



Background

- American Association of Colleges of Pharmacy released their 2021 – 2024 strategic plan, which included diversity, equity, inclusion, and anti-racism (DEIA) as a priority.¹
- Evidence indicates that pharmacy students may experience microaggressions and discrimination from both faculty and peers² confirming the need for additional development of resources.
- Pharmacy students remain deficient in DEIA knowledge, contributing to health disparities and inequities.³
- The optimal approach to increasing awareness and integrating DEIA into pharmacy school curriculum has yet to be developed.
- Regis School of Pharmacy’s mission highlights our commitment to educating exceptional and socially responsible pharmacists.
- A self-examination of our current DEIA practices led the School of Pharmacy (SOP) to prioritize initiatives focused on further supporting our diverse student body.

Objective

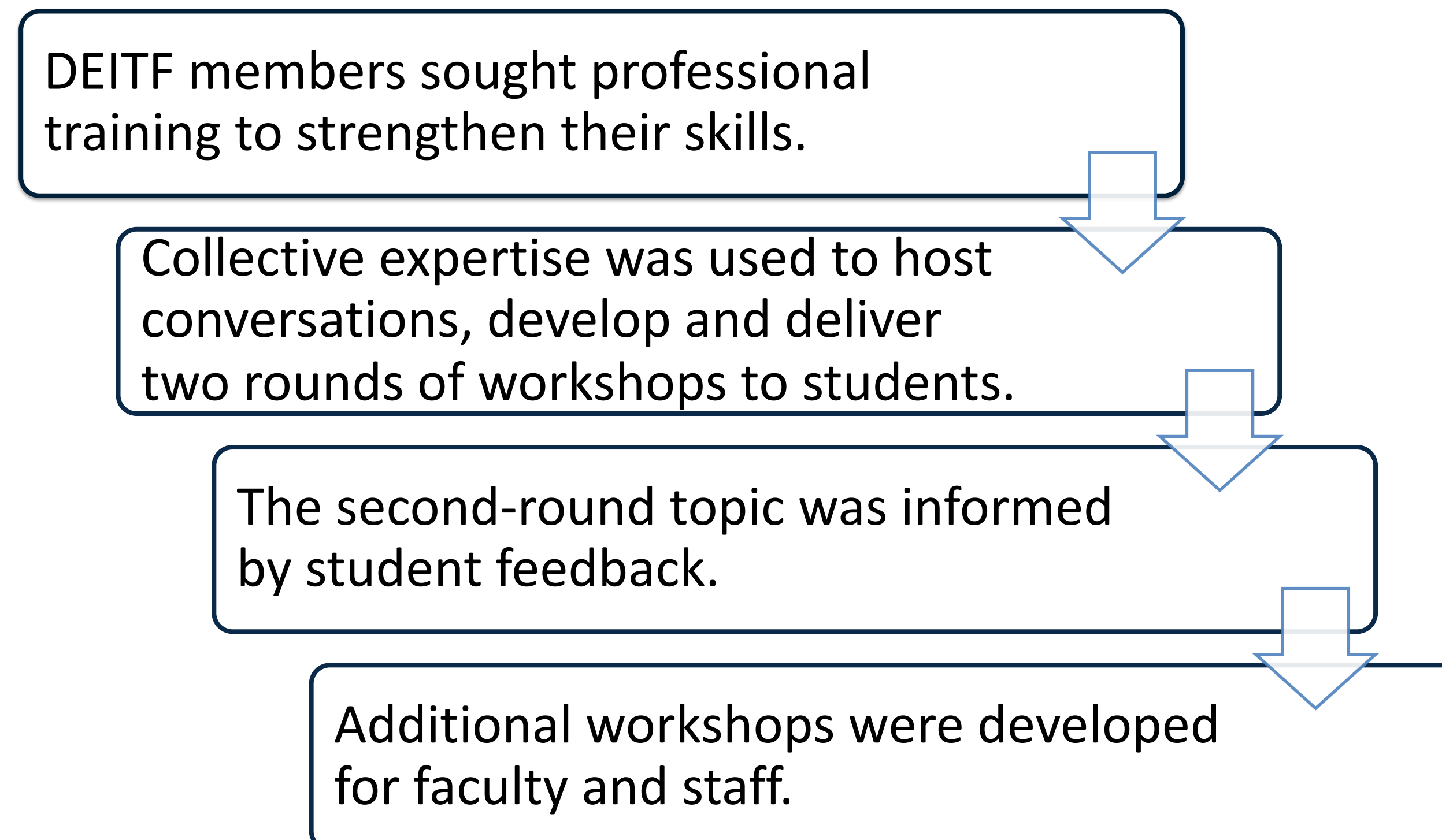
- To strengthen the Regis SOP’s inclusive environment by establishing a taskforce to identify and implement DEIA initiatives.

Methods

- The SOP Diversity, Equity, and Inclusivity Task Force (DEITF) was established in July 2020 and members included faculty, staff and student volunteers.
- A stepwise approach was utilized to identify DEIA focus areas for the task force (**Figure 1**).

Methods (continued)

Figure 1. DEITF stepwise approach



Results

- DEITF work occurred over two years.
- Self-reported ethnicity and race data from students and faculty who received DEIA training is displayed in **Table 1**.

Table 1. SOP student (class of 2021 – 2025) and faculty ethnicity and race

Ethnicity /Race	Hispanic	Asian	Black	White	Multi-racial	American Indian/Alaskan Native	Other	Did Not Report
Students no. (%)	21 (7.5)	49 (17.4)	33 (11.7)	128 (45.6)	22 (7.8)	3 (1.1)	5 (1.8)	20 (7.1)
Faculty no. (%)	--	3 (12)	2 (8)	20 (80)	--	--	--	--

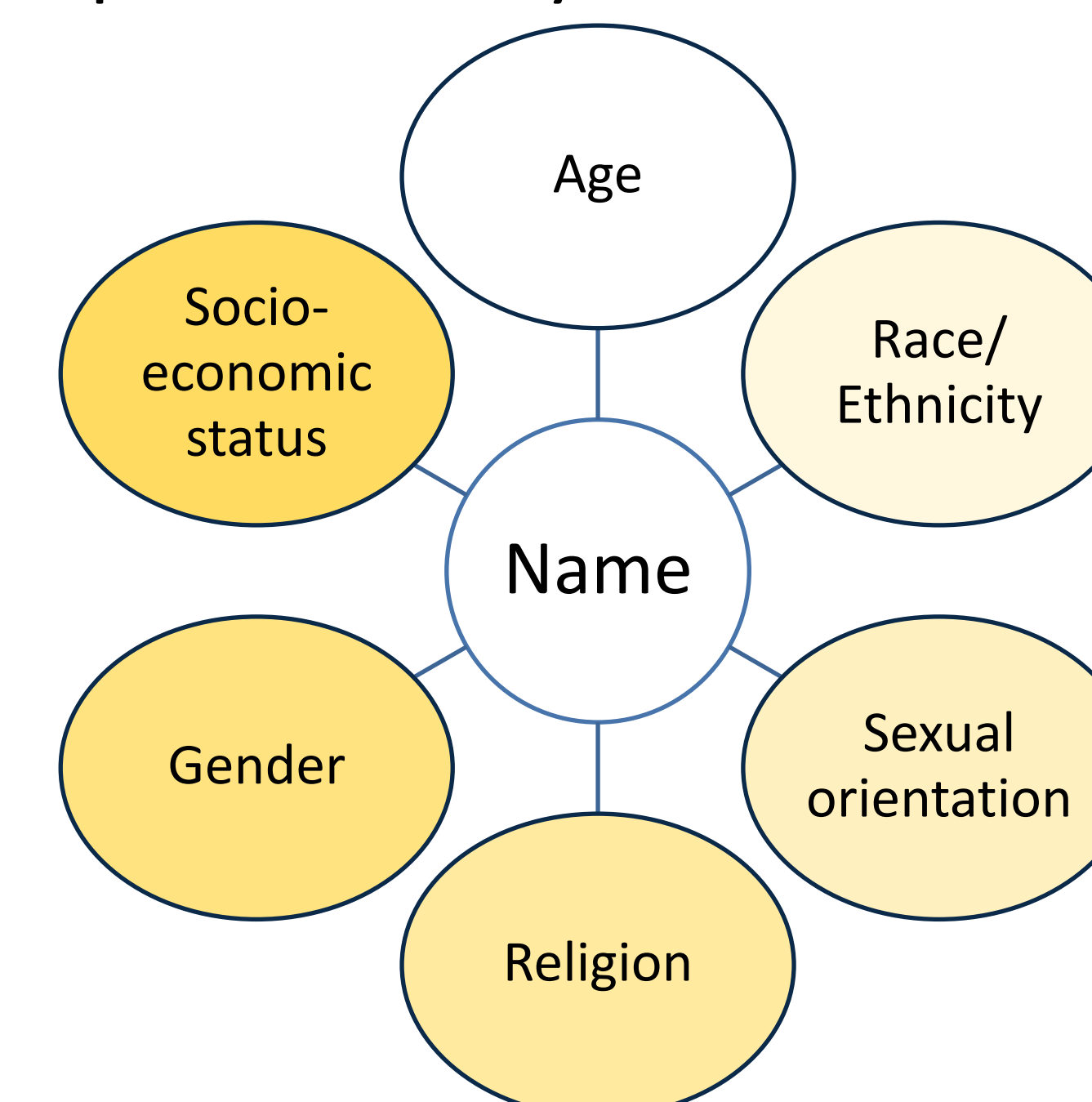
- Student-directed training included:**
 - Introduction to DEIA conversations during new-student orientation
 - Workshops for all pharmacy student cohorts (Class of 2021 – 2025)
 - Workshops focused on promoting and applying self-awareness (e.g., Start/Stop/Change, **Figure 2**) and broadening the definition of diversity (e.g., identity molecule, **Figure 3**)
 - All rounds of workshops were incorporated into didactic courses

Results (continued)

Figure 2. Start/Stop/Change student responses⁷



Figure 3. Example of identity molecule exercise



- The second-round topic was selected as ‘macro-impact of microaggressions’ which included framework from disarming racial microaggression⁴ (**Figure 4**)
- Faculty- and staff-directed training included:**
 - Microaggression training
 - Workshop delivered by a nationally recognized DEIA expert

Figure 4. Framework for the macro-impact of microaggressions training

1: Make the invisible visible	2: Disarm the microaggression	3: Educate the offender or perpetrator	4: Seek external intervention
<ul style="list-style-type: none"> Ask for clarification Challenge the stereotype Make it explicit 	<ul style="list-style-type: none"> Express disagreement State values/set limits Interrupt and redirect 	<ul style="list-style-type: none"> Good intent can lead to harmful impact 	<ul style="list-style-type: none"> Report Counseling Support groups

Discussion & Conclusions

- The Regis SOP student body includes primarily white students with relatively equal distribution of Asian, Hispanic and Black students.
- In comparison to the student body, the faculty is disproportionately white supporting the need for the initial work in DEIA training.
- The Start/Stop/Change workshop guided students in reflection and generating ideas to change their own behaviors related to DEIA.
- The creation of the DEITF was a successful initial step in laying groundwork to support a culture of inclusivity and equity within the SOP.
- A limitation identified was the lack of follow up assessment related to the impact of DEIA trainings.
- The response to the DEITF has led to its continuation for a third academic year and the consideration of transitioning the task force to a formal SOP committee.

Next steps

- Sustainable DEIA within the pharmacy curriculum will require further training and growth.
- Next steps include:
 - Additional faculty/staff professional development
 - Intentional self-reflections
 - Implementation of curricular changes
 - Utilizing effective assessment tools to evaluate the impact of DEIA initiatives

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- References may be located by scanning:

Authors of this presentation have nothing to disclose concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation.

