

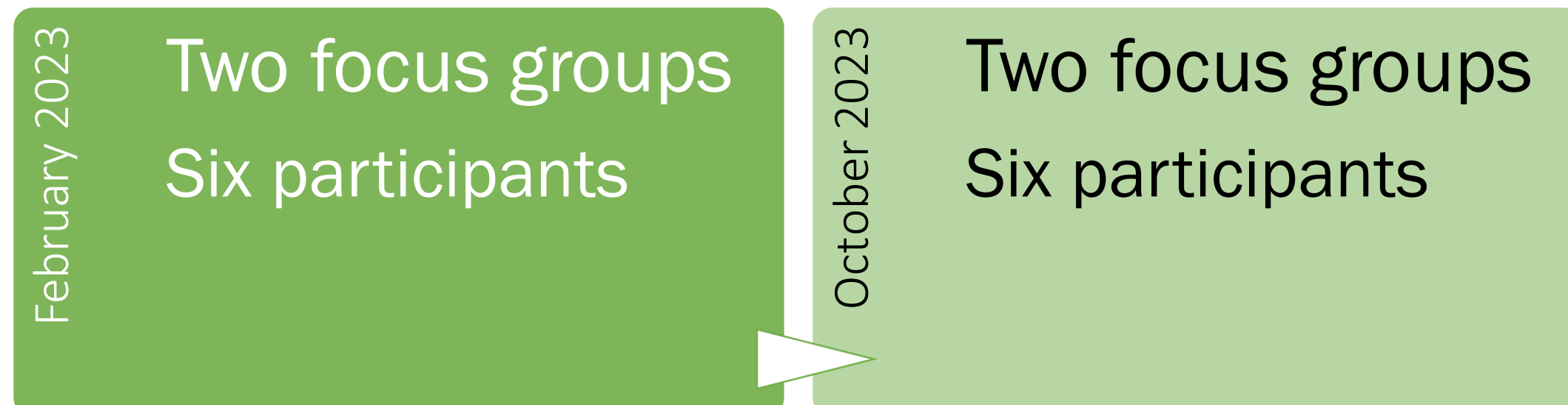
BACKGROUND

Cultural intelligence is defined as an individual's ability to recognize, adapt and understand cross-cultural interactions.^{1,2,3} As our communities become more diverse and health disparities continue to grow, it is imperative to educate and train pharmacy students to not only have the ability to be aware but also have the ability to make actionable changes for every patient.⁴ **Having exposure early on during didactic and experiential learning will best strengthen student's cultural intelligence.**

OBJECTIVES

The aim was to explore **student experiences with cultural interactions in the pharmacy practice setting and classroom** with the goal of identifying meaningful opportunities for students to develop their cultural intelligence.

METHODS



From February 2023 to October 2023, four focus groups were conducted with 12 student participants from a Midwest health professions university. Deductive coding using the Cultural Intelligence Framework (CIF) as a codebook was applied to the data set to explore students' culture intelligence experiences.

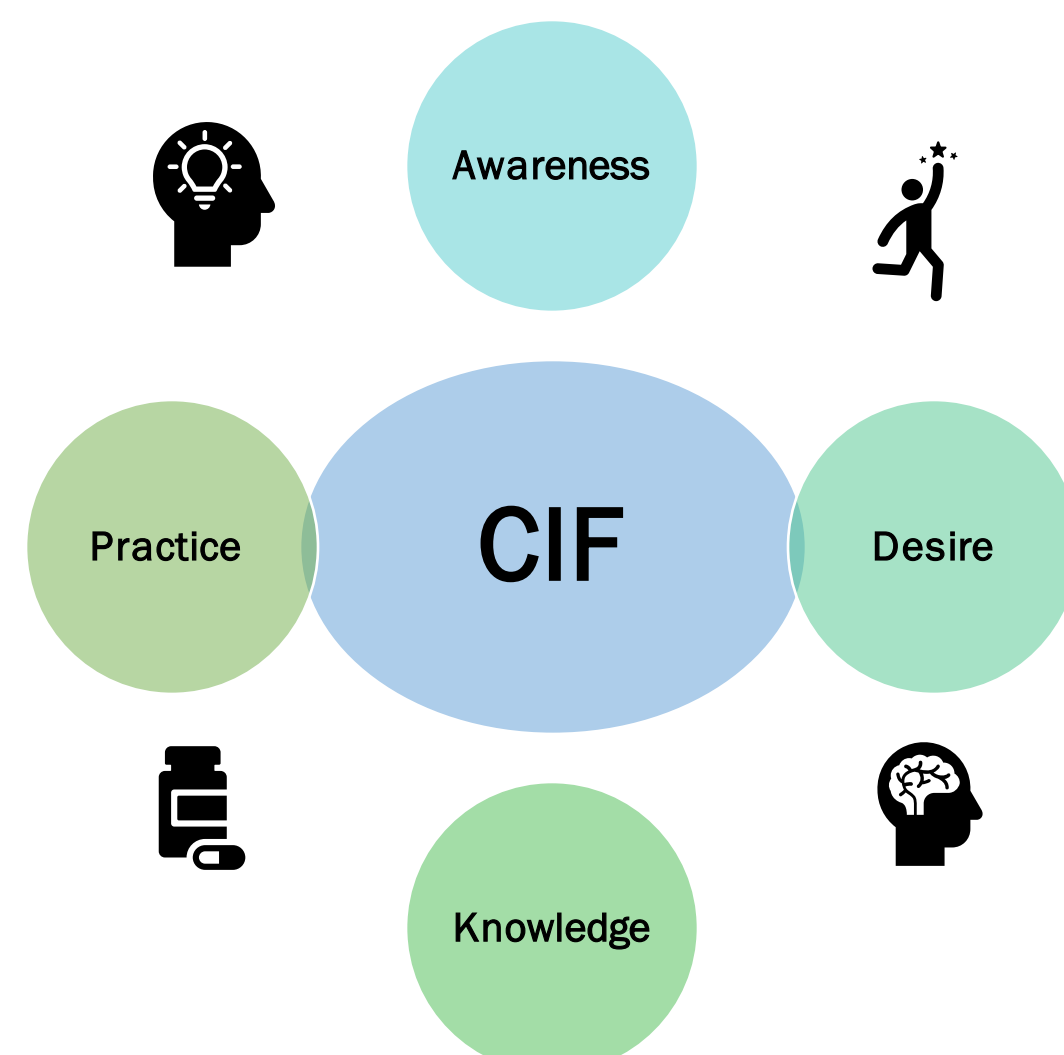
CIF¹ encompasses 4 domains:

Awareness - self-examination of one's own cultural background

Desire - motivation to be culturally intelligent

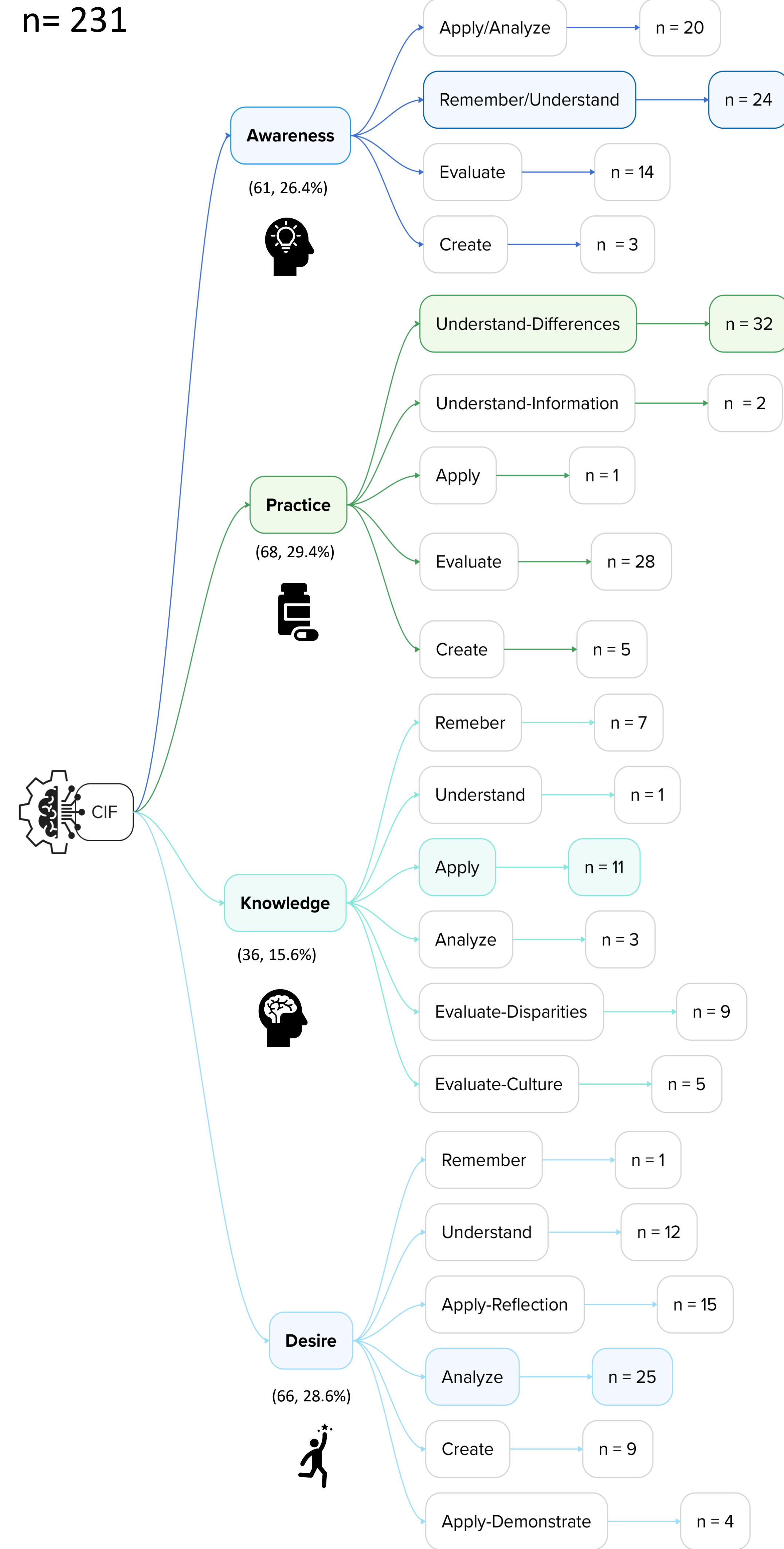
Knowledge - seeking and obtaining knowledge about culturally diverse groups

Practice - interacting with culturally diverse backgrounds while in practice settings



RESULTS

n= 231



"Working in this pharmacy almost the majority of our patients were Hmong. And I could tell it was very frustrating for them to have a new pharmacy tech at pickup that was trying to understand what they were saying, how to spell their names. **It was very frustrating for them. That was also very frustrating for me. This was my first tech job like I was just trying to get through my workday. It definitely increased my stress.** I learned how to spell; I learned that there are very many different ways to spell Mohamed after that job. And I think it kind of helped to feel less nervous interacting with people different from my culture."

"I am trying to learn medical Spanish now because I would like to be able to communicate with our Spanish speaking population at rotation. **I don't want to just walk into the room and they don't know who I am, give them a vaccine, and leave because I think that that could be very scary.** ... I wish we had a medical terminology class for a couple of different languages because that could be really helpful to [be able to] say 'okay, I'm going administer the flu vaccine to you'. Just knowing how to say that in a couple different languages would be really, really helpful."

"I work in a retail pharmacy. We had a patient come in who was transitioning. Maybe by appearance you couldn't tell, after seeing the medications they were picking up and the different hormone replacement therapies you could gather that that was what was occurring. **And I just remember the pharmacist, being an older pharmacist, not intentionally trying to be insensitive but accidentally slipped up and called them by their birth sex.** [The patient] was born a male and was transitioning to a female, and I just remember that the patient got really, really upset, yelled at the pharmacist "F you", and everything. And I thought, 'oh no, I definitely don't want that to happen to me in the future'. ... There was another patient that I waited on who was also picking up prescription for testosterone, so going through hormone replacement therapy from female to male. **And I just remember being careful and being sure I wasn't saying any specific pronouns. And then I remember them asking if, I could update their name on their profile.** I think I handled that situation well; they were appreciative and thanked me. Even though I know people don't actively try to be insensitive in that situation I think those types of patients really appreciate when the effort is made to try to understand the situation. "

CONCLUSION

This study evaluated student experiences and determined areas of growth that should be included in the development of future pharmacists. **It is of utmost importance that students are equipped with cultural intelligence to be effective providers; who are at the forefront of patient care.** Pharmacy schools should provide students with opportunities for growth and developing their cultural intelligence, **not providing these experiences is a disservice to students' future communities.**

REFERENCES

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