

Stigma in Mental Health: Evaluating Educational Interventions for Pharmacy Students

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Abstract

Mental health stigma remains a persistent barrier to effective healthcare delivery, including among future healthcare professionals. This study evaluated a stigma-reduction intervention targeted at third-year pharmacy students through three structured educational workshops focused on borderline personality disorder (BPD), anxiety, and attention-deficit/hyperactivity disorder (ADHD). A total of 16 students across two cohorts completed matched pre- and post-intervention assessments. The workshops incorporated didactic instruction, contact-based storytelling, and guided discussions. Stigma levels were measured using the 20-item Opening Minds Stigma Scale for Health Care Providers (OMS-HC-20). In the initial cohort ($n = 7$), stigma scores significantly decreased following the intervention ($p < .001$). In the second cohort ($n = 9$), scores decreased but did not reach statistical significance ($p = .127$). When combined ($n = 16$), a significant reduction in stigma was observed ($p = .003$). These findings suggest that targeted, condition-specific educational interventions may reduce mental health stigma among pharmacy students, though variability in outcomes highlights the need for larger-scale evaluation. These findings support the potential utility of structured, condition-specific stigma-reduction interventions in pharmacy education.

