

Pharmacy Student Diversity, Equity, and Inclusion Plan

Overview/Purpose

Diversity may exist in many forms including, but not exclusive to disability, religion, race, ethnicity, sexual orientation, gender identity, age, or socio-economic background. It is important for future healthcare professionals to learn about diverse populations and to value equity and inclusion so they can effectively engage and educate patients from these populations in their respective fields. The purpose of the diversity, equity, and inclusion plan is to ensure that students are given opportunities within curricular requirements to achieve these skills. Completion of this plan, along with other course requirements, will allow students to be introduced to diverse populations and and practice values of inclusion and equity in order to address health care disparities.

Outcomes of Diversity, Equity, and Inclusion Plan

The outcomes will be completed through coursework, lectures, discussions, and/or experiential activities in the required components of the program curriculum. By the end of the program students will be able to:

1. Evaluate the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the healthcare needs of persons, groups, and populations.
2. Recognize social determinants of health to diminish disparities and inequities in access to quality care.
3. Create health and wellness plans that are sensitive to cultural beliefs and practices.
4. Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.

Achievement of Outcomes

During the first year of the pharmacy program, foundational concepts related to these outcomes are introduced to the students. Through the progression of the Pharmacy curriculum, concepts and skills are developed and expanded in preparation for Advanced Pharmacy Practice Experiences (APPEs). During APPEs, competencies related to these learning outcomes must be demonstrated to the level expected of an entry-level pharmacist. See Table 1 for list of courses that practice these Diversity, Equity, and Inclusion Plan outcomes.

Monitoring Progress

Although many courses may meet these objectives, relevant activities will be evaluated by the instructor of the course(s). Successful course completion documented in the University course grading system (e.g. Blackboard) will indicate the fulfillment of the learning objective. Periodically students will be required to update their progress toward meeting the outcomes by submitting self-assessment reflection within their portfolio. This is reviewed and assessed by their faculty mentor. Outcomes of the Diversity, Equity, and

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Inclusion Plan are assessed summatively through APPE evaluations and formatively through individual portfolios within the CPD course series.

Table 1

Course Name	Course Objective/Experiential Competencies	Outcome Practiced
Basic Pharmacy Skills and Applications 1 & 2	(Obj) Recognize and appreciate social determinants of health and advocate to diminish health disparities.	1, 2, 3, 4
Introductory Pharmacy Practice Experience Year 1: Community Practice I	(Comp) Demonstrates an attitude that is respectful of social determinants of health (e.g. cultural, religion, health literacy, literacy, disabilities, and cognitive impairment)	2, 4
Health Care Systems and Policy	(Obj) Recognize the collective identity and norms that are reflected in the US health care system Recognize how social determinants of health create inequalities in the health status of individual patients and communities.	1, 2
Intermediate Pharmacy Skills and Applications 1 & 2	(Obj) Recognize and appreciate social determinants of health and advocate to diminish health disparities.	1, 2, 3, 4
Continuing Professional Development III	(Obj) Develop skills and behaviors consistent with the domains of the Interprofessional Education Collaborative Core Competencies	1, 2, 4
Introductory Pharmacy Practice Experience Year 2: Hospital/Institutional I	(Comp) Demonstrates an attitude that is respectful of social determinants of health (e.g. cultural, religion, health literacy, literacy, disabilities, and cognitive impairment)	1, 2, 4
Health Disparities Care	(Obj) Demonstrate an attitude of respect related to social	

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	<p>determinants of health (Obj) Identify barriers to receiving health care that may be experienced by populations at-risk for health care disparities (Comp) Demonstrates an attitude that is respectful of social determinants of health (e.g. cultural, religion, health literacy, literacy, disabilities, and cognitive impairment) (Comp) Advocates for the patients' best interest</p>	
Advanced Pharmacy Skills and Applications 1 & 2	(Obj) Recognize and appreciate social determinants of health and advocate to diminish health disparities.	1, 2, 3, 4
<p>Introductory Pharmacy Practice Experience Year 3: Community Practice II</p> <p>Hospital/Institutional II</p>	<p>(Comp) Demonstrates an attitude that is respectful of social determinants of health (e.g. cultural, religion, health literacy, literacy, disabilities, and cognitive impairment) (Comp) Advocates for the patients' best interest</p> <p>(Comp) Demonstrates an attitude that is respectful of social determinants of health (e.g. cultural, religion, health literacy, literacy, disabilities, and cognitive impairment) (Comp) Advocates for the patients' best interest</p>	2, 4
Advanced Pharmacy Practice Experiences	(Comp) Demonstrates an attitude that is respectful of social determinants of health (e.g. cultural, religion, health literacy, literacy, disabilities, and cognitive impairment) (Comp) Advocates for the patients' best interest	1, 2, 3, 4