



ASHP Pharmacy Forecast 2023 Facilitator Guidance, Cases, and Sample Letters

Table of Contents:

1. **Workshop Overview**
2. **Workshop Tool Box**
3. **Pharmacy Forecast Workshop Cases**
4. **Pharmacy Forecast Student Workshop Facilitator Guide (Live Session)**
5. **Pharmacy Forecast Student Workshop Facilitator Guide (Virtual Session)**
6. **State Affiliate Template Letter to Request Program (general)**
7. **State Affiliate Template Letter to Request Program (from a student leader)**

Student Pharmacy Forecast Workshop:

The Student Pharmacy Forecast Workshop is a great way to promote student awareness of emerging trends in healthcare and opportunities within pharmacy practice. The 2.5 hour workshop utilizes several methods of teaching which include didactic lecture, a case-based workshop, and an interactive voting session.

The workshop was developed in 2016 by the members of the Section of Pharmacy Practice Leaders (formerly Section of Pharmacy Practice Managers) in the Innovation Management Advisory Group. This workshop is broken into two sections. The first half of the workshop includes the didactic portion which provides an overview of ASHP, the ASHP Research and Education Foundation, and the Pharmacy Forecast. Utilizing the Pharmacy Forecast, students learn about emerging health-care trends and their impact on pharmacy practice. The second half of the workshop allows students to breakout into smaller group sessions. During the small group sessions, students apply the knowledge gained from the didactic lecture as well as their own experiences to discuss case studies. This is followed by facilitated discussion and large group summary presentations on the topics discussed in each group. The cases cover Pharmacy Forecast themes such as: Pharmacy Workforce, Access to Care, Resiliency.

Workshop Tool Box

Program Goal:

The primary goal of the program is to promote student awareness of emerging trends in healthcare and opportunities within pharmacy practice.

Program Format:

This program will be conducted as a 2.5-hour session and we would like to encourage all pharmacy student attendees to participate. The program utilizes several methods of teaching, which includes didactic lecture, case-based workshop, and an interactive voting session.

The first half of the program will be didactic, covering emerging health-care trends, impact on pharmacy practice; and provides an overview of ASHP, the ASHP Research and Education Foundation, and the



Pharmacy Forecast. The second half of the program will be a workshop with small-group breakout sessions whereby students will review one of three cases, with facilitated discussion and a large group summary presentation on each topic discussed. The cases will cover a Pharmacy Forecast theme such as: 1) Impacting Access, Disparities, and Equity; 2) Reimagining Health Systems for Agility and Resilience; and 3) Building the Foundation of the Pharmacy Enterprise: Assuring Workforce Capability. In addition, an interactive student voting session will be conducted during the didactic lecture portion of the program and results will be shared at the workshop to compare the student's votes to the response of the Forecast panelists. Please reference the Student Pharmacy Forecast Workshop Facilitator's Guide for additional details regarding the program format.

Program Description for Marketing Purposes:

Calling all future clinicians and leaders in the profession of pharmacy! This interactive session will expose you to emerging healthcare trends and enhance your understanding of the opportunities within pharmacy practice. The topics that will be covered may serve as potential topic for journal clubs, rotational presentations and interview questions with potential employers (i.e., internship, residency).

Learning Objectives:

- Describe health-care imperative changes and impact on pharmacy practice
- Review the Pharmacy Forecast and its role in strategic planning
- Discuss the role of the Pharmacy Forecast on student professional development



Pharmacy Forecast Workshop Cases 2023

Case 1: Patient Access, Disparities, and Equity

You are a pharmacy leader working with your population health department at a large academic medical center. One of your strategic initiatives is to increase access to care by addressing social determinants of health.

- 1) Identify what ways pharmacists or pharmacy technicians can help screen for social determinants of health.
- 2) How should organizations or health-systems systematically screen patients for social determinants of health?
- 3) What are standard measures should be considered when addressing equity of care?
- 4) What sort of training will be necessary to equip our pharmacy personnel in evaluating and addressing social determinants of health?
- 5) What partnerships will be beneficial in addressing equity of care (both internal and external)?

Case 2: Reimagining Health Systems for Agility and Resilience

Your school of pharmacy has developed a process where students can pitch new and innovative ideas that may impact healthcare or the profession of pharmacy. Your group is responsible for developing a presentation and pitch for a new healthcare technology. This could be anything from a wearable monitor to predictive analytics to establishing new care models.

- 1) What is your proposed healthcare technology?
- 2) What patient populations or groups is this technology geared towards?
- 3) What resources will you need to start and maintain this technology?
- 4) What stakeholders will you want to engage with to ensure success?
- 5) What will a successful implementation look like?

Case 3: Building the Foundation of the Pharmacy Enterprise: Assuring Workforce Capability

Pursuant to the COVID-19 pandemic, the working world shifted its outlook to many new and creative ways to complete work activities. While healthcare does rely on some professionals to work onsite, there are still ample opportunities for pharmacy personnel to work from home or participate in hybrid models. Many of our pharmacy colleagues are able to complete work activities from home, but this has been more difficult to accomplish with pharmacy technical staff. Brainstorm ways in which pharmacy technicians can participate in remote work.

- 1) What types of roles and positions already exist for pharmacy technicians to work from home?
- 2) What are potential areas that work from home could be increased for pharmacy technicians?
- 3) What resources would pharmacy technicians need to carry out their work activities from home?
- 4) What barriers to you foresee with pharmacy technician work from home?

Pharmacy Forecast Student Workshop Facilitator Guide (Live Session)

Overview:

- ❖ Prior to Workshop (15 minutes preparation)
- ❖ Length of Workshop (~2.5 hours)
 - 75 minutes for slide presentation
 - 10 minutes for student break
 - 45 minutes for case study session
 - 10 minutes for large group wrap-up

Preparation (15 minutes):

- ❖ Arrive 15 minutes prior to session
- ❖ Check microphones and AV equipment
- ❖ Assure that tables are appropriately set up and place cases, legal pads, pens, and numbers on the tables
- ❖ While students are arriving, introduce yourself and ask them to sit with people that they do not know (depending on the number of schools represented at the workshop)

Presentation (75 minutes):

- ❖ Introduction of Speakers (5 minutes)
 - Have moderator introduce speakers, if applicable, with short bio highlighting the leadership activities they have been involved with over the course of their career
 - If you have a small group, have participants introduce themselves to the presenters (e.g. year in school and why they chose pharmacy as a career)
- ❖ Presentation (25 minutes): Slides 1-12
 - Determine who is in your audience, which will help shape your presentation
 - Slides 1-2: title slide and learning objectives
 - Slides 3-12 highlight the mission of ASHP and ASHP Research and Education Foundation, as well as the purpose and methodology of ASHP's Pharmacy Forecast
 - It is important that you get through the slides quickly so that you enough time for the other sections
- ❖ Presentation (45 minutes): Slides 13-80
 - Slides 13-80 focus on the 2023 Pharmacy Forecast. There are five domains in the Forecast.

Student Break (10 minutes): if needed

Case Study Session (45 minutes): Slide 81-82

- ❖ Purpose: Provide a learning environment that offers the opportunity to look at contemporary leadership topics in the Pharmacy Forecast more in depth. The session also gives the participants the chance to ask questions and discuss material from the presentation.
- ❖ Organization of Case Study Activities
 - ~30 minutes working on a case and answering questions in a small group (4-8 people)
 - ~15 minutes for groups to present the scenario and answer/discuss the questions from the individual case (~5 minutes per group)

- ❖ Assign each group a case to work on. (Group formulation can be done before the session based on the number assigned to their table.) If you have more than three groups, then multiple groups may work on the same case. It is better to have two groups of six working on the same case than assigning a group of 12.
- ❖ Each group should select:
 - A person to lead or facilitate discussion among the group (e.g., lead the group through answering the questions).
 - A person to record discussions/decisions made (they can write this onto the case handout or on the legal pad provided at each table).
 - A timekeeper to keep the group on task.
 - One or two presenters if their group is selected.
- ❖ The facilitators should roam the room during the group discussions, taking a hands-off approach, only intervening as groups have questions or if they sense a group is heading off course. If a group finishes the case early, the facilitator can pose additional questions to the group for further discussion.
- ❖ Group reports — You should have about 15 minutes for the groups to present to all participants. Each of the three groups presenting (one from each case) should have approximately 5 minutes to present its response to the questions.
- ❖ The facilitators will provide input to lead them in the right direction.

Large Group Wrap-up (10 minutes): Slide 83

- ❖ Highlight the key lessons learned and themes from the presentation and breakout session.
- ❖ Discuss next steps for student/new practitioner involvement in leadership activities.
- ❖ If applicable, the participants should also be encouraged to fill out the evaluation form to assist with program feedback.

Suggested Process for Use of Time During the Case Session:

- ❖ Opening Comments and Instructions for the Case Studies (5 minutes)
 - Ask participants to introduce themselves to their group members.
 - Explain the amount of time they will be spending on each component of the breakout session.
 - Stress the importance that the questions asked in the case have *no one right answer*; rather, the questions are designed to inspire thought and creativity.
- ❖ Small Group Case Discussion (25 minutes)
 - A case study will be used as a springboard for group discussion.
 - The facilitators will roam the room and can assist with group discussion as needed.
 - Each group will be provided with a legal pad and pens to describe and prepare their 5-minute discussion of the case and questions.
- ❖ 5-Minute Presentation (15 minutes)
 - Facilitators should assess group progress and ask for volunteers to present. As an alternative, you may consider selecting groups.
 - The facilitator will call out table numbers to present.
 - The facilitator should briefly prep the presenters. State to the presenters that if they are unable to answer questions they can always refer to a member from their group for assistance.



- If needed, the facilitator can contribute to this discussion by asking questions to the large group based on responses from the presenters.



Pharmacy Forecast Student Workshop Facilitator Guide (Virtual Session)

Overview:

- ❖ Prior to Workshop (15 minutes preparation)
- ❖ Length of Workshop (~2.5 hours)
 - 75 minutes for slide presentation
 - 10 minutes for student break
 - 45 minutes for case study session
 - 10 minutes for large group wrap-up

Preparation (15 minutes):

- ❖ Log into online platform 15 minutes prior to session
- ❖ Check microphones and video functionality
- ❖ Assure that breakout rooms are appropriately set up
- ❖ While students are arriving, introduce yourself

Presentation (75 minutes):

- ❖ Introduction of Speakers (5 minutes)
 - Have moderator introduce speakers, if applicable, with short bio highlighting the leadership activities they have been involved with over the course of their career
 - If you have a small group, have participants introduce themselves to the presenters (e.g. year in school and why they chose pharmacy as a career)
- ❖ Presentation (25 minutes): Slides 1-12
 - Determine who is in your audience, which will help shape your presentation
 - Slides 1-2: title slide and learning objectives
 - Slides 3-12 highlight the mission of ASHP and ASHP Research and Education Foundation, as well as the purpose and methodology of ASHP's Pharmacy Forecast
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 - Slides 13-80 focus on the 2023 Pharmacy Forecast. There are five domains in the Forecast.

Student Break (10 minutes): if needed

Case Study Session (45 minutes): Slides 81-82

- ❖ Purpose: Provide a learning environment that offers the opportunity to look at contemporary leadership topics in the Pharmacy Forecast more in depth. The session also gives the participants the chance to ask questions and discuss material from the presentation.
- ❖ Organization of Case Study Activities
 - ~30 minutes working on a case and answering questions in a small group (4-8 people)
 - ~15 minutes for groups to present the scenario and answer/discuss the questions from the individual case (~5 minutes per group)
- ❖ Assign each group a case to work on. If you have more than three groups, then multiple groups may work on the same case. It is better to have two groups of six working on the same case than assigning a group of 12.

- ❖ Each group should select:
 - A person to lead or facilitate discussion among the group (e.g., lead the group through answering the questions).
 - A person to record discussions/decisions made (they can write this onto the case handout or on the legal pad provided at each table).
 - A timekeeper to keep the group on task.
 - One or two presenters if their group is selected.
- ❖ The facilitators should enter the breakout rooms during the group discussions, taking a hands-off approach, only intervening as groups have questions or if they sense a group is heading off course. If a group finishes the case early, the facilitator can pose additional questions to the group for further discussion.
- ❖ Group reports — You should have about 15 minutes for the groups to present to all participants. Each of the three groups presenting (one from each case) should have approximately 5 minutes to present its response to the questions.
- ❖ The facilitators will provide input to lead them in the right direction.

Large Group Wrap-up (10 minutes): Slides 83

- ❖ Highlight the key lessons learned and themes from the presentation and breakout session.
- ❖ Discuss next steps for student/new practitioner involvement in leadership activities.
- ❖ If applicable, the participants should also be encouraged to fill out the evaluation form to assist with program feedback.

Suggested Process for Use of Time During the Case Session:

- ❖ Opening Comments and Instructions for the Case Studies (5 minutes)
 - Ask participants to introduce themselves to their group members.
 - Explain the amount of time they will be spending on each component of the breakout session.
 - Stress the importance that the questions asked in the case have *no one right answer*; rather, the questions are designed to inspire thought and creativity.
- ❖ Small Group Case Discussion (25 minutes)
 - A case study will be used as a springboard for group discussion.
 - The facilitators will roam the breakout rooms and can assist with group discussion as needed.
- ❖ 5-Minute Presentation (15 minutes)
 - Facilitators should assess group progress and ask for volunteers to present. As an alternative, you may consider selecting groups.
 - The facilitator will call out table numbers to present.
 - The facilitator should briefly prep the presenters. State to the presenters that if they are unable to answer questions they can always refer to a member from their group for assistance.
 - If needed, the facilitator can contribute to this discussion by asking questions to the large group based on responses from the presenters.



State Affiliate Template Letter

Date

Name of State Executive

Name of Pharmacy Association

Address

Dear XXX:

We are writing to make you aware of a new, innovative *Student Pharmacy Forecast Workshop* that we would like to conduct as a dedicated student programming track at the **title of meeting in Month of Year**. This program has been presented at several different state society meetings since its inception and has been well received by pharmacy students across the country.

The primary goal of this program is to promote student awareness of emerging trends in healthcare and opportunities within pharmacy practice. The 2.5 hour workshop is designed to include didactic lecture, case-based workshop, and an interactive voting session. The presentation is broken up into two sections. The first half of the program will be didactic, covering emerging health-care trends, impact on pharmacy practice; and provides an overview of ASHP, the ASHP Research and Education Foundation, and the Pharmacy Forecast. The second half of the program will be a workshop with small-group breakout sessions whereby students will review one of three cases, with facilitated discussion and a large group summary presentation on each topic discussed. The cases will cover a Pharmacy Forecast theme such as: 1) Population Health Management; 2) Data and Technology; 3) Pharmacy Workforce.

This entire session will be provided and facilitated by **XXX**. We believe this program will be different from any experiences offered as part of pharmacy school curriculum. Since we are passionate about the need to educate student pharmacists on emerging trends in the profession (and we are well aware of the need to judiciously control costs for **Name of State Society**), we will offer our services at little to no expense to the organization!

We believe this program is congruent with the goals of **Name of State Society**. We have included a copy of the didactic presentation and an example of the cases for your review. Please feel free to contact us with any questions that you may have regarding the material. We would appreciate the opportunity to present this workshop to our student members at next year's **title of meeting**.

Sincerely,

Name of Facilitator

Title and Institution



Student Template Letter

Date

Name of State Affiliate Executive Member

Name of State Affiliate Association

Address

Dear Name of State Affiliate Executive Member:

My name is (insert name) and I am the (insert leadership position) of (insert College of Pharmacy) Student Society of Health-System Pharmacists (SSHP). Our faculty advisor, (insert faculty advisor name), and I are writing to make you aware of a new, innovative *Student Pharmacy Forecast Workshop* that we would like to have conducted as a student program during the **title of meeting** in **Month of Year**.

The Student Pharmacy Forecast Workshop is a great way to promote student awareness of emerging trends in healthcare and opportunities within pharmacy practice. The 2.5 hour workshop utilizes several methods of teaching which include didactic lecture, a case-based workshop, and an interactive voting session.

The workshop was developed in 2016 by the members of the Section of Pharmacy Practice Leaders (formerly Section of Pharmacy Practice Managers) in the Innovation Management Advisory Group of ASHP. The presentation has been given in nearly 20 states with nearly 500 participants since its inception.

This workshop is broken into two sections. The first half of the workshop includes the didactic portion which provides an overview of ASHP, the ASHP Research and Education Foundation, and the Pharmacy Forecast. Utilizing the Pharmacy Forecast, students learn about emerging health-care trends and their impact on pharmacy practice. The second half of the workshop allows students to breakout into smaller group sessions. During these small group sessions, students apply the knowledge gained from the didactic lecture, as well as their own experiences to discuss case studies. This is followed by facilitated discussion and large group summary presentations on the topics discussed in each group. The cases cover Pharmacy Forecast themes such as: Population Health Management, Data and Technology, and the Pharmacy Workforce.

This entire session is intended to be facilitated by **XXX**. We believe this program will be different from any experiences offered as part of our pharmacy school curriculum. Since ASHP is passionate about the need to educate student pharmacists on emerging trends in the profession (and are well aware of the need to judiciously control costs for **Name of State Society**), ASHP will offer the workshop materials at no expense to the organization!

Lastly, we believe this program is congruent with the goals of **Name of State Society**. We have included a copy of the didactic presentation and an example of the cases for your review. Please feel free to contact us with any questions that you may have regarding the material. We would appreciate the opportunity to present this workshop to our student members at **title of meeting**.

Sincerely,



Name of SSHP Representative

Title, College of Pharmacy

Name of SSHP Faculty Advisor(s)

Title, College of Pharmacy