“Being a member of APhA–ASP has provided me with colleagues across the nation who want to cultivate and support my personal and professional growth through networking, the constant sharing of resources, and the exchange of ideas. I can’t imagine life as a student pharmacist without APhA–ASP”

Member Since 2014
Ellie Tupper,
PharmD Candidate 2020
Sanford Health
Fargo, ND

Students: Join or Renew Your Membership During Spring Drive 2019

Visit PHARMACIST.COM/STUDENTS-JOIN for a complete list of APhA-ASP Member Benefits
A time of great change

The late 1960s was a time of great change in the United States. This was an era of student activism. It featured the protests of the war in Vietnam taking place across the country, the unruly 1968 Democratic convention in Chicago, and the assassination of Dr. Martin Luther King, Jr. The end of that decade also brought a change in APhA structure and the potential for enhanced contributions by student pharmacists. These are the words of Joseph Fink, the 1968–69 APhA Student Section Chair who helped lead the shift in the students' organizational structure within APhA to SAPhA. His article on page 3 sets the stage for the next 50 years to come and kicks off a very special issue of Student Pharmacist as we celebrate the golden anniversary of APhA–ASP. “Having equal standing with the other APhA Academies sent an important message to students all over that they were being groomed to lead the profession into the future,” Fink writes. The smiles on the faces of these student leaders (pictured at top right; Fink is in the center) show the pride they felt in their accomplishment. Little did they know that a half-century later, thousands upon thousands of student pharmacists would smile back in appreciation of opening the doors to APhA. The 2018–19 APhA-ASP National Executive Committee couldn’t agree more.
Pharmacy history at your fingertips

By Tom English

When the subject of pharmacy history comes up in conversation, my first impulse is always to open up APhA Historian George Griffenhagen’s fantastic book *150 Years of Caring: A Pictorial History of the American Pharmaceutical Association*. When I flip through the pages, I marvel at how far the profession and APhA have come over the years. Then I focus on my favorite part, which is the section on APhA publications.

It is interesting to read about the name changes of APhA publications over the years, including that of your student magazine, with titles such as *SAPhA News*, *The Pharmacy Student*, *Pharmacy Student*, and now the current, *Student Pharmacist*. Reading George’s book again recently also made me realize I am the longest-running editor of APhA’s student publication, a career milestone of which I am most proud. This special 50th anniversary issue is sure to be another source of pride, and your APhA Student & New Practitioner Development knows you will enjoy every page of this APhA–ASP retrospective.

Golden anniversary lineup

Just like perusing a history textbook in high school, you will recall the names of many of the people highlighted in this anniversary issue, yet some will be new and exciting to learn about. These pharmacists inspire you. They inspire me. They are the reason this Academy has excelled for half a century and will continue to do so for years to come. We have an all-star lineup of authors who will regale you with their stories and historical facts.

For starters, beginning on page 4, there is a 10-page compilation covering from how things got started in Montreal back in 1969 to modern day APhA–ASP. Then check out the “The journey continues” on page 15. Here you will read stories of women who have made significant contributions to the profession and APhA–ASP. They have also had an enormous impact on my career at APhA.

There’s words of wisdom from Lucinda Maine, the 2019 Remington Honor Medal recipient who taught me everything about pharmacy when I was a young reporter for *Pharmacy Today*; Nancy Alvarez, Immediate Past APhA President and my buddy at Annual Meeting new practitioner events; Stephanie Phelps, the legendary APhA–ASP Chapter Advisor; Vibhuti Arya, whose smile and determination I watched lead her from Region 1 Midyear Regional Meeting (MRM) election success to APhA–ASP National President; and many more.

Our current and immediate past APhA–ASP Presidents—Michael Murphy and Nimit Jindal—combined for an informative article on APhA–ASP presidential themes, which begins on page 21. They mesh like Han Solo and Chewbacca, but the jury is still out on who’s who.

A special reprinted article appears on page 26. Written by Ron Williams, a former APhA staff member, for the Autumn 1981 edition of *The Pharmacy Student*, the column focuses on the next 50 years of the profession. While he did not have a crystal ball, Ron was quite prescient.

There are also fantastic commentaries on APhA–ASP patient care projects, a cool Q&A with Tom Menighan and Kelli Jo Welter, and a slew of turn-back-the-clock articles.

Always remember that this is a profession that pays if forward. Be motivated by not only your mentors, but also the pharmacy heroes who have blazed the path for APhA–ASP and the profession over the past 50 years. Then, after graduation, you become the mentor. Get active in the New Practitioner Network, in one of our other two Academies (APhA–APPM or APhA–APRS), and on the state and community levels. And lead where you stand.

This one’s a keeper

Of the numerous changes in the past 50 years, the internet is a major one for your generation. While you get a lot of your information via Twitter and Facebook, and hard copy publications might be a thing of the past, you will want to save this special issue of *Student Pharmacist*. Keep it, cherish it, and we look forward to the 60th anniversary of this amazing Academy.

As always, good luck with your studies. And stay tuned as we share more anniversary coverage and Academy milestones throughout the year, both online and in print.
A half-century of creating leadership opportunities for student pharmacists

By Joseph L. Fink III, BSPharm, JD, DSc (Hon), FAPhA

It was different times for pharmacists and pharmacy in the 1960s; the name of the medication rarely appeared on the prescription container label unless specifically requested by the prescriber, and pharmacists were not to discuss therapy with patients, deflecting all such questions back to the physician. Patient-centered thinking was just beginning to be adopted by the profession and incorporated into the education and training of pharmacists. It was not until later that the profession embraced, thru adoption of the Code of Ethics for Pharmacists, a statement that the goal of the profession was to assist patients with getting the best outcomes from their therapy.

Also during this era, the role and potential contributions of student pharmacists to APhA and the profession was gaining momentum.

The key players

As noted by Dennis Worthen in his March/April 2003 JAPhA “Heroes of Pharmacy” installment, Dean Linwood F. Tice launched the entire student-focused initiative during his numerous leadership roles with APhA.

Dr. William S. Apple had come to the role of Secretary/Executive Director of APhA during the late 1950s. Worthen’s May/June 2009 “Heroes” column detailed that Apple had been a pharmacy administration faculty member at the University of Wisconsin–Madison, where he had dealt extensively with students. How could he anticipate and therefore channel that student energy?

The final key player in the shift, or transition, was Ronald L. Williams from Ohio, who joined the APhA staff in 1968. He was a constant source of support and inspiration for the 30 years he served on the staff at APhA.

The goal

APhA had had a Student Section since the 1950s. But during the late 1960s, the goal became re-casting the student subdivision of APhA to be parallel in importance and impact as much as possible to the Academy of Pharmacy Practice and Academy of Pharmaceutical Research. Evidence of progress toward that goal became evident when the drug product selection position was being debated on the floor of the APhA House of Delegates. Students played a very vocal role in effecting that policy change.

Like any successful undertaking, it was a team effort. Officers who led the 1969 shift in the students’ organizational structure within APhA were: Joe Fink, President, Philadelphia College of Pharmacy and Science; Gary Lawless, President-elect, Drake University; Richard Herrington, Vice President, University of Colorado; Linda LaFontaine, Secretary, Auburn University; and Leonard Edloe, Delegate to the APhA House of Delegates, Howard University.

This student leadership group, along with the overwhelming majority of representatives of APhA Student Chapters around the country, were elated with this development. Having equal standing with the other APhA Academies sent an important message to students all over that they were being groomed to lead the profession into the future.

Leaders of other subdivisions of the Association welcomed the students as equal partners, for the benefit of all.

In the interest of full and accurate disclosure, for the vast majority of my term, I was the last Chairman of the Student Section of APhA. It was only toward the end at the 1969 Annual Meeting that the Student Section morphed into the Student American Pharmaceutical Association, which I served as the first President. Later, the subdivision became the APhA Academy of Student Pharmacists.

Positive outcomes of all stripes

Today, there is great importance assigned to gauging results or outcomes. It can be emphasized that the student division of APhA, whatever it has been called at the time, has fostered development of a steady stream of outstanding leaders and visionaries over the years, feeding into local, state, and national leadership roles in professional organizations as well as a wide variety of community service groups.

There is one additional, very positive outcome of this 1969 meeting that has persisted over all these years. If someone were to ask me what was the most outstanding highlight of the 1969 meeting in Montreal, I would have to say it was meeting a beautiful, delightful, engaging, and very bright student pharmacist from The Ohio State University who was willing to change her surname from Malaney to Fink. Due to that very positive development, to this day, I heartily encourage student pharmacists to attend meetings of professional organizations and pay attention to those around them in the sessions.

Joseph L. Fink III, BSPharm, JD, DSc (Hon), FAPhA, is a Professor of Pharmacy Law and Policy, as well as the Kentucky Pharmacists Association Professor of Leadership, at the University of Kentucky College of Pharmacy.
In the spring of 1969, a new APhA subdivision was created at the Annual Meeting in Montreal, Canada. Students from 53 APhA student chapters ratified bylaws and created the Student American Pharmaceutical Association, which was known as SAPhA in the 1970s and as Student APhA in the 1980s. Gary Lawless, then a fifth-year student at Drake University, became the first president of SAPhA when he was installed by previous APhA Student Section Chairman Joseph L. Fink III (ex-officio member of the 1969–1970 committee) on May 19, 1969. Lawless led APhA student pharmacists through many changes—most notably, the decision of the APhA Board of Trustees to increase the number of Student APhA delegates in the House of Delegates from one to five.

One of the biggest questions for SAPhA at the beginning how to achieve their mission. A committee led by Joseph Fink examined the relationship between SAPhA and APhA and considered services that the national committee could provide to its members. SAPhA would promote themselves as the association for all pharmacy students, taking advantage of the eight regions already in place that held individual regional meetings that gave members who were unable to attend Annual Meeting a chance to interact with other future pharmacists.

The early SAPhA structure allowed the president to appoint chairpersons to 6 committees and 14 subcommittees. These committees focused on education, professional relations, social awareness, and other issues. Three standing committees responsible for resolutions, nominations, and bylaws were also part of the structure. The APhA President was charged with appointing four faculty members to the SAPhA National Faculty Advisory Committee; in 1970, this committee increased to eight members, with one recommended by each region.

In 1970, SAPhA President Raymond Sattler and President-elect J. Craig Hostetler requested to increase the number of student participants in the APhA House from five to nine. The five delegates originally consisted of the SAPhA President and Delegate-at-large, and three delegates elected on a rotating regional basis. Nine delegates would allow each region to elect their own representative to the House of Delegates.

The national Delegate-at-large was the head of the SAPhA delegation and responsible for keeping other student delegates informed for the APhA House. This SAPhA House was started with the passage of the first policies in 1973 and the role of the Delegate-at-large evolved into the Speaker of the House.

The collective voice of students

The mechanism for passing SAPhA policies became official in 1974. Resolutions could be submitted from members, chapters, and regions before the Policy Committee meeting. The Policy Committee would review all policies from the past 3 yearly meetings (SAPhA held its own yearly meeting in addition to the APhA Annual Meeting) as well as all resolutions from the immediate past yearly meeting. All policies passed were considered temporary for 1 year until the next meeting of the Policy Committee, which could rescind them.

One of SAPhA’s major initiatives was to turn its focus from information gathering and policymaking to emphasizing involvement and participation by members in health care projects. As a result, students participated in many collaborative projects with other health professionals during the first decade of SAPhA.

Moments that Made APhA–ASP

1852 – American Pharmaceutical Association (APhA) founded in Philadelphia, PA

1921 – Dr. C.B. Jordan advocates for the formation of Student Branches of APhA

1922 – University of North Carolina at Chapel Hill petitions APhA to form a student branch and becomes first unofficial student branch of APhA

1931 – APhA bylaws amended to authorize the formation of student branches: the first official student segment of APhA
Improve patient care

Student pharmacists of this era were often excluded from discussions about the topics important to them. SAPhA’s leaders demonstrated a desire to become socially involved in contemporary health problems. During the 1960s, student pharmacists protesting about the health care system found they needed to speak in an organized voice that could represent their interests and serve their patients. A coalition of health students formed to increase each other’s understanding, explore the use of the health team approach, develop new directions for health manpower, and strategize for future action. SAPhA led this effort to bring together student professional organizations using a grant from the National Institutes of Health Bureau of Health Manpower Education.

In 1974, SAPhA President Stephen Schondelmeyer testified before a congressional committee that the expanding role of pharmacists in the country’s health care system would require better trained practitioners. SAPhA stepped forward by sending John Cooper, the 1975–76 SAPhA President, and other representatives, as well as statements to Congress, to show the importance of this funding for students.

Opportunities for leadership and professional growth

By the end of the decade, SAPhA had made many changes to its structure and organization. The 1978–79 Executive Committee published a white paper on the “new” SAPhA and distributed it to all chapter presidents, advisors, and college of pharmacy deans for comments. This paper more clearly defined the purpose of Midyear Regional Meetings (MRMs) for students. While in the past these meetings focused on bylaw changes and expert talks, MRMs would now emphasize educating students through workshops and group discussions. The committee also announced that the eight SAPhA Delegates would be elected at the MRMs.

Ron Williams also played a major role in influencing the Academy during its first decade as SAPhA Executive Secretary.

In a 1971 JAPhA article, Williams reflected on his experiences with the early days of SAPhA and looked toward the future of the Academy. “In short, the mechanism has been set in motion and the power has begun to be unleashed, but the potential and impact of Student APhA upon the profession has just begun to be felt. Student APhA has been fortunate in having a series of strong and dedicated leaders. It is a source of pride for me to have been involved in an era in the history of pharmacy in which the Student American Pharmaceutical Association emerged as a power with which to be reckoned,” he said.

From the 70s into the 80s

During the 1970s, student pharmacists created a foundation for student involvement in APhA and a mechanism for student-driven change within the profession. In the 1980s, inspired by the 1979 white paper on the future of SAPhA, the Executive Committee gained a renewed vision and direction for the organization. The objectives and purpose of SAPhA would focus on student pharmacists as individuals and on SAPhA Chapters. The Executive Committee recognized the important contributions members could make, realizing that without their support, SAPhA would not exist.
A strengthened voice

The first initiative to strengthen students’ role in the Association and profession came in 1979. Student representatives brought forth a proposal to the APhA House of Delegates to increase the number of student delegates from 9 to 12. The House agreed and actually went further than the original proposal, incorporating 15 student delegates. To further recognize the student subdivision, SAPhA began calling itself Student APhA in 1983. Student pharmacists and Student APhA also continued pushing the Association to include a student pharmacist representative on the APhA Board of Trustees, reaffirming a prior resolution at the 1984 Student APhA House of Delegates. While this proposal would not be implemented for another 14 years, Student APhA delivered a clear message that student pharmacists would continue to play a vital role in the Association.

Having secured a strong voice in APhA, student pharmacists began working with outside associations to further increase their role in the profession. Lucinda Maine, 1979–80 SAPhA President, addressed the American Association of Colleges of Pharmacy (AACP) on students’ concern over their lack of interaction with faculty advisors in the fall of 1979. She reported that this resulted in student pharmacists hesitating to participate in activities extending beyond the classroom. “Faculty members can be of tremendous aid to students as models for professional development and in their support of these kinds of activities,” Maine asserted. She urged the AACP Council of Deans and Faculty Advisors to take action to promote student–faculty relationships.

In the summer of 1981, Williams also urged faculty and administration to support the involvement of students in professional associations, recommending that students receive credit for such participation. SAPhA supported a study, conducted by the Kentucky Pharmacists Association Student Affairs Committee, investigating the possibility of students receiving academic credit for active participation in a SAPhA Chapter. “What better way to gain knowledge of a profession than to become actively involved as a student? If acquiring that knowledge makes a significant contribution to the student’s overall professional development, why shouldn’t they receive credit?” asked Williams in the summer 1981 issue of The Pharmacy Student.

Students making an impact

On the policy side, the rampant drug abuse of the 1970s caused a public outcry for reform during the following decade. In the winter of 1981, a multidisciplinary group of health professionals, industry representatives, and state drug enforcement officials met at the White House Conference on Prescription Drug Misuse, Abuse, and Diversions. Maine, then SAPhA Immediate Past-President, represented APhA at this meeting. The conference signaled the beginning of more active state and federal activities aimed at curbing prescription drug abuse.

The effects of drug and alcohol abuse were not limited to the patients that pharmacists served; practitioners and student pharmacists also fell victim to this disease. Recognizing the need for increased support for their colleges, the 1982 SAPhA House of Delegates adopted a policy supporting “counseling, treatment, prevention, and rehabilitation programs for pharmacists and student pharmacists who are subject to physical or mental impairment due to influence of drugs.” The policy led to a cooperative effort between APhA and the University of Utah School on Alcoholism and Other Drug Dependencies. Since then, the school’s pharmacy section has provided information, motivation, and guidance for pharmacists and student pharmacists who suffer from chemical dependencies.

In 1981, SAPhA recommended that state boards of pharmacy and the National Association of Boards of Pharmacy (NABP) increase their acceptance of nontraditional internship opportunities and encourage students to participate in such opportunities, also urging NABP to establish guidelines, with student input, for state boards of pharmacy. These guidelines would provide direction on accepting internship credit hours for experience gained in...
non-traditional pharmacy roles. NABP agreed with these recommendations and recognized the limited exposure given to nontraditional pharmacy practice roles in the current curricula. In order to make further recommendations to NABP, SAPhA and the National Pharmaceutical Council surveyed state boards of pharmacy to determine the number of states accepting nontraditional practice experiences and the criteria required to grant credit for completing the experience.

Watershed moment

This period saw increased scrutiny on other elements of pharmacy education as well. Heated debate followed the proposal to move from a 5-year bachelor’s degree in pharmacy to a 6-year entry-level Doctor of Pharmacy degree. To respond to this debate, SAPhA leaders chose the theme “Shaping Pharmacy’s Future” for the 1981 APhA Annual Meeting and held a full hearing to discuss the controversial issue.

Discussion was intense on both sides. Supporters of the PharmD-only proposal argued that the switch would provide the public with better-trained practitioners and pharmacists with economic viability. Those who favored the traditional bachelor’s degree suspected conspiracy by schools and colleges of pharmacy and certain “elitist factions” in the profession to undermine the credibility and relevance of the BS practitioner. These types of discussions would lay the groundwork for student pharmacists in the APhA House of Delegates to play an important role in the adoption of policy supporting the PharmD as the entry-level degree.

Coinciding with this change in the role of the pharmacist was a demographic shift in the profession. The 1980 Scientific Manpower Commission report showed that women earning degrees in medicine had increased to 23% from 8.5% in 1970. In 1981, due to the dramatic increase in the number of women in pharmacy, APhA formed a Task Force on Women in Pharmacy. The group worked to ensure equal pay and opportunities for female pharmacists, encourage women to actively pursue leadership roles, and increase female enrollment at schools and colleges of pharmacy. Women outnumbered men by 51% to 49% on pharmacy campuses by 1983.

The expansion continues

The 1980s produced steady growth in student members, Student APhA chapters, and participation in Student APhA initiatives. Major structure changes for Student APhA came at the end of the decade. Changes to the APhA bylaws in 1987 gave students pharmacists even more opportunities to become involved within the Association. The changes officially created the APhA Academy of Students of Pharmacy (APhA–ASP) and expanded the APhA–ASP National Executive Committee. Students were given greater input on APhA polices by increasing student votes in the APhA House of Delegates from 15 to 28. APhA–ASP was also given a standing committee structure similar to APhA–APPM and APhA–APRS. A total of 16 student pharmacists made up APhA–ASP’s four standing committees for awards, education, policy, and publications.

1977 – SAPhA House of Delegates passes policy to support the addition of a voting student member on the APhA Board of Trustees
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1983 – SAPhA name/acronym is changed to Student APhA to improve recognition that Student APhA is an official subdivision of APhA

Vital Statistics By the Decade: 1980s

Name of Academy: Student APhA (name changed in 1983)
Number of members: 13,550
Number of schools: 72

Donna J. Walker (University of South Carolina)
1980–82 SAPhA Executive Secretary

My husband and former student leader, Mark Pulido, and I are the Proprietors of Pulido~Walker, a boutique winery crafting extraordinary single vineyard designate Cabernet Sauvignon wines authentic to its unique terroir, made by award-winning winemaker Thomas Rivers Brown. In addition, we founded the Pulido Walker Foundation, which is focused on youth development. I devote my time to the Walker Leadership Scholars program at the University of South Carolina College of Pharmacy. This program provides high-capacity, student pharmacist leaders the opportunity to accelerate their leadership development through experiential learning and mentorship.

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GET HIGH ON LIFE!...NOT DRUGS!

1981 – SAPhA Executive Secretary

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Stage set for the 1990s
At the end of the 1980s, the stage had been set for new APhA–ASP opportunities, greater participation in the Association, and a stronger, more active role in the profession. The momentum built in this decade would lead to a greater focus on developing chapters, building leaders in colleges and schools of pharmacy, and influencing and initiating policy. The efforts of student pharmacists during these years had demonstrated their vital role as the future of the profession.

1989–1999: Developing professionalism and student leadership
Driven by the release of the draft PharmD standards by the Accreditation Council for Pharmacy Education (ACPE), APhA Executive Vice President and CEO John A. Gans, PharmD, presented to the AACP Council of Deans (COD) in July 1993. The focus of the discussion was to invite AACP to join with APhA–ASP to look at the issue of professionalism and determine how the two organizations could coordinate efforts to ensure the development of professionalism among the nation’s student pharmacists.

The task force culminated in the development and publication of the White Paper on Student Professionalism, which provided recommendations for students, educators, and practitioners, and is still relevant today. As part of the white paper, the Task Force revised the Oath of a Pharmacist, developed a commentary to accompany the Oath, and adopted a Pledge of Professionalism.

Fostering leadership and growing membership
As the number of student members of the Association grew exponentially, the Academy developed and implemented new programming to help provide leadership training and support to each local chapter. The Student Outreach Program was expanded to ensure that every school and college of pharmacy was visited by a national officer or an APhA–ASP staff liaison each year. Visits typically occurred during fall membership recruitment and consisted of presentations to students and meetings with chapter officers, chapter advisors, and the dean of the school or college.

In 1997, APhA–ASP also implemented the APhA Summer Leadership Institute, a program that invites the incoming chapter presidents to participate in a 3-day workshop at APhA Headquarters in Washington, DC. These programs built significant interest in and loyalty to the Academy, resulting in a better experience for chapters and chapter presidents.

Providing unique training
In the 1990s, APhA instituted two types of student training: the APhA–ASP Experiential Externship Program and the APhA–ASP Summer Internship Program. These competitive application programs provided opportunities for students to work at APhA Headquarters for one, 3-month assignment in a variety of key programmatic areas. Students gained experiences in professional practice activities, policy and advocacy, education, and marketing.

APhA–ASP’s first experiential extern was Kimberly A. Chappell from the Medical University of South Carolina. Chappell petitioned the Association to develop student externship opportunities and spent her time working with the Student Affairs Department. According to Chappell, the externship experience “opened my eyes to career choices that were available to me beyond traditional pharmacy opportunities that allowed me to pursue a different path with my personal career. I also learned the importance of networking and giving back to the profession, both still relevant in what I do today.”

Expanding programming
As pharmacists were in the beginning stages of providing immunization services to patients, APhA–ASP stu-
dent leaders developed a national program to encourage and support students to provide immunizations in states where pharmacists were permitted to administer and to advocate for policy change in states that did not. Operation Immunization provided a toolkit to schools with all the resources, information, and protocols needed to develop and implement local services.

In the early 1990s, the Merck Foundation funded the APhA–ASP/Merck Student Pharmacy Project Grants Program. This program awarded funding and provided national recognition for projects that foster pharmacy association activities as a vital element of pharmacy education. These local chapter projects were then published in a catalog of winning projects that provided ideas and resources for other chapters wishing to implement similar programs. The program resulted in strengthening chapter level programming and provided grant writing experience to students.

Formalizing a student voice

Probably the most important development for students in the 1990s was when the APhA Board of Trustees voted to allow each of the Academy Presidents to have a voting seat on the APhA Board. Prior to 1998, the APhA–ASP President was an ex-officio member of the Board with a voice at the table, but no vote. This decision, almost 30 years in the making, finally provided a vote for a significant percentage of APhA’s members. Jay Phipps, 1998–99 APhA–ASP President from the University of Tennessee, was the first APhA–ASP President to vote on the APhA Board of Trustees.

1999–2009: Making this millennium our milestone

By the late 1990s, students were becoming actively engaged with their communities through Operation Immunization, and plans were underway to launch Operation Diabetes as the second national patient care project by 2001. Throughout the past decade, both projects helped to lay the cornerstone for greater student involvement in clinical activities and to move the profession closer to the vision of the pharmacist as the medication expert rather than a medication dispenser.

Policy development early in the decade focused on payment for pharmacist clinical services and greater involvement of students within disease state management programming. Clarence McMillan Jr., 1999–00 APhA–ASP President, developed the theme, “Making This Millennium Our Milestone,” and after looking back on this decade, it truly has been a milestone for the Academy and the profession. Since 1999, there has been tremendous growth in the number of leadership positions, patient care projects, schools and colleges of pharmacy, student involvement at MRMs and Annual Meetings, and most importantly, membership.

Education expansion

Pharmacy education had a significant makeover throughout the decade with the transition from the 5-year BS degree to the 6-year entry-level PharmD at all schools and colleges by 2004. The acronyms IPPE (introductory pharmacy practice experiences) and APPE (ad-
Advanced pharmacy practice experiences) were added to the vernacular and the residency debate moved to the forefront of House of Delegates discussions. As technology related to interactive television and smart classrooms expanded, so too did the schools and colleges of pharmacy. Three satellite campus programs were available in the early part of the decade; that number has grown to more than 30 programs in 2019. This expansion in pharmacy education has shaped APhA–ASP policy discussions and brought students in greater contact with ACPE.

Since 2003, APhA–ASP has participated in the review of the most recent updates to the standards and guidelines and graduation survey, held an annual open forum with ACPE at the Annual Meeting, and participated in pharmacy education stakeholder meetings. The Academy also passed policy to implement and enforce more stringent accreditation standards for pharmacy faculty deficient in communication and teaching skills, and requested the creation of a permanent APhA–ASP student pharmacist position (with voting privileges) on the ACPE Board of Directors.

The millennial generation

The racially and ethnically diverse, independent, optimistic, and technologically-savvy Generation Y (the Millennials) brought forth their values and ideals. As the bar was raised for didactic and experiential pharmacy education, expectations for enhanced leadership, professional development, and community service programming also increased. These greater expectations helped to shape APhA–ASP national presidential themes, which focused on the aforementioned areas, as well as diversity training, public relations, low health literacy, and becoming agents of change. Through these year-long themes, national and regional programming and resources were developed in addition to external committees, such as the APhA–ASP/AACP Committee on Student Professionalism. One major resource developed by this committee was the 2003–2004 Pharmacy Professionalism Toolkit for Students and Faculty that provided guidance and instructions on how to coordinate professionalism programming such as white coat ceremonies.

Throughout the 2000s, the United States suffered a few catastrophic events. September 11, 2001, and Hurricane Katrina shifted the mindset of the nation from an inward to an outward focus. As such, APhA–ASP experienced an increase in volunteerism and active involvement in patient care projects. This set the stage for an expansion in the number of blood pressure screenings, health fairs, and other community outreach events. APhA–ASP also added two new patient care projects: Project CHANCE (2004) and the Heartburn Awareness Challenge (2004). The Heartburn Awareness Challenge provided students with resources and tools to improve their presentation skills. Project CHANCE focused on underserved patients with the addition of a grant-like application, regular hours spent at a 340B government subsidized clinic, and a year-end poster presentation on the results of the project.

The Millennials also redefined their title of “pharmacy student” to “student pharmacist” after the American Pharmaceutical Association changed its name to the American Pharmacists Association in 2003. The Academy of Students of Pharmacy officially became the Academy of Student Pharmacists in 2004, and Pharmacy Student was renamed as Student Pharmacist.

APhM and public relations

In 2004, National Pharmacy Week was expanded to American Pharmacists Month throughout the month of October. Chapters in the northeast United States represented APhA–ASP and the profession throughout the decade on various morning shows, including ABC’s Good Morning America, CBS’ Early Show, and NBC’s Today Show. Student pharmacists around the nation also promoted the profession through regular contacts with local media.

Realizing the potential of the media, 2006–07 APhA–ASP National President Daniel Zlott developed his presidential theme of “Promoting the Profession: Changing the Perception of
Pharmacy.” Student pharmacists participated in media training to acquire the tools needed to deliver pharmacy’s message to lawmakers, patients, and other health professionals. Student pharmacists have used this expanded platform to promote the profession and display pharmacists as an important asset to optimal health care.

APhA–ASP made great strides in enhancing communication to chapter leaders, chapter advisors, regional leaders, and student members. Starting in 2004, chapter leaders were kept abreast of issues pertaining to ideal chapter operations, deadlines, and preparation for upcoming APhA meetings through a bi-weekly From Your National Executive Committee e-newsletter. The previous monthly communication sent to all students, APhA–ASP E-News You Can Use, was replaced with the current Student Pharmacist Connection.

APhA–ASP’s Web site grew and has served as a resource for members by providing general information on the Academy, membership, awards, policy process, legislative advocacy, patient care initiatives, and contact information for regional and national leaders.

Legacies begun, legacies continued
As the early 2000s came to a close, 2009–10 APhA–ASP National President Adriane Irwin called upon student pharmacists to gather together as one voice in the midst of great change in the health care environment. With her presidential theme, “Many Paths, One Purpose: Inspiring Student Pharmacists to Unite the Profession,” the new decade was off and running, laying the foundation for the development of multiple national patient care projects in the 2010s.

Developed in response to the rapidly increasing number of patients and needs of Baby Boomers and the elderly in health care, these patient care projects were crucial to the growth of APhA–ASP. Launched in 2010, both Generation Rx and Operation Heart would go on to provide student pharmacists with thousands of opportunities to interact with patients in their communities and put their clinical skills into action.

Reflecting on the impact of Generation Rx, Nick Dorich, 2010–11 APhA–ASP National Member-at-large, noted, “Prescription drug abuse was certainly discussed at that time, but there was not an understanding of the extent. The efforts by APhA–ASP have not just focused on reducing medication abuse, but also on mitigating stigmas and increasing access for medications, such as naloxone. This approach by student pharmacists far exceeded any expectations we had when launching Generation Rx!”

In 2015, an additional patient care project was launched to educate youth about the safe use and storage of OTCs, known as the OTC Medicine Safety campaign. Apart from the newest operations and campaigns, during the late 2010s, a renewed focus on mental health entered the spotlight. In 2017, a policy to Reduce Mental Health Stigma was passed by the APhA–ASP House of Delegates to “encourage all stakeholders to develop and adopt evidence-based approaches to educate and reduce stigma surrounding mental health conditions.” This policy also called for in-

Vital Statistics By the Decade: 2000s
Name of Academy: American Pharmacists Association Academy of Student Pharmacists (APhA-ASP) (name changed in 2004)
Number of members: 18,400
Number of schools: 81

Heather Ferguson
(The University of Georgia)
2001–02 APhA–ASP National Member-at-large, 2002–03 APhA–ASP National Executive Committee

Speaker of the House
As the Drug Diversion Prevention Specialist at UW Medicine, I work with leaders across the health system to ensure that we have a comprehensive Drug Diversion Prevention Program, which includes prevention through education and awareness, detection through appropriate monitoring, and consistent response when concerns are identified. The primary goals of the program are to keep patients safe and promote staff welfare, as well as ensure regulatory compliance.

2004 – APhA–ASP votes to replace the term ‘pharmacy student’ with ‘student pharmacist’
2004 – Pharmacy Student magazine changes name to Student Pharmacist magazine
2004 – APhA–ASP launches Project CHANCE in collaboration with the HRSA Pharmacy Services Support Center
2004 – APhA-ASP HOD passes policy encouraging ACPE to create a permanent APhA–ASP student position on the ACPE Board of Directors
increased utilization of pharmacists and student pharmacists in mental health destigmatization, and expansion of education and training in the curriculum of schools and colleges of pharmacy and postgraduate opportunities.

Coinciding with the focus on mental health was the continued efforts to destigmatize addiction and educate pharmacists and student pharmacists in addiction and education in the curriculum of schools and colleges of pharmacy and postgraduate opportunities.

Impactful policies

As student pharmacists continued interacting with their local communities through the various patient care projects, significant policies passed in the APhA–ASP House of Delegates also acknowledged the growing changes in health care.

APhA–ASP supported many issues, such as reform of the U.S. health care system, the use of e-prescribing, proper medication disposal, drug take-back programs, personalized medicine and pharmacogenomics, and providing quality care for lesbian, gay, bisexual, transgender, and other (LGBT+) patients. Over the past 50 years of policy, student pharmacists have been right in step with the ever-progressive profession, adapting to changes that will continue to shape the future of pharmacy.

Member engagement

While there have been many changes in health care, there have additionally been great developments in APhA–ASP member engagement. This has especially rung true in areas of social media and networking.

In 2011, APhA–ASP officially launched its Facebook page, one that would continue to grow to more than 17,800 followers in 2018. Shortly after the launch of the Facebook page, APhA–ASP settled on the branches of the “Twittersphere,” tweeting their first update in July 2012 and gathering more than 4,000 followers as of late. By 2014, the social media platform Instagram rose in popularity, prompting the first Instagram photo posted by APhA–ASP in July and gaining more than 4,000 followers by 2018. With the introduction of so many media platforms, information dissemination, collaboration among members, and reinforcing connections following meetings and conferences became as simple as a follow, like, or message click away.

As more chapters established an online presence, chapter activities additionally were seen by a wider audience. What was once an audience limited by local attendees was now expanded to the state, national, and international spotlights. Use of social media also made powerful impacts by increasing communication among leaders. These impacts include multi-school community outreach events and creating a collective voice of student pharmacists who advocate for their profession.

This growing field of media has also impacted APhA–ASP meetings. Starting in 2009, the PharmFlix campaign was launched, with the goal of showcasing the talents and creativity of student pharmacists through public service announcements (PSA) surrounding a yearly theme. These PSAs were open to various genres, including parodies, music videos, and even documentaries. From Mercer University’s “PharmCATS” in 2014, to Southern Illinois University Edwardsville School of Pharmacy’s “Batman the Pharmacist” in 2016, the bar was set high.

An international spotlight

APhA–ASP was recognized in the international spotlight in 2018 as the “Best Association of the Year” at the 64th IPSF World Congress in Mendoza, Argentina. Over the past 10 years, the combined efforts of multiple individuals have contributed to the international success of APhA–ASP. From Dayl Eccles (University of Washington) as IPSF President from 2015–16 to Louisa Sullivan (Creighton University) as Chairperson of Pharmacy Education from 2017–18, and Allie Jo Shipman (Mercer University) as Secretary General in 2016–18, involvement on the IPSF Executive Committee were key factors to both the growth and influ-

2009 – APhA–ASP updates mission statement to include, “improve patient care”
2009 – PharmFlix Video Contest was launched as a way for students to showcase their creativity and advocate for the profession
2010 – Generation Rx and Operation Heart launched as APhA–ASP national patient care and community outreach programs
2011 – APhA–ASP officially launches Facebook page and social media presence
Collectively, the efforts of past and current APhA–ASP leaders have inspired countless student pharmacists to embrace the fact that APhA–ASP activity is also IPSF activity. As such, the essence of the message can be summed up by Vineeta Rao, a final-year student pharmacist from Cedarville University: “IPSF activity is not just about throwing cultural events and international nights. It is about thinking globally and acting locally, and American student pharmacists are doing that every day!”

A new image

During the 2013–14 year, APhA–ASP National President Brandi Hamilton challenged student pharmacists to “Be the Change” for their profession. What followed were student pharmacists who sought to change the public perception of pharmacy from a product to a service, becoming an instrumental part of the provider status campaign launched in 2013. In October 2013, APhA–ASP visited Capitol Hill, bringing student pharmacists to host the first of multiple annual health fairs, showcasing to members of Congress, their staff and aids, and the general public the valuable role that pharmacists play as members of the health care team. In the same year, student pharmacists began merging their patient care activities with grassroots advocacy with the launch of the APhA–ASP Policy Postcard Challenge. Since its launch, thousands of letters have been sent to state and federal legislators, and by 2015, members of Congress were taking notice of the impacts made by student pharmacists.

Celebrate the past … Embrace the future

As we look back on the past 50 years, consider the rapid growth and development of APhA–ASP. Consider the impacts we have made in our communities regionally, nationally, and internationally. As we turn our attention to the future of APhA–ASP, what will come of the next 50 years?

Reflecting on 2017–18 APhA–ASP National President Michael Murphy’s call to “Begin Your Legacy,” APhA–ASP has truly established a legacy here in the 2010s and will continue to build upon it with the collective efforts of more than 31,000 student pharmacists across the nation.

Vital Statistics By the Decade: 2010s

Name of Academy: American Pharmacists Association Academy of Student Pharmacists (APhA–ASP)

Number of members: 32,000

Number of schools: 118 (141 in 2019)

APhA CEO: Thomas E. Menighan (2009–Present)

Thank you to Doug Tam, a final-year PharmD candidate at the University of Florida College of Pharmacy, for his research and contributions to this article.
You know you are chronologically old when a colleague invites you to provide a retrospective of APhA–ASP events as you’ve seen them throughout your years with APhA–ASP. The perspective is part insider and part outsider, just as Tinkerbell said to Peter Pan: “You know that place between sleep and awake, that place where you still remember dreaming?”

APhA–ASP has undergone many changes in 50 years, but I only can speak to 41 of them.

Student pharmacists as partners
Perhaps the most interesting change from my perspective has been the recognition of student pharmacists as essential partners in professional dialogue and decisions. The current issues that student pharmacists discuss in their House of Delegates are no less significant than those addressed in the APhA House of Delegates, and often student pharmacists are leading the discussion.

One such policy comes to mind: the 1981 SAPhA policy on Internship Credit for “Nontraditional Roles.” That policy statement is an example of student pharmacists leading the profession’s thinking on a topic. Historically, internship credit generally was given only for hospital or community pharmacy practice experiences. How times have changed, as today there are so many non-traditional pharmacist roles, many of which qualify for licensure practice experiences. I like to think that the adoption of that SAPhA policy statement was the genesis of change.

Better prepared for careers
In addition to the gravamen of the APhA–ASP policy discussions, the professionalism of the APhA–ASP National Executive Committee (NEC), in particular the Speaker of the House, has dramatically changed. Perhaps it is a consequence of pharmacy education where student pharmacists often come into pharmacy school with prior degrees and as second careers. Perhaps it is the emphasis on leadership and curricular activities that has brought additional seriousness to the APhA–ASP House. What is clear is that student pharmacists are better prepared for their careers, personally, academically, and professionally, than ever before. This preparation is evidenced by the complexity of the current policy statements that student pharmacists address, such as 2019 policy statements on Medical Cannabis and the participation of the Academy in the policy discussions during the APhA House of Delegates.

Finally, I have seen the operations of the APhA–ASP House run with efficiency and alacrity. The Speaker is prepared for the House and is committed to the policy and process, not just accepting the role and its responsibilities as a mechanism to be on the APhA–ASP NEC. The Chapter Delegates are prepared to discuss the policy statements and have brought their reasoned arguments either for or against the policy statement.

The entire APhA–ASP House is engaged, and that is perhaps the most dramatic change during the last 41 years I have been a part of the process.

Milestone resolutions
1974.5—Health Care Role of Pharmacist
APhA–ASP embraces an active role in further educating the public about the professional health care role of the pharmacist and in informing the patient how to effectively analyze and understand the information on prescription and nonprescription drugs.

1981.5—Internship Credit for “Nontraditional Roles”
1. APhA–ASP encourages State Boards of Pharmacy and NABP to promote the involvement of students in “nontraditional” pharmacy roles by providing internship hours for these experiences.
2. APhA–ASP encourages NABP to establish guidelines, with student input, for State Boards of Pharmacy to follow in accepting internship credit hours for experience gained in “nontraditional” pharmacy roles.

1993.5—Pharmacists and Healthcare Reform
1. APhA–ASP encourages APhA to take action to ensure that pharmacy plays an integral part in shaping healthcare reform.
2. APhA–ASP encourages APhA to define the role of pharmacists in a reformed national healthcare system.

2000.5—Collaborative, Non-Protocol, Post-Diagnostic Prescriptive Authority
APhA–ASP encourages pharmacist participation in the establishment and execution of non-protocol, post-diagnostic prescriptive authority in collaboration with other health care providers.

2015.4—Increased Access to Opioid Reversal Agents
1. APhA–ASP supports state and federal legislation to increase access to opioid reversal agents.
2. APhA–ASP encourages pharmacists and student pharmacists to provide public education about opioid reversal agents, including proper administration in situations of opioid-related drug overdose.
The journey continues

By Carly Harsha

When APhA–ASP, previously the Student American Pharmaceutical Association (SAPhA), was born in 1969, it created a home for student pharmacists across the country. Student leaders and their supporters advocated for this Academy long before its birth, and voices grew over time. The Academy has become what it is today because of fearless leaders. Among those leaders are some of the most ambitious women the profession has known.

This year we celebrate not only APhA–ASP, but also the passionate people who dedicated their time to the profession. In the late 1970s, female involvement in the profession exploded. Pharmacy schools’ class sizes went from 10% to 20% women to 62.5%, as recorded by the American Association of Colleges of Pharmacy in fall 2017. Along the way, female student pharmacists stepped up to the plate to show that they were leaders too, and to inspire students across the country.

Common themes can be recognized as these proud pharmacists speak. Please enjoy as we journey together through their memories and lessons!

Barbara Treadwell
1976–77 SAPhA President

Growing up in a rural community where her mother was an operating room nurse, Dr. Treadwell would occasionally find herself spending time with the hospital pharmacist while her mother was on call. Such experiences led her to switch her area of study from music and transfer to the University of California, San Francisco (UCSF), where she started her career as a student pharmacist.

At UCSF, Dr. Treadwell decided that she enjoyed being politically active and wanted to run for office in SAPhA. She was inspired by peers and mentors around her, including the Bay Area Women in Pharmacy organization, which brought together active women who decided that the climate of the profession needed to change.

It was sometimes hard to be taken seriously as the first female SAPhA President, but such dynamics became less of an obstacle as she became more active politically and organizationally. While she was president, the profession was rapidly changing. The vision of a pharmacist was expanding from working in the basement of a hospital to rounding with the health care team, and she was herself a prominent example of the increasing presence and power of women in the profession.

During such an important time of change in pharmacy, the skills and support that she gained in SAPhA helped her complete her residency training and become a clinical coordinator in the medical intensive care unit at Buffalo General Hospital. After a few years, she decided it was time to go back to California and landed at Stanford for the next 30 years of her career. Stanford provided a pharmacy home and support while she focused on making a difference for her patients and raising a family.

Dr. Treadwell encourages students to use the many unique practice opportunities available to them to learn, grow, and decide what aspects of the profession are the most interesting to them. Dr. Treadwell’s career did not go as she would have predicted, but she is an example of pursuing opportunity in the face of challenges and to find a place in the world of pharmacy!

Stephanie Phelps
Past Chapter Advisor at The University of Tennessee

Dr. Phelps met some resistance when she decided to pursue a PharmD and residency, as these were not the norms 40 years ago. Her commitment to pursue her goals was strengthened by her friendship with the other members of the “Future Five,” a group of like-minded, determined, trailblazing, female student pharmacists. They were in the same world together and they understood and validated each other’s dreams and goals. The “Future Five”—Cindy Iannarelli, Lucinda Maine, Debbie Simonson, Donna Walker, and Stephanie Phelps—met through Midyear Regional Meetings (MRM), APhA Annual Meetings, running for office against each other, plane rides, and being roommates. What fundamentally brought them together was their passion for the profession and the hope that they could make a significant difference in its future.

As a long-time APhA–ASP Chapter Advisor at the University of Tennessee, Dr. Phelps frequently reminded students that the things they do as student pharmacists, and ultimately in the profession, either creates or eliminates opportunities for those who come behind them. She encourages students to be mindful of their responsibility and accountability in considering where they leave their fingerprints, as this will determine their legacy. She asks, “In 50 years, will we know that you were here? What difference will you have made?”

Dr. Phelps followed her own advice...
by being open to opportunities. She initially planned on practicing as a pediatric pharmacist, but loved the mix of teaching, practice, and research she was exposed to in academia. When she began her career, Dr. Phelps did not envision the various positions she would have; hence, “It is important to be open and flexible when opportunities present themselves and to know when it is time for new challenges!”

She plants seeds of possibility and encourages her students to believe in doing things beyond what they might currently see or want for themselves. The process of growth doesn’t happen quickly, it’s an investment! She encourages members of the pharmacy profession to recognize the potential and accomplishments of others and to help them personally and professionally grow. As students, we can take these words of encouragement by believing in our own potential for growth and in our ability to positively impact the profession of pharmacy.


Lucinda L. Maine, PhD  
1979–80 SAPhA President

Improving pharmacy education, advocating for student pharmacist involvement, and supporting fledgling pharmacists have all been guiding principles in Dr. Maine’s career. Reflecting on her time as a student pharmacist, she remembers fellow students and herself begging to have an audience at one meeting of the APhA Board. While serving as National President-elect and President, her team advocated for student involvement, which led to preparation and an eventual meeting with the Board. Today, Dr. Maine cannot help but point out that the APhA–ASP National President serves as a trustee and full-fledged member of the APhA Board! It is important to see how the friendships and energy of student pharmacists can not only inspire peers but can also inspire leaders of the profession.

Work–life integration is an important and personal concept for Dr. Maine. Many of her lifelong family and friends have blossomed through SAPhA, working together and sharing personal milestones. Dr. Maine reflected, “If you are unhappy in any element of your life, from your career to your personal relationships, the whole package will not work.” Similarly, Dr. Maine received advice from one of her mentors to pursue places of work where she was aligned philosophically.

As she reflected on her career, Dr. Maine left today’s students with some advice: Risky moves that might have ended in a “failure” do not mean that they were a bad choice. Very few people will try to do something bold, even if it is the right thing to do. It is okay to reflect and say something was harder than you thought it was. If we, as students, are experiencing a failure, perhaps we can reflect on a quote by Albert Einstein that Dr. Maine gravitated toward during such a time in her own life: “Someone who has never failed has never tried anything important.”

Marsha K. Millonig  
1981–82 SAPhA Vice President

Ms. Millonig recalls the culture of creating change while she was part of SAPhA. One of her fondest memories was an initiative she helped lead in the state of Minnesota through regional meetings and in the national SAPhA House to get the policy on impaired pharmacists passed. The passing of this policy led to the creation of the University of Utah School, known today as the APhA Institute on Substance Use Disorders.

As the American Society of Health-System Pharmacists’ 13th Executive Resident, Ms. Millonig learned skills relevant to running an organization, writing policy, working a budget, managing projects and committees, and developing events. Early in her career, she was hired by the National Association of Chain Drug Stores to build relationships with pharmacy chains and schools of pharmacy. With the network and experience she developed in SAPhA, she was able to unite colleagues and peers to build these relationships.

Ms. Millonig advises student pharmacists to control their own destiny by finding an aspect of the world of pharmacy that taps into their passion. She encourages us to seek out mentors on our journey, to learn how to put a positive foot forward in the midst of setbacks, to become friends with others in the APhA network, and to take advantage of every opportunity that comes our way. These pieces of advice can help us explore our alternatives and
find our place in pharmacy. Once we find our passion, Ms. Millonig says we can use it to open further horizons as we move forward in our careers.

Nancy A. Alvarez 1991–92 APhA–ASP National Member-at-large

Dr. Alvarez was a student drawn to APhA–ASP by a need to educate herself about her future profession. Her experience with APhA–ASP became a supplement to her experience at school and she soon connected with others who shared the same kind of commitment and passion for understanding the larger picture of pharmacy. APhA–ASP was where she got her information about the world of pharmacy. The Academy became a “silent mentor” for her, teaching her how to self-manage and be self-sufficient, identify her preferences, and develop skills and some confidence while most importantly, having a place to belong.

Even though she identified as an introvert then, Dr. Alvarez found herself becoming involved in chapter, regional, and national leadership. On her path, she realized that she too could be a successful leader. She did not appear as many of the other leaders who she saw around her, but over time, she came to realize that she was a leader all the same—not less, only different. She heavily used listening skills to deepen her understanding of others and topics in her leadership roles, starting with Academy experiences. Today, Dr. Alvarez espouses and demonstrates the principle that difference brings strength and diversity to an organization.

Dr. Alvarez characterized herself in the past as the person with her face pressed against the glass looking in and wondering how to get to the other side. What she learned through her experiences in APhA–ASP is that there never was any glass. She realized she was a part of the group representing student pharmacists everywhere.

She incorporates leader development into her career and personal life to this day. Dr. Alvarez cites the book *Quiet* by Susan Cain as instrumental in shifting her mindset and embracing who she is. Perhaps it might do the same for you, too.

Elizabeth Keyes 1991–92 Region 2 Regional Delegate

After earning her bachelor’s degree in biology with a minor in technical writing from Wheeling Jesuit University, Ms. Keyes went on to earn her bachelor’s degree in pharmacy from the West Virginia University School of Pharmacy. She loved the relationships between people and their pharmacist and knew that this career would give her independence and stability so that she could find her own professional freedom.

She found that she enjoyed assisting with business functions and alumni events during school. As a student pharmacist, she became involved as the Region 2 Regional Delegate. She learned how to become a stronger business writer, the importance of being honest with expectations, and that “no job is below you.” Ms. Keyes communicates that it is important to understand the difference between “stepping out of the gate to conquer the world” and taking stock of your strengths and gaining experience that matters. Understand what you need to learn more about and pursue those experiences.

In terms of failure, Ms. Keyes re-

Nancy Alvarez has been a fixture at MRM as a student, dean, and APhA Board of Trustees member.

Liz Keyes (bottom row, left): Use the “positivity muscle.”

flects that there will be a lot of little ones along the way. It is important to be transparent about them. There is satisfaction that comes with taking responsibility for your part of a failure. It is a spirit builder! She also emphasized using the “positivity muscle” to acknowledge your feelings, process them, and intentionally use a positive attitude on the next step.

Ms. Keyes encourages students to become great communicators; we should be able to quickly and accurately explain a position or cause, have an “elevator speech,” and be confident. She believes pharmacists need to see the world, to keep their eyes on the horizon and what is coming next. She welcomes us to think of our journey as exciting, instead of daunting, and as having many ways forward, not just one. She encourages us to always stay involved in our profession, “We can always lobby and expand practice at the national level, but we need each individual to be out there doing it, too!,” she said.
Vibhuti Arya  
2005–06 APhA–ASP National President

After beginning her APhA–ASP journey with encouragement from friend Bijal Sheth, Dr. Arya attended her first MRM and gravitated toward the policy and public health aspects of the profession. She found student involvement inspirational and loved working with a community to determine priorities and advocate for a cause.

It was while serving in regional office and learning about her strengths that Dr. Arya decided she would run for national office. As a first-generation immigrant, getting involved in the profession nationally completely changed her trajectory. The opportunity gave her a “pharm-ily” to belong to and an incredible network of mentors. The University of Utah School was one of her favorite memories. She went with a fellow officer and met one of her most treasured mentors at the school.

While serving as APhA–ASP National President-elect with then-APhA–ASP National President Alex Varkey, “Vibhuti and Her Beasts” had one commitment as a committee: to serve people. To them, it was all about humility and productivity while making sure that they had a great time. They selected their goals by going back to the membership and putting patients first. Mentorship and understanding the priorities of people were hallmarks of Dr. Arya’s time as a student leader. She stresses the importance of empowering each other and learning how to fail gracefully for the sake of our resilience.

Dr. Arya said, “The journey goes on and we are all part of a larger fabric. We have to be the best versions of ourselves, and if one of us is falling apart, we do our best to support and empower each other. I always thought of humanity like a puzzle where each of us are little puzzle pieces and we do our part, while recognizing that all the other pieces are needed to complete the picture.” At the end of the day, she values social justice and equity, and believes in working together to build healthier communities, characteristics that her family and their sacrifices have instilled in her.

Lucianne West  
2015–16 APhA–ASP National President

After seeing the long-term relationships that her mother’s best friend developed as a pharmacist, Dr. West attended the Northeastern University Bouvé College of Health Sciences. Next came an APhA–ASP Chapter meeting, where the chapter president sparked a conversation and asked Dr. West if she would be interested in volunteering with Generation Rx. After her initial forays into chapter and APhA–ASP MRM involvement, she found herself fascinated by the policy process. With some encouragement from future APhA–ASP National Member-at-large Josh Cahill, who asked, “What do you have to lose?”, she ran for office and was elected the Region 1 Member-at-large. As she connected with friends across the country at meetings, Dr. West’s passion grew, and she decided to run for national president-elect in 2014—and she won!

As part of her desire to give back to APhA, Dr. West crafted “Live Your Why” as her presidential theme. The hope was for students to identify their “why” and use it as a guiding force in their life. The theme took off as students and chapters shared their “why’s” on social media, an avenue of communication that erupted during her time as an APhA–ASP leader. Rep. Doug Collins (R–GA) recognized the theme and shared a student’s story on the floor of the U.S. House of Representatives.

Dr. West describes part of her own “why” as helping others reach their potential. What helped her reach her full potential was being fearless in decision-making throughout her career and always knowing that APhA was there to support her. Being fearless allowed her to transition from being a resident to a practicing pharmacist and to move away from home. As we consider how to move forward in our careers, Dr. West advises young pharmacists to take risks, even if they seem huge.

In gratitude

I want to say thank you to Dr. Dennis Worthen, Dr. Metta Lou Henderson, Ms. Hazel Pipkin, and Dr. Eleanor Vogt for guidance and perspectives as we crafted the research for this project. Thank you to each SAPhA and APhA–ASP leader for your time during our interviews. This project has been one of my favorite activities during my final year of pharmacy school.

Carly Harsha is a final-year PharmD candidate at the Temple University School of Pharmacy.
Realizing the power of involvement in APhA–ASP

By Tom English

Following APhA2019, Kelli Jo Welter will assume the role of APhA–ASP President, and thus will have a front row seat as APhA–ASP’s 50th anniversary celebration rolls on beyond Seattle. Along for the ride—and beaming with pride—will be APhA Executive Vice President & CEO Thomas E. Menighan, BSPharm, MBA, ScD (Hon).

During the January APhA–ASP National Executive Committee Business Meeting, with the anticipation of both the 2018–19 APhA–ASP Regional Officers and a weekend snowstorm arriving in Washington, DC, Student Pharmacist sat down with Tom and Kelli Jo for a look at pharmacy’s past, present, and future, and thoughts on APhA–ASP’s big milestone.

SPM: What comes to mind when you reflect upon APhA–ASP’s 50th anniversary?  
Tom Menighan (TM): Such occasions always stir reminiscence. SAPhA was in its infancy during my student days. My major (minor) contribution as a student then was to help deliver talks on drug abuse education to local schools. The project was government-funded through our chapter. Later, as an APhA staffer in the late 1980s, I witnessed amazing progress as Midyear Regional Meetings came of age in form and substance for leadership and policy development.

In the broad span of 50 years, we’ve seen enormous maturation of the organization and the impact student pharmacist and practitioner members make today. APhA has heavily invested these 50 years in the careers of student pharmacists to develop generations of leaders for our profession. The services these folks have delivered have improved the lives of millions of patients. I’d say that’s a good investment, but sadly, not an investment well-recognized by many! This celebration of 50 years is a great way to remind all of our promising future together and of the important role APhA plays in students’ professional development. The importance of maintaining your connection with APhA throughout your career is vital and a great way to pay it forward.

Kelli Jo Welter (KJW): Being part of this historical celebration is nothing short of overwhelming. I have had the opportunity to learn so much about the history of APhA–ASP and I have grown to appreciate our deep roots in the profession. Looking back at how previous student leaders fought for our voices to be heard reminds me that we should never pass up any chance to continue to build up this organization, because it ultimately ends up shaping the future of pharmacy.

SPM: So, Tom, what got you into pharmacy?  
TM: Gunpowder and potassium permanganate/glycerin volcanos. I was fascinated with chemistry, which led me to Phillips Pharmacy to buy my chemicals. I liked the feel of the place and the new owner, my lifelong mentor Jim Phillips, gave me a job that lasted 10 years. He was so good to me. When I’d come home from college on weekends, I didn’t have to ask. I just showed up and he put me to work. The message to all is to value and treasure your mentors!

SPM: That’s such a true statement. Kelli Jo, how about you?  
KJW: After I realized that my childhood dreams of being a Broadway choreographer may not suit my skillset best, I found an interest in health care. My initial interest stemmed from how much my pediatrician positively influenced the health of my siblings and myself. My uncle, who also happened to be my calculus teacher, brought up the idea of being a pharmacist. Much to my surprise at the time, he even said I could consider becoming a pediatric pharmacist. Since then, I have come to appreciate how dynamic a pharmacist can be in exploring different areas of the profession.

SPM: Tom, what were students concerned about when you were in school?  
TM: This student was concerned about getting through pharmacy school and learning how to open a pharmacy someday. I hadn’t really discovered the full benefits of organizational engagement. During our final year, a small group of us carried a big question to the university president’s office: During commencement exercises, could pharmacy BS graduates who had completed well over the number of hours needed for a master’s degree be recognized along with the master’s graduates? We succeeded and set the precedent for future classes until the emergence of the PharmD. That was a defining moment for me and my level of involvement.

SPM: Kelli Jo, what are student pharmacists concerned about today?  
KJW: Student pharmacists today are concerned about finding enough hours in the day to manage all our responsibilities and desires. We strive to achieve excellence in the classroom while also pursuing leadership opportunities, volunteer and service experiences, and professional development. Along with that, student pharmacists may also seek out a job (or two, or three!) to help pay for school and apply...
their classroom knowledge in a pharmacy practice setting. Finding time to take a break or spend time with friends and family can be a challenge. However, it is comforting to know that we are all in this together and we are that much closer to being pharmacists.

**SPM: How would you describe the impact that student pharmacists make on the profession and our communities?**

**TM:** Student pharmacists’ impact is growing daily, as our population ages, technology advances, and treatments and cures become more complex. This generation of student pharmacists being trained interprofessionally is a generational game change. This experience carries through into practice for all members of the health care team, where it becomes harder to fathom not having a pharmacist on the team. That impact is tiny today compared with our achievable dreams for pharmacy’s future.

**KJW:** When student pharmacists reflect on participating in their first screening and realize how influential they can be on an individual’s health, they realize the power of being involved in APhA–ASP. Student pharmacists continue to inspire each other and current pharmacists when it comes to how much we can positively influence our communities with patient care and service opportunities. We also have the means to express our priorities through our policy process; that impact lasts long after we graduate.

**SPM: That’s great. So how would you both describe APhA–ASP, using only one word?**

**KJW:** Innovative!

**TM:** I will use two words: The future!

**SPM: Continuing with that theme, the final question is, what does the future hold for APhA–ASP over the next 50 years?**

**TM:** In the face of workforce disruption, rising standards, increased complexity and specialization, pharmacists will need to stay nimble to be relevant in each current and new practice setting. That resiliency is exactly what APhA–ASP is built to promote. As an organization, we can’t stop the proliferation of organizations focused on a specific practice area, nor should we. Instead, we can flourish as the place where student pharmacists gain perspectives on multiple practice areas, advocacy, innovative practices, new careers, leadership, and service as they build a diverse network of colleagues that will last a lifetime. If we didn’t exist, we would need to be invented to stoke the leadership pipeline.

Fifty years is a long time! But there’s no question in my mind that demand for pharmacists will grow dramatically as medicine gets more personal.

**KJW:** The future of APhA–ASP includes ground-breaking leaders, inventive patient care and service projects, and policy reflective of passionate student pharmacists to shape the future of pharmacy. As the role of the pharmacist expands, so do the opportunities that student pharmacists have. I dare not define what APhA–ASP will look like in 50 years, as to not set premature limitations for what student pharmacists will be able to accomplish. The only guarantee that I can make is that we will continue to flourish as we begin a lifetime of learning and service.

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*Both Tom Menighan and Kelli Jo Welter agree that the future of pharmacy looks bright.*

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Tom English is the Editor of Student Pharmacist in Washington, DC.
In 1998, APhA–ASP National President Jay Phipps developed the first official APhA–ASP presidential theme “Bridging Dreams to Destiny” and established a precedent that would become the defining identity for so many student pharmacists. Since then, each national president has been tasked with the same responsibility: to lay out their vision and unite student pharmacists to work together toward one goal.

As we have both served as APhA–ASP National Presidents, we know how special the themes can be. The following are our thoughts on the process, the history, and the people behind these memorable messages.

Nimit Jindal: The rise of “Embrace Your Calling”

When I look back at my own journey through pharmacy school, I struggled early on to find a message that I could resonate with. Even after attending my pharmacy school orientation, I struggled to identify as a part of a single community. That all changed after I attended my first APhA–ASP Midyear Regional Meeting (MRM) and learned about Lucy West’s 2015–16 theme, “Live Your Why.” In the months that followed, I became swept up in trying to identify my “why” and find my purpose in the profession. As I set forth on this journey, I knew that tens of thousands of student pharmacists were also with me. I had found my community and I wasn’t alone.

Our history is filled with these messages, and for many of us they become doctrines for self-reflection and a call to action. Each year, we go to the APhA Annual Meeting and Exposition, and during the final APhA–ASP House of Delegates session, the incoming APhA–ASP National President has their moment to unite student pharmacists to address the challenges we face in an ever-changing professional landscape. As a student pharmacist, the process seems automatic. It wasn’t until I was ready to transition into my role as APhA–ASP National President and began brainstorming that I understood how a presidential theme comes to life. The moment that you get elected APhA–ASP National President-elect, there is a realization that you will be responsible for crafting next year’s theme, but it doesn’t actually sink in until much later. For me, that moment was in September 2017, when Michael began to prepare me for the presentation of my theme to the rest of the APhA–ASP National Executive Committee and APhA Student Development and New Practitioner Staff at the January Business Meeting. Michael told me that the best themes are those that are part of the national president’s identity and part of their story. In the months that followed, I had an opportunity to travel across the country to meet with student pharmacists and chapters during the APhA–ASP Student Outreach Program and MRMs to share my own story of how I ended up in the profession, despite actively avoiding it. I talked about my struggles to find a purpose, and how despite my best intentions, I felt that life was taking me in a direction I didn’t feel attached to. In having these conversations, I noticed that I wasn’t alone in how I felt. Across the country, there were students who connected with my story and were also struggling to find meaning in the events of their lives. It was from these stories that “Embrace Your Calling” was born.

After speaking with some of the past APhA–ASP National Presidents, I am amazed by how much the process of developing a presidential theme has stayed consistent. I had a chance to speak with Kelsea Gallegos Aragon, PharmD, the 2016–17 APhA–ASP National President, and she told me that in the development of her theme, she too reached out to student pharmacists from across the country to understand the challenges that they faced. From her conversations, Kelsea noticed that student pharmacists weren’t focused on the individual leaders, but rather the people they surrounded themselves with. Her conversations focused more on the team and the family, rather than one single person. From these conversations she created her theme, “Together We Can.”

During the 2012 APhA Annual Meeting and Exposition, APhA–ASP National President David Steeb shared stories about the people who had made an impact on his life and the common factors they enjoyed. Following David’s inauguration in 2012, he wrote about the year’s national theme: “Your
mark is what you leave behind and is often how you are remembered. Looking back at my father and the many other people who have changed my life, I realized that they share three key qualities: passion, an entrepreneurial spirit, and a willingness to give back to others. These three elements form the foundation for how to best make your mark on the world within APhA–ASP.” The impact that these individuals had led to the creation of his theme, “Make Your Mark,” and from that day forward, the presidential theme became a call to action for student pharmacists.

Now I will turn it over to Michael, who is a connoisseur of pharmacy history.

Michael Murphy: The passion is always there

It was in the beginning weeks of my first year as a student pharmacist that I realized the challenge of being a community organizer. The community I was working with was my fellow student pharmacists and I was sharing with them opportunities to get involved with patient care projects through APhA–ASP. I can still remember running up to the front of the room in between classes to list off the various health fairs and screenings that were being held that week. The response was mild. It can be hard to get people excited about events, but what more could I do than list off the opportunities?

It wasn’t until later that year that I experienced the true power of community organizing when I attended my first APhA Annual Meeting and Exposition and learned about Nick Capote’s 2014–15 theme, “Discover Your Voice.” Sitting in that giant conference room surround by thousands of student pharmacists, I felt the power of this one idea that united us. I went back to my school following the meeting and I shared my passion. I shared why these events were important and how there was a national idea that united us. I saw the difference and saw the power that a simple idea could hold to unite a group of students that spread to every corner of our country.

If you look at the history of our organization, the idea of a national theme is relatively young. However, since its conception, the ideas have grown in strength and prominence in events held throughout APhA–ASP Chapters. In Jay Phipps’ first theme, he realized that “securing the future of pharmacy is an active process requiring the participation of every member of the profession.” And what better way to bring the profession together than through the creation of a national theme to inspire and drive the activities of students across the country?

He explained the conception of the national theme during his presidential address at the 1998 APhA Annual Meeting and Exposition: “In the past year, I had the opportunity to talk with students from all across the country and encountered a resounding theme. Pharmacy students dream of being pharmaceutical care providers—pharmacists who provide quality patient care. APhA–ASP is bound by its mission to assist you, pharmacy students, in achieving that dream.” It was the hope that this shared idea would bring our community together in order to reach for our dreams. Even though the first theme was not officially recognized until APhA–ASP was in its 29th year, there are hints of uniting ideas prior to 1998.

In 1972–73, SAPhA National President Jack Nicolais focused his year on increasing student pharmacist involvement in “the grassroots … affairs of the organization.” Lucinda L. Maine, current CEO of the American Academy of Colleges of Pharmacy and the 2019 Remington Honor Medalist who served as SAPhA National President from 1979–80, shared in Nicolais’ focus the need for students to grow in grassroots efforts to make an impact in patient care and in the profession. Michael Hogue’s message from 1995–96 was focused on students building a strong base for their careers. He said, “As you build upon the foundation you have laid through pharmacy school and through involvement in APhA–ASP, I challenge you to build a building that has no roof. You must reach for the sky and allow your aspirations and vision of pharmacy to go as high as your drive and determination will take you.” Only a year later, Joshua Brenner was refining the message he was hearing from his peers and boiled it down to one word, “One message has come across
loud and clear. You say you want a revolution.”

As the years rolled on, the themes expanded in length and then became more concise, but behind each of the words was a message to empower student pharmacists to make a difference in their communities and profession. From 2002–05, an overall theme was shared with “Our Mission … Our Moment.” Student pharmacists were encouraged to realize that their mission in school was to grow into the professionals that their future patients needed them to be and that there was no time better than the present moment to work toward advancing the profession.

Over the last 50 years, there have been many student pharmacists who have made their mark. They built the foundation of our organization and have worked to continuously improve upon the Academy reaching its mission. When there are so many people across such a diverse landscape, it can often be hard to have everyone pointed in the same direction.

Through servant leaders elected by their peers, direction and themes have been set for where the Academy must focus over the coming year. The words and people change but the passion is always there and a belief that if student pharmacists come together and find their calling, then they can achieve their dreams.

The effect

The APhA–ASP national theme is unique in its ability to unite student pharmacists around a challenge each year. And even though chapters from across the country engage in programming centered on that message, the success of a theme has always come back to the effect on a single student pharmacist. If even one student pharmacist can use the national theme to find their home in APhA or understand that they can contribute to the advancement of the profession, then we have met our goal.

As we focus on the future of the Academy, it’s interesting to see what challenges our Academy will be asked to tackle. In the end, the words and people may change, but if we remember to work together, we will be capable of achieving anything.

**Nimit Jindal** is a final-year PharmD candidate at Rutgers, The State University of New Jersey Ernest Mario School of Pharmacy and the 2018–19 APhA–ASP National President, and **E. Michael Murphy, PharmD**, is a PGY1 Pharmacy Resident at The Ohio State University College of Pharmacy in Columbus, OH.

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**List of APhA–ASP national presidential themes**

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A look back at the history and impact of APhA–ASP patient care projects

By Crystal Atwell, PharmD, and Meaghan Freiter

During their first business meeting, the 2009–10 APhA–ASP National Executive Committee (NEC) updated the APhA–ASP mission statement to include the phrase “to improve patient care.” While it might not have officially been written until then, the one theme that has stayed a part of APhA–ASP since the beginning is “service.”

The early years

When the Academy was formally organized in 1969, service to the community came largely through federal advocacy. As such, 1971–72 SAPHa National President, J. Craig Hostetler, of The University of Kansas, spent much of his term in office advocating for patients by testifying at congressional hearings and participating in White House meetings. It was not long after that a few formal opportunities to participate in national patient care events were developed. Students participated in many collaborative projects with other health professionals during the first decade of SAPHa. The Appalachian Student Health Project, launched in the summer of 1969, teamed student pharmacists with medical, nursing, and dental students. These future health professionals traveled to rural America to help in an area with insufficient manpower to handle the multitude of health problems. This project was later expanded to the Indian Health Project and Migrant Workers Project, based out of the southwest. Another major community outreach project for the group was venereal disease education. One of the first programs was Project SPEED (Student Professionals Engaged in Education on Drugs), which was funded by the National Institute of Mental Health began in 1971.

The rampant drug abuse of the 1970s caused a public outcry for reform during the following decade. In the winter of 1981, a multidisciplinary group of health professionals, industry representatives, and state drug enforcement officials met at the White House Conference on Prescription Drug Misuse, Abuse, and Diversion. Lucinda L. Maine, then SAPHa Immediate Past-President, represented APhA at this meeting.

Throughout the 1970s, at the local level, chapters championed public education events during Poison Prevention Week and Pharmacy Week. Other areas included geriatric population events, campaigns to prevent venereal disease, and prevention of illicit drug use.

Setting the stage for change

By the beginning of the 1980s and throughout the decade, numerous changes to pharmacy practice and pharmacy education provided the foundation for APhA–ASP Chapters to take a prominent role in patient care and community education. The Board of Pharmacy Specialties had formed and developed their first certifications in the areas of nuclear pharmacy, nutrition support, and pharmacotherapy. Health-system pharmacists were coming out of the basement and onto critical care floors to assist with medication management. Community pharmacy residency programs were beginning to form and provide additional clinical training.

APhA–ASP Chapters then began outreach to elementary schools to deliver programming on safe medication use. From puppet shows to poster coloring and board games, the creativity and passion of student pharmacists emerged. To support these efforts nationally, APhA–ASP provided best practice articles and tips through Pharmacy Student (now Student Pharmacist). Members also received reference materials developed by APhA–ASP.

As the chapter programming and student involvement grew, the need to improve communication and patient counseling skills also increased. Thus, the APhA–ASP National Patient Counseling Competition (NPCC) was born. NPCC was developed by faculty members at the Philadelphia College of Pharmacy. It was such a success that when APhA–ASP was approached to adopt the competition nationally, it was immediately accepted. The first national competition was held during the 1985 APhA Annual Meeting. A total of 31 student pharmacists, representing approximately half of the schools of pharmacy, participated during the inaugural event.

Thank you to our supporters!

The long-standing success of our ongoing national initiatives would not be possible without our supporters.

- Operation Immunization—Albertsons (1997)
- Operation Diabetes—Rite Aid (2001)
- Generation Rx—Cardinal Health Foundation (2010)
- Operation Heart—Walgreens (2010)
A new era begins

With the national success of the NPCC, chapters performing more service events locally and the pharmacists’ role continuing to become more patient-focused, APhA–ASP was primed to take on the first nationwide patient care campaign: Operation Immunization. The program had two goals: increase the number of adult immunizations and enhance student pharmacist knowledge of immunizations. APhA–ASP partnered with the Student National Pharmaceutical Association (SNPhA) to reach the campaign goals.

Seventy-nine APhA–ASP Chapters and 40 SNPhA Chapters received planning kits in fall 1997 and partnered with local pharmacies to host their events. With only 22 states permitting pharmacists to administer vaccines at the time, Operation Immunization quickly developed into an opportunity to advocate for the expansion of pharmacy services.

Inspired by the work of the University of Southern California Chapter, APhA–ASP would go on to launch Operation Diabetes 4 years later. Student pharmacists would perform glucose screenings in the community to identify patients with undiagnosed diabetes and increase the public’s awareness of the role of the pharmacist in diabetes care. The success of the project supported the continuation of screenings in the community and would eventually inspire the development of Operation Heart in 2010.

During the 1970s, pharmacists tackled the issue of illicit drug abuse in the communities. In 2010, the issue hit much closer to home as prescription drug misuse became rampant. APhA–ASP passed resolution statement 2010.2—Substance Abuse Education, which called for action from the profession to tackle the epidemic.

In response, APhA–ASP teamed up with Generation Rx program creator, The Ohio State University, and identified a program supporter, Cardinal Health Foundation, to begin the Generation Rx program.

Never forgetting its community pharmacy roots, in 2015 APhA–ASP was proud to partner with Johnson & Johnson and Scholastic to educate 5th and 6th grade students and their families about the safe use and storage of OTC medicines through OTC Medicine Safety. As the medication experts, who better than pharmacists and student pharmacists to serve in this vital role within communities across the United States?

This past fall, APhA–ASP looked once again to the chapters across the country to spark the latest patient care initiative, the Women’s Health Campaign. In just 5 short months, the campaign reached just over 150,000 individuals through education.

Embracing the calling of caring

Student pharmacists have always been committed to giving back to their communities and supporting the advancement of the profession. Both national APhA–ASP patient care projects and local chapter projects inspire student pharmacists to learn more about prevalent health care issues and challenges them to collaborate, innovate, and impact their communities through service, leadership, and advocacy.

In the late 1980s, the outgoing APhA–ASP (NEC) recognized the important contributions members could make, realizing that without their support, SAPhA would not exist. That sentiment is as true today as it was then.

It is student pharmacists working every day to improve the health of communities that makes APhA–ASP. Student pharmacists will drive the profession forward. No matter what the future holds, giving back and service will be at the center of APhA–ASP.
Looking ahead to the next 50 years

As noted elsewhere in this issue, 1981 marks the fiftieth anniversary of the organization of the first American Pharmaceutical Association chapters on the campuses of our schools and colleges of pharmacy. It is an appropriate time, then, both to look back at the significant achievement of our chapters since 1931 and to assess where we should be heading in the next half century.

Without a crystal ball, it is impossible to accurately predict the course the profession of pharmacy will take in the next 50 years, but there appear to be some areas of activity in which SAPhA chapters could involve themselves in the future which would both help to influence the profession’s course and help to ensure that our future practitioners are viable participants:

- **Interprofessional Relations.** If the pharmacist’s role in the delivery of health care is to be significantly enhanced, it will only be with the support and concurrence of other health professionals with whom the pharmacist must interact. SAPhA Chapters can have a significant positive impact by establishing and participating in campus programs and activities with other student health professionals. Through these joint activities, the professions involved can achieve a better understanding of and appreciation for the knowledge and competencies of other health professionals, a situation essential for maximum interprofessional respect and mutual support.

- **Promoting the Profession to the Public.** No expansion of the pharmacist’s current role will be possible unless the public, which is the recipient of pharmaceutical services, is knowledgeable about the nature of those services and is willing to accept and pay for them. SAPhA Chapters should therefore take a close look at their current community health activities to see how they might be changed or enhanced to better promote to the public the value of the pharmacist in maintaining the public health. Presentations on venereal disease and poison prevention are important and provide a definite service, but the question must be asked whether they are effective in demonstrating to the public the true nature and value of the services provided by pharmacists.

- **Changing the Quality of Pharmacy Practice.** A too common complaint of pharmacy graduates is that many of the positions available to them do not afford them the opportunity to provide the services to the public for which they were trained. It is often chain pharmacies that are cited in these instances, but graduates soon discover that there are as many, if not more, independent community practitioners who are not willing or able to provide a high level of pharmaceutical service. SAPhA Chapters should look to develop programs that will both educate chain management and less progressive independent pharmacy owners about the nature and value of contemporary pharmacy practice and influence them to institute changes in their practice settings that will permit the provision of comprehensive services.

- **Influencing and Initiating Policy.** SAPhA Chapters should develop a greater interest in and exert a greater influence on the organizational policies that are and will influence the course of the profession. Chapters, and young practitioners after graduation, should take an active role in the policy development procedures of their local, state, and national organizations; students should identify and work for the adoption of policies that will make the profession more the way they want it to be.

- **Influencing Education.** SAPhA Chapters and students already have a significant influence on pharmaceutical education—through passage of national SAPhA policies on curricular matters, through service on college curriculum committees, and through interaction with educational organizations. However, during the next 50 years, students should look for ways of increasing their involvement and influence. Student Chapters can play a role in assuring that the educational experience equips them for the real world by insisting that faculty members have a pharmacy background and regularly participate in programs that require that they actually practice pharmacy. Chapters can also volunteer their services as an advisory committee on curriculum matters and they can urge that pharmacy practitioners be actively involved in curriculum development. Other specific ways of involvement will present themselves over the years, and SAPhA Chapters should regularly reaffirm the educational area as one of major priority.

One need not look back far during the last half century to recognize that the stature and influence of the pharmacy student has been significantly enhanced, and students truly have some influence on their chosen profession; there is no reason that that impact should not increase just as significantly in the future.

—Ronald L. Williams, from the Autumn 1981 The Pharmacy Student
Celebrate the past . . . Envision the future

By Keith D. Marciniak, BSPharm

If APhA–ASP ceased to exist, would our communities miss us? Would our patients miss us? Even further, would the profession miss us? As the APhA Student and New Practitioner Development Staff spent time researching and delving through the APhA archives for the 50th anniversary celebration this year, I have contemplated that question several times over.

However, I didn’t have to go too far to find an answer.

1981 article a blueprint for today

“One need not look back far during the last half century to recognize that the stature and influence of the pharmacy student has been significantly enhanced, and students truly have some influence on their chosen profession; there is no reason that that impact should not increase just as significantly in the future.”

This was the last paragraph from the Autumn 1981 issue of The Pharmacy Student, authored by APhA–ASP’s first staff liaison, SAPhA Executive Secretary Ronald L. Williams (APhA staff member from 1968–98; SAPhA Executive Secretary from 1969–72 and 1977–80). We decided to republish the entire article in this 50th anniversary issue (see previous page), as it provides Ron’s commentary on looking ahead to the next 50 years of the profession.

You may be asking, “Why would an article from 1981 help commemorate a 50th anniversary?” While we are celebrating the creation of SAPhA in the Spring of 1969 as the official starting point of APhA–ASP, student pharmacist involvement and advocacy for a seat at the table started many years before. A significant date on that timeline was in 1931, when the APhA House of Delegates adopted new bylaws to establish student branches (a precursor to our modern-day chapters). At that time, student dues were $5; however, the chapter received a $2.00 rebate for marketing and chapter activities. This is a process that we still use today.

As described by Patti Gasdek Manolakis, PharmD, (APhA–ASP Liaison from 1992–94 and APhA staff member from 1992–98), “Ron was a visionary. A forward thinker. Thoughtful, unassuming, and deliberative in his words, his actions, and his mentorship.”

His article could probably be reprinted today to provide a blueprint for student pharmacists and chapters to improve the profession and become recognized for the true value of pharmacist–provided services. Manolakis also commented that, “Ron was always watching afar, quietly observing, gently smiling, and offering his ever-so-slight nod of encouragement and support. He was content with serving as a solid foundation in the background, while using his talents to raise others up to achieve their full potential.”

Ron’s legacy …

Having the opportunity to serve as a mentor, coach, or advisor could possibly be one of the most important things you can do to celebrate the past and envision the future. As we celebrate 50 years of the Academy, it is so much more than dates and events. It is about the people and the lives that have been positively impacted through their involvement.

Ron Williams was so many things to so many people. The same can be said for current Student Development staff members Tom English and Lynette Plowden, and the many staff liaisons—Crystal, Jen, Eloise, Jann, Patti, April, Terri, Anna, Terri, Stacey, James, Donna, Stephen, John, and William. If you ask any of these individuals, they will tell you that serving as a staff member representing the needs of passionate student pharmacists was one of the most difficult jobs that they ever had, but also one of the most rewarding.

... and APhA–ASP’s legacy

Going back to my original question, I can’t imagine our profession today without APhA–ASP. Our communities, our patients, and the profession would be without the thousands of faculty members, advisors, deans, mentors, CEOs, entrepreneurs, scientists, and practicing pharmacists that have all gained leadership, team-building, and project management experiences through their chapter and student membership in APhA.

While we (as pharmacists and future pharmacists) still have a long way to go to advance the profession, I am at ease knowing that APhA–ASP has not only helped develop the vision for enhancing the pharmacy profession, but has provided students the opportunity to turn that vision into something tangible that truly makes a difference.

Keith D. Marciniak, BSPharm, is the APhA Senior Director of Student and New Practitioner Development in Washington, DC.
Mark A. Pulido (University of Arizona)  
1975–76 SPhA Vice President

I am an advisor, investor, and philanthropist who brings leadership expertise in health care and technology. I am the former CEO and Chairman of ABILITY Network, acquired by Inovalon, a private equity investor and advisor. Prior to that, I led several of the most prominent health care and technology companies in the world: President and CEO of McKesson Corporation and President and CEO of Novartis Pharmaceuticals Corporation (USA). I previously served as Chairman of the Board for Quidel Corporation, and on the boards of the Charles Schwab Corporation, Imation Corporation, Sunrise Medical, Inc., and Smile Brands Group. I am also co-founder of the Pulido-Walker Foundation.

Pamela Koss Justice  
(University of Minnesota)  
1981–82 SPhA President

I love my job. Currently, I work part-time at Mary Brigh dismissal pharmacy at Mayo Clinic St. Mary Hospital in Rochester, MN. I have worked there for the past 15 years. I interact daily and work together with providers, caregivers, and patients to improve patient outcomes, sometimes thinking out of the box, and to identify therapies that are effective, affordable, and available wherever that patient may live. After more than 30 years as a pharmacist, I continue to learn something new every day. Pharmacy is about lifelong learning, helping others, and making a difference. Embrace it!

Michael Manolakis  
(University of Southern California)  
1986–87 SPhA President

As a faculty member at Wingate University School of Pharmacy, my primary teaching responsibilities include courses in leadership, bioethics, and the U.S. health care system. I am also responsible for interprofessional education at the school. I currently serve as Vice-Chair of the Wingate University Faculty Senate and am a member of the University Leadership Team; led by the university president.

Terri Smith Moore  
(Howard University)  
1987–88 APhA–ASP Staff Liaison

I am currently the Executive Director for the Washington DC Pharmacy Association, serving to elevate the practice of pharmacy in the District of Columbia. I also work full-time in the U.S. Department of Health and Human Services, Health Resources and Services Administration, Office of Pharmacy Affairs, where I am responsible for the administration, operations, and policy implementation of the 340B Drug Pricing Program that enables eligible hospitals, health centers, clinics, and other health care organizations to obtain outpatient drugs from manufacturers at significantly reduced prices.

Valerie Prince  
(Mercer University)  
1992–93 APhA–ASP National Member-at-Large

I currently practice at St. Vincent’s East Family Medicine Residency Program as the acute care pharmacist on the inpatient team and as a faculty member to medical residents and students. I am a professor at Samford University McWhorter School of Pharmacy, where I teach in the pharmacotherapy sequence as well as infectious disease and substance dependence electives. I have served as both the APhA–ASP Chapter Advisor and the Phi Lambda Sigma Beta Chapter Advisor in various years. I am active in the Alabama Pharmacy Organization and currently serve as Parliamentarian and on the Organizational Affairs Committee.

Sarah Cox  
(University of Missouri–Kansas City)  
2012–13 APhA–ASP National Member-at-Large

I coordinate the Pharmacy Practice Leadership, Management, and Innovations course at the UMKC School of Pharmacy. In addition, I maintain the practice site at University of Missouri Health Care as special projects manager, where I lead new service line development and continuous quality improvement projects. My interests span from the scholarship of teaching and learning to implementation science of the projects I am working on. However, I am recently passionate about teaching students to use their right-side of the brain to enhance patient care and innovation within the profession. The icing on the cake is all the fun I have advising the APhA–ASP Chapter!

Brandon J. Patterson  
(The University of Texas at Austin)  
2007–08 APhA–ASP National President

I provide scientific oversight of evidence generation activities for vaccines in the United States for Glaxo SmithKline.

I lead scientific teams in the conduct of epidemiology and economic studies, and partner with external collaborators, including practicing and academic pharmacists, in the conduct of vaccine health outcomes research. I also provide graduate school mentorship for PhD students and continue to teach a PharmD course at the Philadelphia College of Pharmacy.

Michael D. Wolcott  
(University of North Carolina at Chapel Hill)  
2013–14 Awards Standing Committee

After pharmacy school, I completed a residency and then decided to pursue a PhD in education, focusing on the learning sciences and psychological studies. I currently serve as the Director of the Academic Support Center (ASC) at the UNC School of Dentistry. The ASC is a novel approach to creating faculty-centered experiences in dental education, which I help to optimize with my experiences as a health care provider and education expert. I also remain connected with an appointment at the UNC Estelman School of Pharmacy, where I assist educational research initiatives focused on improving health professions education.

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