

# Advanced Pharmacy Practice Experience Student Learning From A Diversity, Equity, And Inclusion Assignment

Lorraine Onchiri, Kaelyn Dwyer, Michelle Wu, Denise Walbrandt Pigarelli, Amanda Margolis

## Background

- The 2022 AACP COEPA document includes “Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors”<sup>1</sup>
- University of Wisconsin-Madison School of Pharmacy strategic plan includes ensuring students’ ability to serve medically underserved populations<sup>2</sup>
- Therefore, an assignment was incorporated into the elective Advanced Pharmacy Practice Experiences (APPEs) to encourage students to explore and reflect on diversity, equity, and inclusion (DEI), often focusing on medically underserved populations
- While the assignment is required, it is unknown if the desired learning from the assignment is occurring

## Objective

To determine student learning following a diversity, equity, and inclusion (DEI) assignment during elective APPEs

## Methods

### Assignment Description

- APPE students completing elective rotations are required to select 1 activity per elective rotation & complete a guided reflection prompt from the following menu:
  - Review DEI policies/statements at site
  - Attend a DEI committee meeting
  - Create a DEI calendar
  - Discuss with the preceptor: a medically underserved population that is served by the site
  - Read a piece of literature regarding care for medically underserved patients
- A menu of assignment options was provided due to the variety of elective APPE sites

### Content Analysis

- Implemented in 2023-2024 experiential year
- Research team developed codebook based on completed assignments
- Coding was conducted using Dedoose
  - 16.3% of reflections were coded in duplicate to ensure inter-rater reliability
- Underserved populations were defined using the HHS definitions<sup>3</sup>

## Results

- 356 assignment/reflections completed and assessed out of 363 elective APPEs (98.1%)

Figure 1: Activity completion

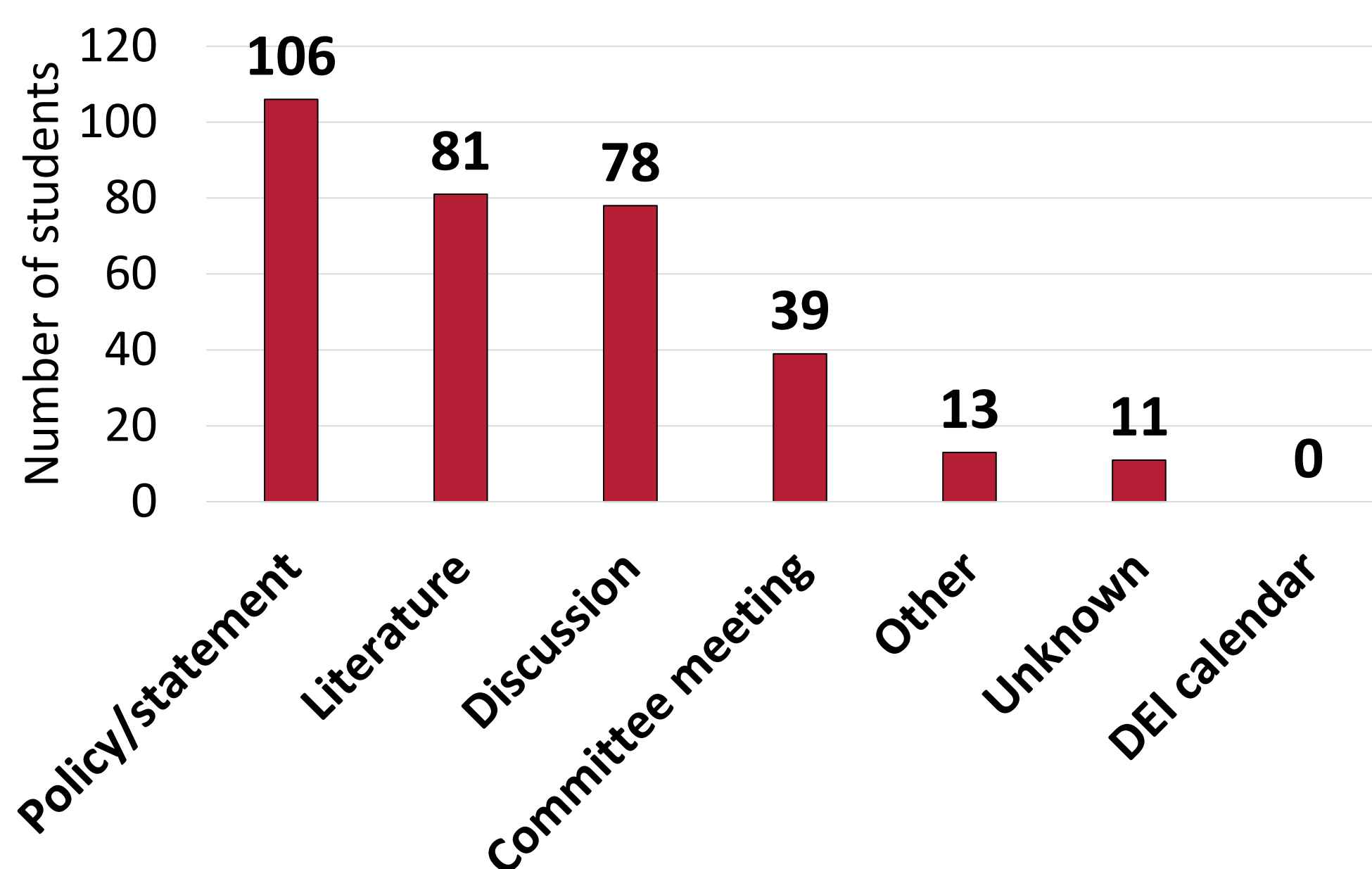


Figure 2: HHS populations when described

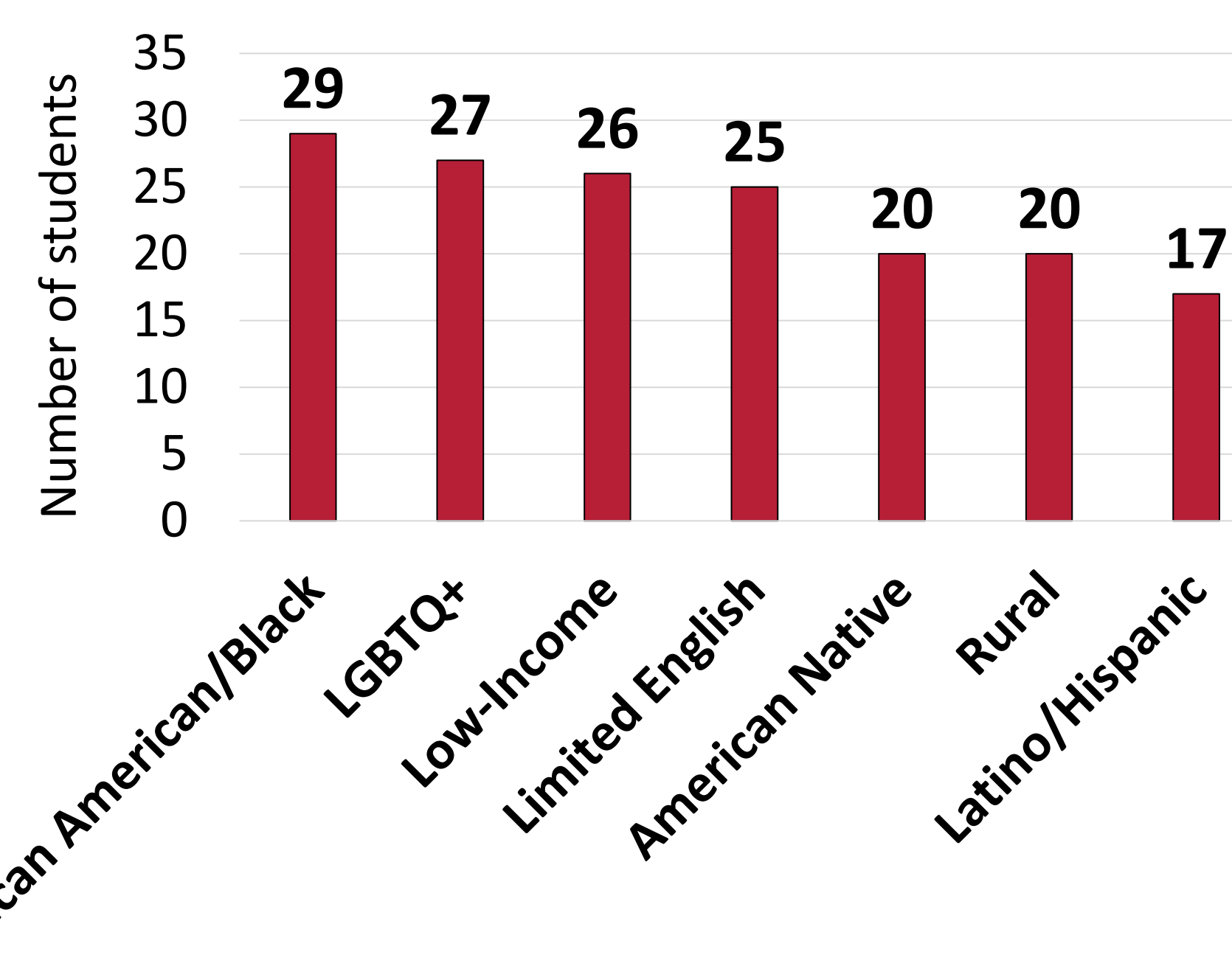


Figure 3: Topic of student reflection/learning

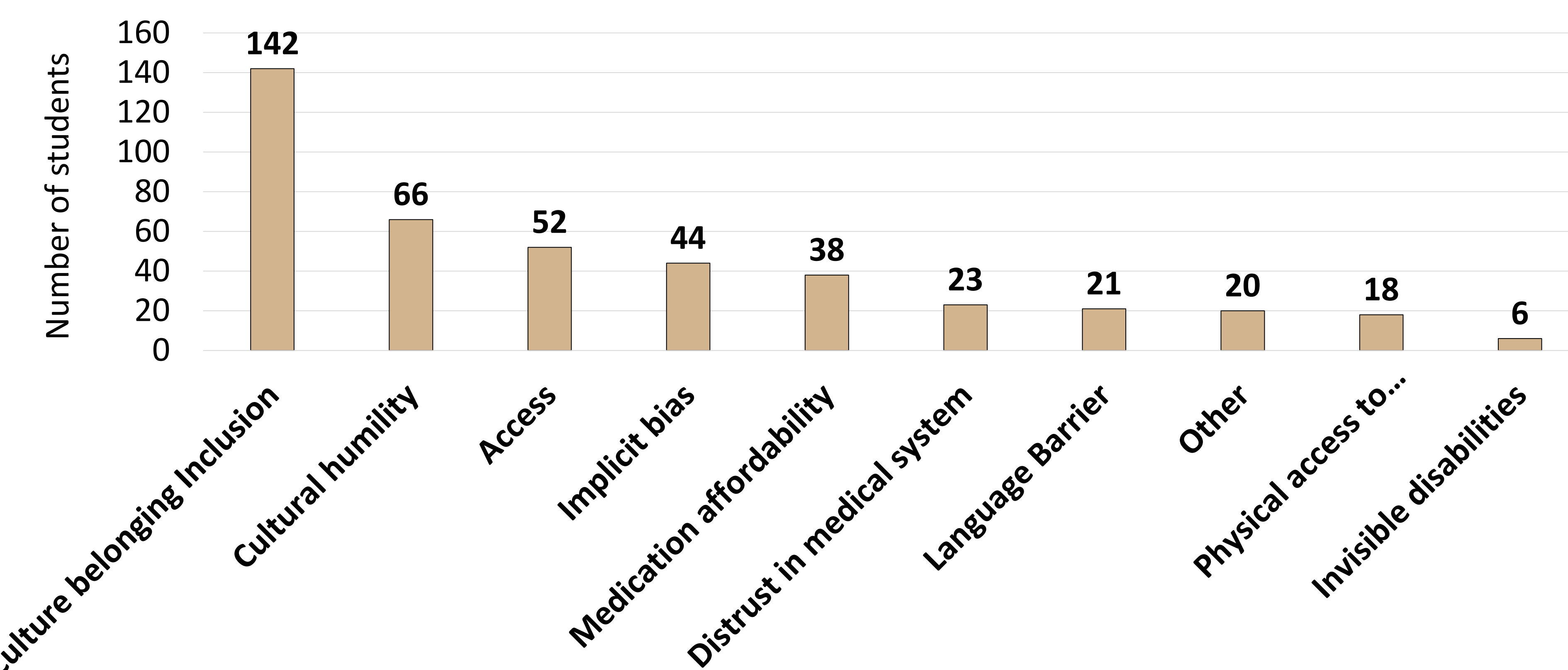
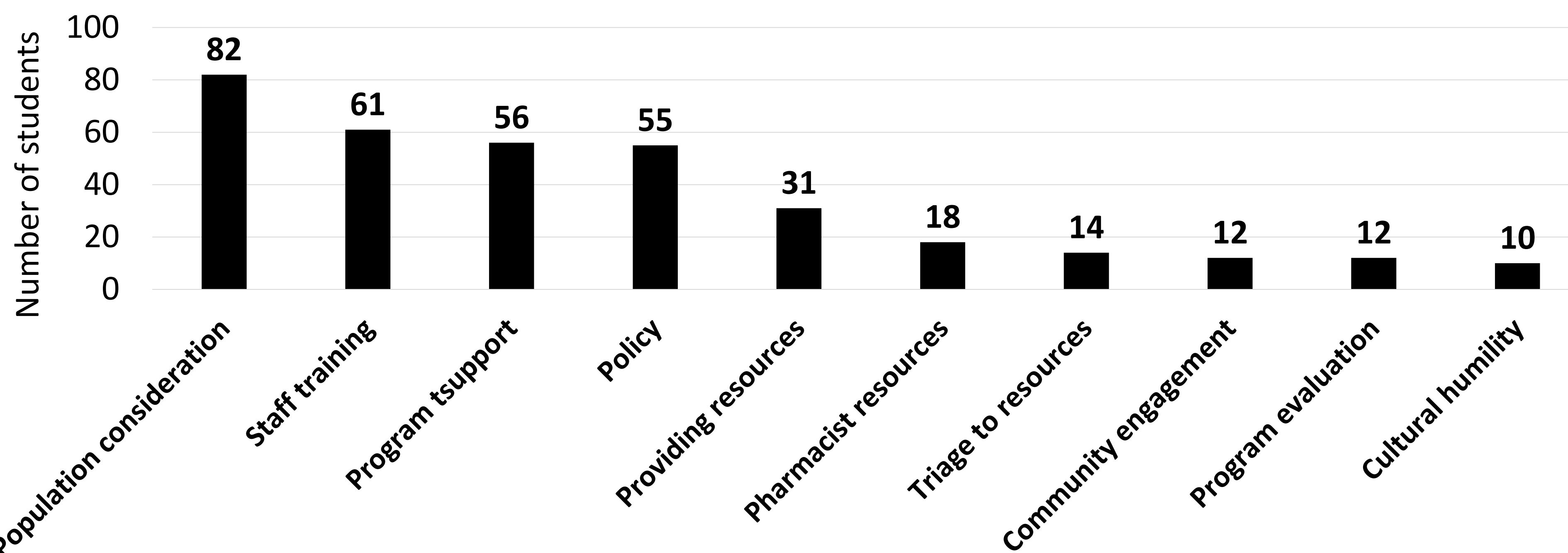


Figure 4: Student recommendations



## Discussion

- This simple assignment during APPEs both facilitated real-world student learning about DEI and allowed the pharmacy program to assess that learning
- Through use of an activity menu and preceptor evaluation, this assignment is easily transferred to a wide variety of sites and could be adopted by other pharmacy programs
- Primary activities completed were reviewing site DEI policy, reviewing DEI literature, and discussing underserved populations
- 141 (39.6%) reflections were not about a specific HHS medically underserved population
  - Not surprising as reviewing policy or committee meetings would not be population-specific
- Students reflected on complex topics such as cultural humility, implicit bias, and patient mistrust of the healthcare system
- Recommendations were made in 99% of reflections and focused on system and policy changes

### Limitations

- Evaluation limited to one class at a single institution
- Given open-ended responses, may be misinterpretation of student intent to coding.
  - Inter-rater checks should minimize error

### Future Directions

- Analysis of learning by activity chosen, block, HHS population, and rotation (acute care, community)
- Refinement of assignment and reflection prompts
- Assessment of student and preceptor perceptions of the DEI assignment

## References

- Medina, et al. Revising the Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes and Entrustable Professional Activities (EPAs): The Report of the 2021-2022 Academic Affairs Standing Committee. *Am J Pharm Educ.* 2023;87(1):ajpe9453. doi: 10.5688/ajpe9453.
- Strategic Planning. UW-Madison School of Pharmacy. Accessed June 17, 2024. <https://pharmacy.wisc.edu/about-us/strategic-planning/>
- 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](https://www.hhs.gov/guidance/sites/default/files/hhs-guidance-documents/006_Serving_Vulnerable_and_Underserved_Populations.pdf)

This project was supported by the UW-Madison Division of Information Technology/Learning Analytics Center of Excellence; Division for Teaching and Learning; and Data, Academic Planning & Institutional Research as part of the DEEP Microgrant Program for DEIB