

TO: Diversity and Inclusion Committee

FROM: Craig K. Svensson
Dean



SUBJECT: Committee Charge for 2015-2016

DATE: September 4, 2015

The purpose of this memo is to outline the charge for the Diversity and Inclusion Committee for the 2015-16 academic year. The focus of your efforts during this period should be to continue to assist the College in moving forward with the implementation of the recommendations that you have made to the faculty that were approved at the faculty retreat in May 2015. In particular, related to the instructional goals that were developed for the Pharm.D. curriculum, I would ask that you:

1. Identify courses, if any, where these specific goals are being addressed.
2. Where goals are being addressed, determine how they are being addressed in the course and whether or not they are being assessed in terms of student outcomes/competency.
3. Based on the results of #2 above, determine if enhanced exposure/instruction should be recommended to achieve this goal and where that might be accomplished.
4. Where goals are not being addressed in the curriculum, provide suggestions as to where and how difficult it would be to address within the professional curriculum.

I would ask that your final report be shared with the Curriculum Committee, who will ultimately need to make recommendations to the faculty for any curricular modifications.

Your colleagues and I appreciate the willingness of each member of the Committee to serve in this capacity and look forward to receiving your recommendations as the academic year progresses.

cc: Executive Committee
K. Sowinski, Chair, Curriculum Committee



Diversity and Inclusion Committee Report (May 2016)

Committee Charge, 2015-2016

Members: Jasmine Gonzalvo, Jane Krause (chair), Missy Mobley, Emily Moncada (P3), Gail Newton, Chiwook Park, Joseph Thomas, Linnette White, Arthur Williams (P2), Sang-A Yun (P2)

Cultural Competency Goals for PharmD Curriculum	Courses that Address the Goal
<p>Goal 1: Demonstrate an understanding of cultural diversity and the importance of cultural competence in providing optimal care for all patients.</p>	<ul style="list-style-type: none"> ● 822: Pharmacy Skills and Patient Counseling (P1F/S) ● 826: Intro to Patient Centered Care (P1F) ● 825: Pharmacotherapy I (P1S) ● 827: Public Health (P1S)
	<ul style="list-style-type: none"> ● 842: Community IPPE (P2F/S) ● 844: Pharmacotherapy II (P2F) ● 848: Drug Info & Lit Evaluation (P2F) ● 845: Pharmacotherapy III (P2S) ● 847: Pharmacogenomics (P2S) ● 849: Population Health (P2S)
	<ul style="list-style-type: none"> ● 864: Pharmacotherapy IV (P3F) ● 865: Pharmacotherapy V (P3S)
<p>Goal 2: Demonstrate an understanding of the roles and responsibilities of health professionals and inter-professional team work in providing culturally competent care to all patients.</p>	<ul style="list-style-type: none"> ● 827: Public Health (P1S)
	<ul style="list-style-type: none"> ● 842: Community IPPE (P2F/S) ● 844: Pharmacotherapy II (P2F) ● 845: Pharmacotherapy III (P2S) ● 847: Pharmacogenomics (P2S) ● 849: Population Health (P2S)
	<ul style="list-style-type: none"> ● 862: Institutional IPPE (P3F/S) ● 864: Pharmacotherapy IV (P3F) ● 868: Pt Safety and Informatics (P3F) ● 865: Pharmacotherapy V (P3S) ● 869: Management & Marketing of Prof Services (P3S)
	<ul style="list-style-type: none"> ● 880: Advanced Pharmacy Practice Experience (P4)
<p>Goal 3: Be able to assess one's own biases, stereotypes, and level of cultural competence.*</p>	<ul style="list-style-type: none"> ● 826: Intro to Patient Centered Care (P1F) ● 827: Public Health (P1S)
	<ul style="list-style-type: none"> ● 864: Pharmacotherapy IV (P3F)

Diversity and Inclusion Committee Report (May 2016)

Committee Charge, 2015-2016

Members: Jasmine Gonzalvo, Jane Krause (chair), Missy Mobley, Emily Moncada (P3), Gail Newton, Chiwook Park, Joseph Thomas, Linnette White, Arthur Williams (P2), Sang-A Yun (P2)

<p>Goal 4: Demonstrate an understanding of how a practitioner’s own cultural beliefs may affect the provision of healthcare.</p>	<ul style="list-style-type: none"> • 826: Intro to Patient Centered Care (P1F) • 827: Public Health (P1S) • 831: Health Care Systems (P1S)
	<ul style="list-style-type: none"> • 848: Drug Info & Lit Evaluation (P2F) • 845: Pharmacotherapy III (P2S)
	<ul style="list-style-type: none"> • 864: Pharmacotherapy IV (P3F) • 865: Pharmacotherapy V (P3S)
	<ul style="list-style-type: none"> • 880: Advanced Pharmacy Practice Experience (P4)
<p>Goal 5: Discuss how cultural beliefs shape patients’ interpretation and experience of disease(s) and treatment(s).</p>	<ul style="list-style-type: none"> • 826: Intro to Patient Centered Care (P1F) • 827: Public Health (P1S) • 831: Health Care Systems (P1S)
	<ul style="list-style-type: none"> • 845: Pharmacotherapy III (P2S) • 847: Pharmacogenomics (P2S) • 849: Population Health (P2S)
	<ul style="list-style-type: none"> • 864: Pharmacotherapy IV (P3F) • 865: Pharmacotherapy V (P3S)
<p>Goal 6: Demonstrate an understanding of health care needs and health disparities of diverse populations and develop any necessary interventions taking cultural diversity into account.</p>	<ul style="list-style-type: none"> • 826: Intro to Patient Centered Care (P1F) • 825: Pharmacotherapy I (P1S) • 827: Public Health (P1S) • 831: Health Care Systems (P1S)
	<ul style="list-style-type: none"> • 842: Community IPPE (P2F/S) • 844: Pharmacotherapy II (P2F) • 848: Drug Info & Lit Evaluation (P2F) • 845: Pharmacotherapy III (P2S) • 847: Pharmacogenomics (P2S) • 849: Population Health (P2S)
	<ul style="list-style-type: none"> • 862: Institutional IPPE (P3F/S) • 864: Pharmacotherapy IV (P3F) • 870: Health Policy (P3F) • 865: Pharmacotherapy V (P3S)
	<ul style="list-style-type: none"> • 880: Advanced Pharmacy Practice Experience (P4)

Diversity and Inclusion Committee Report (May 2016)

Committee Charge, 2015-2016

Members: Jasmine Gonzalvo, Jane Krause (chair), Missy Mobley, Emily Moncada (P3), Gail Newton, Chiwook Park, Joseph Thomas, Linnette White, Arthur Williams (P2), Sang-A Yun (P2)

Goal 7: Use appropriate cultural communication strategies for patients with limited English proficiency, health literacy, and/or nonverbal styles of communication.	<ul style="list-style-type: none"> 822: Pharmacy Skills and Patient Counseling (P1F/S) 826: Intro to Patient Centered Care (P1F) 827: Public Health (P1S)
	<ul style="list-style-type: none"> 842: Community IPPE (P2F/S)
	<ul style="list-style-type: none"> 864: Pharmacotherapy IV (P3F) 868: Pt Safety and Informatics (P3F) 865: Pharmacotherapy V (P3S) 869: Management & Marketing of Prof Services (P3S)
Goal 8: Use effective cultural communication strategies when interacting with patients, families, peers, and colleagues.	<ul style="list-style-type: none"> 822: Pharmacy Skills and Patient Counseling (P1F/S) 826: Intro to Patient Centered Care (P1F) 827: Public Health (P1S)
	<ul style="list-style-type: none"> 842: Community IPPE (P2F/S) 844: Pharmacotherapy II (P2F) 849: Population Health (P2S)
	<ul style="list-style-type: none"> 864: Pharmacotherapy IV (P3F) 869: Management & Marketing of Prof Services (P3S)
Goal 9: Understand and utilize strategies and resources to instill cultural competence as a life-long learning process. *	<ul style="list-style-type: none"> 826: Intro to Patient Centered Care (P1F) 827: Public Health (P1S)
	<ul style="list-style-type: none"> 870: Health Policy (P3F) 869: Management & Marketing of Prof Services (P3S)

*Consider meeting with co-curricular activities (activities unassociated with a course, but occur while the student is working through the curriculum)

Professional Program Laboratory Sequence/Courses	Goals
P1F LAB I (PHRM 820)	1,3,5,6,7,8,9
P1S LAB II (PHRM 821)	1,2,4,5,6,7,8,9
P2F LAB III (PHRM 840)	1,2,5,6,7,8,9
P2S LAB IV (PHRM 841)	1,3,4,5,6,7,8,9
P3F LAB V (PHRM 860)	1,4,5,6,7,8,9
P3S LAB VI (PHRM 861)	2,3,4,5,6,7,8,9

Diversity and Inclusion Committee Report (May 2016)

Committee Charge, 2015-2016

Members: Jasmine Gonzalvo, Jane Krause (chair), Missy Mobley, Emily Moncada (P3), Gail Newton, Chiwook Park, Joseph Thomas, Linnette White, Arthur Williams (P2), Sang-A Yun (P2)

Course Number/Title	Assessment Strategies
820, 821, 840, 841, 860, 861: Professional Programs Laboratory Sequence/Courses (P1-P3)	Counseling Activities; Care Plans; SOAP Notes; Performance Based Assessments
822: Pharmacy Skills and Patient Counseling (P1F/S)	Assignments; Counseling Activities
826: Intro to Patient Centered Care (P1F)	Exams; Reflections; Digital badge is extra credit.
827: Public Health (P1S)	
825: Pharmacotherapy I (P1S)	Exams
831: Health Care Systems (P1S)	Exams; Patient Interview
842: Community IPPE (P2F/S)	Assignments
844: Pharmacotherapy II (P2F)	Exams
848: Drug Info & Lit Evaluation (P2F)	Clinical trial results discussions
845: Pharmacotherapy III (P2S)	Exams
847: Pharmacogenomics (P2S)	Quizzes; Exams; Homework; In-class case studies/discussions
849: Population Health (P2S)	
862: Institutional IPPE (P3F/S)	Assignments
864: Pharmacotherapy IV (P3F)	Exams
868: Pt Safety and Informatics (P3F)	Team-based project/presentation
870: Health Policy (P3F)	
865: Pharmacotherapy V (P3S)	Exams; In-class case studies/discussions
869: Management & Marketing of Prof Services (P3S)	Group work on major business plan (written report and presentation)
880: Advanced Pharmacy Practice Experience (P4)	

Courses Not Addressing Cultural Competency Goals
824: Pathophysiology & Drug Action (P1F)
828: Dosage Forms I (P1F)
830: Introduction to Pharmacy Law and Ethics (P1F)
832: Principles of Diagnosis, Labs, Monitoring (P1F)
834: Pharmaceutical Calculations (P1F)
836: Biochemistry for Pharm Sciences II (P1F)
829: Dosage Forms II (P1S)
846: Pharmacokinetics (P2F)
850: Immunization Certification (P2F)
866: Biotech/Adv. Parenteral Dosage Forms (P3F)
867: Introduction to APPE (P3S)
871: Pharmacy Law (P3S)

Comments Regarding this Report and Suggestions for Consideration:

- Information for this report obtained from course coordinators and PharmD students serving on committee.
- Based on this information, many courses contain topics and learning objectives consistent with the nine cultural competency goals.
 - Emphasis is currently on age, gender, health literacy, and socioeconomic status. Consider enhanced instruction related to disabilities, ethnicity, race, religious beliefs, and sexual orientation.
 - Consider enhanced instruction related to the following cultural competency goals: Goal 3, Goal 7, and Goal 9.
- Although cultural competency goals are addressed throughout the curriculum, it is suggested that faculty consider being more intentional about listing learning objectives and developing associated assessments as related to the cultural competency goals.
 - Reminder: the cultural competency goals are intended to serve as guidelines to help faculty develop specific learning objectives to fit individual courses.
- Community Introductory Pharmacy Practice Experience (IPPE)
 - Several cultural competency projects and reflections are currently included in the Community IPPE. Consideration may be given to adding the following reflection: *What barriers related to cultural competency did you encounter when counseling patients? How did you overcome these barriers?*
- Advanced Pharmacy Practice Experiences (APPEs)
 - Although all P4s have a different set of APPEs in terms of sites, consider incorporation of cultural competency reflections into the required (core) APPEs served by all students. In addition, and if possible, obtain feedback from preceptors regarding what P4s are currently lacking in terms of cultural aspects of patient care. Such an initiative may best be monitored by the assessment committee.
 - Consider incorporating a cultural competency lecture (corresponding to Goals 2 and 3) into the Introduction to APPE course (PHRM 867).
- Professional Program Laboratories
 - Consider incorporating additional encounters with diverse patients (make as realistic as possible). All simulated patient interactions in the PPL sequence are helpful learning activities.
- To help improve instruction and for documentation purposes, consider assessing/measuring the efficacy of cultural competency instruction on a regular basis. Associated with this, consider assessing/tracking over time how comfortable/confident students are with varied patient interactions. Such initiatives may best be monitored by the assessment committee.
- Consider including cultural competency PharmD and BSPS curriculum goals in the *College of Pharmacy Student Handbook* (for documentation purposes).
- What are the best strategies for incorporation of cultural competency co-curricular activities (and quality assurance) as related to goals 3 and 9?