

Student Identified Professional Development from an Introductory Pharmacy Practice Experience Diversity, Equity, and Inclusion Reflection

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Background

- The University of Wisconsin - Madison School of Pharmacy has threaded diversity, equity, and inclusion throughout the experiential curriculum
- Early reflection on identifying and using culturally sensitive practices sets a foundation for students as they advance through the curriculum¹
- After a 40-hour community pharmacy IPPE, first year (P1) students complete reflections about an experience and plans for their professional development regarding care for a medically underserved population²
- However, it is unknown how these experiences will help them better care for medically underserved populations

Objective

To determine P1 students' professional development plans to improve their knowledge, skills, and attitudes to better care for medically underserved populations following their IPPEs

Methods

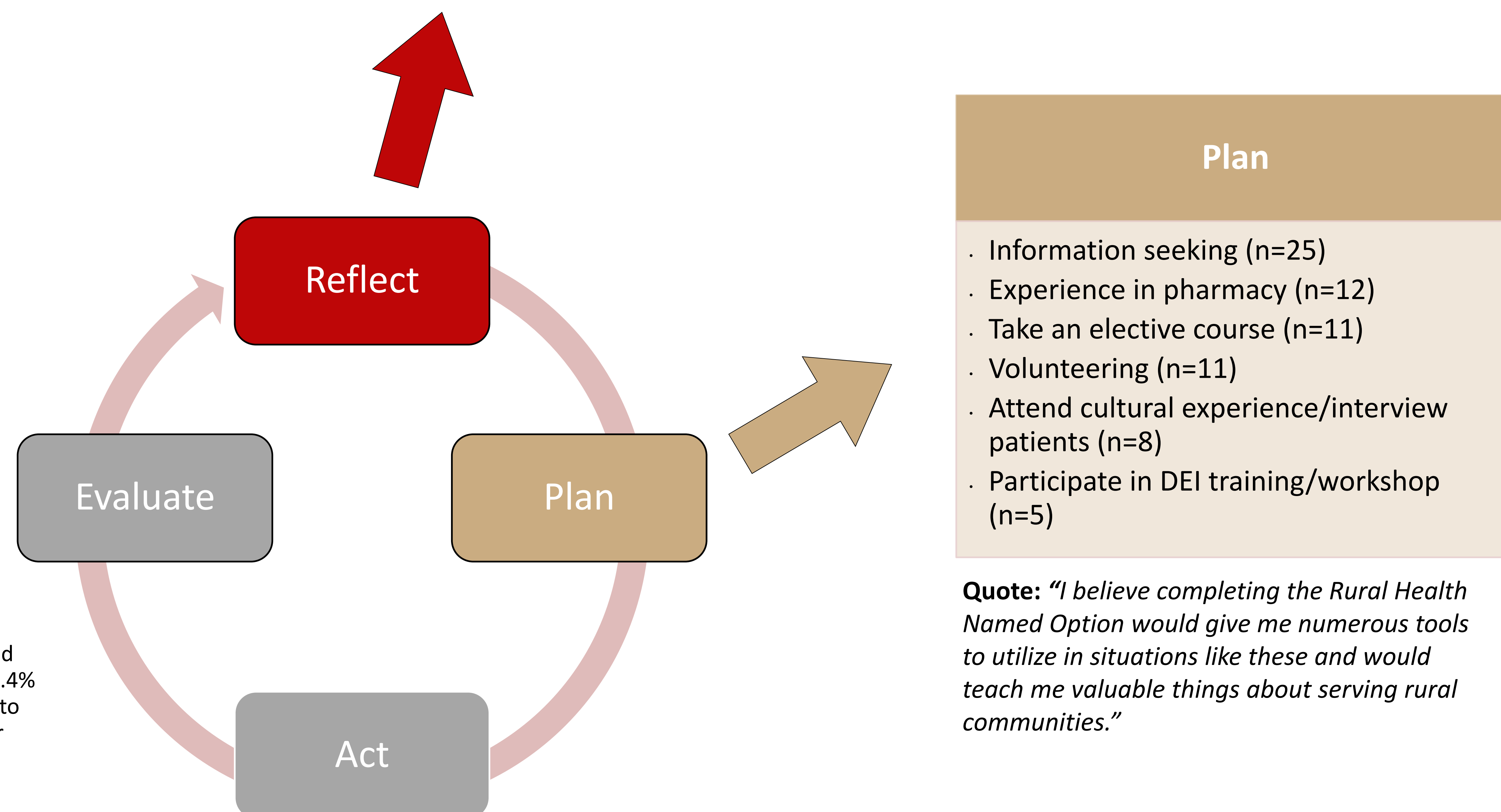
Following the 40-hour community pharmacy IPPE, P1 students submitted a reflection including:

"Describe one action you could take to further your professional development to better serve the population described in the prior question. How would you specifically enhance your knowledge, skills, or attitudes?"

2 years of P1 IPPE students were included spring 2023; spring 2024

Content analysis was used; themes were identified, and a codebook was created

3 investigators used Dedoose to code; 24.4% coded in duplicate to ensure inter-rater reliability



Results

- 192 reflections were included
- The continuing professional development (CPD) cycle was identified deductively as a framework³
 - Themes included the reflect and plan steps from the CPD cycle
- 141 (73.4%) students identified an area of professional development which would allow them to better care for medically underserved populations (i.e., reflect)
- 72 (37.5%) students described actions they could take (i.e., plan)

Attitudes

- Unconscious bias (n=10)
- Cultural sensitivity (n=3)
- DEI practices (n=2)

Quote: *"I know that preventing the formation of implicit bias requires consistency, so I will continuously work on this throughout my career by taking advantage of training opportunities through my employer"*

Knowledge

- Cultures/customs (n=37)
- External resources and referrals (n=30)
- Insurance (n=18)
- Drug cost resources (n=12)
- Alternative products (n=4)

Quote: *"Exposing myself to opportunities where I could gain more experience conversing with patients that live in rural areas ... would help me understand their situation and how to better provide care for these patients"*

Skills

- Language/American Sign Language (n=16)
- Empathy (n=10)
- Communication (n=11)
- Rapport/connections (n=5)

Quote: *"Get familiar with local resources and health system-specific coverage support options, as well as become comfortable counseling patients using interpretation services, as I was able to observe my preceptor doing"*

Plan

- Information seeking (n=25)
- Experience in pharmacy (n=12)
- Take an elective course (n=11)
- Volunteering (n=11)
- Attend cultural experience/interview patients (n=8)
- Participate in DEI training/workshop (n=5)

Quote: *"I believe completing the Rural Health Named Option would give me numerous tools to utilize in situations like these and would teach me valuable things about serving rural communities."*

Discussion

- The majority of P1 students were able to successfully reflect on how they could improve professionally related to the care of medically underserved patients
 - The 27% who did not successfully reflect often described system changes to better care for underserved populations
- Students struggled in describing specific actions (i.e., plan CPD step) to improve professionally
 - May be due to sequencing of CPD instruction, which currently occurs after P1 IPPE completion
- The most common area for improvement related to knowledge, followed by skills
 - Specifically, students focused on financial and resource related topics
 - Given knowledge was the most frequent area for improvement, it is consistent with information seeking (i.e., reading or independent research) was the most frequent plan described

Future Directions

- Revise reflection prompts for clarity
- Curriculum revisions to better prepare students to use the CPD cycle prior to the P1 IPPE
- Assess students' completion and impact of their medically underserved population CPD plans

References

1. Drame, et al. Strategies for Incorporating Health Disparities and Cultural Competency Training into the Pharmacy Curriculum and Co-curriculum. *Am J Pharm Educ.* 2022. doi: 10.5688/ajpe8631
2. US Department of Health and Human Services. Serving vulnerable and underserved populations. https://www.hhs.gov/guidance/sites/default/files/hhs-guidance-documents/006_Serving_Vulnerable_and_Underserved_Populations.pdf
3. <https://www.acpe-accredit.org/continuing-professional-development/>