

# APPLYING DEI IN CAPSTONE COURSES

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## Background

Our work in CTE's Fall 2020 Faculty Seminar focused on a team-taught course, PPHR 537: Pharmacy Skills (Clinical Assessment). This is an application-based course in which students do not acquire new knowledge or skills, but rather integrate and apply that information in a capstone experience before students begin their experiential education rotations.

Students in PPHR 537 have completed two years of pre-pharmacy coursework and three years of full-time classroom and laboratory work. The course enrolls approximately 140 students. Course objectives that are aligned with our Faculty Seminar project include:

- Develop appropriate communication skills for patient-centered care. (*Communicator Outcome*)
- Identify appropriate communication and teamwork skills to collaborate with interprofessional health care providers. (*Advocacy, Communicator, and Collaborator Outcomes*)
- Choose appropriate clinical, physical assessment, and communication skills to provide patient-centered care in various practice models and settings. (*Caregiver, Communicator, Collaborator, and Problem Solver Outcomes*)
- Identify through self-reflection one's own strengths and areas for personal improvement within the pharmacists' patient care process. (*Self-Aware Outcome*)

This course is fertile ground to implement more inclusive teaching practices and increase diversity in simulations. We adapted existing assignments and simulations to include the information we learned in the seminar. We targeted those goals that could quickly be implemented in the spring and will have even more goals to aspire to with course improvements in future semesters.

## Goals

1. As instructors, we aim to improve our understanding of inclusivity and diversity in our teaching.
2. As instructors, we aim to serve as change agents to deliver small nuggets of information learned in the seminar to other faculty in the School of Pharmacy.
3. For our learners, we aim to improve the inclusivity of the course so learners can successfully demonstrate their skills during this capstone course.
4. For our learners, we aim to develop more diverse and realistic simulations that challenge them to apply their knowledge and skills to communicate with diverse patients.

## Implemented Activities

**How to be OK:** As the unprecedented stress of the pandemic continues, none of us is really "OK". If you tell me you are having trouble, I'm not going to think less of you. I hope you will extend me the same grace.

Here are some ground rules:

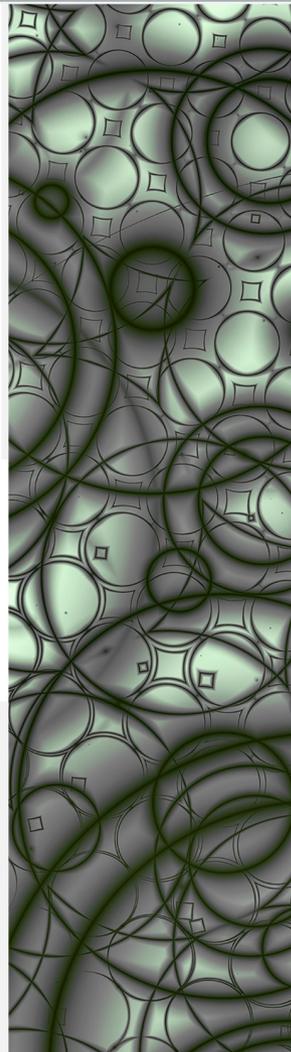
- You never owe me personal information about your health (mental or physical), or anything else.
- However, you are always welcome to talk to me about things that you might be going through.
- If I can't help you, I will try to direct you to KU resources for assistance.
- If you need extra help, please.....**just ask!** I will listen and will work with you.

### Campus Resources for Students

- The KU Office of Student Affairs is available to help you if needed!
- They offer emergency funds, assistance with food, mental and physical health needs and more.  
<http://studentaffairs.ku.edu/campus-and-community-resources>
- Completion of Out of Class Assignments = 25% total grade
  - 6 assignments in this course (each worth ~4%)
  - No partial credit, if completed in a professional manner will receive 100% and if not then will receive a 0
  - Second Chance Pass- you each will be provided one "second chance" to use throughout the semester if the course coordinator is contacted within 1 week of the assignment. I understand there is a lot going on in the world. So if you need it, please take it and pay the grace you are receiving forward!

### Get to Know You...You Get to Know Me!

1. Your full name; preferred name if different; and preferred pronouns
2. Your hometown?
3. Where you are located this semester?
4. Any challenges you are expecting that may impact your learning for this course?
5. What can the instructors do to support your learning?
6. Knowing that this is a capstone course, what are two specific goals you aim to accomplish in this course?
7. Why have you chosen the profession of pharmacy?
8. What are your future career plans?
9. What are your top 3 hobbies or interests outside of pharmacy and school?
10. What is a fun or interesting fact about you?



## Student learning

- Over half of the class met over Zoom with course instructors during the first week of class for the Get to Know You assignment
  - Positive remarks from students were common, including that they were thrilled to speak to a professor one on one after six months of isolation during the pandemic.
  - We learned background context for students and their goals and motivation to use during the capstone activities for a more personal and inclusive experience.
  - We also learned some fun facts about our interesting and diverse students. They appreciated learning more about the instructors as people, too!
- More students than ever are not completing assignments, quizzes, etc. on time
  - Nearly 30 students have used the Second Chance Pass.
  - Anecdotally they are so relieved to use it as they state the stress of the pandemic and shift in their learning and schedules has been challenging to complete assignments.

## Reflections

The simplest changes have had a major impact for students.

We teach the importance of empathy related to providing patient-care as future pharmacists, but have not always extended that empathy toward students.

Teaching and learning during a global pandemic has provided many lessons learned and shifted perspectives in being more inclusive in the future.

We were not able to accomplish our aspirational goals but still managed to have a positive impact on DEI in our course, and we look forward to continued implementation of knowledge and skills learned during the next academic year!