

Student Pharmacy Forecast Workshop Facilitator Guide

Overview

- Prior to Workshop
 - 15 minutes for 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 1-25
 - Determine who is in your audience, which will help shape your presentation.
 - Slides 1-3: title slide, agenda, and learning objectives
 - Slides 4-12 will walk through current trends in healthcare from various resources, providing background information for many recommendations in the Pharmacy Forecast.
 - Slides 13-25 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 have enough time for the other sections.

- Presentation (45 minutes): Slides 26-51
 - Slides 26-49 focus on the 2018 Pharmacy Forecast. There are eight domains in the Forecast, each of which have four slides.
 1. The first slide of three domains (i.e., future of pharmacy education and workforce, ethical issues: conflicting imperatives and erosion of behavioral norms, pharmacists in patient care) is a forecast survey question to obtain the students thoughts and perspective through an interactive voting session.
 2. The second slide discusses the emerging trends.
 3. The third slide highlights the recommendations for pharmacy to position themselves with the predicted changes.
 4. The fourth slide of three domains (i.e., future of pharmacy education and workforce, ethical issues: conflicting imperatives and erosion of behavioral norms, pharmacists in patient care) presents the forecast panelist response to the survey question to compare the student's response against the forecast panelist to facilitate thoughtful discussion.
 - Slides 50-51 discuss the potential utility of the Forecast from pharmacy schools to strategic planning within a pharmacy department.

Student Break (10 minutes): if needed

Case Study Session (45 minutes): Slide 52-53

- 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): Slides 54

- 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.
 - Topic Introduction:
 1. Population Health Management
 2. Data and Technology
 3. Pharmacy Workforce
 - 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.