Higher education programs have begun to prioritize and strategically place a focus on diversity, equity, and inclusion.

Despite an increase in awareness and advocacy for inclusive language within healthcare education and training programs, there is minimal guidance on how to achieve this.

Study Design:
- Exploratory Review

Content Source:
- Southern Illinois University Edwardsville School of Pharmacy curriculum

Content Reviewed:
- 38 lecture materials from 15 different faculty, encompassing 31 different lecture topics throughout required pharmacotherapeutics courses

Faculty within schools and colleges of pharmacy are encouraged to intentionally reflect upon and review lecture materials, with an inclusive and equitable lens.

Accurate and diverse representation in patient case examples, as well as within lecture materials is critical to the learning process.

A more extensive review would be valuable, as well as expanded training opportunities for faculty to thoughtfully develop their patient case representation within teaching materials.

Images depicting patients were subjectively categorized via the Fitzpatrick Skin Type Scale. This scale ranges from I being the lightest and VI being the darkest.

Out of 76 depictions of patients or providers 39 (51%) were classified as Fitzpatrick skin type I, 19 (25%) as skin type II, 3 (4%) as skin type III, 6 (8%) as skin type IV, 5 (7%) as skin type V, and 4 (5%) as skin type VI.

The average age for patients in case-based learning assignments was 42 and 2 were further described as cis-gender.

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