



Evaluating Pharmacy Student Attitudes and Experiences in a Diverse Patient Case Workshop

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BACKGROUND

- In 2016, the Accreditation Council for Pharmacy Education (ACPE) updated its standards to identify cultural awareness as an essential skill that pharmacy students are expected to develop by the time of graduation.
- While pharmacy education traditionally focused on scientific knowledge and technical skills, there's now a recognized need for an emphasis on diversity, equity, and inclusion (DEI).
- The Southern Illinois University of Edwardsville School of Pharmacy (SIUE SOP) curriculum is currently looking to adapt and develop cultural competence and understanding of DEI principles, as well as issues related to pharmacy management through case workshops for third-year pharmacy (P3) students.

METHODS

Study Population Inclusion Criteria:

- P3 students at SIUE SOP from the Class of 2025.

Study Design:

- Observational study.
- Pre- and post-survey questionnaire assessing student attitudes, perceptions, knowledge, and confidence levels in addressing the unique needs of diverse patient populations and navigating issues related to pharmacy management.

Data Analysis:

- Samples were described using the Likert Scale.
- Analyses computed via Excel algorithms.

Pre-Survey:

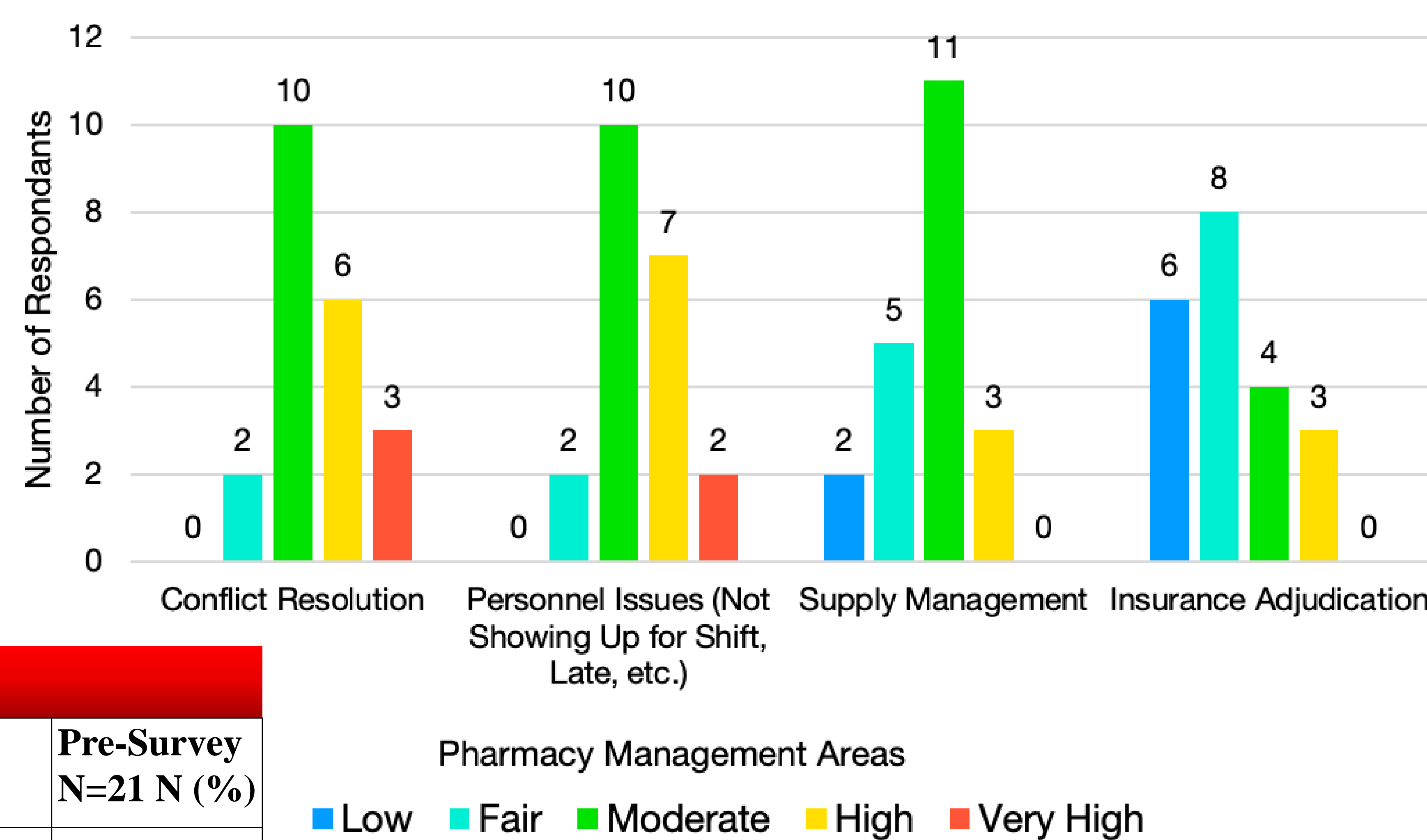
- 21 participants.
- Demographics: 81% 18-24 years of age, 62% female, and 86% white.
- 57% rated having moderate knowledge and understanding of DEI in healthcare.
- 61% were slightly comfortable in addressing the healthcare needs of diverse patient populations.

Table 1: Students Confidence Levels

| Survey Question | Pre-Survey N=21 N (%) |
|---|-----------------------|
| How would you rate your knowledge and understand of diversity, equity, and inclusion (DEI) in healthcare? | |
| Fair | 4.76% (1) |
| Moderate | 57.14% (12) |
| High | 19.05% (4) |
| Very High | 19.05% (4) |
| How comfortable do you feel in addressing the healthcare needs of diverse patient populations? | |
| Slightly Uncomfortable | 4.76% (1) |
| Slightly Comfortable | 61.90% (13) |
| Very Comfortable | 33.33% (7) |
| How frequently do you actively provide assistance to individuals from diverse populations at work? | |
| Never | 4.76% (1) |
| Rarely | 9.52% (2) |
| Occasionally | 47.62% (10) |
| Often | 33.33% (7) |
| Always | 4.76% (1) |
| Do you believe that individuals may have implicit biases that can influence their interactions with patients from diverse backgrounds? | |
| Disagree | 4.76% (1) |
| Neither Agree Nor Disagree | 14.29% (3) |
| Agree | 47.62% (10) |
| Strongly Agree | 33.33% (7) |
| To what extent do you believe that your own unconscious biases may influence interactions with patients from diverse backgrounds? | |
| To a Small Extent | 61.90% (13) |
| To a Moderate Extent | 33.33% (7) |
| To A Very Large Extent | 4.76% (1) |

RESULTS

Figure 1: Students Knowledge and Understanding of Pharmacy Management



Post-Survey:

- 16 participants.
- 81% felt that the workshop helped influence their awareness of health disparities faced by others.
- 75% believed actively promoting DEI initiatives within the pharmacy profession was extremely important.
- Most common knowledge/skill gained after participation was the use of patient-first language
- Resources requested by participants to help develop their skills in providing care to diverse patient populations: conflict management/de-escalation skills, insurance coverage disparities, and having more cases with diverse patients in other SIUE SOP courses.

DISCUSSION

- Demographics: predominantly young, female, white cohort, not fully representing future patient diversity.
- Survey results: moderate DEI knowledge; varying confidence levels in pharmacy management with lowest in insurance adjudication.
- Discrepancy: recognizing vs. reflecting on biases, suggesting need for interventions.
- Post-Survey: case workshop positively impacted awareness of health disparities and patient needs; students likely to apply gained skills, highlighting importance of patient-first language
- Students expressed need for further training and resources, indicating ongoing need for cultural competence education in pharmacy curricula.
- Limitations include small sample size.

CONCLUSION

- Efforts should be made to enhance cultural competence training, promote self-awareness of implicit biases, and provide students with the necessary tools and resources to navigate challenges in providing care to diverse patient populations.
- By prioritizing DEI principles in pharmacy education, we can ensure that future pharmacists are equipped to deliver equitable and patient-centered care to all individuals, regardless of their background or identity.

REFERENCES

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- Butler LM, Arya V, Nonyel NP, Moore TS. Moving from injustice to equity: a time for the pharmacy profession to take action: the rx-heart framework to address health equity and racism within pharmacy education. *Am J Pharm Educ.* 2021;85(9):8590. doi:10.5688/ajpe8590