The Role of Pharmacists in LGBTQ Health

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The Role of Pharmacists in LGBTQ Health

Abstract
Pharmacists are one of the most accessible healthcare providers and often can serve as the first point of contact for patients with the healthcare system. This session explored the role of that pharmacist on the healthcare team related to LGBTQ health. The new Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes were discussed as well as current efforts within pharmacy education in LGBTQ health education. The speakers also addressed barriers to LGBTQ education and practice along with potential solutions.

Keywords
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Disciplines
Pharmacy and Pharmaceutical Sciences

Comments
Presented at the Gay and Lesbian Medical Association Annual Conference in Portland, Oregon, in September 2015.
The Role of Pharmacists in LGBTQ Health

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Learning Objectives

1. Describe the role of the pharmacist on the healthcare team related to LGBTQ health

2. Describe the CAPE Educational Outcomes related to cultural sensitivity and the impact on pharmacy education.

3. Discuss barriers and potential solutions to LGBT health in pharmacy education and practice
Introduction

- Why this topic? Why now?
- Healthy People 2020
- Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes
Cultural Sensitivity

- Recognize *social determinants of health* to diminish disparities and inequities in access to quality care.
Breakout Session: Role of the Pharmacist

- What do you think the role of the pharmacist is on the healthcare team in providing care to LGBTQ patients?
What can a pharmacist do?

“The mission of pharmacy education is to prepare graduates who provide patient-centered care that ensures optimal medication therapy outcomes and provides a foundation for specialization in specific areas of pharmacy practice; to participate in the education of patients, other healthcare providers, and future pharmacists; to conduct research and scholarly activity; and to provide service and leadership to the community”

## What can a pharmacist do?

<table>
<thead>
<tr>
<th>Foundational knowledge</th>
<th>1. Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essentials for practice and care</td>
<td>1. Caregiver</td>
</tr>
<tr>
<td></td>
<td>2. Manager</td>
</tr>
<tr>
<td></td>
<td>3. Promoter</td>
</tr>
<tr>
<td></td>
<td>4. Provider</td>
</tr>
<tr>
<td>Approach to practice and care</td>
<td>1. Problem-solver</td>
</tr>
<tr>
<td></td>
<td>2. Educator</td>
</tr>
<tr>
<td></td>
<td>3. Advocate</td>
</tr>
<tr>
<td></td>
<td>4. Collaborator</td>
</tr>
<tr>
<td></td>
<td>5. Includer</td>
</tr>
<tr>
<td></td>
<td>6. Communicator</td>
</tr>
<tr>
<td>Personal and professional development</td>
<td>1. Self-aware</td>
</tr>
<tr>
<td></td>
<td>2. Leader</td>
</tr>
<tr>
<td></td>
<td>3. Innovator</td>
</tr>
<tr>
<td></td>
<td>4. Professional</td>
</tr>
</tbody>
</table>
Breakout Session: Barriers

- What barriers have you found in your school or practice?
Barriers in Pharmacy

- Broad language in Accreditation Standards
- Access to curricular materials
- Valuing the need
- Survey results
Campus Climate Survey: Colleges/Schools of Pharmacy

Anita N. Jackson, PharmD\textsuperscript{1}; Kelly L. Matson, PharmD\textsuperscript{1}; Jennifer L. Mathews, Ph.D.\textsuperscript{2}; Amy L. Parkhill, Ph.D.\textsuperscript{2}
Survey of LGBT Inclusion: Campus Climate in Colleges/Schools of Pharmacy

- Inclusive policies and benefits for LGBT individuals and institutional commitments including organizational and structural modifications may improve perceptions of campus climate.
- The extent of LGBT-inclusive policies and procedures in pharmacy schools has not been previously reported.
Objectives

- To quantify the implementation of inclusive policies and benefits and institutional commitment to support LGBT faculty, staff and students in pharmacy schools nationwide.
Methods

• An anonymous, electronic survey was sent to administrators at 130 pharmacy schools.
• The survey tool was adapted with permission from the Campus Pride 2010 survey of colleges and universities nationwide*
• 41 pharmacy schools responded (32%).

Respondent Demographics

- 61% were from public institutions
- 83% were from fully accredited programs
- 59% were 2/4 programs
- Average size for the incoming P1 class was 121 students
- 46% of surveys were completed by the Associate Dean for Student or Academic Affairs
- 16% of survey respondents self-identified as LGBT
### Inclusive Policies and Benefits

Does your College or School of Pharmacy include sexual orientation (SO) and gender identity/expression in public written statements about diversity and multiculturalism?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30.77%</td>
</tr>
<tr>
<td>Only SO</td>
<td>17.96%</td>
</tr>
<tr>
<td>No</td>
<td>30.77%</td>
</tr>
<tr>
<td>Unknown</td>
<td>20.51%</td>
</tr>
</tbody>
</table>

Has your College or School of Pharmacy participated in Safe Zone, Safe Space or Ally Program?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23.08%</td>
</tr>
<tr>
<td>No</td>
<td>48.72%</td>
</tr>
<tr>
<td>Unknown</td>
<td>23.08%</td>
</tr>
</tbody>
</table>

Does your College, School or University offer faculty and staff with same-sex spouses/domestic partners/dependents equal benefits offered to heterosexual faculty and staff with spouses/domestic partners/dependents?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41.03%</td>
</tr>
<tr>
<td>Only if legally married</td>
<td>10.26%</td>
</tr>
<tr>
<td>No</td>
<td>17.95%</td>
</tr>
<tr>
<td>Unknown</td>
<td>30.77%</td>
</tr>
</tbody>
</table>
**Institutional Commitment**

Does your College or School of Pharmacy have a student organization(s) that focuses on LGBT student pharmacists and allies? (social, academic, spiritual, recreational, or other)

- Yes: 5.41%
- Yes, under University: 51.35%
- No: 43.24%

Does your College, School or University offer LGBT students a way to be matched with a LGBT-friendly roommate in applying for campus housing?

- Yes: 13.51%
- No: 32.43%
- Unknown: 54.05%

Does your College, School or University offer gender-neutral/single occupancy restrooms in all buildings including administrative, residential and academic buildings on campus?

- Yes: 8.11%
- No: 62.16%
- Unknown: 29.73%
Conclusions

- Majority of COP/SOP have an LGBTA student organization on campus
- Over 50% of COP/SOP have public written diversity/multiculturalism statements and equal benefits for LGBT faculty/staff
- Areas for improvement include provision of: LGBT inclusion training for faculty/staff/students, roommate matching programs, and gender-neutral/single occupancy restrooms within all building on campus
Positive Changes in Pharmacy

- AACP Institute: Cultural Competency Beyond Race and Gender
- Creation of a SIG on Health Care Disparities and Cultural Competency
- Increased programming at the AACP Annual Meeting
- Changes in Institutional Research Surveys
Role of HRC in Pharmacy

- Sabbatical Work
- Educational materials (booklet)
  - What should a pharmacist know about LGBT healthcare
  - What can a patient expect from their pharmacist
Role of HRC in Pharmacy

- CE materials
- Made available to practicing pharmacists
- Provides a resource to encourage pharmacy training
Questions