

A Commitment to Diversity and Inclusivity Through the Pandemic: The Changing Faces of Pharmacy Program

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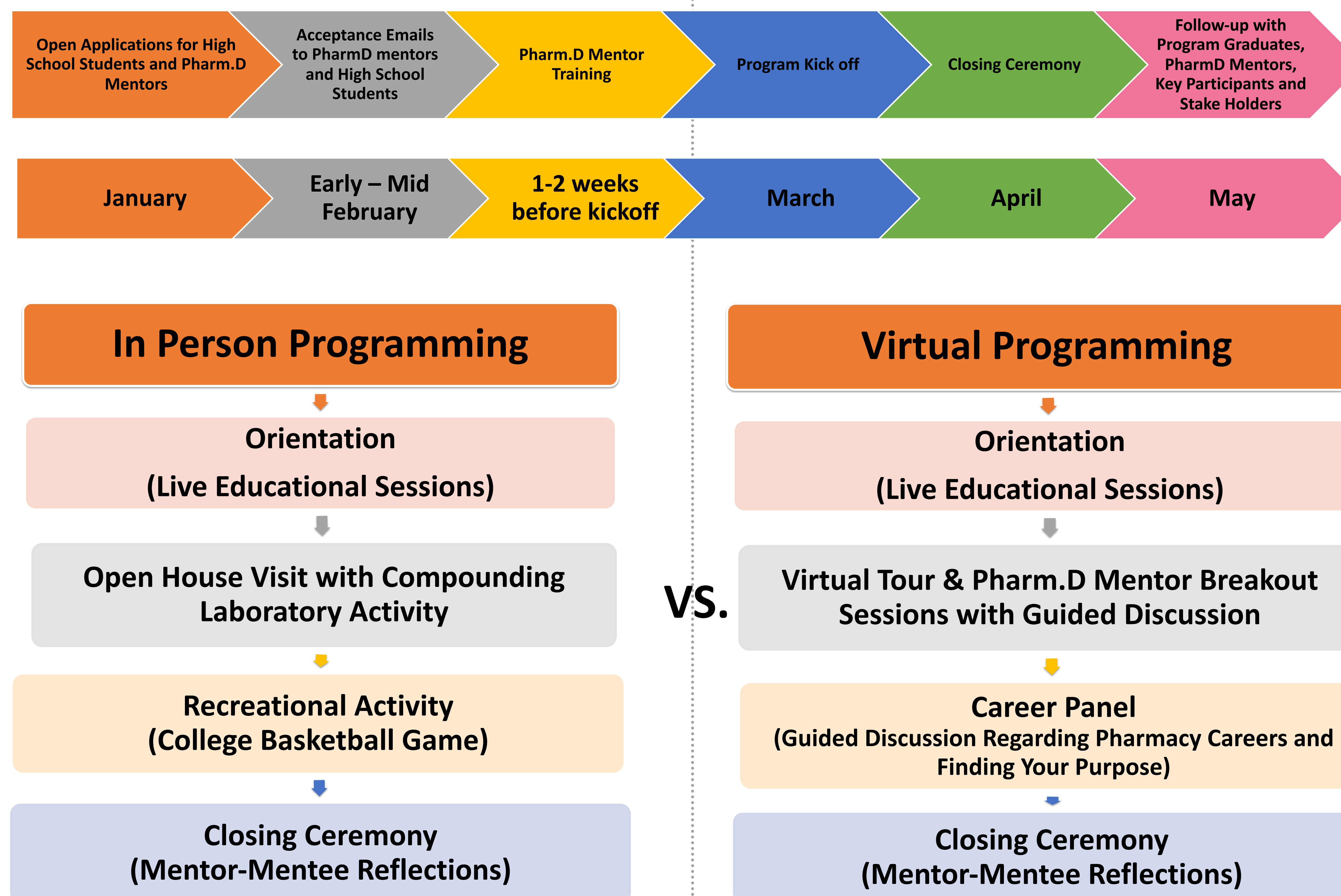
KEY POINTS:

- Diversity, Equity and Inclusivity (DEI) programs should have built in flexibility and ability to adapt to challenges
- Transitioning our program to a virtual format required support from enhanced infrastructure support from The Urban Institute of the College of Pharmacy and Health Sciences
- Engagement of key stakeholders at the participating high schools, Doctor of Pharmacy (Pharm.D) mentors and a dedicated committee for the program were instrumental in making the transition successful
- The success of the program in a short time frame was due to the adaptability of the key stakeholders, enhancement of infrastructure support, and the established reputation of the program among the participating high schools.
- Other Schools/Colleges can consider a virtual platform for increasing awareness of the pharmacy profession to high school students as part of DEI initiatives.

METHODS

- Our program was designed to create meaningful partnerships with high schools in the New York metropolitan area.
- The program aims to engage historically underrepresented minority (URM) students with information on becoming college ready, gaining an understanding of the pharmacy profession
- There is also a longitudinal opportunity with a current Pharm.D. college student.
- The program was launched in 2012 and has been offered annually
- Our program was transformed to a virtual platform for the academic years 2020-2021 and 2021 – 2022 due to the COVID-19 pandemic
- We are reporting results from post-program completion survey for the 2021 and 2022 cohort

Program Timeline (Spring Semester)



Co-curricular Pharm.D Mentor Training Program

- Structured online training sessions and assigned readings to ensure consistency in the Pharm.D. student mentors' understanding and knowledge of mentoring.
- Enhance Pharm.D. student mentors' confidence/competence in their ability to serve as mentors for high school students
- Provide implicit bias training followed by guided discussion around identity informed mentorship.
- Improve awareness related to workforce diversity within the pharmacy profession and healthcare profession overall among current Pharm.D. candidates.

CONCLUSIONS

- The pandemic presented unprecedented challenges for healthcare and higher education
- Our results demonstrate that resilience, commitment and creative thinking during challenging times can result in positive outcomes for diversity, equity and inclusivity programs for Colleges of Pharmacy.
- The drop in application pool may be reflective of an increased interest for in-person programming for outreach programs in the post pandemic era
- Virtual programs can allow Colleges of Pharmacy to expand their outreach efforts to students that may not be able to commute to College campuses for various reasons
- St. John's University College of Pharmacy and Health Sciences aims to launching a hybrid in-person and virtual program for Fall 2022

ACKNOWLEDGEMENTS

In collaboration with:



RESULTS

Demographics	Spring 2021	Spring 2022
Participants	53	35
Number of High Schools	10	8
UMR Students	22 (41%)	13 (37%)
Post-Program completion Survey Results		
Respondents	25 (47%)	12 (34%)
Program improved knowledge of pharmacy profession	25 (100%)	12 (100%)
Indicated that program improved understanding of healthcare professions overall	21 (84%)	8 (67%)
Indicated they would consider applying to a College of Pharmacy	20 (80%)	6 (50%)

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Authors do not have conflicts to disclose