

OBJECTIVES

- To describe diversity, equity, inclusion, and anti-racism (DEIA) initiatives at UC San Diego Skaggs School of Pharmacy and Pharmaceutical Sciences (SSPPS).

BACKGROUND

- Optimizing healthcare requires diversity in pharmacist trainees and pharmacist training that addresses DEIA.^{1,2}
- DEIA initiatives at SSPPS have been implemented in curriculum, outreach, and recruitment to address CAPE and ACPE Standards regarding social determinants of health (SDOH).^{3,4}
- Mentorship is a key component of a multi-approach recruitment effort to achieve student diversity and inclusion.⁵

Figure 1: DEIA Initiatives at SSPPS.



CONCLUSIONS

- Recruitment:** SSPPS will matriculate 26 students who participated in at least one PUMP workshop during 2021-2022 (compared to 15 in 2020-2021, a 42% increase).
- Curriculum:** SSPPS DEIA curricular initiatives related to patient diversity and advancing health equity improved students' perceptions and confidence.
 - Workshop timing can flex based on existing DEIA content, curricular space and faculty resources, and can be adapted for in-person or remote instruction.
- Experiential:** SSPPS SNPhA chapter outreach efforts allow pharmacy students to engage in programs geared toward improvement in health, education, and social environment of the community.
 - Further, SL-IPPEs provide an opportunity for students to learn about social issues, engage community partners, and apply their knowledge to address a need in the community.

REFERENCES

- Rockich-Winston N, et al. The Case for Culturally Responsive Teaching in Pharmacy Curricula. *Am J Pharm Educ* 2019;83(8):7425.
- Kiles T, et al. A Scoping Review of Active-Learning Strategies for Teaching Social Determinants of Health in Pharmacy. *Am J Pharm Educ*. 2020;84(11):8241.
- Medina MS, et al. Center for the Advancement of Pharmacy Education 2013 Educational Outcomes. *Am J Pharm Educ*. 2013;77(8):162.
- American Council on Pharmacy Education. Accreditation Standards and Key Elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree (2016). <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>. Accessed June 2021.
- White C, et al. Institutional Strategies to Achieve Diversity and Inclusion in Pharmacy Education. *Am J Pharm Educ* 2013;77(5):97.

RECRUITMENT: PHARMACY UNDER-REPRESENTED MENTORSHIP PROGRAM (PUMP)

- PUMP mission: to provide mentorship for future pharmacists who are committed to serving underrepresented communities with health disparities (e.g., Black/African American, Latinx, Native American/Alaska Native/First American, Native Hawaiian/Pacific Islander, Southeast Asian (Cambodian, Filipino, Hmong, Lao, Thai, Vietnamese), Refugees, and LGBTQIA).
- 141 pre-pharmacy students participated in 6 PUMP workshops in the 2020-2021 and 2021-2022 admissions cycles (data summary of the workshops is listed below)
- 81 participants received offers to matriculate and 41 accepted offer to matriculate (51% acceptance rate)

Table 1: Description of PUMP workshops and summary of data from pre- and post-attendance surveys

	Pre-application	Pre-interview	Post-interview Q&A
Workshop Mentorship Topic	How to apply within the PharmCAS application portal.	How to prepare for pharmacy school interview(s).	How to determine what's important to the applicant in selecting their pharmacy school of choice.
How Applicants are Invited	Invited applicants who: <ul style="list-style-type: none"> Are planning on applying the next admissions cycle Meet our minimum GPA requirement Meet the mission of PUMP (applicants self-identify) 	Invited all applicants who: <ul style="list-style-type: none"> We extended an interview offer to prior to virtual interviews Meet the mission of PUMP (applicants self-identify) 	Invited all applicants who: <ul style="list-style-type: none"> We extended an offer of admissions to our school Meet the mission of PUMP (applicants self-identify)
Data from Pre- or Post-Attendance Survey Questions	<ol style="list-style-type: none"> Have you received mentorship prior to this workshop? No: 52% (n=30) Are you a 1st generation college student? Yes: 55% (n=39) After this workshop, do you feel prepared to apply to pharmacy school? Yes: 100% (n=18) How likely to apply to our school of pharmacy? Extremely likely: 72% (n=13) Somewhat likely: 22% (n=4) Neither likely nor unlikely: 5% (n=1) 	<ol style="list-style-type: none"> What communities are you passionate about serving (select all that apply)? (2021/2022 cycle) Black/African American: 10% (n=24) Latinx: 15% (n=35) Native American: 11% (n=25) Pacific Islander: 9% (n=20) Southeast Asian: 27% 9 (n=63) Refugee: 10% (n=23) LGBTQIA: 11% (n=26) Other: 7% (n=16) After this workshop, how has your impression of our school changed? Positively: 96% (n=77) Neither positive nor negative: 4% (n=3) Negatively: 0% 	<ol style="list-style-type: none"> This workshop answered all my questions. Strongly agree: 60% (n=15) Somewhat agree: 32% (n=8) Neither agree nor disagree: 8% (n=2) After this workshop, how likely are you to accept our offer of admissions? Already accepted or plan on accepting: 88% (n=22) Still deciding: 12% (n=3)

CURRICULUM: HEALTH EQUITY AND ANTI-RACISM TRAINING (HEART)

- DEIA thread was implemented within existing, required courses in the didactic curriculum for first- (P1) and third-year (P3) students beginning in Fall 2020
- Four HEART workshops included lecture and patient case discussions that integrate communication skills and clinical applications
- Surveys administered pre- and post-activities; data analyzed with descriptive statistics and Wilcoxon signed-rank test for paired data and Wilcoxon rank sum test for unpaired data
- Over 90% of student participants agreed/strongly agreed that HEART workshops were relevant and applicable to future practice

Table 2: Descriptions and key outcomes of HEART workshops

Workshop	Objectives	Key Outcomes
Anti-Racism Workshop 3 hours in P1 year	<ul style="list-style-type: none"> Understand how systemic racism negatively impacts healthcare Describe health outcome disparities among different populations in the US Recognize how social determinants of health (SDOH) impact access to care 	<ul style="list-style-type: none"> Belief that pharmacy school curricula should include topics about race and ethnicity significantly increased (p<0.05) Confidence increased in talking with healthcare colleagues about racism and talking with patients about how racism may impact health, but not statistically significant
LGBTQIA+ Inclusive Care Workshop 1 hour in P1 year	<ul style="list-style-type: none"> Define key terminology relevant to the LGBTQIA+ community Use inclusive communication strategies Describe ways to be an ally to the LGBTQIA+ community in pharmacy practice 	<ul style="list-style-type: none"> Confidence significantly increased in using inclusive communication, being an ally, and providing care to the LGBTQIA+ community (p<0.001) Beliefs in the importance of sharing pronouns and being an ally significantly increased (p<0.001)
Health Equity and Implicit Bias Workshop 3 hours in P3 year	<ul style="list-style-type: none"> Explore how implicit bias may impact health care delivery Recognize how SDOH impact health disparities Discuss strategies to provide inclusive care for the LGBTQIA+ community 	<ul style="list-style-type: none"> Students most commonly experienced implicit bias related to race/ethnicity/cultural background (79%) and socioeconomic status (70%) Students felt confident caring for patients with different SDOH
Microaggressions and SDOH Workshop 3 hours in P3 year	<ul style="list-style-type: none"> Identify microaggressions, discuss how different audiences can interpret microaggressions, and review strategies for responding to microaggressions Identify resources and strategies to improve equitable access to care 	<ul style="list-style-type: none"> Confidence interrupting microaggressions and supporting colleagues experiencing microaggressions significantly increased (p<0.05) Confidence in identifying microaggressions increased, but not statistically significant

EXPERIENTIAL EDUCATION

STUDENT CO-CURRICULAR PROGRAMS

- SSPPS Student National Pharmaceutical Association (SNPhA) chapter was established in 2020 with 39 student members and has provided opportunities for:
 - Student-led outreach programs in immunizations (i.e., COVID-19 vaccine drives) and stroke prevention education
 - High school outreach events such as virtual health fairs and career day events

EXPERIENTIAL PROGRAMS

- In August 2020, Continuing Education (C.E.) was developed and delivered to preceptors titled: *Inclusive Precepting: Fostering Equity and Inclusion in Health Care Practice*
- All students complete 30+ hours of Service-Learning Introductory Pharmacy Practice Experiences (SL-IPPEs) in the pre-APPE curriculum
 - SL-IPPEs provide an opportunity for students to learn about social issues, engage community partners, and apply their knowledge to address a need in the community
- Beginning in summer 2021, all IPPE and APPE student evaluations now request specific examples and/or suggestions for incorporating DEIA in the learning experience