



Assessing Student Confidence in Practicing Cultural Humility in a 4-year vs 3-year Competency-Based PharmD Curriculum

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Introduction

Cultural sensitivity is one of the program outcomes set by the Accreditation Council for Pharmacy Education (ACPE), but how pharmacy school curricula incorporate this standard is based on each school's interpretation of cultural sensitivity. Given this background, we aimed to examine how the University of California, San Francisco (UCSF) School of Pharmacy curriculum implements this requirement. The creation of a new curriculum in 2018 allowed us to study two different iterations of this standard within a traditional 4-year (2021P) versus an accelerated, competency-based 3-year program (2021T) at UCSF and their effect on students' perceived confidence in practicing cultural humility during their Advanced Practice Pharmacy Experience (APPE) rotations.

The foundation of cultural humility is based upon three main principles: (1) a lifelong commitment to self-evaluation and self-critique, (2) identifying and resolving power imbalances, and (3) developing partnerships with people and groups who advocate for others. Pharmacists serve diverse populations and therefore, need to embody cultural humility to provide the best possible patient-centered care.¹

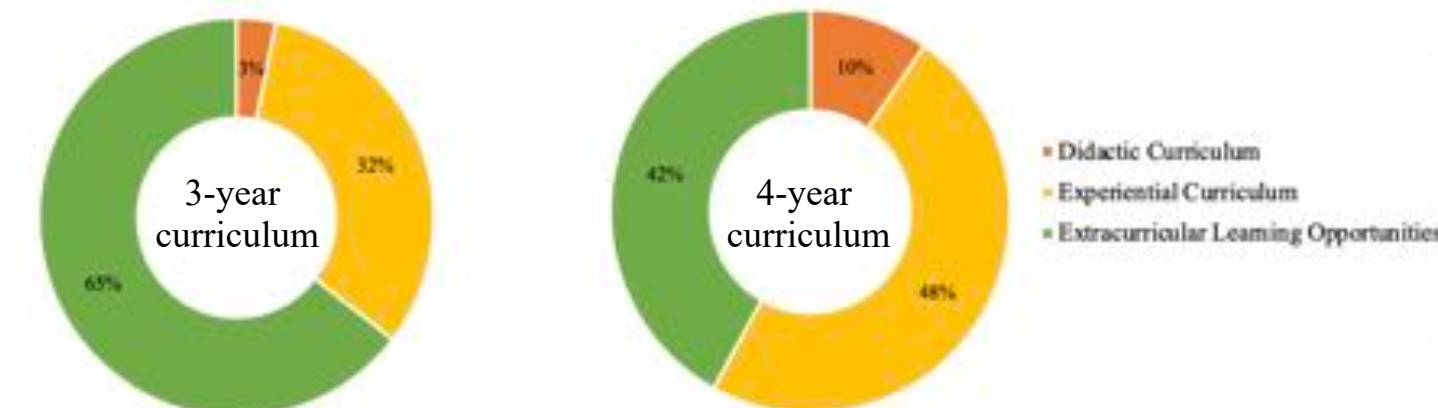
Objectives

- To assess the perceived confidence in practicing cultural humility for UCSF students in the 3-year and 4-year curricula as they transition to APPEs.
- To define any gaps that may exist in didactic or experiential instruction with regards to cultural humility that may be addressed through curriculum changes.

Methodology

year class cohorts for 2021 (referred to as 2021T and 2021P, respectively) were surveyed for their perceived confidence in practicing cultural humility. The Qualtrics™ survey link was distributed by e-mail via class listserv and administered online. Once participants consented, they completed a 12-item survey tool testing self-perceived levels of cultural competence.² Further questions evaluated how different aspects of each class' respective didactic and experiential curricula, and extracurricular experiences, contributed to perceived confidence. Participants were asked to provide feedback regarding improvements to the curriculum and to cultural humility-related training in school. Optional demographic questions were included at the conclusion of the survey. Analysis of results included assessing the distribution of respondents' answers and calculating the averages of each questionnaire item (2021T mean, 2021P mean, and total mean). Line items with a greater distribution between the two groups were evaluated for statistical significance using a Mann-Whitney U Test calculator. An inductive thematic analysis was conducted of the free response questions about potential curricula improvements. Multiple pairs of researchers reviewed responses and generated codes, assigned codes to responses, and then developed themes to encompass the codes.

A) Amongst the three domains highlighted in this study, where do you feel you have received the most exposure on what it means to practice cultural humility?



B) How important do you feel it is that student pharmacists receive cultural humility training during pharmacy school?

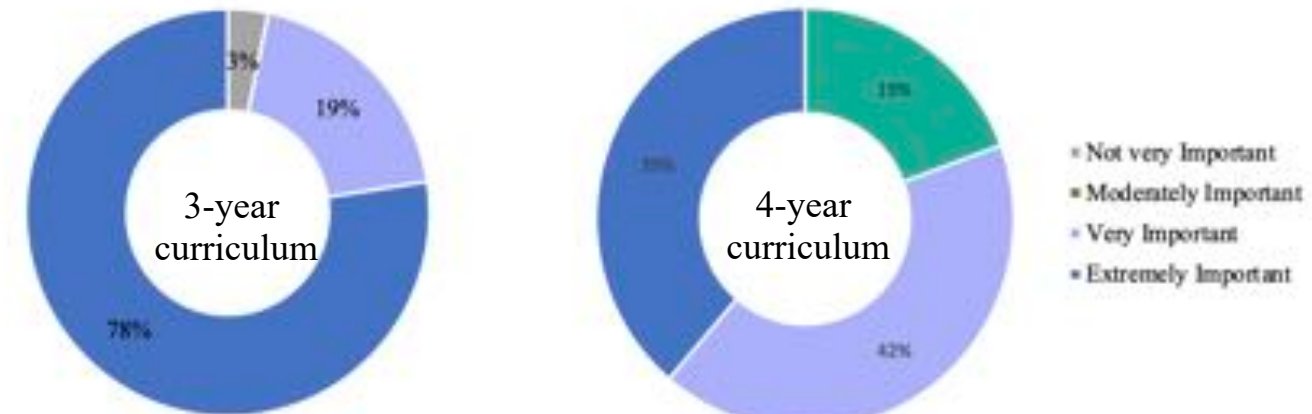


Figure 1. Percent student response by class assessing the current curricular content and the importance of training in the curriculum. Students in the 3-year curriculum belong to the Class of 2021T and students in the 4-year curriculum belong to the Class of 2021P.

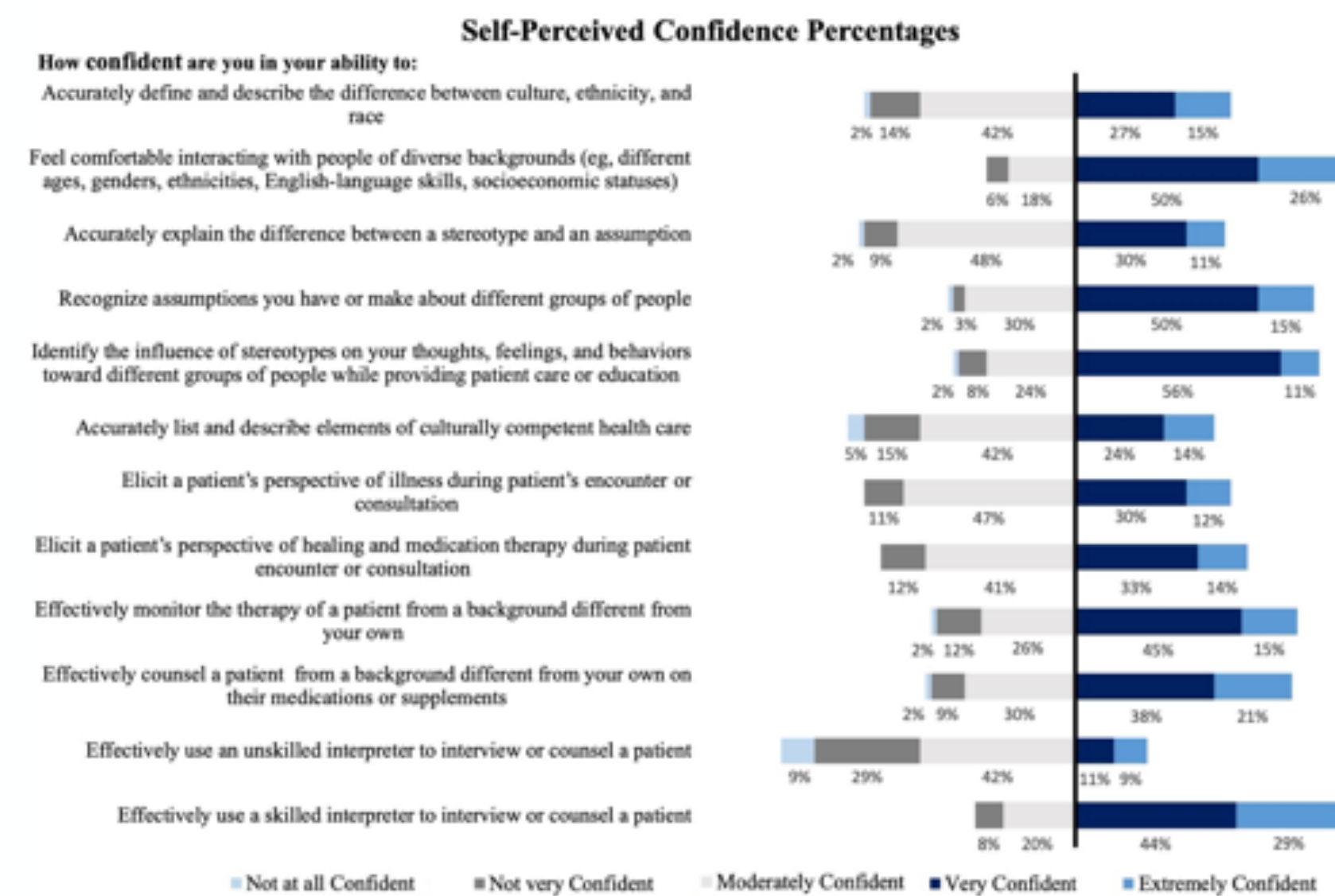


Figure 3. Likert scale responses by percentages to the 12-item survey tool assessing self-perceived levels of confidence in practicing cultural humility.

Results

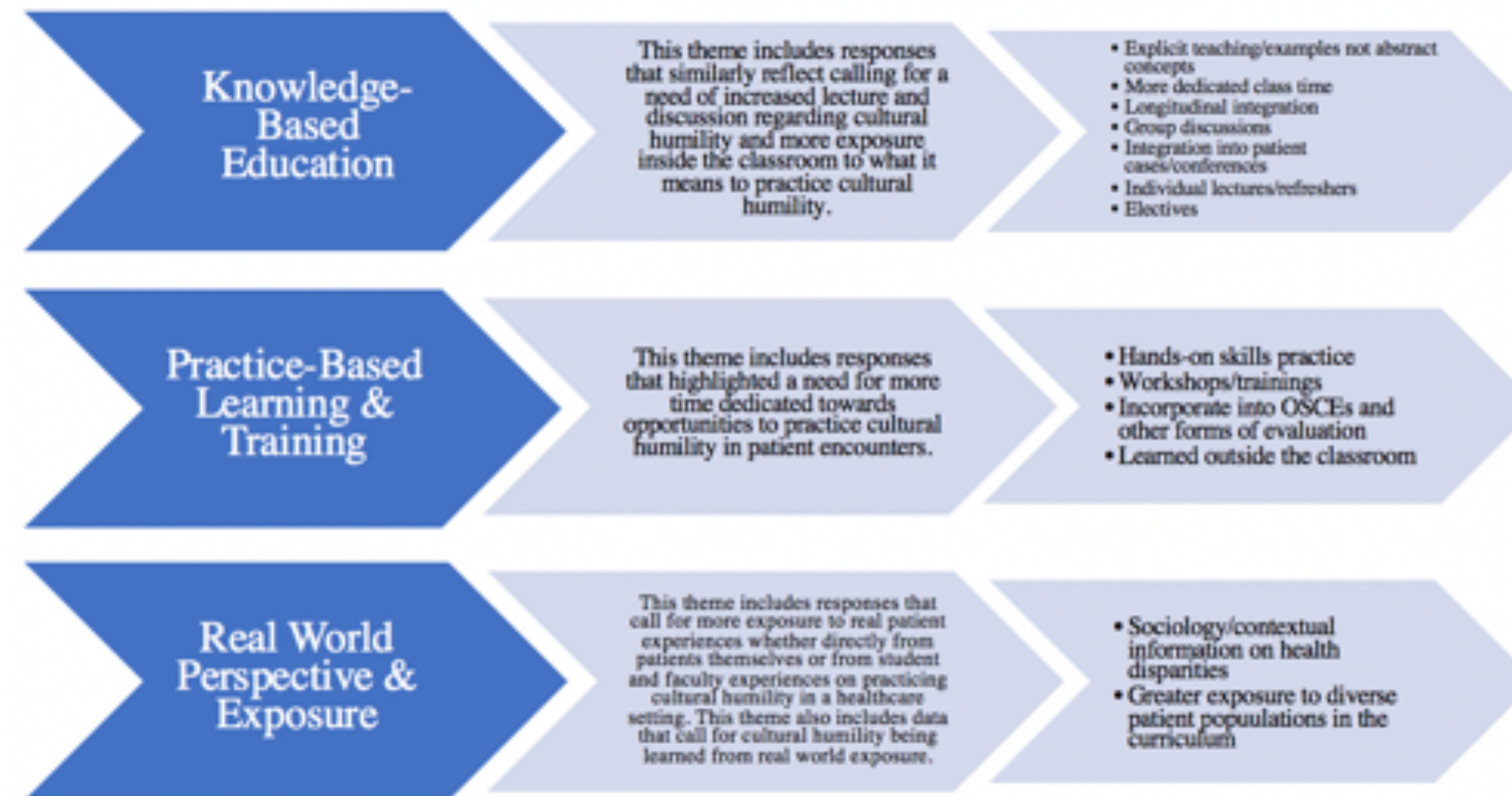


Figure 2. Thematic Analysis: Free response feedback from the questionnaire were categorized into three different themes: Knowledge-Based Education, Practice-Based Learning & Training, and Real World Perspective & Exposure.

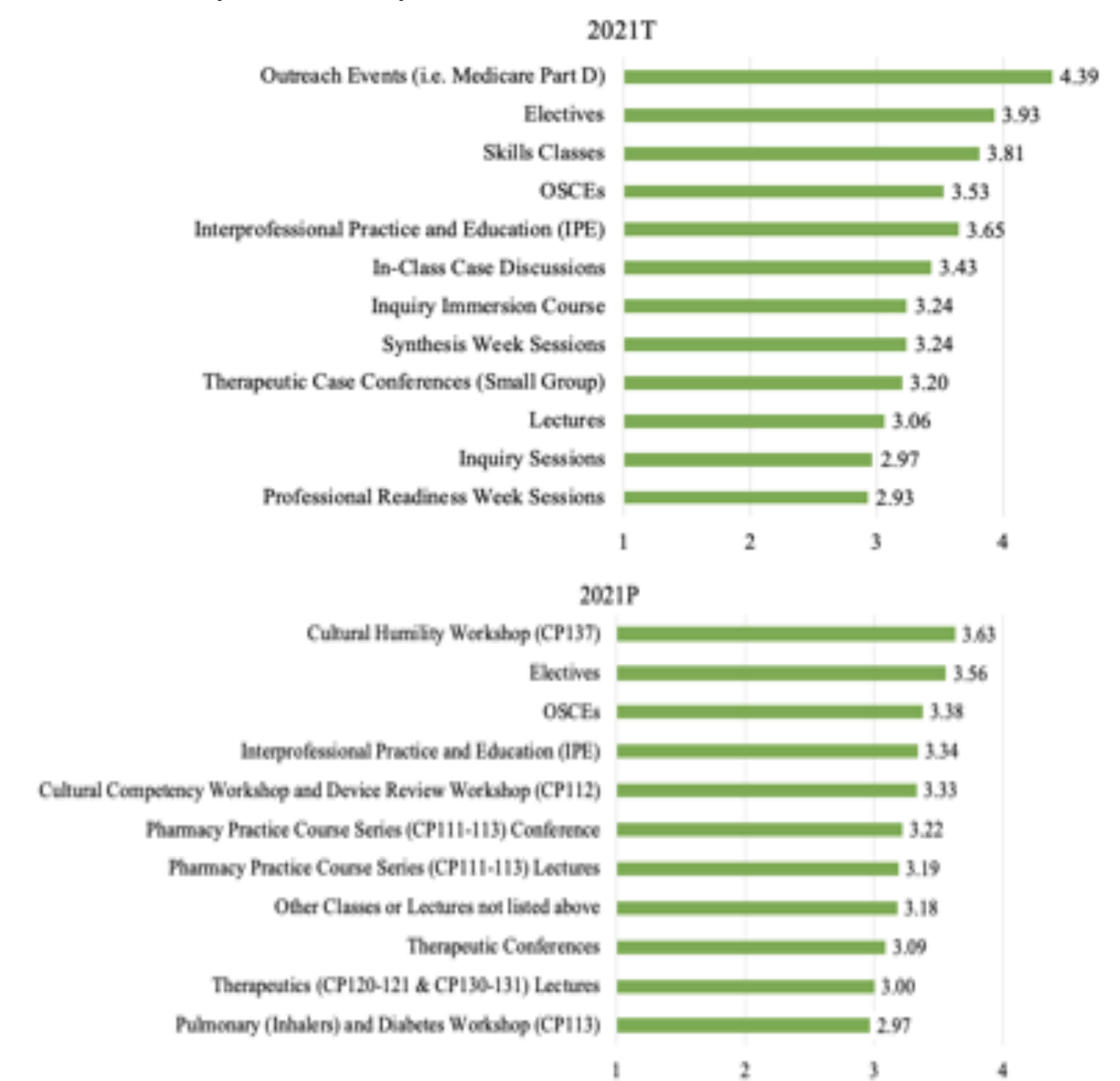


Figure 4. Likert scale rating in response to what extent participants agreed with the statement "I feel that my participation in the following aspects of the didactic curriculum have contributed to my confidence in practicing cultural humility. Likert scale = 1) Strongly disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly agree.

Discussion

Primary Findings

- The three highest-ranked didactic materials in both the 2021T and 2021P classes were generally associated with the Practice-Based Learning & Training theme, whereas the three lowest-ranked items were related to Knowledge-Based Education theme.
- Extracurricular learning opportunities contributed the most to students' confidence in practicing cultural humility, compared to didactic and experiential curricula, which may be opportunities for improvement.
- The survey items related to "Required Co-Curricular Experiences" (p<0.05) in the Extracurricular section and the question regarding students' value on the importance of pharmacists receiving cultural humility training during pharmacy school (p<0.01) were statistically significant between the two student cohorts.

Limitations

- Low response rate among target audience
- Respondents that chose to complete the survey may have an increased interest in cultural humility, potentially skewing results towards greater student perceived confidence
- Structural differences between the two cohorts' curriculums

Conclusions

Overall, the majority of survey respondents indicated that cultural humility training during pharmacy school was either very important or extremely important.

- The class of 2021T significantly placed more weight on the importance of cultural humility training.
- In the thematic analysis, students indicated that practice-based learning needed the most improvement in regards to cultural humility training.
- More practice-based learning models should be incorporated into pharmacy school curricula.
- There is a strong need for a standardized tool for assessing cultural humility in pharmacy students across schools, particularly one that can further establish the ACPE cultural sensitivity (humility) standard.

References

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- Assemi, M, Cullander C, Hudmon KS. "Implementation and evaluation of cultural competency training for pharmacy students." *Ann Pharmacother* 2004;38(5):781-6. doi:10.1345/aph.1D402

Acknowledgements

The 2020 UCSF School of Pharmacy CAPSLEAD Team would like to give special thanks to Crystal Zhou, PharmD, APh, AHSCP, BCACP; Mitra Assemi, PharmD; and Cindy Watchmaker, MBA, MEd for their mentorship in this project. We would also like to acknowledge the assistance provided by Nancy Hessol, MSPH and Shawn Smith, PharmD. We would also like express our gratitude to the CAPSLEAD 2020 sponsor, Rite Aid.