

Equity, diversit[y], inclusion: exciting first steps of a winding journey.

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Equity Diversity Inclusion

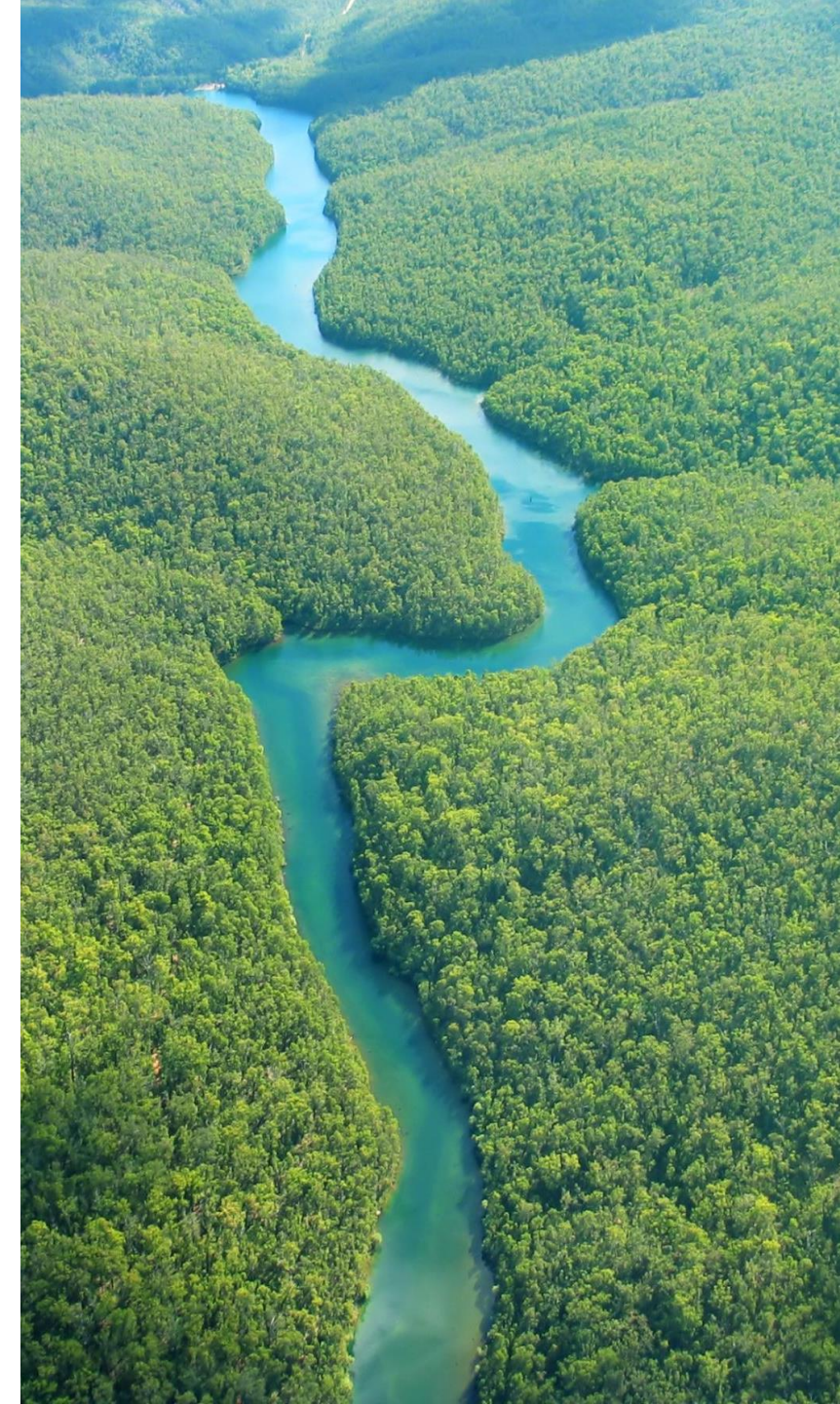


Exciting First steps of a winding journey...



Leila Neshat Mokadem (She/Her)

RGU Race Equality Champion
Postgrad Course Leader – MSc Clinical Pharmacy Service Development



What are the identified **PRIORITY** areas of **EDI** that need to be **addressed across HE?**

(UWE Bristol Festival of learning 2021)



What do our students say?

“It’s hard to feel a sense of belonging or part of the MPharm programme from a social perspective, most events involve alcohol or settings that minority students don’t feel comfortable going to “ 3rd yr MPharm

“I noticed a difference in the diversity of the content and delivery between post-grad and undergrad level...at undergrad level there isn’t as much consideration of diversity.” Postgrad student

“There are wider societal issues that affect minority group patients and we don’t cover these in our degree, like my grandparents are Chinese and they struggle with English sometimes & as pharmacists we need to know how to counsel all patients” 4th yr MPharm student

“Student Rep selection process isn’t anonymized so minority students don’t feel confident to put themselves forward for fear of not getting as many votes” 3rd yr MPharm

“Not many staff use pronouns in meetings and emails and it would e nice to see more staff awareness around LGBT+ issues“ Research student

Where to start this journey???

Get your people on board!

EdI Self Check Questions

Data – what do we know/not know

SCOT Analysis

Stakeholder engagement

Pledges/Mission statement

Gather student/staff feedback/interviews

Research – what has already been published

School level strategy? Aligned to institution & profession?

Leadership/working group



EDI TOOLKIT

Content

Foreword

1. Introduction to EDI

- 1.1 The legislative context
- 1.2 The academic context
- 1.3 The Professional/Regulatory body context (RPS/GPhC/Chem...)
- 1.4 HE sector findings
- 1.5 PALS student testimonials
- 1.6 The student journey – applicant ,pre-induction, induction, student, out-duction, graduate, alumni

2. EDI at RGU/PALS

- 2.2 RGU – EDI policy/data
- 2.3 RGU cross departmental engagement – student life, student union, library, IT, inclusion/WA, support services, study skills, international office, recruitment & marketing, admissions, DELTA, TLASC, Estates
- 3.2 ILSR recommendations
- 3.3 EDI & School business plan/ILSR response|
- 3.4 SAB/Annual course appraisals/STEG

3. Preparing an EDI action plan

- 3.1 Setting a PALS mission statement
- 3.2 Appoint a lead/school committee/action team
- 3.3 Self-check questions (schoolwide reflection)
- 3.4 SCOT analysis
- 3.5 Stakeholder engagement - undergrad/postgrad/research/staff/university departments/community
- 3.6 Set SMART objectives
- 3.7 Agree timescales

4. PALS Strategy

- 4.1 Approaches at course and module level
- 4.2 4-stages of EDI in courses
- 4.3 Governance
- 4.4 Cross University Department engagement – Library, WA, Study skills, Student Union, Student Life, HR
- 4.5 Curriculum design – co-creating diverse content, LOs, assessment, feedback, partnerships
- 4.6 Course delivery – staff diversity, diversity calendar, student & patient group voices
- 4.7 Pastoral care – personal tutors/tutees, EDI voice platforms, sense of belonging network, placements
- 4.8 Dissemination processes

5. Impact assessment

- 5.1 Benchmarking
- 5.2 Setting Success Measures
- 5.3 Data collection tools
- 5.4 EDI risk analysis
- 6.5 Monitoring cycle

EQUITY DIVERSITY INCLUSION



IDENTIFY KEY PALS PRIORITIES



DESIGN & BUILD INCLUSIVE CURRICULUMS



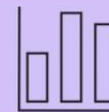
SHARE EDI ACTIONS/GOALS



STAKEHOLDER ENGAGEMENT



EVALUATE OUR PERFORMANCE & TRAINING NEEDS



GATHER & DISSEMINATE DATA



LISTEN TO STUDENT & STAFF EXPERIENCES



REPRESENTATIVE LEADERSHIP



CULTIVATE CULTURE OF BELONGINGNESS

Let's start by looking at the history of Pharmacy as a professional body..



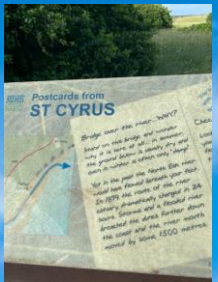
The Pharmaceutical Society received its grant of arms (shield of arms, crest and motto) on 14 March 1844. The two 'supporters' were granted on 27 March 1844. Both grant documents carry a full colour pictorial representation of the achievement.



Galen was born in Pergamum (Bergama, now in Turkey) in 129 A.D. and lived until about 216 A.D. He studied medicine in Alexandria, travelled widely in Egypt and learnt much of the pharmacology of India and Africa. He started his professional career as doctor to the gladiators in Pergamum. He later moved to Rome and eventually served in the Roman Imperial Service. His prolific texts and recipes were used by practitioners until well into the 1600s. He continues to be revered as a 'father of medicine'.

Galen is shown with a gold, hand held steelyard, a weighing device widely used in the Roman period.

Avicenna lived in Persia from 980-1037 A.D. His extensive writings included a 'Canon of Medicine' which fused much of Galen's earlier thinking into a definitive medical discipline. Translated into Latin as early as the 1100s, Avicenna's 'Canon' was published in Venice in 1527. It was subsequently translated into Hebrew and a variety of European languages. Its influence on medical thinking in Renaissance Europe was immense.



St Cyrus Beach - Aberdeenshire

disappeared a long long time ago. Who was Saint Cyrus? Cyrus lived in Alexandria, Egypt during the 3rd and 4th Century AD. He practiced the art of medicine in a workshop which would go on to become a church, administering his healing free of charge and turning many a Pagan to Christianity by saying "Whoever wishes to avoid being ill should refrain from sin, for sin is often the cause of bodily illness." Later in his life he abandoned medicine to live a life of asceticism, giving up sensual pleasure. During the Diocletianic or Great Persecution in the year 303 AD, (the last and most severe persecution of the Christians during the Roman Empire), three holy virgins named Theoctista (15 years old), Theodora (13 years old) and Theodossia (11 years old) were arrested and Cyrus and his ally Wonderworking Unmercenary John, went to the girls to give them strength them to keep the faith and go for martyrdom. History says Cyrus and John were caught in this net and so beheaded on the spot.

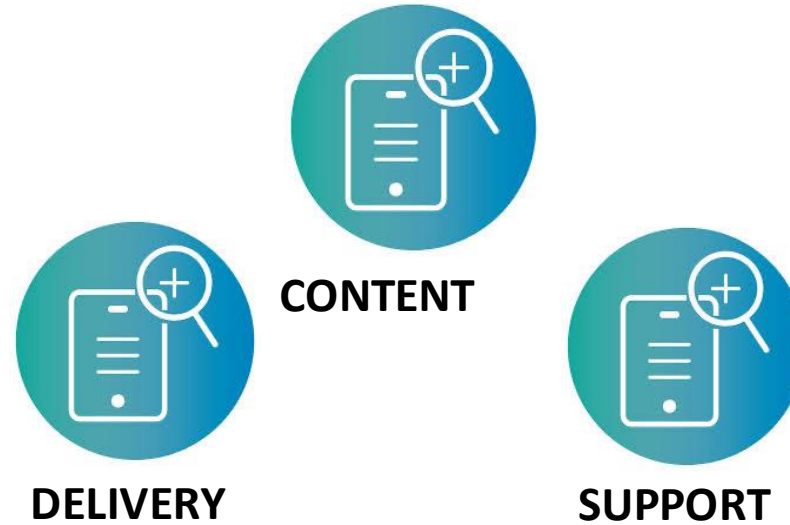
Inspiration for connecting through diversity is all around us!

Look around & Be curious...

Why is a beach in Scotland named after a Persian King??



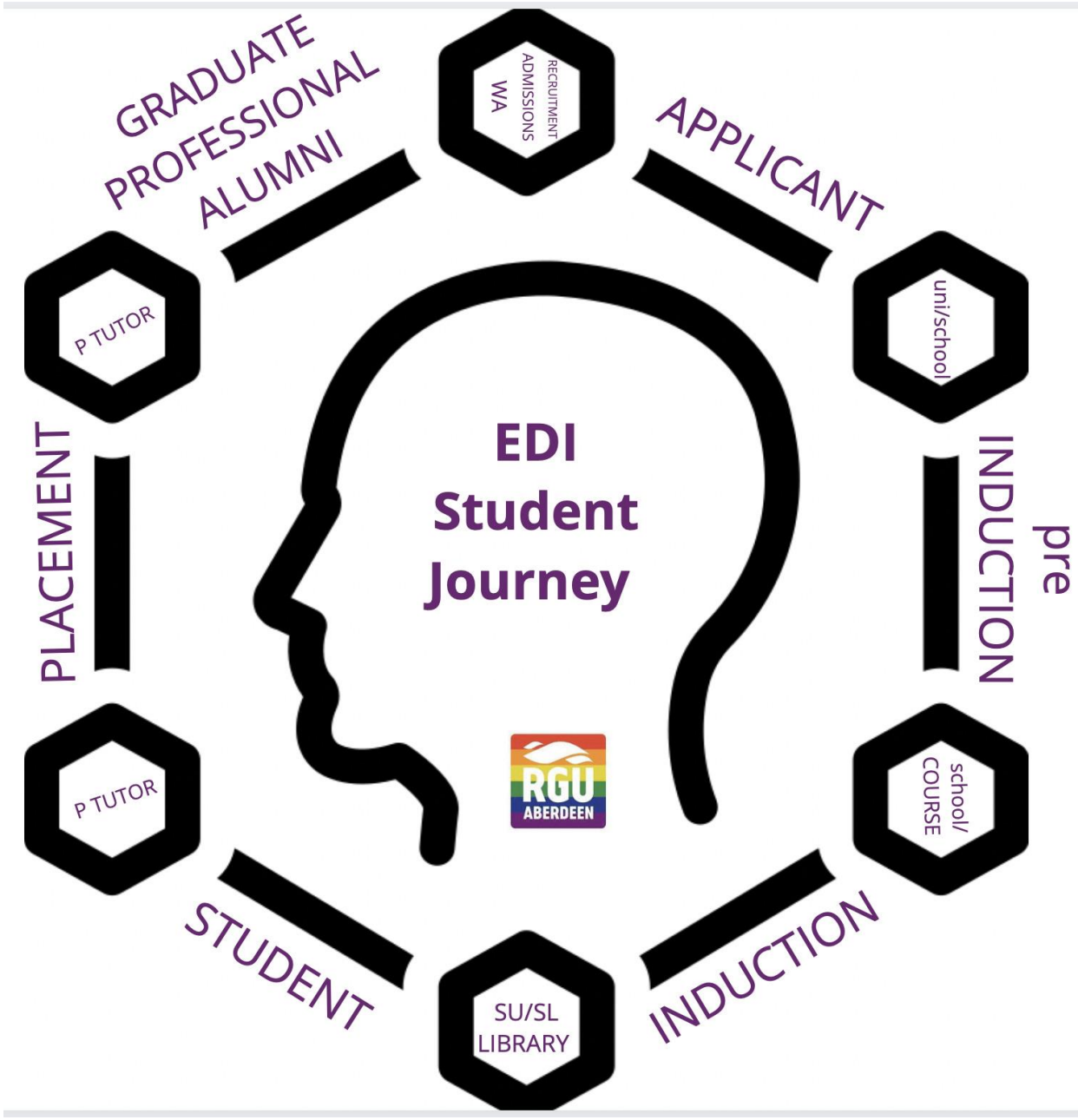
EDI can be looked at through THREE lenses....



Bringing together....

- Professional & regulatory bodies/standards
- Institution/organisation level strategies/policies
- Student & staff voices & lived experiences





GRADUATE
PROFESSIONAL
ALUMNI

RECRUITMENT
ADMISSIONS
W/A

APPLICANT

uni/school

INDUCTION
pre

school/
COURSE

INDUCTION

SU/SL
LIBRARY

STUDENT

P TUTOR

PLACEMENT

P TUTOR

EDI
Student
Journey



SO HOW CAN WE BRING COURSES & EDI TOGETHER??



Partnerships



Student engagement



Curriculum Diversity



Wellbeing/support

A framework being used/trialed
at postgrad level in our team

Our planet...

Our patients...

Our profession...



GLOBAL CITIZENSHIP

Equity, Diversity, Inclusion & Sustainability @PALS



Connecting Diverse Alumni to current Students



Other **CONNECT** projects under development...



CONNECT @teabreak talks

Connecting leaders to learners



CONNECT @Side by Side

Connecting with each-other and Lived Experiences

Connecting to the community...

- ✓ Find, Explore & Collaborate with local EDI organisations on our door-step

 Grampian Regional Equality Council



- ✓ Collate a directory of organisations to support patients, colleagues, students, trainees...



The screenshot shows the Saheliya website homepage. At the top, there are logos for 'The Scottish Charity Awards 2016 Winner' and 'We are a Living Wage Employer'. The Saheliya logo is prominently displayed, along with contact information: Edinburgh: 0131 556 9302, Glasgow: 0141 552 6540. A navigation menu includes Home, About Us, Services, Languages, News, Useful Links, Support Us, and Contact Us. The main banner features the text 'Nurture self-esteem and confidence' over a background image of a woman and a man. Below the banner, there are three columns: 'Who We Are' (describing Saheliya as a specialist mental health support organisation for black, minority ethnic, asylum seeker, refugee and migrant women and girls (12+) in the Edinburgh and Glasgow area), 'What We Offer' (listing services like Counselling, Complementary Therapies, Practical and Emotional Support, Groupwork, Outreach Work, and Young Saheliya Groupwork), and 'Our Mission' (aiming to promote mental well-being by combating discrimination and abuse).

Some questions to ask ourselves for curricula **CONTENT**...



Q. Do we include a wide range of **conditions & considerations** affecting minority patients?

- Jehovah's witness patients – care pathway for surgical procedures
- **Sickle cell disease**
- **Prostate cancer** in black men
- **Mental health** in African heritage families - removing the stigma
- Oral cancer in Asian & Middle Eastern heritage – cultural use of Khat
- Diabetes treatment in **Ramadan**
- **Perception of disease** & religious beliefs
- **Neurodiversity**, disability considerations in **designing clinical pharmacy services**,
- Do we show conditions e.g. **Dermatology** in diverse skin tones...
- **Organ donation** & faith

Some questions to ask ourselves with **DELIVERY**...

Q. Do we give students/trainees the opportunity to develop **consultation skills** to deliver person-centred care in diverse patients?

Q. Do students get to engage with diverse **patient volunteers**?

Q. Are our **guest speakers** and external visiting lecturers representing the diversity in our communities?

Q. Do students/trainees have a **platform to discuss lived experiences** or raise EDI related concerns?

Q. Do we **train our personal tutors/trainers** in EDI – microaggressions, intersectionality, allyship...

Q. Do we address EDI as part of **person-centred care**?
Exploring ethics, health engagement & protected characteristics...

Q. Are we delivering flexible learning for those with **caring responsibilities - timetable considerations**



Study Support for Resilient Learners



Resilient Learner

nurturing a growth mindset

As part of the **Resilient Learner** theme, this workload planner has been designed to help you transition into postgraduate study. It can be used as a study aid to help you stay organised, motivated and manage your own learning effectively.

By planning your workload across all modules on a weekly basis, through a technique called **micro-tracking** you will be able to see the work that needs to be completed in one place.

Micro-tracking involves a 3 step process.

1. **Review** - at the start of each week, review your timetable and the tasks set by each module and make a note of these under the tasks heading.
2. **Set goals** - for each module, design your own learning goals for the week ahead.
3. **Plan** - think about the ways in which you will be able to achieve the learning goals and the tasks. These are called success criteria.

Microtracking is more effective when coupled with self-reflection. At the end of each week, it's recommended that you do a **mini self assessment** to reflect on your motivation levels and how you are progressing against your own learning goals.



CALENDAR of CELEBRATIONS – Create your own!



Nurturing a sense of belonging...

Themes – Student voice / lived experiences platform

Allyship,

Student union/societies

Diversity calendar

Diverse Student advisors/advocates

What's happening @ RGU?

Find out here! <https://www.rguunion.co.uk/whatson/blackhistorymonth/>

Where can I learn more?

Check out the library BHM resources... <https://library.rgu.ac.uk/c.php?q=695080&p=4989084>

Hear from fellow RGU staff & students...

<https://www.rgu.ac.uk/rgview/student-experience/4510-proud-to-be-emerging-stronger>

<https://www.rgu.ac.uk/rgview/our-people/3503-black-history-month-g-a-with-dr-ibiye-iyalla>

SENSE of BELONGING

Suggestions from OUR students and HE sector findings

- Pledges for 1st yr MPharm - sense of belonging to profession AND institution
- Social events that don't involve alcohol
- Photographic/phonetic class lists – pronounce names correctly!
- Anonymised class rep pitches
- Platform to raise concerns/anxieties of issues relating to EDI
- Use of pronouns in emails & online platforms/meetings
- Personal tutor training



Let's help embrace celebration of diversity!

Example staff email signature



Includes **pronouns**

Name written in an alphabet recognizable by prospective students from **many nations**

e.g. speakers of Urdu, Arabic, Farsi, Azari...

Leila Neshat Mokadem (SHE/HER)



Course Leader - MSc Clinical Pharmacy Service Development
Module Leader - Health Services Research

SCOTTISH UNIVERSITY OF THE YEAR
(The Times and Sunday Times Good University Guide 2021)





GLOBAL CITIZENSHIP

Equity, Diversity, Inclusion & Sustainability @CPSD

The logo consists of a central globe surrounded by eight hands of different colors (red, orange, yellow, green, blue, purple, pink, and blue). Each hand has a different icon on it: a camera, a heart, a Wi-Fi symbol, a person, a speech bubble, a person with a speech bubble, a person with a speech bubble, and a person with a speech bubble. Below the logo, the text "GLOBAL CITIZENSHIP" is written in bold purple letters, and below that, the text "Equity, Diversity, Inclusion & Sustainability @CPSD" is written in a smaller, italicized purple font.