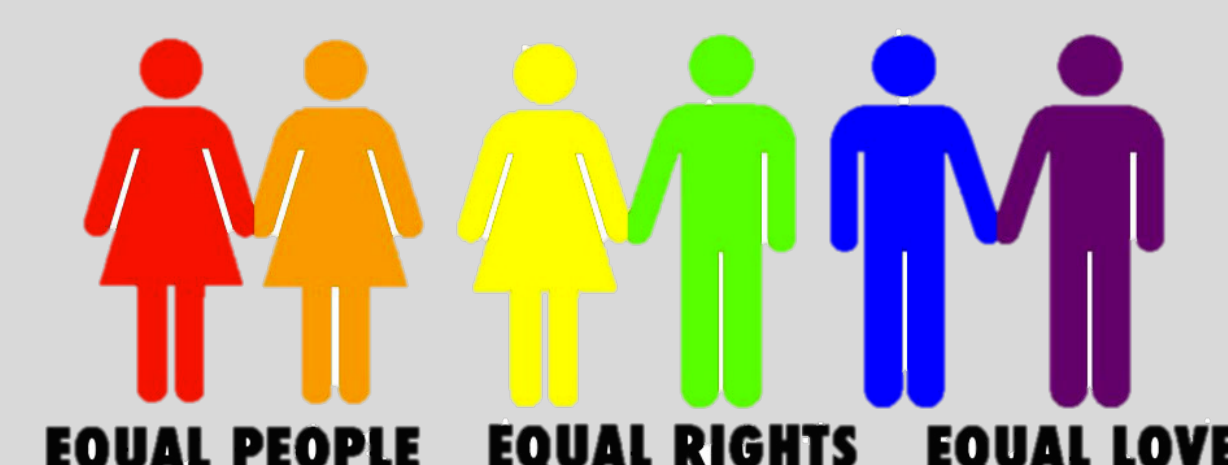


Assessment of Pharmacy Student Didactic and Clinical Preparedness Surrounding LGBT and Mental Illness Patient Populations

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Background

- ❖ Current accreditation guidelines require didactic pharmacy programs to include cultural competencies in their curriculum but do not specify what the cultural competencies should constitute.¹
- ❖ A paucity of literature exists, assessing pharmacy student attitudes and beliefs regarding LGBT and Mental Illness patients as well as the repercussive impact on patient care in the United States.
- ❖ Many pharmacy students progress through pharmacy school without confronting the realities of treating stigmatized patients.²
- ❖ Despite progression in acceptance and equality of those identifying as part of LGBT spectrum in the U.S, many people are still resistant to acceptance^{4,5,6}
- ❖ Similarly, those with mental illness have been progressively regarded more as having a distinguished health condition; however stigma is still prominent in society and places patients with mental illness in a negative view.⁶



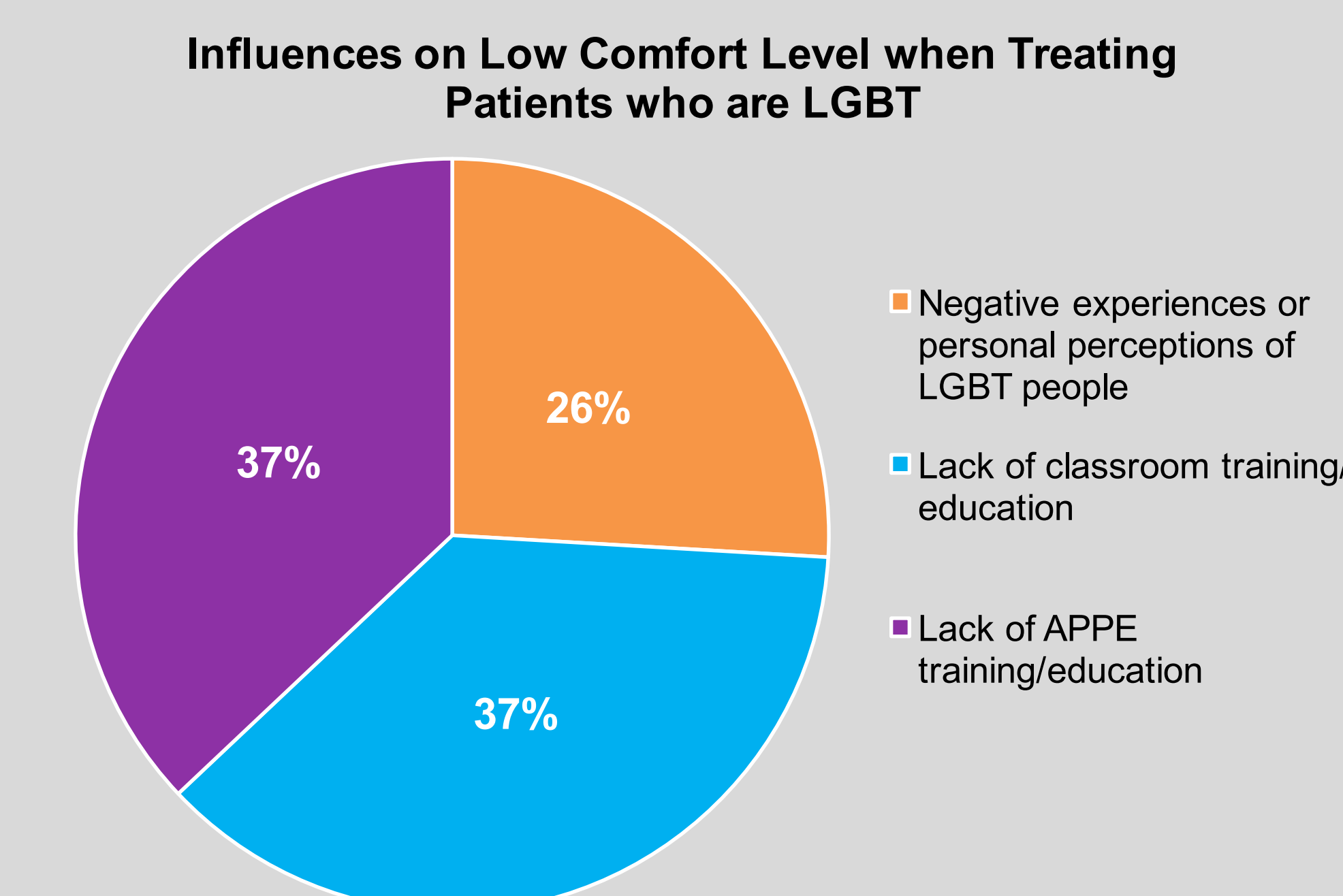
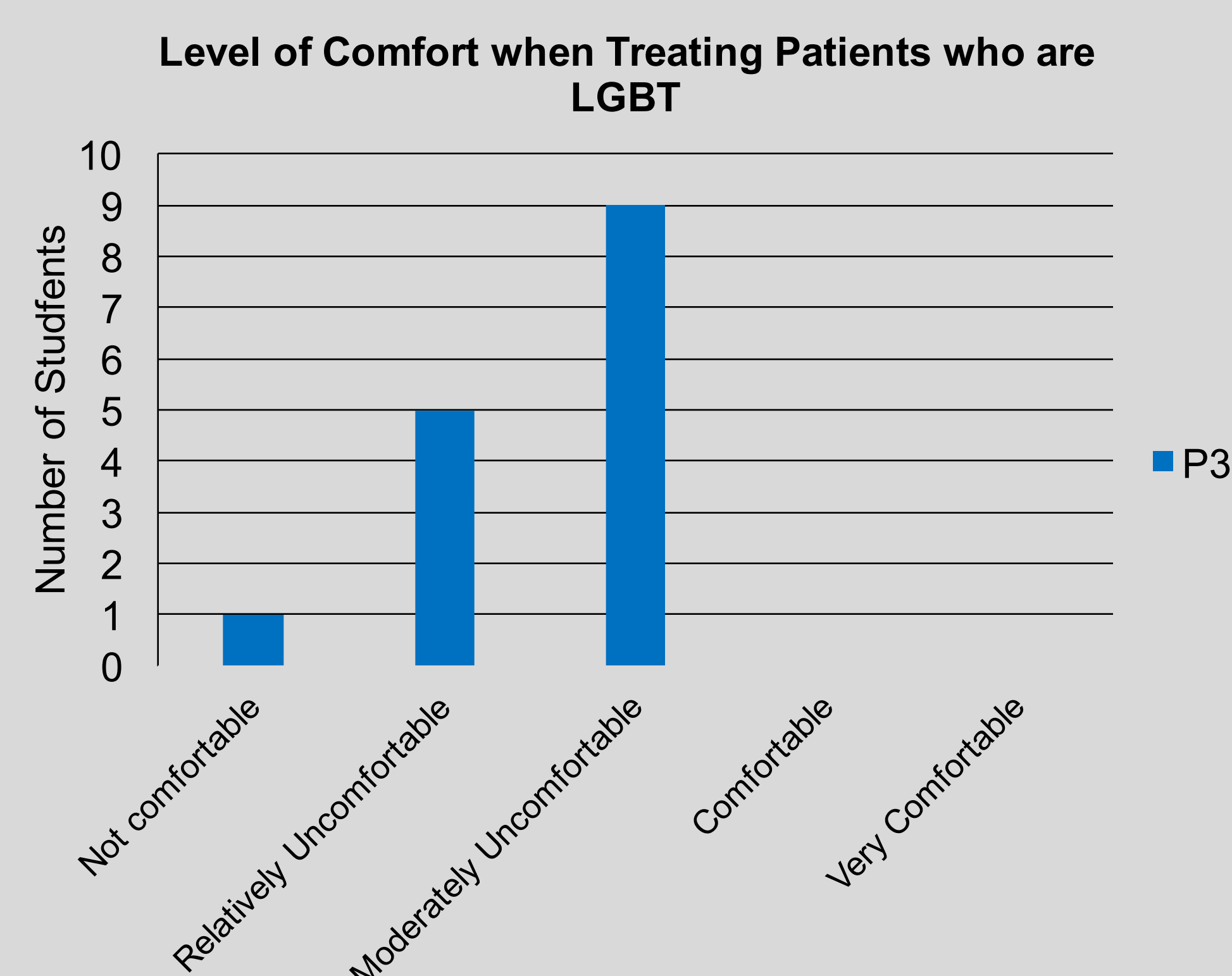
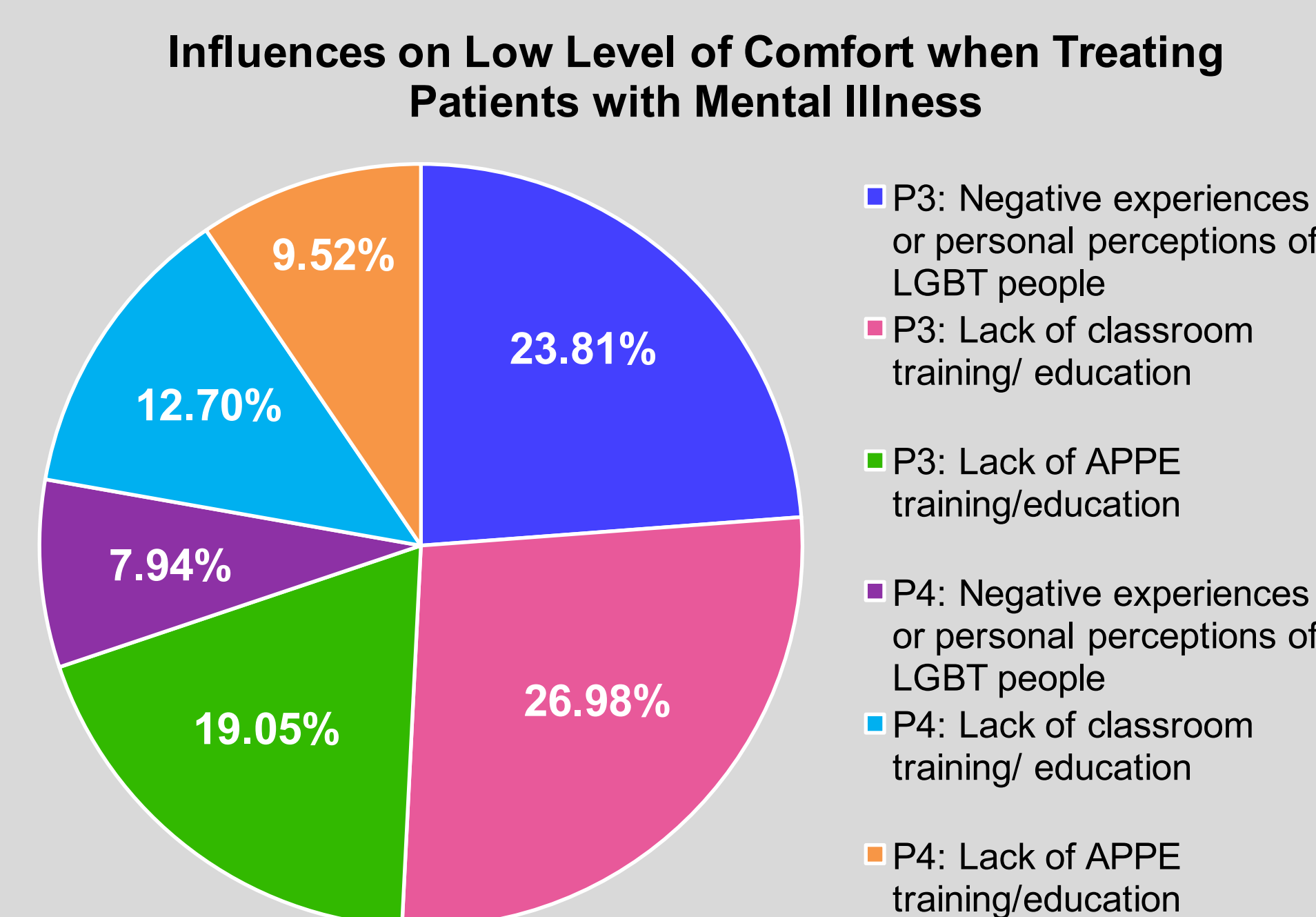
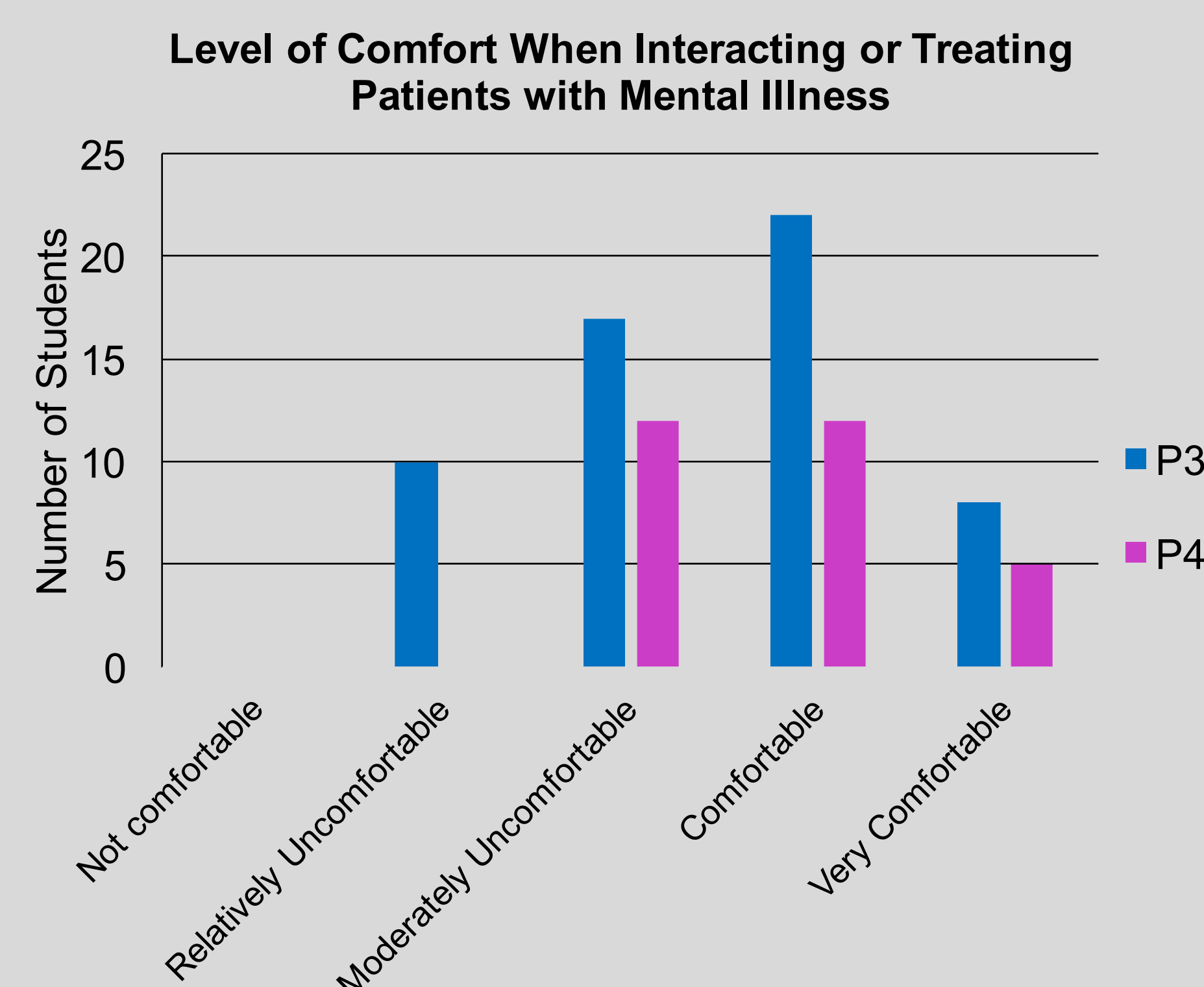
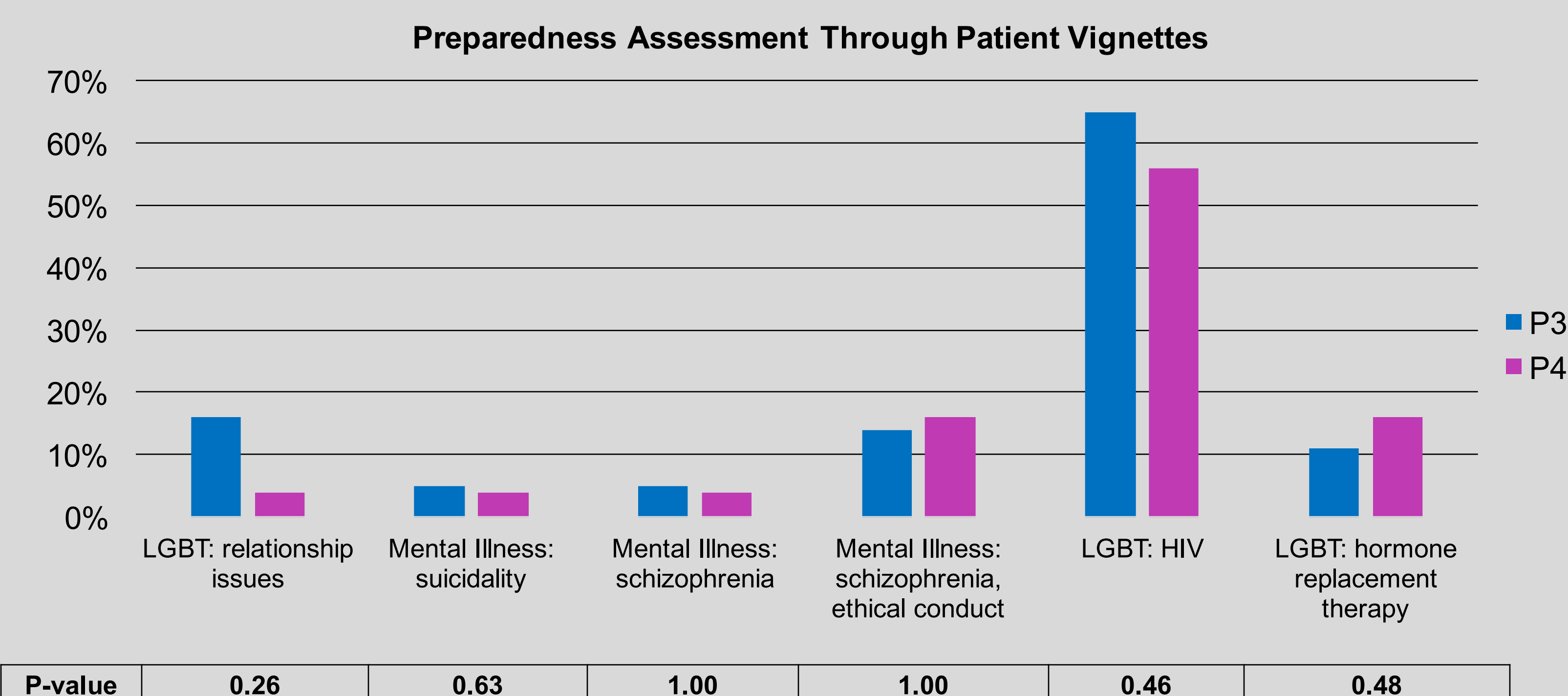
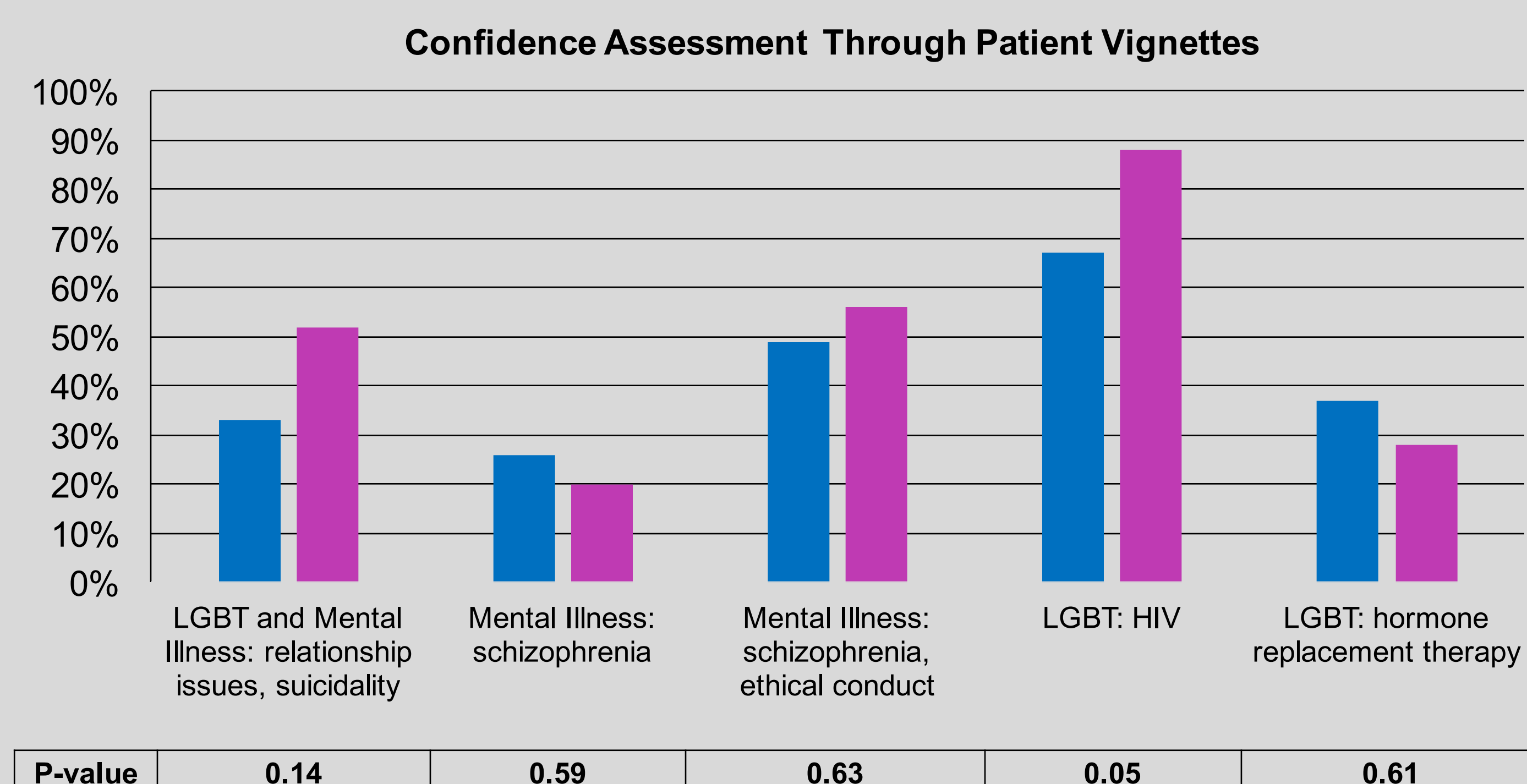
Objective

- ❖ Evaluate students' background knowledge and perspectives regarding the LGBT community, mental illness, and their impact on healthcare provision.

Methods

- ❖ Third and fourth professional year (P3 and P4) pharmacy students at Northeastern University were asked to complete an anonymous survey.
- ❖ Demographic information included: year in pharmacy school, professional or personal experience with mental illness and/or LGBT population
- ❖ Preconceptions and knowledge regarding LGBT and mental illness populations were assessed. Given a list consisting of facts and stereotypes, students were asked to select which items they believed to be true.
- ❖ Last portion of the survey assessed perceived confidence and comfort in communicating with patients identifying with LGBT or mental illness. Given a scenario pertaining to LGBT and/or mental illness topics, students were asked to rate their comfort level and level of academic preparation on a Likert Scale.
- ❖ The final results of the completed survey contributed to the holistic evaluation of students' personal views on LGBT and mental illness knowledge and ability to provide quality treatment to patients that identify as LGBT and patients with mental illness.
- ❖ Students' reported level of patient care training provided by the university were used to implicate the ability of Northeastern University Pharmacy Program to prepare its students for providing quality healthcare to diverse and vulnerable patient populations.

Results



- ❖ The survey response rate among P3 and P4 cohorts was 41% (100/241).
 - ❖ 86 students fully completed survey.
 - ❖ 65% of respondents (56/86) were P3 students.
 - ❖ 35% of respondents (30/86) were P4 students.
- ❖ Regarding LGBT:
 - ❖ Average knowledge score was 94% correct.
 - ❖ 51% of students reported lacking confidence in treating patients.
 - ❖ 71% of students reported inadequate curricular preparation.
- ❖ Regarding Mental Illness:
 - ❖ Average knowledge score was 95% correct.
 - ❖ 62% of students reported lacking confidence in treating patients.
 - ❖ 91% of students reported inadequate curricular preparation.

Conclusions

- ❖ Despite high performance on knowledge measures, P3 and P4 students expressed discomfort in treating patients identifying as LGBT and patients with mental illness.
- ❖ Students felt unprepared to effectively treat these stigmatized patient populations due to insufficient didactic and experiential learning opportunities.
- ❖ This data supports incorporation of more active learning into the Northeastern University pharmacy program.

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