Incorporation of Diversity, Equity, Inclusion and Anti-Racism (DEIA) Principles into the Pharmacy Classroom: An Exploratory Review

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Objective

- Pharmacy literature shows that DEIA is integrated into different parts of a pharmacy school, including recruitment, curriculum, or as a task force.[1-5]
- However, limited literature exists on how DEIA is incorporated into the classrooms.
- American Association of Colleges of Pharmacy's (AACP) 2021-2024 Strategic Plan Objective 3.3.1 states "compile and publish resources related to best practices in inclusive pedagogy, creating inclusive classrooms, navigating difficult conversations, and promoting equitable campus climates for use by schools and colleges of pharmacy."[6]
- Objective: To compile evidence on incorporating DEIA principles into the pharmacy classroom, both didactic and experiential.

Methods

- Exploratory Literature Review
- Timeline: 2018 and onward

Journals searched:
- American Journal of Pharmaceutical Education (AJPE)
- Currents in Pharmacy Teaching and Learning (CPTL)
- AACP abstracts and posters. Authors were emailed to share their posters.
- Academic Medicine
- JAMA Surgery
- Journal of Dental Education (JDE)
- Minority Nurse Magazine

Keywords:
- DEIA, DEIA in classrooms, diversity, equity, inclusion, microaggression, disabilities, pharmacy education, health equity, discrimination, unconscious bias, cultural humility, and cultural competence

Exclusion criteria:
- Publications unrelated to integrating DEIA in the classroom such as recruitment, curriculum, task force, etc.

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Results – Publications Identified on DEIA in Classrooms

In each journal, the search words were used to identify publications. Abstracts were read carefully based on the inclusion and exclusion criteria and 16 publications were found pertaining to the topic.
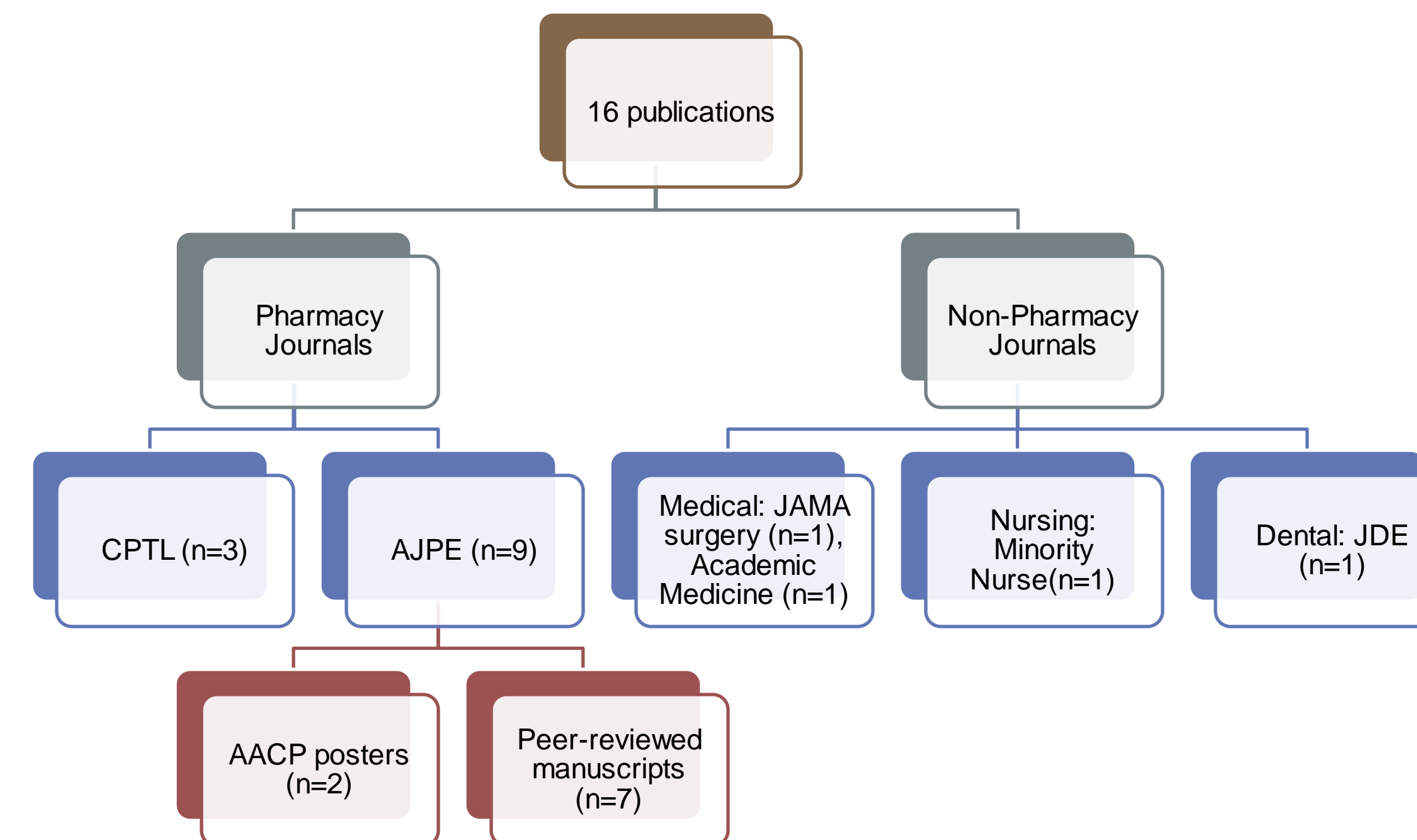
Take Away Points

- Although there is evidence on strategies to incorporate DEIA into the classroom, the literature is limited and insufficient, warranting further research.
- More data are available on interventions to address physical and learning disabilities, microaggressions, and biases.
- There are limited data on utilizing technology to make classrooms more inclusive.
- Potential solutions can include faculty training on implicit bias, designing simulations to reduce disability stigma, utilizing cultural humility in classrooms, and considering lecture recordings as an inclusive classroom tool.

References Listed in the QR Code:

Results – Themes of Strategies to Incorporate DEIA in Classrooms

Themes on Integrating DEIA into the Classroom	Categories in Each Theme	Examples in each Category[7-22]	Benefits of Implementing the Strategies[7-22]
Technology	Digital Access	• Closed captioning for videos • Improved color contrast on slides • Alternative (Alt) text for non-written content (images)	• Provides all students equal access to information and eliminates learning barriers
	Learning Capture	• Written, video, audio, or a combination of any of the three	• Benefits students who are underrepresented and/or live in rural locations • Improved lectures notes
Microaggression, Implicit Bias & Difficult Conversations	Recognition of Bias & Communication	• Training & modules provided to students • Dialogue with diverse groups to develop humanity and empathy • Holding oneself and others accountable for their biases	• Self-awareness of having biases led to better communication • Students are more comfortable and confident in navigating through difficult conversations
	Dealing With Microaggressions	• G.R.I.T. Method • Rules/Expectations in classrooms • Not tying a specific race to a specific disease • Inviting guests from minority, ethnic groups to sit in panels or give presentations • Offering services (ex. counseling) to victims of microaggression	• Improved communication, increased respect towards others, better awareness of consequences of microaggressions, and increased support for students belonging to minority ethnic groups • More comfort and confidence in having difficult conversations
Students with Disabilities	Interventions Implemented in the Didactic or Experiential Setting	• Hearing impaired: repeat questions being asked, live captioning and note-taking services, clear masks, noise-canceling headphones • Labs: break down long, hard laboratory steps into small manageable ones; mind maps, visuals • Learning disabilities: create outlines for tasks, private space, extra time to respond to questions • Visual and/or mobility impairments: magnifying aids, print materials with large font, creating workspace to adjust to wheelchair's dimensions	• Brings equity and inclusivity in learning • Benefits students with physical and learning disabilities by optimizing their learning experiences
	Formation of Teams Consisting of Multiple Stakeholders to Bring Awareness to Disabilities	• Team made of students, faculty, and disability services employees to accommodate disabled students throughout pharmacy school • Focus group with students, preceptors, and other stakeholders to share thoughts on disabilities	• Recognize barriers and support needs to increase educational efforts and allocate resources • Optimizing learning experiences for students
	Policy Updates on Standards of Skills	• Modifying the wording used in the Standards of Skills students need to master to make it more inclusive – focusing on the performance of skills, not the person's physical characteristics	• Increase inclusivity and address stigma
	Addressing Stigma	• Embracing and valuing disability as "a part of diversity"[22] • Increased interactions with disabled people	• Improved understanding, attitude, acceptance, inclusivity, and advocacy toward disabled persons
Cultural Sensitivity and Awareness	Correct Name Pronunciation	• Phonetic spelling of the name in either the email signature and/or social media • Asking students how they would like to be addressed • Learning to pronounce a student's name before meeting them	• Benefits minorities and those with unfamiliar first/last names • Increases inclusivity • Minimizes/prevents othering and de-racialization
	DEIA Dialogue and Reflection	• Dialogue about DEI to improve students' self-awareness and awareness of their peers' cultures • Reflection Activity discussing ideas related to DEI that arose from the dialogue and would like to explore more into, such as exploring different cultures and identities	• Promote inclusivity, increased self-awareness and cultural sensitivity • Allows open communication