

# Idea Exchange: Health Inequities and Structural Competency Longitudinal Experience in Pharmacy Residency

Esther Moon, PharmD, BCPP  
Clinical Psychiatric Pharmacist  
Riverside University Health System  
Riverside, CA

AAPP DEI Community

# Disclosures

- Dr. Moon **does not** have financial or other relationship with the manufacturer(s) of any commercial product(s) or provider(s) of any commercial service(s) discussed in this CE activity
- This presentation **will not** include discussion of off-label, experimental, and/or investigational use of drugs or devices

# Learning Objectives

1. Describe the purpose and goals of integrating the Health Inequities and Structural Competency (HISC) Longitudinal Experience (LE) in the pharmacy residency curriculum
2. Outline the format and structure of the learning experience
3. Discuss resident expectations and the feedback/evaluation process
4. Identify future directions to grow and expand the learning experience

# Background

**2022**: First piloted as a joint effort with the institution's PGY1 Pharmacy Practice Residency Program

**2025**: Led and organized by 5 preceptors (including 1 preceptor from the PGY2 Psychiatric Pharmacy Residency Program)

**2024**: Formally recognized as a required learning experience in the PGY2 Psychiatric Pharmacy Residency Program

# Purpose and Goals

- Support pharmacy residents in building a foundational understanding of oppressive systems that create poor health outcomes within minoritized communities to develop the language and skillset necessary to address health inequities
- Foster a safe and open forum to discuss and critically evaluate the broader historical and social contexts under which health inequities exist
- Equip future psychiatric pharmacists to incorporate the lens of structural determinants in their approach to patient care and recognize opportunities to enact change for more equitable mental health care

# Format and Structure

- HISC LE is a year-long learning experience with monthly discussions on various topics supported by informative resources
  - 1<sup>st</sup> session: led by HISC preceptor as orientation primer
  - 6 sessions: led by each resident (4 PGY1s and 2 PGY2s)
  - Remaining sessions: led by HISC preceptors, pharmacy students, or guests
- Sessions are held at lunchtime for 1 hour in a designated conference room with virtual links available for remote attendees

# 2024-2025 Schedule

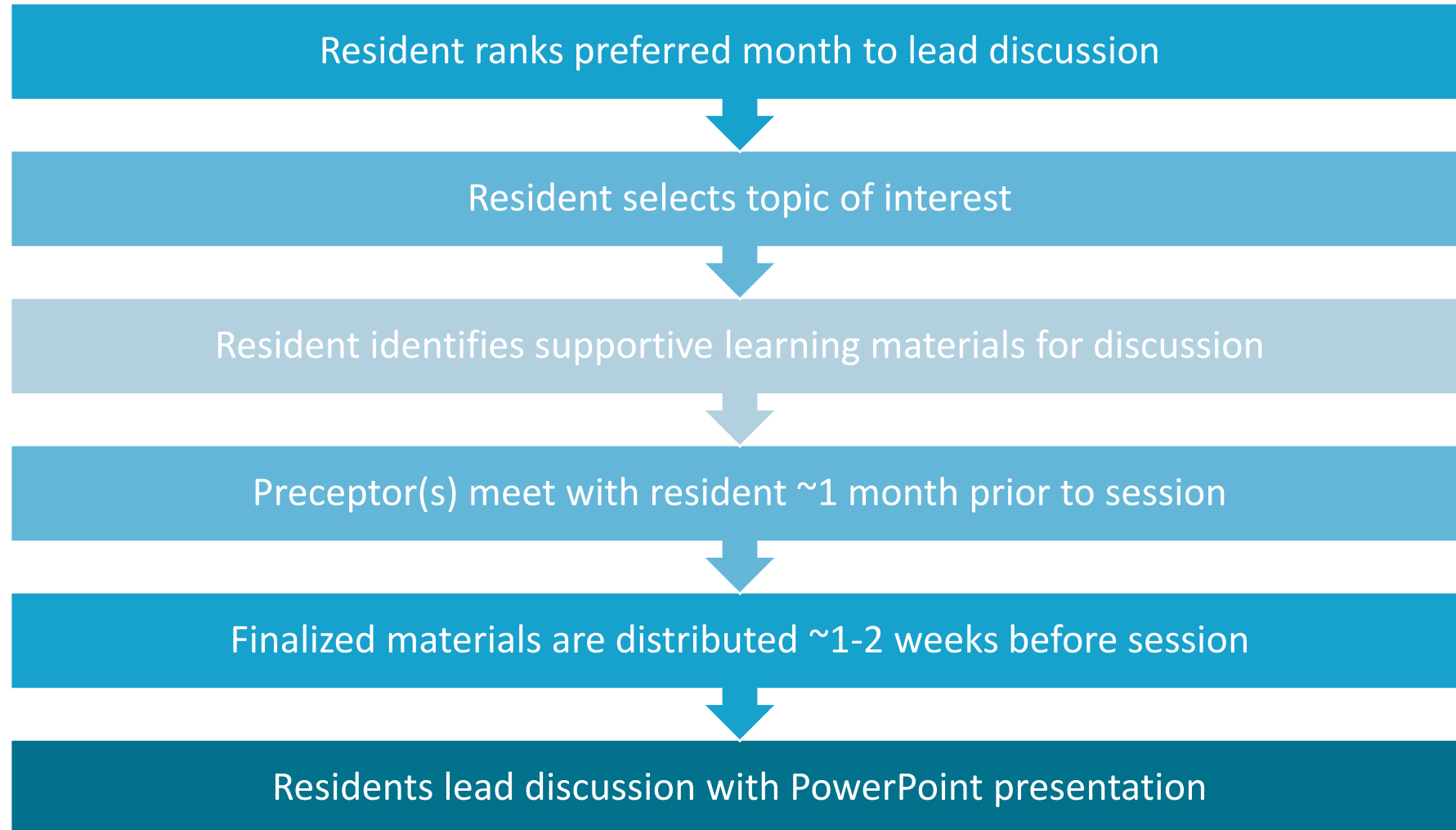
Date	Topic	Presenter
July 2024	Structural Competency Primer: Structural Determinants of Health	Preceptor
Aug 2024	Medical Misogyny: Health Disparities in Women	Preceptor
Sept 2024	Excited Delirium: Racism, Medicine, and Police Violence	PGY1 Resident
Oct 2024	Language Inequalities and Health Interpreters	PGY1 Resident
Nov 2024	Latino Mental Health and Culturally Bound Syndromes	PGY2 Resident
Dec 2024	Recap/Reflection/Current Events	-
Jan 2025	Health Equity for People with Intellectual and Developmental Disabilities	Preceptor
Feb 2025	The Climate Crisis and Exploitation of Warehouse and Farm Workers	Student
March 2025	Criminalization of 'Homelessness': Barriers for the Unhoused Population	PGY2 Resident
April 2025	Access to Healthcare and Need for Structural Competence for Transgender Patients	PGY1 Resident
May 2025	CANCELLED (Western States Conference)	-
June 2025	Recap/Reflections/Year in Review	-

# Resident Expectations

- Attend sessions in person at the medical center campus or remotely if rotating outside the main campus
- Engage in discussion by providing critical analysis and reflection of assigned reading/listening materials to the group
- Lead one HISC session in person
- Provide feedback of the learning experience for process improvement
- *If participation is lacking from the class as a whole, residents are required to write a two-page reflection*



# Resident-Led Discussion



# Learning Materials

- Include podcasts, visual media, news articles/reports, and perspective/commentary articles
- Divided among attendees so assignments are less than 1-2 hours to review

## Group 1: 1 + 2

- PGY1 Residents A + B
- PGY2 Resident C
- Students with last names A-M

## Group 2: 1 + 3 + 4

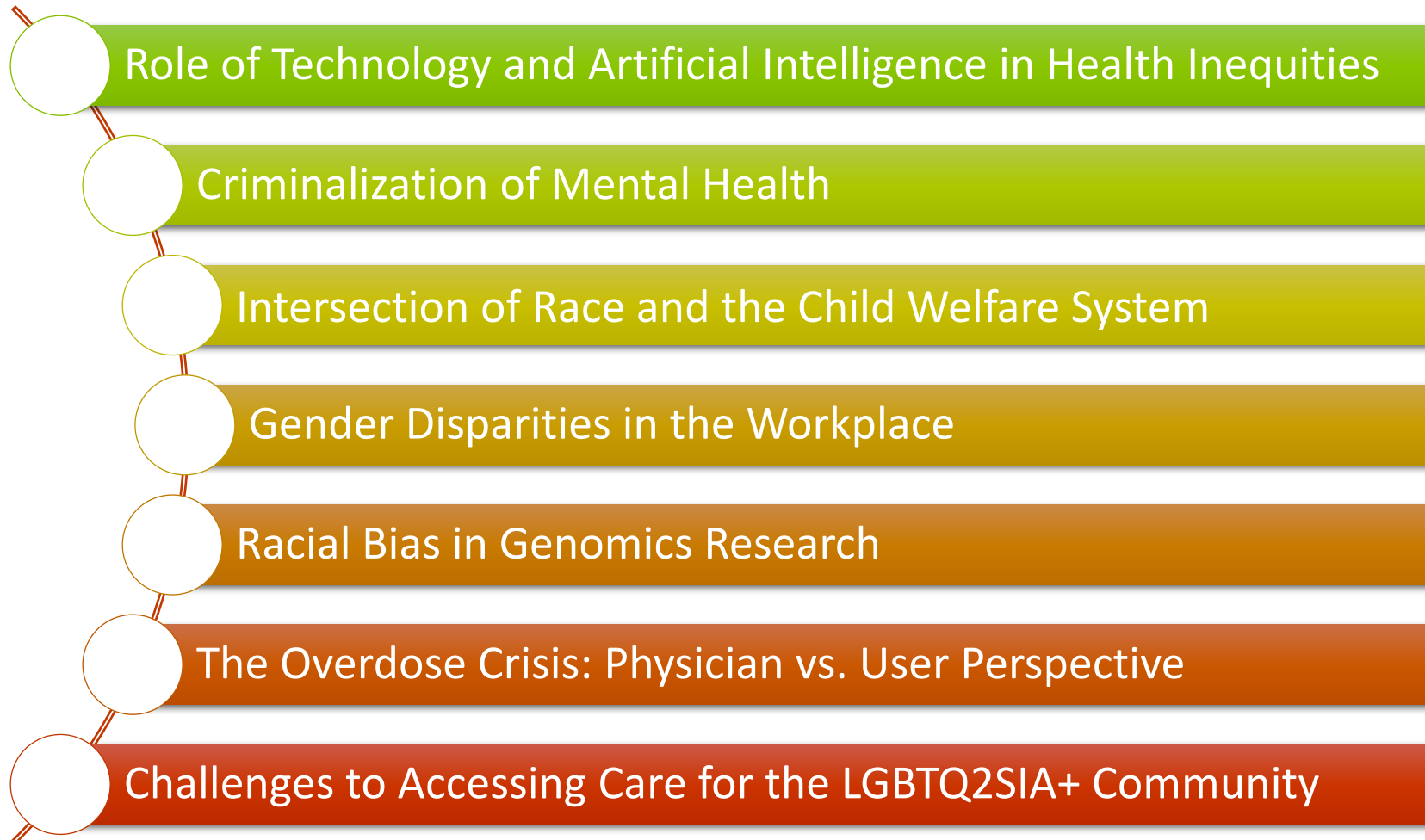
- PGY1 Residents D + E
- PGY2 Resident F
- Students with last names N-Z

## Group 3: Any materials

- Pharmacists
- Guests

1. **Medium Article:** [The R-word - its history and use: A look back into the origins and historical usage of the ableist slur](#) (~8 min)
2. **Youtube Video:** UCTV- [Barriers to Care for People with Developmental Disabilities](#) (~43 min)
3. **Vimeo Video:** ["None of Us Want to Stand Still" Documentary](#) (~19 min)
4. **Spotify Podcast:** [Included - The Disability Equity Podcast Episode 17: Healthcare and Disparities](#) (~36 min)
5. **Youtube Video** (supplemental): Dr. Escudé - [Fostering Health Equity for People with Intellectual and Developmental Disabilities](#)

# Past Topics 2023-2024



# Past Topics 2022-2023

Excited Delirium and  
Deaths in Police  
Custody

Redlining: Pharmacy  
and Food Deserts

Diagnostic  
Overshadowing and  
Health Inequities in the  
Developmental  
Disabilities Population

Mental Health Care of  
Detained Youth

Reproductive Justice in  
Indigenous  
Communities

Eugenics in Medicine

Language of Addiction

# Evaluations

## Formal Feedback

- Preceptor:
  - Quarterly
  - Midpoint
  - Summative
- Resident:
  - Midpoint
  - Summative

“This broadened my perspective and helped me *appreciate the complexities that contribute to disparities in healthcare, particularly within psychiatric settings*. Additionally, I had the chance to deliver a topic presentation [that] allowed me to explore an area of psychiatry not often spoken of that personally interests me. Another notable strength was the emphasis on [creating] a *safe, open space for discussing challenging and sometimes sensitive topics, where everyone felt encouraged to engage and share their perspectives*. It was a rewarding opportunity to engage with diverse perspectives. Moving forward, I am *eager to apply the insights gained to make meaningful improvements in my personal practice over time*.”

# Future Directions

- Continue to evolve in addressing limitations
  - Resolving technical barriers
  - Minimizing disruption to resident's primary rotation
- Grow in identifying HISC-related opportunities that are actionable and tailored to PGY2 psychiatric pharmacy residents
- Expand engagement of pharmacists and other healthcare professionals
- Measure outcomes and publish results on the impact of the experience

# Acknowledgements

- Andy Williams, PharmD, BCPP, FAAPP
- Jimmy Hernandez, PharmD
- Nikki Mulligan, PharmD, BCIDP
- Elhaam Mesghali, PharmD
- Cedric White, PharmD

# Questions?

Thank you for attending!

