SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Review of a Pharmacy Curriculum with an Inclusive Language Lens

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SCHOOL OF PHARMACY

BACKGROUND

- Higher education programs have begun to prioritize and strategically place a focus on diversity, equity, and inclusion.
- Despite an increase in awareness and advocacy for inclusive language within healthcare education and training programs, there is minimal guidance on how to achieve this.

OBJECTIVE

- To review specific aspects of a singular school of pharmacy curriculum, to best capture areas of growth/need regarding inclusive language and representation within teaching materials.

METHODS

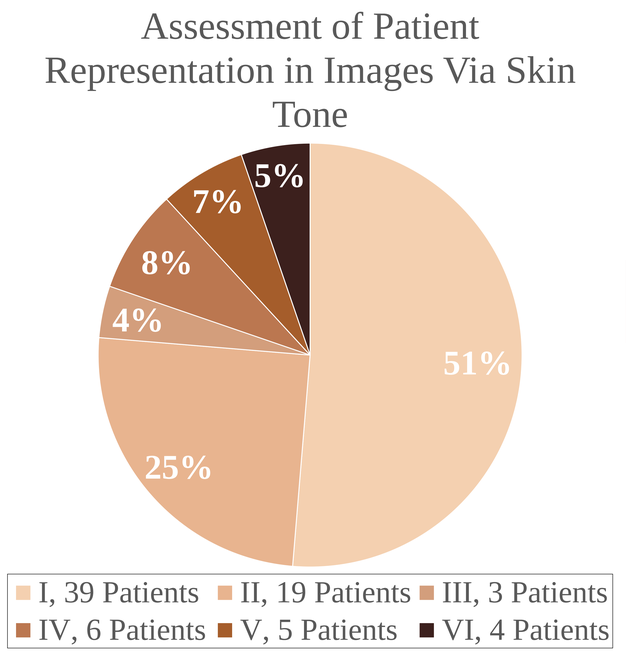
- Study Design:
  - Exploratory Review
- Content Source:
  - Southern Illinois University Edwardsville School of Pharmacy curriculum
- Content Reviewed:
  - 38 lecture materials from 15 different faculty, encompassing 31 different lecture topics throughout required pharmacotherapeutics courses

RESULTS

- There were 99 inconsistencies in representation. These inconsistencies included:
  - The use of gender and sex interchangeably
  - Gendered terms for parents
  - The use of normal when talking about physical diagnosis factors
- There were 13 well-defined examples of inclusive teaching identified, including:
  - Explanation of how a healthcare tool for estimating ASCVD risk might over- or under-estimate a patients ASVD risk based on race and ethnicity
  - Explanation of racial and ethnic disparities within the timeline for cancer diagnosis and death rate

Patient Representation in 41 Case-based Learning Assignments	
Male Sex	Female Sex
19	15
Black	White
3	4

- The average age for patients in case-based learning assignments was 42 and 2 were further described as cis-gender.



- Images depicting patients were subjectively categorized via the Fitzpatrick Skin Type Scale. This scale ranges from I being the lightest and VI being the darkest.
- Out of 76 depictions of patients or providers 39 (51%) were classified as Fitzpatrick skin type I, 19 (25%) as skin type II, 3 (4%) as skin type III, 6 (8%) as skin type IV, 5 (7%) as skin type V, and 4 (5%) as skin type VI.

LIMITATIONS

- Lecture materials were only sourced from the 2021-2023 academic calendar years from one school/college of pharmacy.
- Only one content reviewer for lecture materials was utilized, and patient representation through images were subjective.

CONCLUSION

- Faculty within schools and colleges of pharmacy are encouraged to intentionally reflect upon and review lecture materials, with an inclusive and equitable lens.
- Accurate and diverse representation in patient case examples, as well as within lecture materials is critical to the learning process.
- A more extensive review would be valuable, as well as expanded training opportunities for faculty to thoughtfully develop their patient case representation within teaching materials.

REFERENCES

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