Activity Announcement

Diversity, Equity, and Inclusion Certificate

ACPE Activity Number(s): 0204-0000-21-757-H04-P&T thru 0204-0000-21-766-H04-P&T
Release Date: June 16, 2021
Expiration Date: June 16, 2024
Activity Type: Application-based
CE Credit Hour(s): 18 hours/10 activities (see below for details)
Activity Fee: $445.00/$545.00 member/non-member

Accreditation for Pharmacists and Pharmacy Technicians

The American Society of Health-System Pharmacists is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education.

Target Audience

This activity is intended for pharmacists and pharmacy technicians seeking to expand their knowledge and skills in diversity, equity, and inclusion.

Activity Overview

The ASHP Diversity, Equity, and Inclusion Certificate is designed for participants to increase their knowledge and skills necessary to apply strategies for enhancing diversity, equity, and inclusion in their personal lives and professional practices. The curriculum of the ASHP Diversity, Equity, and Inclusion Certificate addresses foundational concepts such as unconscious bias, social determinants of health, cultural competency, intersectionality, and gender equality. Upon completion of all the modules, participants should be able to apply strategies to counteract racism within healthcare, create an affirming environment, recruit and retain a diverse and inclusive team, as well as implement a diversity, equity, and inclusion strategic plan.

This self-guided program consists of 10 modules comprised of online home study activities and will provide 18 hours of ACPE continuing education for pharmacists and pharmacy technicians.

Learning Objectives and Schedule of Activities

Activity CE Information	Title, Description and Learning Objectives
ACPE #: 0204-0000-21-757-H04-P&T **CE Hours: 1** **Activity Type: Application-based**	**Title: Introduction to Diversity, Equity, and Inclusion** **Faculty:** • **Lakesha M. Butler, Pharm.D., BCACP** This activity covers the importance of diversity, equity, and inclusion.

	Learning Objectives: 1. Define the terms diversity, equity, inclusion (DEI). 2. Summarize the implications of non-diverse, non-inclusive, and inequitable policies and practices. 3. Summarize the benefits of a culture that embraces DEI in various settings. 4. Explain strategies for implementing DEI.
ACPE #: 0204-0000-21-758-H04-P&T **CE Hours: 1** **Activity Type: Application-based**	**Title: Unconscious Bias** **Faculty:** • **Brian Gittens, Ed.D., M.P.A.** This activity describes the impact of unconcious bias on decision-making and how to identify unconcious bias in your organization. **Learning Objectives:** 1. Identify the values, standards, or behaviors you place the most emphasis on in evaluating people. 2. Summarize the impact of your background on how you view yourself. 3. Summarize the impact of your background on how you view others. 4. Explain the function of bias and the unconscious mind. 5. Identify how unconscious bias influences our decision-making. 6. Apply the process of identifying unconscious bias with in your organization.
ACPE #: 0204-0000-21-759-H04-P&T **CE Hours: 3.25** **Activity Type: Application-based**	**Title: Race** **Faculty:** • **Imbi Drame, Pharm.D.** • **Iyelli Ichile, Ph.D.** • **Jamila J. Jorden, Pharm.D., M.B.A.** This activity discusses the construction of racial concepts and categories, the impact of race and racism in medical research and medical decision making, and how to identify and counteract racisim in your workplace. **Learning Objectives:** 1. Summarize the history of American racial slavery.

	2. Explain the role of the scientific community in the construction of racial concepts and categories. 3. Summarize the connection between early racial concepts and the oppression of people of color in society. 4. Identify examples of race and racism in scientific/medical research. 5. Summarize the long-term effects of racist experimental practices on specific populations within the US. 6. Discuss the impact of systemic racism on provider decision-making. 7. Discuss the impact of historical racism on patient perceptions and experiences with the healthcare system. 8. Explain how racially biased decision-making can impact patient outcomes. 9. Apply strategies that pharmacists can use to counteract racism within healthcare.
ACPE #: 0204-0000-21-760-H04-P&T **CE Hours: 3.25** **Activity Type: Application-based**	**Title: Gender Equity** **Faculty:** • **Abagail B. Agler, Pharm.D., BCPS** • **Jaclyn A. Boyle, Pharm.D, M.S., M.B.A., BCACP** This activity discusses the gender landscape of healthcare leadership, how to develop a sponsorship plan, as well as actionable solutions to gender inequalities in the workplace. **Learning Objectives:** 1. Describe the current gender landscape of healthcare leaders. 2. Reflect on why gender discrepancies exist in the healthcare profession. 3. Define gender roles and norms related to workplace behavior. 4. Compare and contrast gender biases, stereotypes, and workplace actions. 5. Define toxic masculinity. 6. Compare sponsorship vs. mentorship. 7. Create a plan for sponsoring colleagues in the workplace. 8. Compare inequities in pharmacy leadership between genders. 9. Define glass ceiling. 10. Define glass cliff.

	11. Construct a needs assessment of workplace solutions at one's institution. 12. Develop organizational solutions to addressing gender inequalities. 13. Summarize concerns related to gender inequities in the workplace.
ACPE #: 0204-0000-21-761-H04-P&T **CE Hours: 2.25** **Activity Type: Application-based**	**Title: LGBTQ+ Diversity, Equity, and Inclusion** **Faculty:** • **Alex R. Mills, Pharm.D., BCACP, AAHIVP** • **Kyle Melin, Pharm.D., M.Sc., BCPS** • **Ranya Garcia, Pharm.D.** This activity covers gender and sexual minorities, commonly used terminology, social determinants of health for LGBTQ+ patients, actionable steps on how to create an affirming environment, as well as how to identify candidates for gender affirming therapy and a comparison of hormone therapy regimens. **Learning Objectives:** 1. Define the term sexual and gender minorities (SGM). 2. Differentiate commonly used terminology used to describe gender identities and sexual orientations, including the acronym components of LGBTQ+. 3. Explain the complex web of social determinants of health that contribute to healthcare disparities experienced by SGMs. 4. Describe various methods used to create/improve practice site and/or healthcare professionals' cultural competency serving LGBTQ+ people. 5. Analyze health systems and/or practice sites for an affirming environment for LGBTQ+ colleagues, trainees, and patients. 6. Discuss LGBTQ-related social and health barriers via patient vignettes. 7. Identify potential solutions to LGBTQ-related barriers. 8. Analyze health systems and/or practice sites for an affirming environment for LGBTQ+ colleagues, trainees, and patients. 9. Identify candidates eligible for gender affirming therapy and the various assessments needed prior to initiation.

	10. Compare hormone therapy (HT) regimens to prescribe safe and effective HT based on evidence currently available. 11. Explain how HT impacts clinical decision-making through patient assessment and laboratory monitoring.
ACPE #: 0204-0000-21-762-H04-P&T **CE Hours: 1.25** **Activity Type: Application-based**	**Title: Intersectionality** **Faculty:** • **Michael D. Wolcott, Pharm.D., Ph.D., BCIDPS, BCPS** This activity discusses identity and intersectionality and how to implement an intersectional approach in your workplace and clinical practice. **Learning Objectives:** 1. Define the impact of identity, power, and intersectionality on your role in healthcare. 2. Evaluate strategies to explore identity and intersectionality in practice. 3. Practice an intersectional approach.
ACPE #: 0204-0000-21-763-H04-P&T **CE Hours: 2.75** **Activity Type: Application-based**	**Title: Health Disparities** **Faculty:** • **Regina McClinton, Ph.D., CDP** This activity discusses health equity, health disparities, and social determinants of health, and interventions you can implement into your practice to address health disparities. **Learning Objectives:** 1. Evaluate your definition of health. 2. Explain how health equity, health disparities and the social determinants of health (SDOH) are connected. 3. Identify the role of education in health outcomes. 4. Apply the factors that comprise the SDOH's to address health disparities 5. Explain the connected nature of the SDOH's. 6. Explain the two SDOH frameworks. 7. Explain how some SDOH factors act early in the lifecycle. 8. Explain how race affects the social determinants of health. 9. Explain the role of social determinants of health in the COVID-19 pandemic.

	10. Explain the levels of health disparity intervention by pharmacists. 11. Identify actions to address a patient's health disparities.
ACPE #: 0204-0000-21-764-H04-P&T **CE Hours: 1.25** **Activity Type: Application-based**	**Title: Creating a Diverse and Inclusive Team Environment** **Faculty:** • **Michelle Jones, M.Ed., SHRM-SCP, PHR** This activity covers the many benefits of a diverse and inclusive team, how to recuit and retain a diverse team, including identification of bias, and actionable skills to ensure inclusionary leadership. **Learning Objectives:** 1. Describe the benefits of building a diverse and inclusive team. 2. Explain how to recruit a diverse team. 3. Recognize the types of bias that can be found in the hiring process. 4. Apply methods that cultivate a diverse and inclusive team. 5. Explain how to retain a diverse and inclusive team. 6. Explain how to reward a diverse and inclusive team. 7. Apply leadership skills as an inclusionary leader.
ACPE #: 0204-0000-21-765-H04-P&T **CE Hours: 1.5** **Activity Type: Application-based**	**Title: Strategic Diversity, Equity, and Inclusion** **Faculty:** • **Brian Gittens, Ed.D., M.P.A.** This activity describes how to create and implement a strategic diversity, equity, and inclusion. **Learning Objectives:** 1. Identify components of a Diversity, Equity, and Inclusion (DEI) strategic plan. 2. Outline a strategic vision based on components of a DEI strategic plan 3. Apply the SMART goal framework to the strategic planning process. 4. Identify metrics and success indicators for implementation of a Diversity, Equity, and Inclusion strategic plan. 5. Develop Diversity, Equity, and Inclusion goals using the SMART goal framework.

ACPE #: 0204-0000-21-766-H04-P&T	Title: Rethinking DEI Strategy Development in Pharmacy Education
CE Hours: 0.5	**Faculty:**
Activity Type: Knowledge-based	• **Carla Y. White, B.S. Pharm, R.Ph.**
	This activity describes how to identify systemic challenges in education that perpetuate inequlity, how to use an organizational approach to promote equity in education, and how to evaluate an accountability framework.
	Learning Objectives:
	1. Identify systemic challenges in education that perpetuate inequality in healthcare.
	2. Evaluate diversity, equity, and inclusion using an organizational approach that targets infrastructure and strategy development.
	3. Analyze examples of operationalizing an institutional strategy to promote equity in education.
	4. Evaluate the accountability framework needed to implement, monitor, and measure progress of strategic priorities.

Faculty Information

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Disclosures

In accordance with ACCME and ACPE Standards for Commercial Support, ASHP requires that all individuals in a position to control the content of this activity disclose financial relationships with ACCME-defined commercial entities. An individual has a relevant financial relationship if he or she (or spouse/domestic partner) has a financial relationship, in any amount, occurring in the past 12 months with a commercial entity whose products or services will discussed in the activity.

ASHP staff, planners, faculty, reviewers, and subject matter experts report no financial relationships relevant to this activity.

Methods and CE Requirements

This online activity consists of a combined total of 10 learning modules. Pharmacists and pharmacy technicians are eligible to receive a total of 18 hours of continuing education credit by completing all 10 modules within this certificate.

Participants must participate in the entire activity, complete the evaluation and all required components to claim continuing pharmacy education credit online at ASHP eLearning Portal (http://elearning.ashp.org). Follow the prompts to claim credit and view your statement of credit within 60 days after completing the activity.

Important Note – ACPE 60 Day Deadline:
Per ACPE requirements, CPE credit must be claimed within 60 days of being earned – no exceptions! To verify that you have completed the required steps and to ensure your credits have been reported to CPE Monitor, we encourage you to check your NABP eProfile account to validate your credits were transferred successfully before the ACPE 60-day deadline. After the 60 day deadline, ASHP will no longer be able to award credit for this activity.

System Technical Requirements

Courses and learning activities are delivered via your Web browser and Acrobat PDF. Users should have a basic comfort level using a computer and navigating websites.

View the minimum technical and system requirements for learning activities.