

## Background

- Students at the University of Wisconsin (UW)-Madison observe 40-hours in an institutional site during the summer prior to their second-year (P2) of the program.
- Guided worksheets standardize institutional IPPE activities and reflections.
- An embedded diversity, equity, and inclusion (DEI) assignment is utilized to enhance students' understanding of bias and its implications for healthcare delivery, interprofessional collaboration, and necessary skills for patient interactions and encourage student to adopt patient-centered and team-centric approaches to care.
- Required post-reflection questions serve as a method to assess student understanding of these critical concepts.

## Objective

- To evaluate the impact of a diversity, equity, and inclusion assignment embedded within a second-year (P2) student IPPE.

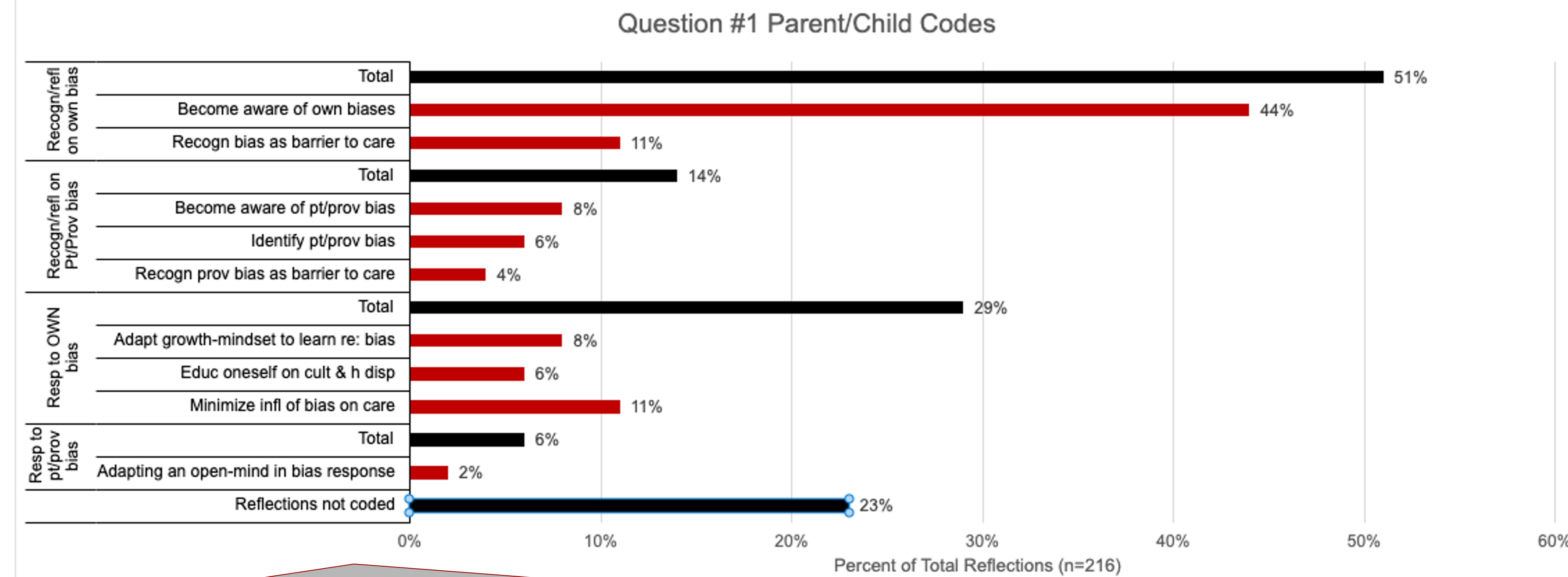
## Methods



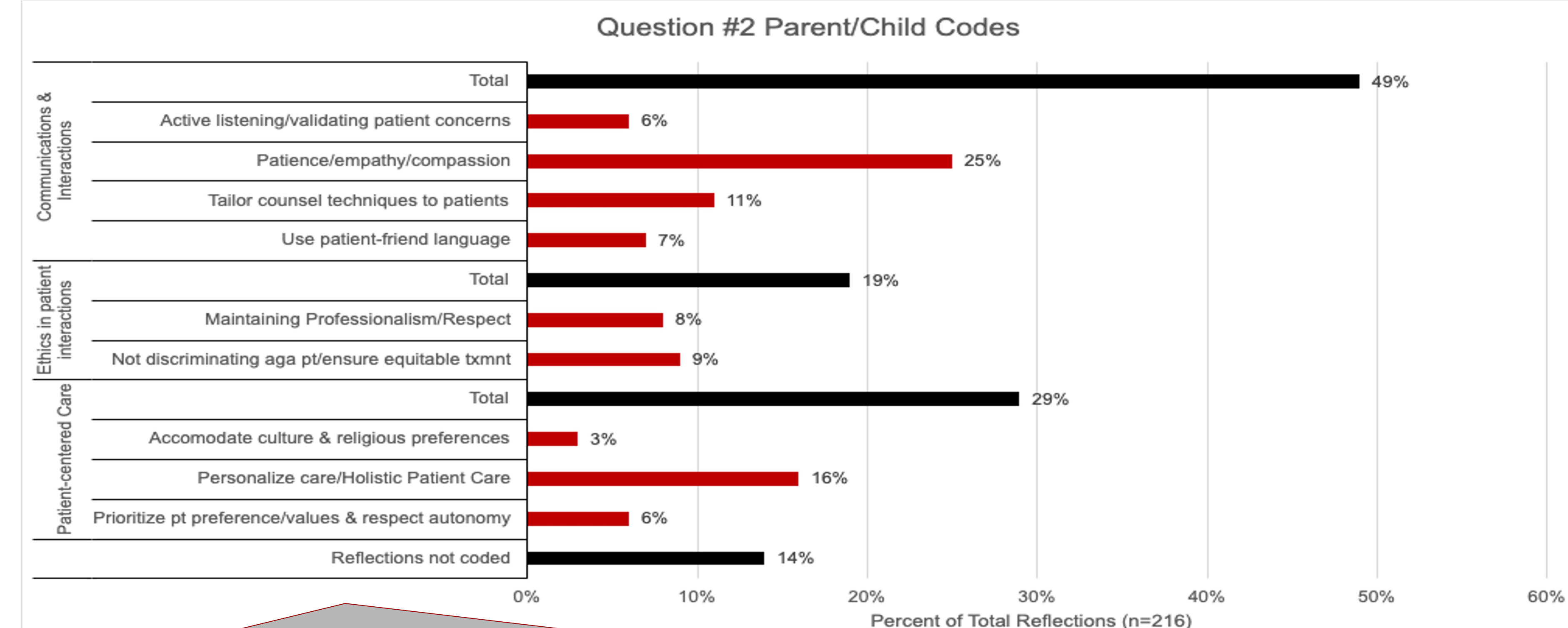
- Two cohorts of P2 students (AY21-22, n=93; AY22-23, n=123) completed a 40-hour institutional IPPE using guided worksheets to structure a DEI assignment and facilitate preceptor discussions on health disparities, cultural sensitivity, and biases.
- This project was determined not to be research.
- Students reflected on DEI questions post-IPPE.

	Reflection Question	Parent Codes
Q#1	What insights did you gain from discussion of biases with your preceptor subsequent reflection on your own biases?	<ul style="list-style-type: none"> <li>● Recognizing or Reflecting on:                             <ul style="list-style-type: none"> <li>○ Bias for oneself</li> <li>○ Patient or provider biases</li> <li>○ biases</li> </ul> </li> <li>● Responding to:                             <ul style="list-style-type: none"> <li>○ One's own biases</li> <li>○ Patient or provider biases</li> <li>○ biases</li> </ul> </li> </ul>
Q#2	What insights can be applied toward future interactions with patients?	<ul style="list-style-type: none"> <li>● Patient-Centered Care</li> <li>● Communications and Interactions</li> <li>● Ethics in Patient Interactions</li> <li>● Health Disparities</li> </ul>
Q#3	What insights can be applied toward future interactions with other healthcare professionals?	<ul style="list-style-type: none"> <li>● Interprofessional (IP) teamwork</li> <li>● IP Communication</li> <li>● IP Values &amp; Ethics</li> <li>● IP Roles &amp; Responsibilities</li> <li>● Work Culture</li> </ul>

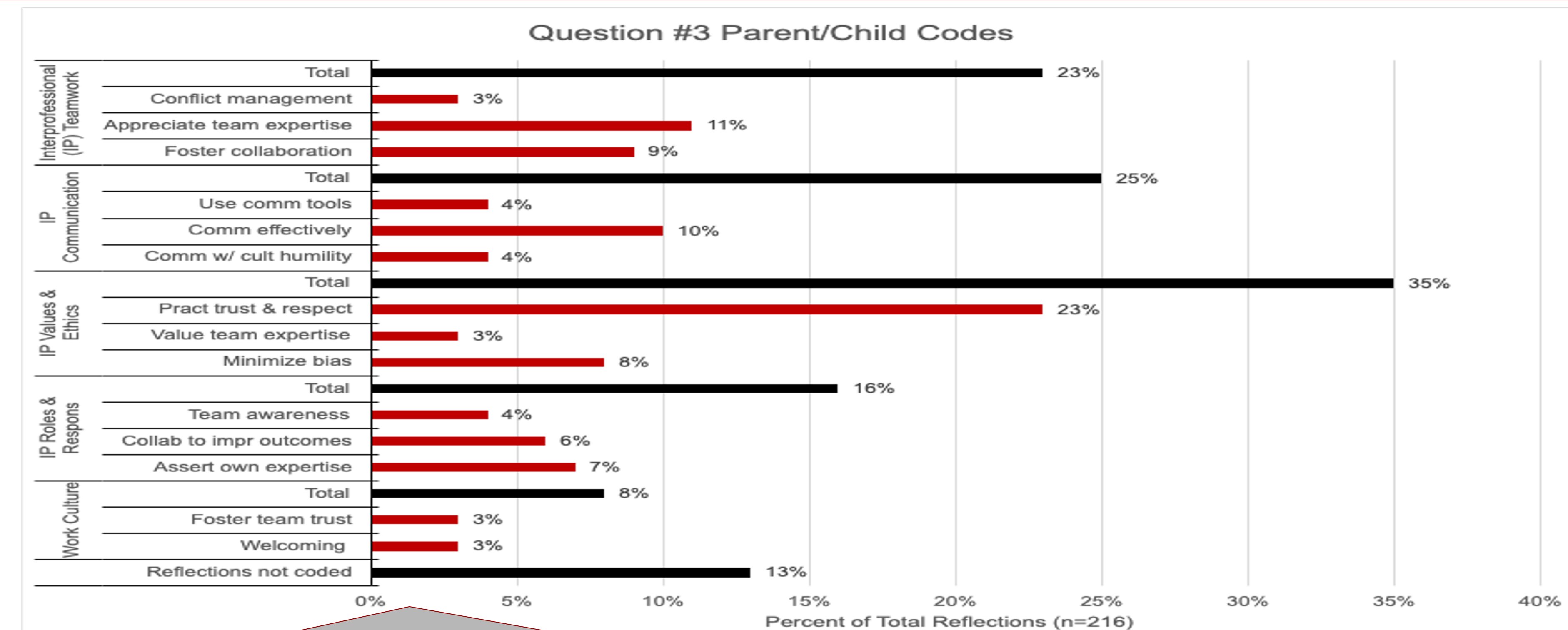
## Results



"...we discussed how biases can affect a health professional when caring for a patient. I could see where my biases would allow me...assume a patient isn't "trying or want" to get better. I can see where that perspective can lead to a lower quality of care and poorer patient outcomes...it's important to keep an open mind...we never know what's going on..."



"I learned the importance of taking the time to get to know your patients and find out their story while you are working with them. Patients want to be treated as a person and want to feel cared for and not another statistic or part of a regular day. Even though as a pharmacist I may handle similar cases each day, I must provide each patient with the same level of care and focus."



"...I learned of the importance of respect for each member of the interdisciplinary team. She [preceptor] emphasized the necessity of each member's input to provide the best care to our patients...I will continue to prioritize proper communication and emphasize respect towards my fellow healthcare professionals because that consideration will inevitably lead to more effective patient care."

## Discussion

- (Question #1) 80% of student reflections indicated student had the opportunity to recognize (51%) and/or respond (29%) to their own biases
- Studies indicate that healthcare providers' stereotypes and prejudices can contribute to racial and ethnic disparities in healthcare, particularly when implicit biases are not identified and addressed.<sup>1</sup>
- The opportunity to recognize and/or reflect on one's own biases early in the curriculum may allow for more equitable care delivery in the future.
- (Question #2) 50% of student insights related to future interactions with patients focused on the importance of communicating and interacting with patients with 25% of total reflections describing the need for patience, empathy, and compassion
- (Question #3) 35% of students reported the importance of interprofessional values and ethics; 23% of reflections described the need to practice trust, empathy, and compassion when interacting with other healthcare professionals
- Integrating DEI concepts such as bias awareness, patient-centered care values, and interprofessional competencies into pharmacy experiential curricula is can be a powerful tool in fostering cultural intelligence and adequately prepare future pharmacists to deliver equitable and high-quality care.

## Conclusions

- Guided IPPE activities and reflections allow learners to gain insights into the complexities of healthcare disparities and the importance of cultural competence in fostering equitable patient outcomes.
- Student reflections enable pharmacy programs to evaluate how IPPEs impact learning objectives related to preparing students to serve in diverse practice settings.
- Similar models of observation, discussion, and reflection could be adopted by other programs of pharmacy to introduce students to practical aspects of diversity, equity, and inclusion, and interprofessional collaborative care in a real-world practice setting.

## References

1. Dovidio JF, Fiske ST. Under the radar: how unexamined biases in decision-making processes in clinical interactions can contribute to health care disparities. Am J Public Health. 2012;102(5):945-952. doi:10.2105/AJPH.2011.300601
2. Dedoose. Accessed June 10, 2024. dedoose.com