

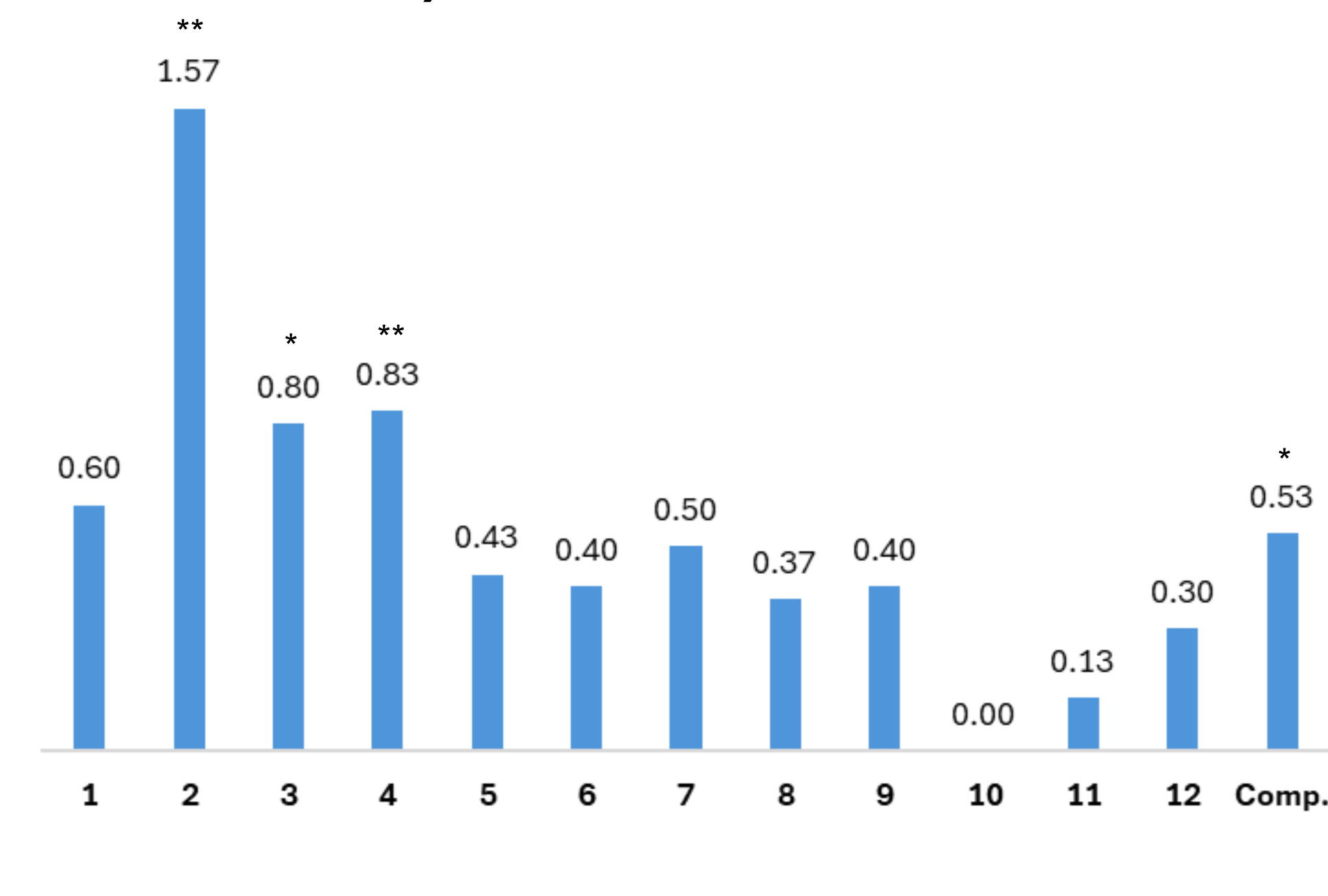


Figure 5. Perceptions of Advocacy Pre vs Post (N = 30)

### T1→T4 (Lecture + Simulation + Outreach)

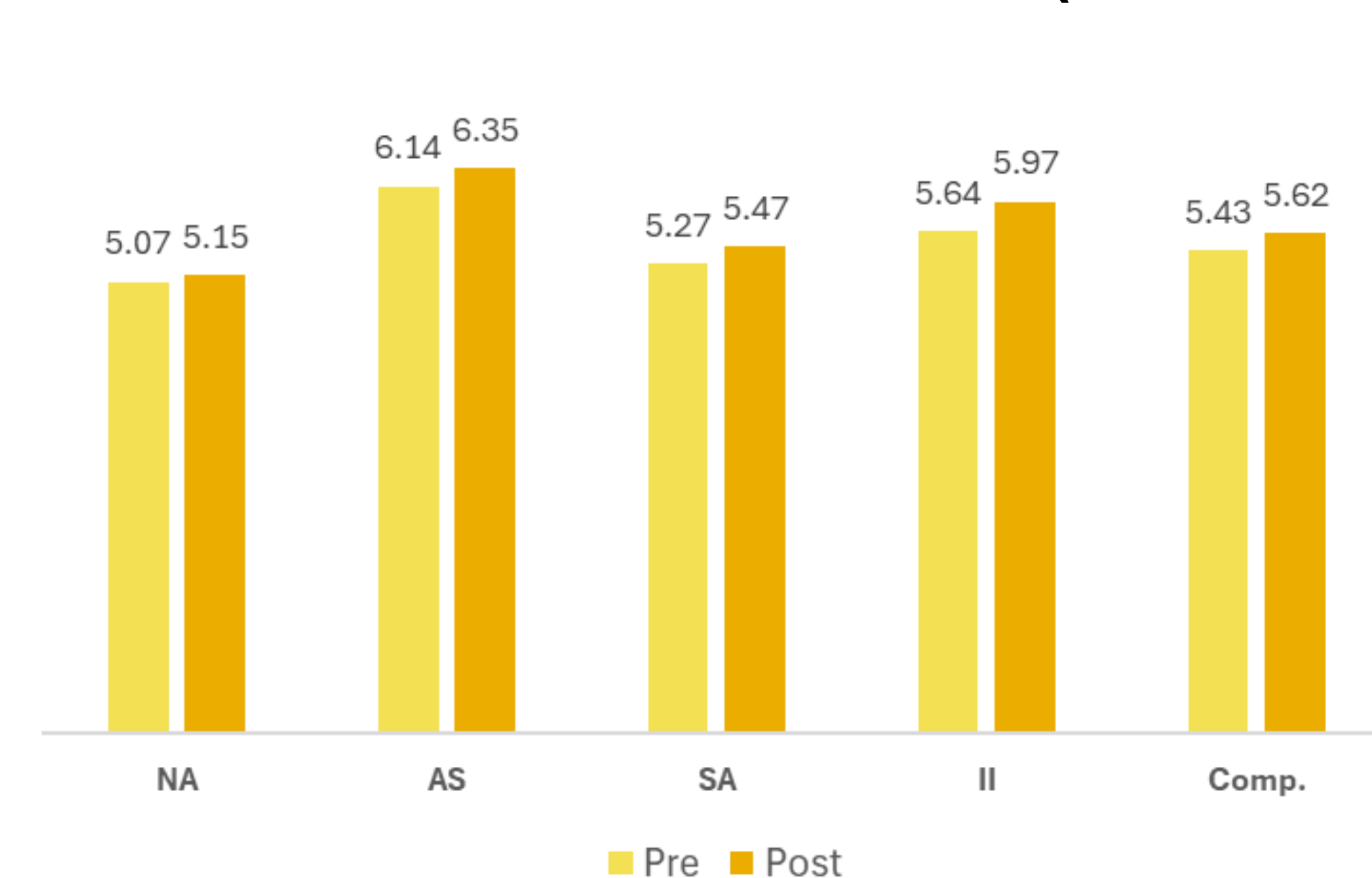


Figure 6. Political Skills Inventory Pre vs Post (N=22)

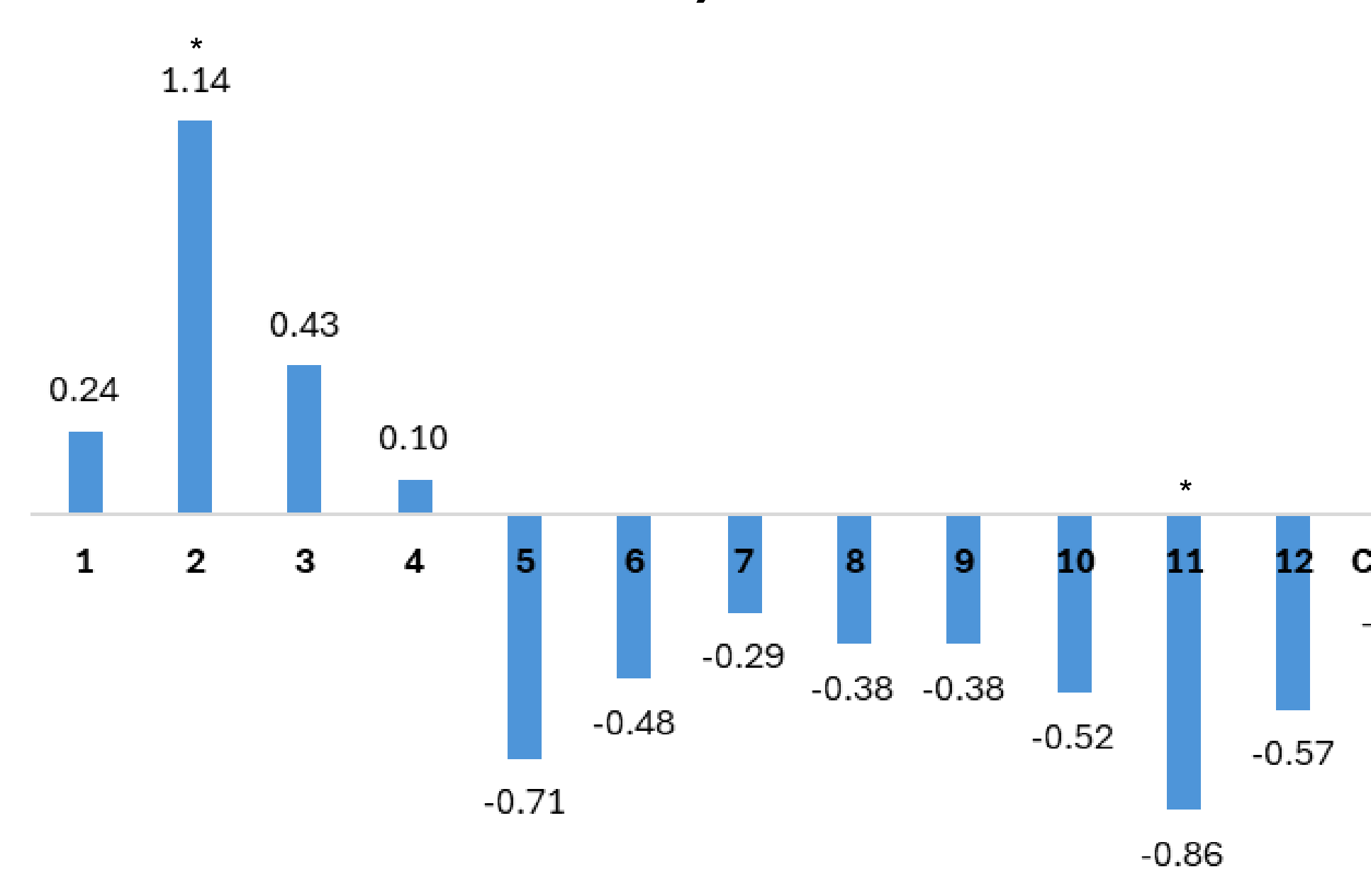


Figure 7. Perceptions of Advocacy Pre vs Post (N = 21)

## DISCUSSION

- Similar to previous literature, the perceptions of advocacy skills and responsibilities improved for a majority of the items after intervention 1, and for a majority of items after interventions 1 and 2.<sup>4</sup> After all 3 interventions were complete, the perceptions of advocacy skills and responsibilities lessened for the majority of the items.
- From T1 to T4, a significant improvement was found in item #2 ( $p=0.015$ ). Item #11 showed a significant decrease in score ( $p=.044$ ).
- Overall PSI composite scores from T1 to T4 increased from 5.43 to 5.62, which is comparable to previous literature.<sup>4</sup>
- Marginal improvement in each of the PSI subscales after each intervention confirm similar findings of previous literature.<sup>4</sup> At T3, the social astuteness subscale showed statistically significant improvement from 5.36 to 5.79 ( $p=.022$ ).
- Limitations:
  - Small sample size
  - Lack of evaluation of long-term theory-based advocacy skills retention
  - Attrition between study phases

## CONCLUSION

- A multi-faceted curricular approach for advocacy utilizing a didactic lecture on the concept of advocacy, simulation-based activity, and actual outreach to a legislator spanning over three semesters showed improvements in the composite PSI scale after each phase, and a statistically significant improvement in the social astuteness subscale from T1 to T3.
- This approach shows improvements in perception of advocacy skills and responsibilities after both the didactic lecture and simulation-based activity, but a decrease after participating in actual outreach to a legislator.

## DISCLOSURES

- Drs. Wang, Shah, Unni, Ray, and Andrade, and Miss Holz have no conflicts of interest to disclose

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