



20TH ANNIVERSARY

Partner for Promotion



THE OHIO STATE UNIVERSITY
COLLEGE OF PHARMACY



Letter from the program director

DEAR COLLEAGUES AND FRIENDS,

As I look back over the past 20 years, I reflect on how much has changed, yet how much has stayed the same. Partner for Promotion was created as the concept of pharmaceutical care was evolving and ambulatory care was establishing itself as a primary pharmacy practice setting.

The first few years of PFP focused on developing patient care services delivered by pharmacists in community pharmacy settings. In subsequent years, opportunities arose to apply the step-by-step process of service development through PFP to other settings such as health systems, long-term care organizations, ambulatory care clinics and specialty pharmacy settings. In 2009, we started sharing a licensed PFP model beyond Ohio State with other colleges of pharmacy across the U.S.

Partner for Promotion rolled out its first cohort of students and pharmacists in 2005, a year after pharmacists were given allowances to provide immunizations by Ohio law. Sitting here in 2026, when just about every community pharmacy provides vaccination services, it is poignant that an inaugural PFP project was to establish a chain pharmacy's first mobile influenza vaccine clinic. Over the years, PFP service development has led to the creation of fiscally sustainable programs across the continuum of care. Much has changed regarding the role of pharmacists; however, the goals of Partner for Promotion remain the same — expand care provided by pharmacists, equip

current and future pharmacists with the skills to make change and enhance experiential learning.

In honor of reaching the 20-year milestone, a team of student and faculty researchers conducted a formal evaluation of the impact of PFP. This report shares results illustrating the relevance of the Partner for Promotion program to pharmacy practice, student pharmacists, pharmacy preceptors, pharmacy sites, patients and beyond over the past two decades. The program continues to progress, pushing the boundaries of what we can do as pharmacists and healthcare organizations to better serve our patients.

Thank you to the students, pharmacists, organizations, funders and collaborators who have been involved in this program along the way and to those who will work with us in the future. At The Ohio State University College of Pharmacy, I must thank those who supported this idea at the start, as well as this program throughout the years. From deans to division chairs, faculty to staff, this is a team effort every day, every step of the way. I look forward to many more years of making change in collaboration with students, pharmacists, pharmacies, healthcare organizations and others.

Sincerely,

Jennifer Rodis, PharmD, FAPhA

Professor of Clinical Pharmacy

Associate Dean for Outreach and Engagement at

The Ohio State University College of Pharmacy



Introduction

PARTNER FOR PROMOTION, founded in 2005 by The Ohio State College of Pharmacy, is a community engagement program that assists student and pharmacist teams through a year-long longitudinal format to develop pharmacist-provided patient care programs. Partner for Promotion (PFP) offers a collaborative platform for pharmacy students and preceptors with shared interests in creating advanced patient care programs by partnering them together and providing faculty guidance to drive implementation of their patient care initiatives. This program fosters a robust network of collaboration between College of Pharmacy faculty, students, pharmacists and partner practice sites, enabling training and guidance to implement and expand patient care services across Ohio and beyond.

Since 2005, over 250 students and 100 pharmacists have created a variety of successful services. These

pharmacist-student teams have expanded care to their communities across central Ohio and beyond. In recent years, service development is focused on collaborative care and navigating the increasingly complex medication use system to get patients access to their medications in a timely and affordable way. Some services have been consistently needed in communities across Central Ohio, the state and the nation. Service development has focused on technology, pharmacy practice policy change and new healthcare treatment opportunities.

Services have included expanded immunizations, medication adherence and access programs, medication management, and screening and treatment services. They are driven by site needs and opportunities with the service emerging from a robust initial needs assessment and progressing through the mentored step-by-step approach in PFP.



The Partner for Promotion Stepwise Approach to Developing Patient Care Services



Scholarship has been a consistent focus of the program, with student-led projects as well as program-level assessments conducted and disseminated. Dozens of posters have been presented at state and national conference, start-up grants totaling over \$100,000 have been successfully received by the program as well as student-preceptor teams, and peer-reviewed publications have emerged from this work—both at the site level and the program level to foster expanded impact on service development. The program was licensed by Ohio State’s Technology and Licensing office in 2009 and has been adopted through contract with eight colleges of pharmacy across the country for implementation in PharmD and residency training programs to support community-facing pharmacy practice development. These colleges are located in seven states and include Cedarville University, Chicago State University, Ferris State University, Florida Atlantic University, Midwestern University, NEOMED, University of Utah and West Virginia University.

Description of 20-Year Impact Study

To evaluate the impact of the Partner for Promotion program, two third-year PharmD students and a faculty colleague joined the program director to conduct a prospective and retrospective study based upon the perceptions of students and preceptors who had participated in the program.

Retrospective: Students and preceptors in PFP complete pre- and post-program surveys annually with relatively consistent questions since 2010. Responses were analyzed in aggregate pre- to post-program as well as for trends for surveys conducted 2010-2025.

Prospective: Using the existing PFP contact database, student researchers updated contact information, and an initial prospective survey was sent to all past program participants who could be reached. This survey gathered

perspectives and asked if the respondent would be willing to meet for an interview to further discuss their PFP experience. Twenty interviews were conducted online; recorded transcripts underwent thematic analysis by the research team to identify top areas of influence and impact. The Health Equity for Transformed Systems for Health framework from the National Academy of Medicine guided coding using evidence-based elements of successful community engagement that make change in healthcare. These projects were IRB-approved by Ohio State’s Office of Responsible Research Practices.

Results and Impact

Annual Pre-/Post-Surveys

For the period of survey data reviewed (2010-2025), 175 students and 86 pharmacist preceptors completed the program. Student pre-survey response rates ranged from 62.5% to 100% annually, with an average response of 87.7% overall. Student post-survey responses ranged between 50% and 100%, with an average of 83.3% overall. Preceptor pre-survey responses ranged from 50% to 100%, with an average response of 76.5% overall, while preceptor post-survey responses ranged from 20% to 100% annually, with an average of 50.4% response overall.

Prospective Survey and Interviews

A total of 69 PFP alumni responded to the survey (a 35% response rate). All practice site types were represented. All student years were represented from 2005-2025, except 2014-15, 2017-18 and 2019-20. Of the 50 students, three subsequently served as resident mentors and nine as preceptors. All preceptor years were represented, except 2017-18. Of the 25 preceptors, four previously served as resident mentors and nine as students.

Twenty interviews were conducted with representation across practice sites, years in the program, and a mix of student and preceptor alumni.



100%

of preceptor alumni would recommend PFP to students and 99% to preceptors

of preceptor alumni (and 99% of student alumni) would do PFP again, if they could go back in time

of student alumni would recommend PFP to students and preceptors

48%

of PFP respondents now practice in community or ambulatory care settings

30%

of PFP respondents currently serve in leadership or management positions in their organization



What did PFP do for you?

Built entrepreneurship skills

Between 2015 and 2025, when students and preceptors were asked at the beginning and conclusion of their PFP program year to rate their agreement (strongly disagree 1-strongly agree 5) with the following statements, their mean agreement increased, indicating growth in perception of entrepreneurial self-efficacy.

Entrepreneurial Self-Efficacy				
Item	Student Pre-Survey Mean Rating	Student Post-Survey Mean Rating	Preceptor Pre-Survey Mean Rating	Preceptor Post-Survey Mean Rating
I can identify business opportunities.	2.87 ± 0.79 (n=88)	3.98 ± 0.59 (n=82)	3.90 ± 0.69 (n=52)	4.23 ± 0.63 (n=39)
I can improve my situation as the industry changes.	3.21 ± 0.76 (n=88)	4.18 ± 0.61 (n=82)	4.00 ± 0.71 (n=52)	4.18 ± 0.68 (n=39)
I can control my future rather than having it controlled by others.	3.59 ± 0.84 (n=88)	4.21 ± 0.66 (n=82)	3.81 ± 0.74 (n=52)	4.18 ± 0.80 (n=38)
I can evaluate the riskiness of a new venture based on a careful assessment of the probability of success and failure.	2.68 ± 0.77 (n=88)	3.99 ± 0.68 (n=82)	3.56 ± 0.85 (n=52)	4.00 ± 0.76 (n=39)

“PFP taught me that ... making small changes ... leads to bigger things.”

Elevated professional development

Students and preceptors were asked to rate the level of agreement and influence with the following statements about their professional development through PFP in the post-survey at the completion of their PFP year as well as on the survey conducted in Autumn 2025 (strongly disagree/no influence 1-strongly agree/highest level of influence 5). The mean responses at the end of their PFP year and in 2025 demonstrated strong alignment with statements that the program had an overall positive influence on their professional development.

Professional Development		
Item	Student Post-Survey Mean Rating	Preceptor Post-Survey Mean Rating
The PFP program contributed significantly to my professional growth.	4.77 ± 0.45 (n=167)	4.16 ± 0.66 (n=62)
The PFP program helped develop my problem solving ability.	4.61 ± 0.53 (n=168)	–
The PFP program helped develop my skills as a preceptor.	–	4.35 ± 0.63 (n=62)



“PFP is really the foundation for how I built my career.”

In the prospective survey conducted in Autumn 2025, respondents shared strong levels of learning in key professional development areas of the PFP program.

Please rate your level of learning and growth in each of the following areas due to Partner for Promotion:	Student Prospective Survey Mean Rating (1=no learning or growth, 5= highest level of learning and growth), n=48	Preceptor Prospective Survey Mean Rating (1=no learning or growth, 5= highest level of learning and growth), n=24	All Prospective Survey Mean Rating (1=no learning or growth, 5= highest level of learning and growth), n=63
Leadership	4.29 ± 0.71	4.50 ± 0.58	4.33 ± 0.67
Resilience	4.25 ± 0.75	4.21 ± 0.64	4.24 ± 0.71
Confidence	4.33 ± 0.66	4.46 ± 0.64	4.37 ± 0.65
Professional communication	4.56 ± 0.64	4.38 ± 0.81	4.48 ± 0.71
Project management	4.65 ± 0.56	4.50 ± 0.65	4.57 ± 0.61

What has PFP done for pharmacy at your site and beyond?

Preceptors rated the level of success they felt was achieved in meeting the goals of service development through PFP via the post-survey at the completion of their PFP year, as well as on the survey conducted in Autumn 2025 as positive. Overall impact on the profession also was described as strong.

Item	Preceptor Retrospective Post-Survey Mean Rating (1=Strongly disagree, 5=Strongly agree), n=63	Preceptor Prospective Survey Mean Rating (1=Not at all successful, 5=Success in achieving goals), n=24	All Prospective Survey Mean Rating (1=No impact, 5=Major impact), n=62
I feel the service development that occurred in my pharmacy or organization through the Partner for Promotion program was successful.	4.35 ± 0.85	4.21 ± 0.76	4.10 ± 0.86
I think it is likely that the patient care program developed in my pharmacy or organization through the Partner for Promotion program will continue.	4.33 ± 0.78		
Please rate the impact you feel Partner for Promotion has had on the advancement of pharmacy practice overall in the past 20 years.			4.11 ± 0.80



What did PFP participants share in interviews?

Of the 20 interviews conducted, key themes were identified, aligned with four key domains of the NAM Conceptual Model. Descriptions of most common themes with example quotes are shared below.

NAM Model Domain	Theme	Example quotations
Strengthened partnerships & alliances	Deep, trusting and sustained relationships were built with the program director and preceptors, which influenced career opportunities	"I can honestly say that Partner for Promotion, got me to the career I'm at right now by keeping in touch and networking."
Expanded knowledge & skills	Direct (needs assessment, financial analysis, stakeholder collaboration, quality improvement) and Indirect (flexibility, communication, time management) skills were gained by participants through involvement in PFP	"I think PFP taught me how to take a step back, develop a needs assessment, do a SWOT analysis, lay the foundation before you just start accomplishing tasks."
	Skills gained in PFP were applied to career, job(s), and/or training	"It helped prepare me to be in an uncomfortable situation and think through problem solving."
Improved health & healthcare programs/policies	Sustained impact occurred on specific programs or organizations	"It became a revenue-generating activity for the employer."
Thriving communities	Positive impact on patients	"I remember something on the order of, they had given maybe a handful of shingles vaccine the prior year, and we gave like 50 or 60 the next year with our screening."

Challenges encountered during Partner for Promotion were also discussed. The top barriers to service development included challenges integrating the new service into workflow, limitations in securing financial sustainability, and lack of buy-in or bureaucratic struggles with the site.



About 80% of past PFP participants indicated the program had a significant impact on practice in the past 20 years.

How can you get involved?



**SCAN THIS CODE
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INTERESTED IN HOSTING a student team through Partner for Promotion or referring a colleague to the program? Reach out to **Jen Rodis.2@osu.edu**

Read more about the program at the website: **go.osu.edu/pfp**

Acknowledgements to the research team

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Schieber's Family Pharmacy

Shrivers Pharmacy and Wellness

The Ohio State University
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The Ohio State University Wilce
Student Health Services Pharmacy

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