


## Breaking Barriers and Building Bridges: Pioneering DEIJ in Clinical Pharmacy Education

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## Conflicts of Interest

Our speaker Kris Tupas declares that they do not have a relevant affiliation or financial arrangement with any ineligible companies that may have a direct interest in the subject matter of this continuing pharmacy education (CPE) activity within the past 24 months.

Additionally, the individuals involved in the planning of this activity have not had an affiliation or financial arrangement with any ineligible companies that may have a direct interest in the subject matter of this CPE program within the past 24 months.

All relevant financial relationships have been mitigated.

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## Learning Objectives

- Explain the importance of integrating diversity, equity, inclusion, and justice (DEIJ) concepts into pharmacy curricula.
- Review barriers to incorporating DEIJ in pharmacy curricula.
- Describe how to create inclusive teaching materials.
- Discuss methods to incorporate DEIJ in clinical pharmacy content.

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## PollEverywhere

Join at <https://pollev.com/ktupas248>

OR

Text ktupas248 to 37607

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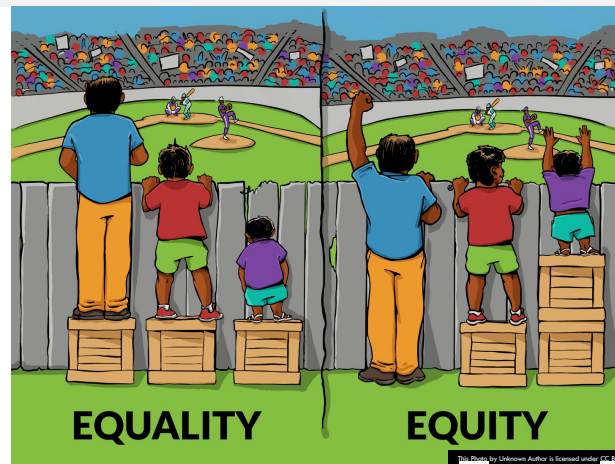
# Definitions

Diversity	Equity	Inclusion	Justice	Accessibility	Anti-racism
"The variety of shared and different personal and group characteristics among human beings"	"The effort to provide different levels of support based on an individual's or group's needs in order to achieve fairness in outcomes"	"A state of belonging - when persons of different backgrounds and identities are valued, integrated, and welcomed equitably as decision-makers and collaborators"	"The process required to move... from an unfair, unequal, or inequitable state to one which is fair, equal, or equitable"	"The extent to which a space is readily approachable and usable by people with disabilities"	"Active process of identifying and challenging racism, by changing systems, organizational structures, policies and practices, and attitudes, to redistribute power in an equitable manner"

1. <https://cssp.org/resource/key-equity-terms-and-concepts-a-glossary-for-shared-understanding/>

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## Equality vs. Equity



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## Why does this matter?

- Multiple calls to action for pharmacy educators to advocate for diversity, equity, and inclusion (DEI) concepts
- AACP Strategic Priority 3: Leading Diversity, Equity, Inclusion and Anti-racism (DEIA) Efforts
- ACPE Standards and AACP Curriculum Outcomes and Entrustable Professional Activities (COEPA) 2022
  - “Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g. social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes”

1. Armbruster AL et al. Am J Pharm Educ. 2022;86(3): Article 8412.
2. Arif SA et al. Am J Pharm Educ. 2023;87(2): Article 8902.
3. <https://www.aacp.org/article/strategic-plan>
4. <https://www.aacp.org/node/2870>
5. <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>

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## How do we accomplish this?

### Faculty Training

- Implicit bias
- Microaggressions
- Inclusive pedagogy
- Effect of social determinants of health on health disparities

### Curricular

- Include DEIJ in strategic plan
- Rx-Heart Framework
  - Inventory/Awareness
  - Electives
  - Mandatory Coursework
  - Integration
  - Application

### Designing Learning Materials

- Inclusive language in lectures and patient cases
- Inclusive syllabi
- Universal Design for Learning (UDL) principles

1. Butler LM et al. Am J Pharm Educ. 2021;85(9):8590.

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## Self-Assessment Question #1

Which best describes the term “equity?”

- A. Providing everyone with the same resources and opportunities
- B. The variety of different characteristics among human beings
- C. The extent to which a space is approachable by people with disabilities
- D. Providing different levels of support based on needs to ensure fairness

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What are some barriers to integrating DEIJ at your institution?

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## Potential Barriers

- Faculty or student resistance
- Faculty knowledge, skills, and comfort level
- Lack of time/space in the curriculum
- Not included on licensing exams



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## Creating Inclusive Teaching Materials

- Pre-Course surveys
- Inclusive syllabi
- Incorporation of DEIJ into clinical content


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## Pre-Course Survey

Creates a sense of  
belonging

Determines what  
students may need  
to be successful in  
the course

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## Pre-Course Survey

Full name:

What nickname would you like us to call you?

Please provide a phonetic pronunciation of your first and last name.  
A phonetic spelling guide can be found  
here: <https://www.yourdictionary.com/articles/phonetic-spelling>.  
For example, Dr. Kris Tupas would be Dr. Kris Too-pahs.

Please provide your pronouns.

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## Other Pre-Course Survey Questions

- What strategies and resources do you use to study?
- What are your personal goals for this course?
- What challenges do you anticipate needing support for?
- Is there anything else we should know about you to help you be successful in this course?

1. <https://poorvucenter.yale.edu/strategic-resources-digital-publications/managing-classroom/developing-pre-course-survey>

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## Designing an Inclusive Syllabus



### IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

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"Piled Higher and Deeper" by Jorge Cham

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## Designing an Inclusive Syllabus

Contract and records vs. learning tool and communication device



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1. [https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus\\_Review\\_Protocol\\_CUE.pdf](https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus_Review_Protocol_CUE.pdf)

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## Designing an Inclusive Syllabus

Do the course materials represent diverse perspectives?

- Review required reading materials

Does the syllabus show students that they belong in the classroom?

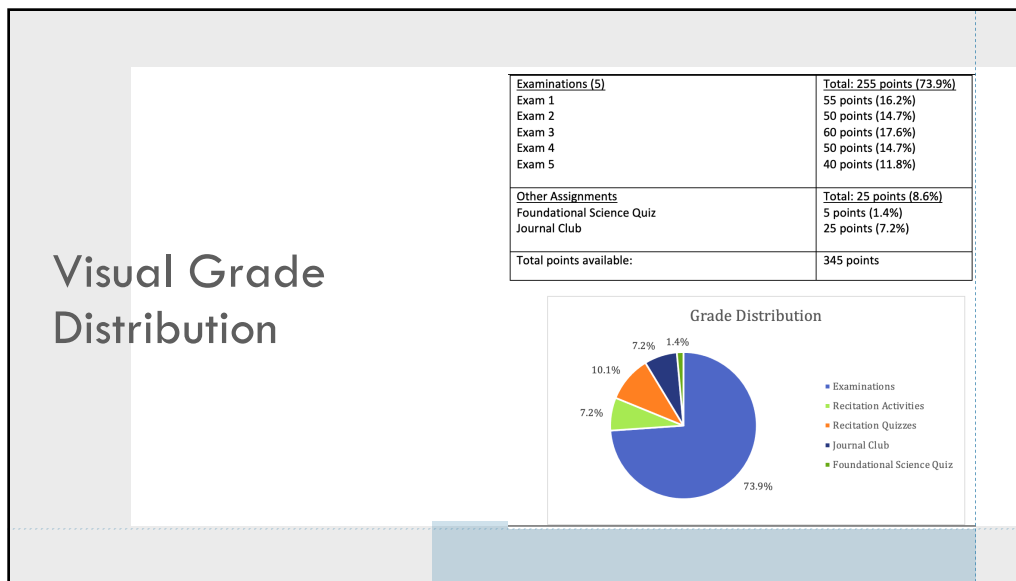
- Use a friendly and welcoming tone
- Convey a willingness to work with students who need extra help
- Include an equity statement
- Set clear expectations for respectful interactions in the classroom
- Include student input

Does the syllabus allow every student to be successful?

- Provide clear schedules, deadlines, and assignment descriptions
- Provide resources
- Offer a variety of assessment types for students to demonstrate knowledge and skills

1. [https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus\\_Review\\_Protocol\\_CUE.pdf](https://www.cuesta.edu/about/documents/vpaa-docs/Syllabus_Review_Protocol_CUE.pdf)

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## Equity Statement

<b>Equity in the Classroom</b>	<p>It is my intent that students of all backgrounds feel welcome in this course. Therefore, I aim to encourage an inclusive and respectful community that embraces and celebrates differences in race, ethnicity, gender identity and expression, sexual orientation, ability, political beliefs, socioeconomic background, religion, and other identities.</p> <p>It is often not our intention to cause discomfort through our actions or words, and such instances should not be ignored. Mistakes are essential for learning, and the lessons that come from mistakes in this course should be embraced and celebrated. Do not worry if you make a mistake, as you will be supported; I ask that you likewise support your classmates in being brave enough to risk being incorrect. To prevent misunderstandings, I encourage avoiding assumptions as much as humanly possible. If someone's mistake causes you discomfort, please respond with grace, not by dismissing your feelings but by reaching out to me, the person directly, or the resources provided in the syllabus so that changes can be made to help correct the mistake.</p> <p>Lifelong learning is crucial to our profession, not just with clinical knowledge and skills, but also with personal growth and development. Therefore, if my teaching style and/or learning materials are not in line with this statement, please do not hesitate to contact me with any suggestions or constructive criticism to improve our collective experience in this course.</p> <p>In turn, to foster an inclusive environment in which everyone feels like they belong, I encourage you to show respect for other students and their opinions, even if they are different from your own. I encourage you to listen to each other with empathy and open minds as we are all learning and growing together.</p> <p style="text-align: right;">- Dr. Tupas</p>
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## Syllabus Review

- Review during the first class
- Shared discussion of classroom expectations
- Consider a syllabus quiz

### OUTLINE

- 01 INTRODUCTION**  
What's this class all about?
- 02 ASSIGNMENTS & ASSESSMENT**  
How do I earn a passing grade in this course?
- 03 POLICIES & EXPECTATIONS**  
What is expected of me in this course?
- 04 SCHEDULE**  
What are we going to learn and when?

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## Self-Assessment Question #2

What element would be found in an inclusive, equity-minded syllabus?

- A. Policies and procedures written with academic jargon
- B. Clear schedules, deadlines, and assignment descriptions
- C. One textbook as required course material

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## Identifying Opportunities in Clinical Content

- Dermatologic conditions
- LGBTQIA+ care
- GFR and ASCVD calculations
- Intentionally inclusive patient cases
- Race-based vs. race-conscious medicine

1. Cerdeña JP, et al. The Lancet 2020;396(10257):1125-1128.

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## Before

ML is a 55 YO black male with a PMH of T2DM and asthma. He presents to clinic with these BP readings:

- 142/86 mmHg (8/14/2022)
- 150/90 mmHg (7/11/2022)

**Which is the most appropriate initial treatment for ML?**

- A. Metoprolol
- B. Hydrochlorothiazide
- C. Amlodipine + Metoprolol
- D. Losartan + Hydrochlorothiazide
- E. Lifestyle modifications

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## After

A patient with a past medical history of type 2 diabetes and asthma presents to your clinic with the following BP readings:

- 142/86 mmHg (8/14/2023)
- 150/90 mmHg (7/11/2023)

**Which is the most appropriate initial treatment for this patient?**

- A. Metoprolol
- B. Hydrochlorothiazide
- C. Amlodipine + Metoprolol
- D. Losartan + Hydrochlorothiazide
- E. Lifestyle modifications

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## Example from a Cardiovascular Course

- Prevalence of elevated blood pressure is highest amongst non-Hispanic black patients
- The 2017 ACC/AHA blood pressure guidelines include treatment recommendations based on race
  - “In black adults with HTN but without HF or CKD, including those with DM, initial treatment should include a thiazide-type diuretic or CCB.”
  - **Despite following these guidelines, racial disparities in hypertension control remain**

1. Holt HK et al. J Am Board Fam 2022;35(1):26-34.

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## Race-Based vs. Race-Conscious Medicine

- In health sciences curricula, differences in disease states among racial and ethnic groups often are taught without context
- Social construct of race may be misinterpreted as biological difference
- Learners may falsely conclude health disparities are a result of genetic predisposition, cultural norms, and personal health behaviors
- [Race-based vs. race-conscious medicine](#)

1. Amurrah C et al. N Engl J Med. 2021;384(9):872-878.
2. Cerdeña JP, et al. The Lancet 2020;396(10257):1125-1128.

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## Approach to Teaching Hypertension

- Epidemiology – included discussion on social determinants of health
- Added reading assignment and written reflection with guided questions
  - [Associations Between Social Determinants and Hypertension, Stage 2 Hypertension, and Controlled Blood Pressure Among Men and Women in the United States](#)
- Discussed guideline recommendations for black patients with context
- Included discussion of race-based recommendations during recitation patient case

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## Self-Assessment Question #3

Which describes best practices for incorporating DEIJ into clinical pharmacy content?

- A. Removing race and gender from all patient cases
- B. Providing examples of dermatologic conditions on only light skin tones
- C. Teaching epidemiology and risk factors for disease in the context of social determinants of health


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## Brainstorming

What are your institution's current practices to incorporate DEIJ in the pharmacy curriculum?

What are some opportunities to build upon your current practices?

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## Questions?

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## Resources

- [OneHE - Community Building Activities](#)
- [Center for Urban Education - Syllabus Review Guide](#)
- [The UDL Guidelines](#)
- [Center for the Study of Social Policy - Key Equity Terms and Concepts: A Glossary for Shared Understanding](#)
- [Yale Poorvu Center for Teaching and Learning - Developing a Pre-Course Survey](#)

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