



Developing Research-Informed Guidance on Preparing Pharmacy Students to Care for Diverse Populations

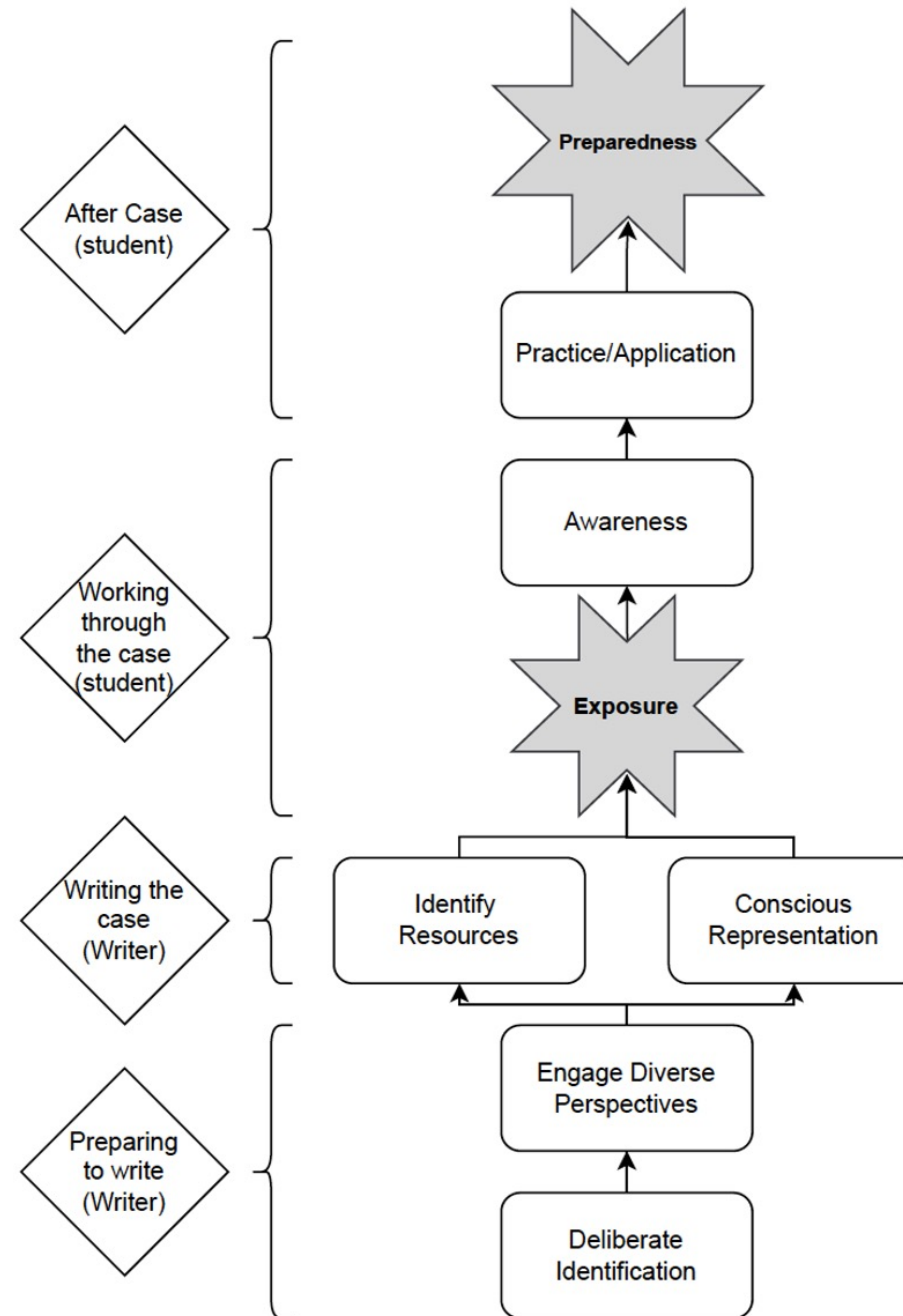
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INTRODUCTION

- There are increasing calls for greater representation of diversity within pharmacy learning materials
- Representation must be meaningful without reinforcing negative stereotypes
- Exposure to diversity through representation in learning materials and discussions should better prepare students for practice
- Aim: To develop a conceptual model for representation of diversity within case-based pharmacy learning materials

METHODS

- Qualitative interpretive phenomenological study using 1-on-1 interviews for data collection
- N=30 participants (n=15 alumni, n=15 community members from diverse populations in Nova Scotia)
- 30 to 60-minute interviews, transcribed verbatim
- Inductive open-ended coding completed independently by 2 investigators
- Framework analysis used to identify concepts and themes after initial coding
- Findings used to develop a conceptual model



RESULTS

- Community members included racially diverse, sexually diverse, gender diverse, and those with a disability
- The theme of *exposure* was deemed important to increase awareness of health equity and improve student preparedness for practice
- As per the conceptual model, exposure can be accomplished through the following:
 1. Deliberate identification of populations to represent in learning material
 2. Engaging individuals from identified populations for advice and feedback
 3. Ensuring representation is conscious and avoids consistent stereotyping
 4. Identifying further resources to stimulate and inform discussions about case content

CONCLUSION

- Representation of diversity in learning materials must be deliberate, conscientious, and collaborative with those offering diverse perspectives and lived experiences
- Education for case writing should be a priority



“Representation of diversity must be deliberate, conscientious, and collaborative”

