

AACP EDI Institute: Contemporary Curriculum and Assessment Solutions Focused on Enhancing Equity, Diversity, and Inclusion

Session: Journey through Allyship: Walking the Walk, Not Just Talking the Talk

Date: Wednesday, January 18th

Time: 11:40 a.m-12:40 p.m. EST

Session Description:

In a predominately white, cis-gendered, able-bodied workforce, pharmacy educators often ask “*What can I do to advance equity and inclusion?*” While there is often a desire to support DEI efforts, fear of making mistakes or being “canceled” can hinder action. In this session, we center on the role that authentic allyship plays in DEI work in pharmacy education. Our panel of administrators and faculty will step into a brave space of embracing vulnerability to share their stories of pushing past discomfort and putting into practice active allyship.

Learning Objectives:

1. Describe the various, non-traditional “journeys” pharmacy educators and clinicians can take related to EDI.
2. Discuss strategies to allyship across various areas of pharmacy education and healthcare.

Recommended Readings:

1. 7 Ways to Practice Active Allyship: <https://hbr.org/2022/11/7-ways-to-practice-active-allyship>
2. Engaging in Authentic Allyship as Part of Our Professional Development: <https://www.ajpe.org/content/86/5/8690>

Moderators:

- Sally A. Arif, Pharm.D., BCPS, BCCP, Professor of Pharmacy Practice, Midwestern University College of Pharmacy
- Alex R. Mills, Pharm.D., BCACP, Assistant Professor of Pharmacy Practice, University of Mississippi School of Pharmacy

Speakers:

- Jeanine P. Abrons, PharmD., MS, FAPhA, Clinical Associate Professor, University of Iowa College of Pharmacy
- Jeremy Fox, Pharm.D., Associate Professor and Chair of Pharmacy Practice, Shenandoah University
- Matthew G. Fete, Ph.D., Dean and Professor of Pharmaceutical Sciences at Chicago State University College of Pharmacy
- Monica L. Miller, Pharm.D., M.S., Clinical Professor, Purdue University College of Pharmacy

Audience Notes and Reflections:

Think, Pair, Share:

1. The panelists described what authentic allyship looks like to them in their respective positions and institutions, yet this journey can be quite individualized. Take a moment to reflect on what allyship means to you and share this with your home team.
2. Share with your home team a moment where you were an ally (either actively or passively). What feelings and thoughts did you experience in that moment? What would you change about responding to that moment again, if anything, after hearing the perspectives from these panelists?
3. What barriers do you think exist to being an ally at your institution? Share one possible step that you and your team could take to enhance allyship.

Table 1. Characteristics of an Authentic Ally and Situational Examples for Pharmacy Educators

Characteristics of an Authentic Ally	Situational Examples
Expect to make (a lot of) mistakes.	<ul style="list-style-type: none"> ● Consider asking “How did you feel when I ... ?” after professional interactions with colleagues or students to gain perspective. ● Considering incorporating questions like “Was there a better way I could have ... ?” in post-course anonymous student-evaluations and class activities.
Seek to learn more and engage with others	<ul style="list-style-type: none"> ● Start by reading diversity, equity, inclusion (DEI) books, watch YouTube videos and TED talks, and follow DEI topics on social media or just ask your DEI leaders for resources to broaden your understanding. ● As faculty, we can mentor, sponsor, and give opportunities to marginalized students in our programs and be an authentic ally by asking students how they would like our support. ● Working with faculty committees and student groups that support marginalized populations is another way to gain understanding, connection, and learn to be a better ally.
Listen more, talk less	<ul style="list-style-type: none"> ● Consider reflecting on the following after attending a committee meeting: <ul style="list-style-type: none"> ▪ Did I dominate the conversation? ▪ Did I get credit for ideas that were not my own, or did I give credit to the individual with the original idea? ▪ Did I ignore the ideas of others, or did I acknowledge differences of thought and respectfully disagree? ● At a future meeting if you disagree with or do not understand your colleague’s position, you can start by simply stating your position, such as “As a [insert your identity], I have never had your experience, but I’d really like to hear how you feel about”
Say something, even if it is uncomfortable	<ul style="list-style-type: none"> ● One of your patients may overhear your student on experiential rotation speaking with another patient in their native language and share with you that it is disrespectful to speak a language other than English in the United States. Be willing to stand up for your student. ● If you find yourself on a committee discussing the needs of a particular group and you look around and don’t see anyone who identifies as a member of that group in the conversation, question any conclusions that were reached.
Amplify suppressed voices before your own	<ul style="list-style-type: none"> ● Questions that could be included on faculty surveys by chairs or administrators could include “How can I best help support you?” and “What do I need to know to best help you succeed?” An ally demonstrates support through actions. ● Give students an opportunity to discuss concerns or ideas during class time and ask other students to listen with an open mind by clearly stating these expectations at the beginning of class time and in your syllabus as part of the “rules of engagement.”
Become a professional sponsor, or expand your sponsorship to a more diverse group	<ul style="list-style-type: none"> ● Sponsors often initiate sponsorship of a more junior individual with whom they identify.⁹ Ask yourself the following questions about who you choose to sponsor: Who have I sponsored in the past? What prompted me to sponsor these individuals? Do I share similar characteristics with those I have sponsored in the past? (eg, similar upbringing, culture, religious beliefs, family status, work style) Have I sponsored individuals who are different from me? Have I considered sponsoring someone who is different from me, and if so, why did I pursue or not pursue sponsorship?
Do more than be an ally, become an advocate	<ul style="list-style-type: none"> ● A colleague confides that they volunteered to lead a committee but the request has never been acknowledged. You can speak to others in the committee and provide evidence as to why your colleague deserves the position. ● A patient tells you that they have a medical complaint that they have voiced to other health care providers and feel it is being ignored. You can document the patient’s complaint in your note and state that you are alerting the health care provider. If appropriate, you could recommend possible treatment if it is in the scope of your clinical practice. ● A female student tells you they feel uncomfortable demonstrating blood pressure monitoring skills on a male student based on cultural beliefs. Ask the student if there are other partners they would feel comfortable practicing with and facilitate this change. ● Acknowledge and use your privilege to participate in these types of controversial situations on behalf of students, faculty, and patients who cannot afford to because the repercussions for them are so much greater or because no one else will listen.

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