

Curricular Mapping of Diversity, Equity, Inclusion, and Anti-racism (DEIA) to Support Faculty and Staff Success

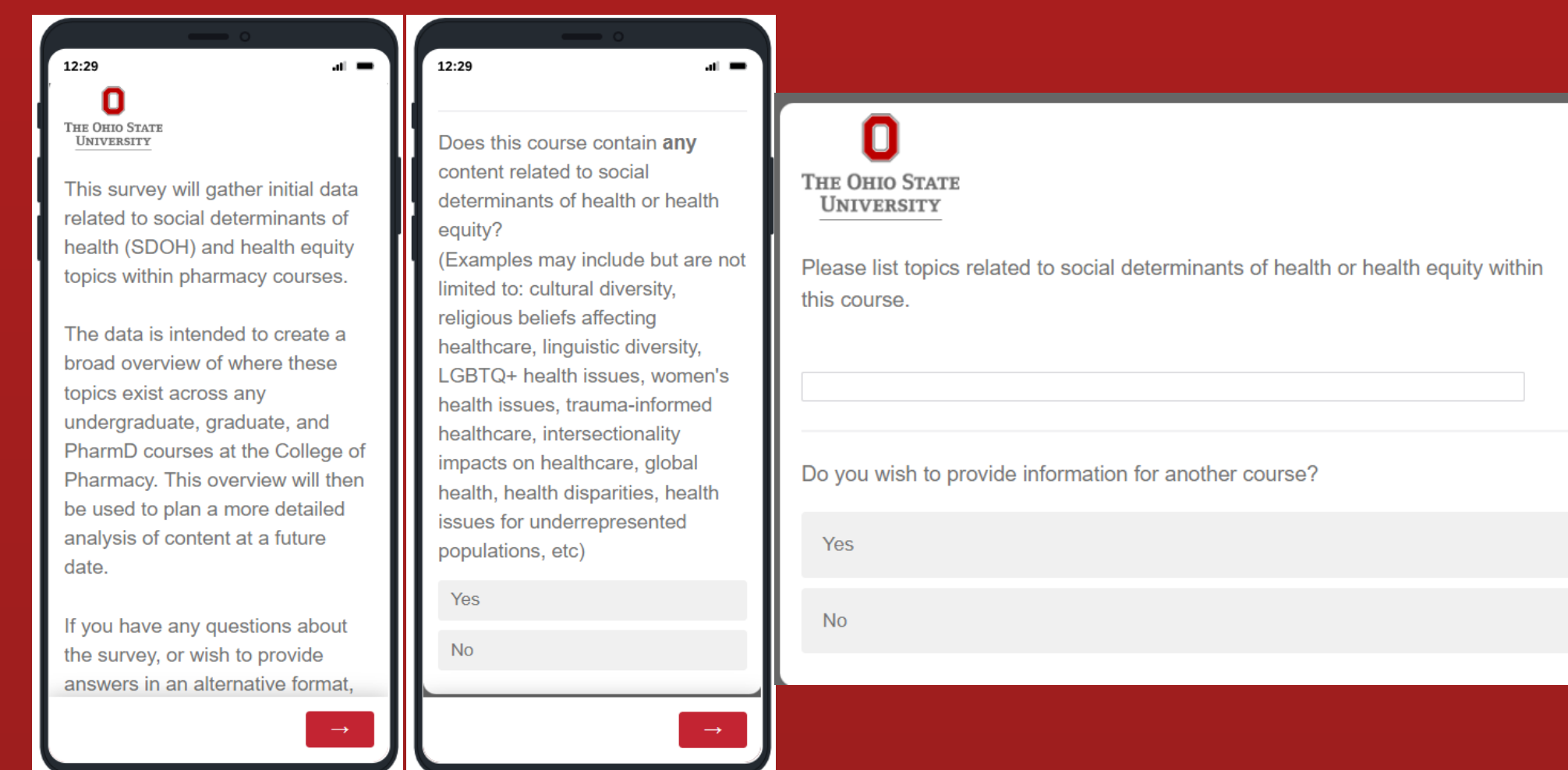
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BACKGROUND

- The American Association of Colleges of Pharmacy (AACP) has affirmed its commitment to DEIA in pharmacy education, including within the curriculum.¹ However, DEIA issues have not been adequately addressed in pharmacy.^{2,3,4}
- While various means of incorporating DEIA topics into curricula have been suggested,^{5,6,7,8} currently no comprehensive guideline exists for how to do so.
- A team of faculty and staff from The Ohio State University College of Pharmacy attended AACP's Equity, Diversity, & Inclusion (EDI) Institute in 2023: "Contemporary Curriculum and Assessment Solutions Focused on Enhancing Equity, Diversity, & Inclusion."
- The first priority following the EDI Institute was to map related content currently being covered in the undergraduate, graduate, and PharmD curricula.
- The objective was to gain a clear overall picture of current efforts, allowing faculty & staff to subsequently assess and plan for future curricular improvements.

METHODS: INSTRUCTOR SURVEY

- A survey was created in Qualtrics regarding DEIA content in the curriculum and was sent to all college faculty and staff.
- A list of content examples was given. Examples were initially drawn from the topic list in the HEED Award application; the team added a few more topics that seemed relevant
- The survey contained the following questions:
 - Respondent contact information
 - Course number, and whether course was elective or required
 - Was course in the undergraduate, graduate, and/or PharmD program
 - A yes/no question whether the course contained any EDI-related content
 - If yes, a free-text request for list of topics covered



- The working group divided into three teams, one team to theme responses for each of the three curricula (undergraduate, graduate, PharmD)
- Each team reviewed free-text responses within their curriculum and assigned relevant theme(s)
- Themes were reached by consensus of all team members
- For any results that were unclear or where agreement was not reached, the team requested further detail from the respondent

RESULTS: INSTRUCTOR SURVEY, PHARM D

- A majority of survey responses came from the PharmD curriculum
- Since responses were obtained for nearly all required PharmD courses, the team contacted non-responders, to obtain a complete data set
- General content related to social determinants of health, health equity, and microaggressions was the most common component included in the required PharmD curriculum
- Socioeconomics was the topic area most frequently addressed in the required PharmD curriculum
- The team identified several areas, such as disability and trauma-informed care, that were covered rarely (<1%) or not at all

BENEFITS: AWARDS AND RESOURCES

HEED AWARD

In part as a result of the curricular DEIA efforts mapped in this work, the College of Pharmacy at The Ohio State University was named as a Higher Education Excellence in Diversity (HEED) Award for Health Professions Schools winner for the first time. OSU was one of only six schools of pharmacy nationally recognized with this honor as of 2023.



HEALTH PROFESSIONAL TRAINING RESOURCE

The Drexel University College of Medicine: Center for Professionalism and Communication in Health Care resource contains free modules on antiracism in healthcare and other key topics

This resource is being piloted at several universities, and has been shared with all faculty and staff at OSUCOP as a way to supplement existing content in courses and professional development opportunities, while the task force continues its work <https://webcampus.med.drexel.edu/PCHC/>



STRENGTHS AND LIMITATIONS

- Faculty & staff cannot effectively plan or deliver DEIA-related course content without identifying the current content status
- While mapping is a good first step, guidance is needed on understanding the structural causes of SDOH and how to facilitate and assess learning
- PharmD required courses are mapped; faculty and staff can initiate planning for coordinated, intentional DEIA incorporation
- Undergraduate and graduate programs received a limited number of responses; further efforts are needed to map these programs
- Current mapping covers topic areas but not depth or breadth of coverage within each course

CONCLUSIONS

- A clear picture of current content is necessary to create comprehensive, scaffolded instruction
- Some topics appear overrepresented in the PharmD curriculum, while others are missing or rarely addressed
- Better coordination is needed between instructors
- Disconnects were identified between instructor- vs student-perceived coverage of topics, such as:
 - Students noted coverage often focused on disparities, and requested more focus on underlying causes and potential solutions
 - Students suggested offering more opportunities for community engagement and one-on-one mentorship

METHODS: STUDENT FOCUS GROUPS

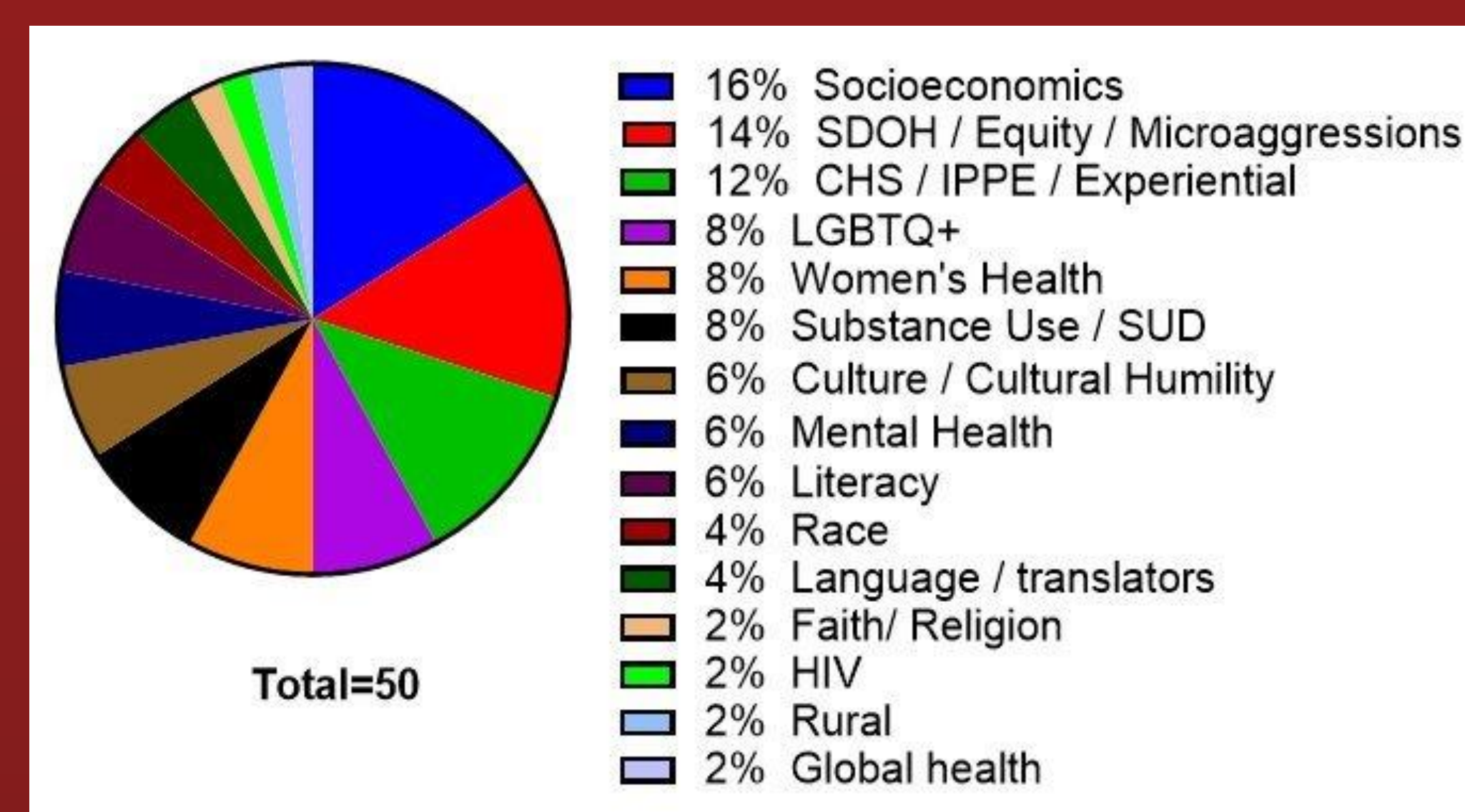
- Who:
 - Graduating students who self-reported as having an underrepresented identity (minoritized racial/ethnic, LGBTQIA+, disabled, etc.)
 - Programs: BSPS (n=24), MS/PhD (n=8), PharmD (n=4)
- How:
 - One of four 1-hour focus groups
 - Discussing SDOH/DEIA topics participants thought were covered well or wish were covered better, and
 - Incidents where participants felt included/excluded from their discipline.
 - Common themes were coded and quantified by the number of students that reported positively, negatively, or neutral on the topic with a coverage score calculated by subtracting negative responses from positive responses on a given topic.

RESULTS: STUDENT FOCUS GROUPS

In general, students praised courses that went over not just the health outcome disparities, but also covered structural causes of these disparities. Courses that did not cover support networks or interventions were viewed more critically.

Curricular Theme	Overall Coverage of Theme			Coverage Score
	Good	Neutral	Lacking	
Community Health	3	0	0	3
Social Standards	1	0	0	1
SES	1	0	0	1
General Diversity	3	0	2	1
Incarcerated	0	0	1	-1
Identity	0	0	1	-1
Mental Health	0	0	2	-2
LGBTQ+	1	0	3	-2
Gender	1	0	3	-2
Race	2	3	5	-3
Social Support Networks	0	0	4	-4

RESULTS: INSTRUCTOR SURVEY, PHARM D



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