PHA5945 Leadership for International Pharmacy Outreach Experience

Spring 2019

1 Credit Hour – [Satisfactory- Unsatisfactory Grading]

The goals of this course are to provide the student with practice experience that involves addressing health care inequities in another country and collaboration with a team of other health professions students to address health-related problems.

Teaching Partnership Leader

Sven A. Normann, Pharm.D.

- Email: normann@cop.ufl.edu
- Office: Gainesville, HPNP, Room 4323
- Phone: 352-273-6305 / 352-870-2385
- Office Hours: Students may contact the Teaching Partner Leader via eMail to set up an in-office appointment or a conference call. They may also use eMail to contact their Faculty Preceptors. See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. **EPA A1.** Collect subjective and objective data by performing a patient assessment and gathering data from chart/electronic records, pharmacist records, other health professionals and patient/family interviews.
2. **EPA A2.** Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
3. **EPA A5.** Provide medications, counseling and health wellness information (including referral when there are social determinants of health and disparities).
4. **EPA A9.** Collaborate as a member of an interprofessional team and provide patient-centered care.
5. **EPA D2.** Exhibit commitment to patients and the community by serving as an advocate and leader.
Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Provide leadership for patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.
2. Assure safe and effective clinical decisions and distribution practices by team members that they encounter in the assigned outreach experience.
3. Demonstrate effective communications with students, other team members, faculty, and patients in international setting.
4. Recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.
5. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacy leader.

Course Pre-requisites

1. Completion of first semester International Pharmacy Outreach Experience Requirements.
2. Approval by Office of Student Affairs regarding academic performance. Must be in good academic standing as defined in the Pharm.D. program academic standards.
3. Must complete all prerequisites that the UF International Center requires prior to traveling internationally as a UF student.

Course Co-requisites

1. None.

Course Outline

Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Course Re-take

The policy below applies to the following 3 elective courses related to international pharmacy: Short Study Abroad PHA 5103C), International Pharmacy Outreach (PHA 5706L), and Leadership for International Pharmacy Outreach (PHA 5XXX):

• Each of the 3 courses are repeatable.
• Students may accumulate a maximum of 4 credit hours that will count towards the 8 hour elective requirement for the Pharm.D. degree. These 4 credit hours may come from a combination of these 3 courses or a repeat of a course.
- The student may take more than 4 credit hours among these courses and/or a repeat of a course. But, only 4 credit hours will count towards the Pharm.D. degree’s 8 hour elective requirement.

**Place and Time of Class Sessions**

The Experiential (In-Country) phase will be conducted during a defined block period and will be at least 5 days in length, not including travel. There will be required preparation, activities and assignments that will take place in the months leading up to the in-country program. Post program activities will occur during the weeks following the program and will include submission of In-Country assignments and completion of post-program activities.

<table>
<thead>
<tr>
<th>Date Recommended Dates for Independent Study</th>
<th>Mod#</th>
<th>Unit Topic</th>
<th>Contact Hours [hr.]a</th>
<th>Faculty Author</th>
<th>Learning Objectives Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/2/19</td>
<td></td>
<td>Assignment: Reflection Paper #1</td>
<td></td>
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<tr>
<td>3/3/19-3/11/19 Phase II: Experiential</td>
<td></td>
<td>In-Country Travel (8 hours in Clinic each day)</td>
<td>15hr</td>
<td></td>
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<tr>
<td>TBD</td>
<td></td>
<td>Complete: Clinic Day 1</td>
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<tr>
<td>TBD</td>
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<td>Complete: Clinic Day 2</td>
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<tr>
<td>TBD</td>
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<td>Complete: Clinic Day 3</td>
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<td>TBD</td>
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<td>Complete: Clinic Day 4</td>
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<tr>
<td>TBD</td>
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<td>Complete: Clinic Day 5</td>
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<tr>
<td>4/2/19</td>
<td></td>
<td>Assignment: Reflection Paper #2</td>
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</tbody>
</table>

**Required Textbooks/Readings**

No required textbook readings.

**Suggested Textbooks/Readings**

Assigned readings will be made available in Canvas©
Other Required Learning Resources

None

Materials & Supplies Fees

None

Student Evaluation & Grading

[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

This course has satisfactory-unsatisfactory grading. An overall percentage grade >69.5% must be achieved to receive a grade of satisfactory.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Quality and Competency – See Appendix C</td>
<td>20</td>
</tr>
<tr>
<td>Logistics Planning and Medical Procurement and Fundraising - See Appendix C</td>
<td>20</td>
</tr>
<tr>
<td>Professional Team Communication – See Appendix C</td>
<td>20</td>
</tr>
<tr>
<td>Professionalism / Motivation – See Appendix C</td>
<td>20</td>
</tr>
<tr>
<td>Cultural Sensitivity – See Appendix C</td>
<td>10</td>
</tr>
<tr>
<td>Reflection Paper #1 &amp; #2 (5% each) – See Appendix D</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Rounding of grades:

In determining whether an overall grade of 69.5% or higher is achieved: Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **NO EXCEPTIONS** will be made in situations where a student’s grade is “close.”

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System
For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/
Appendix A. Course Directory

Teaching Partnership Leaders/Course Directors
Sven Normann, Pharm.D.
Email: normann@cop.ufl.edu
Office: HPNP 4233
Phone: 352-273-6305

Questions to Ask:
• Concerns about performance
• Guidance when there are performance problems (failing grades)
• General questions about content

Instructional Designer:
Sarah Burgess
Email: sburgess@ufl.edu
Office: HPNP 4309
Phone: 352-273-9492

Academic Coordinator:
Nicole Marlowe
Email: nicolemarlowe@cop.ufl.edu
Office: HPNP 4312
Phone: 352-273-6523
Absence/Tardy Email: absent2pd@cop.ufl.edu
or absent3pd@cop.ufl.edu (course policy site)

Educational Coordinators:
McKenzie Wallen
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus

Iverta Allen
Email: iallen1@cop.ufl.edu
Office: Orlando Campus

Questions to Ask:
• Issues related to course policies (absences, make up exams, missed attendance)
• Absence/tardy requests (Only the Academic Coordinator handles absence requests)
• Questions about dates, deadlines, meeting place
• Availability of handouts and other course materials
• Assignment directions
• Questions about grade entries in gradebook (missing grades, incorrect grade)
• Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Examplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)
Other Teaching Partnership Faculty Members:

Name TBD
Email:
Office:
Phone:
## Appendix B. Itinerary (sample)

<table>
<thead>
<tr>
<th></th>
<th>Travel to IPOE Country</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td><strong>Preparation Meeting</strong></td>
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<tr>
<td><strong>Set up Clinic and Pharmacy</strong></td>
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<tr>
<td><strong>10 hours</strong></td>
<td><strong>Preparation (meeting)</strong></td>
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<tr>
<td></td>
<td><strong>Run Clinic and Pharmacy</strong></td>
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<td></td>
<td><strong>Debriefing and Wrap Up</strong></td>
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<tr>
<td><strong>10 hours</strong></td>
<td><strong>Preparation (meeting)</strong></td>
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</tr>
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<td></td>
<td><strong>Debriefing and Wrap Up</strong></td>
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</tbody>
</table>

**Return to the United States**
Appendix C. Student Performance Evaluation Rubric

Choose the term that most accurately describes the student’s skill level during the scheduled meetings and clinic activities. Designate “No Opportunity” if there was not an opportunity for the course objective to be addressed in today’s activities. The Faculty preceptor will provide feedback at the midpoint of the experience and complete this rubric at the end of the experience.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Competent</th>
<th>Deficient</th>
<th>Comments (Must provide if rating is Excellent or Deficient)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
<td></td>
<td></td>
<td>Provide patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.</td>
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<tr>
<td>b.</td>
<td></td>
<td></td>
<td></td>
<td>Identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.</td>
</tr>
<tr>
<td>c.</td>
<td></td>
<td></td>
<td></td>
<td>Engage with pharmacy students and faculty, and other members of interprofessional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.</td>
</tr>
<tr>
<td>d.</td>
<td></td>
<td></td>
<td></td>
<td>Demonstrate cultural competency with patients and healthcare providers encountered in the international setting.</td>
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<tr>
<td>e.</td>
<td></td>
<td></td>
<td></td>
<td>Recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.</td>
</tr>
</tbody>
</table>
f. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.

g. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

Table:

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<tbody>
<tr>
<td>f.</td>
<td></td>
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<tr>
<td>g.</td>
<td></td>
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</tbody>
</table>

Comments:
E - Excellent definition
C - Competent definition
D - Deficient definition

a. Provide patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.

- E Consistently provides patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.
- C Is usually able to provide patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.
- D Does not provide patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.

b. Identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.

- E Consistently identifies and describes the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.
- C Is usually able to identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.
- D Does not identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.

c. Engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

- E Consistently engages with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.
C Is usually able to engage with pharmacy students and faculty, and other members of interprofessional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

D Does not engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

1. **d. Demonstrate cultural competency with pharmacists and other healthcare providers encountered in the international setting.**

   E Consistently demonstrates cultural competency with patients and healthcare providers encountered in the international setting.

   C Is usually able to demonstrate cultural competency with patients and healthcare providers encountered in the international setting.

   D Does not demonstrate cultural competency with patients and healthcare providers encountered in the international setting.

e. **e. Recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.**

   E Is clearly and consistently able to recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.

   C Is usually able to recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.

   D Is not able to recognize cross-cultural differences that impact a patient’s beliefs about health and treatment of illnesses.

f. **f. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.**

   E Clearly understands the importance of and consistently demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.

   C Usually understands the importance of and generally demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.

   D Shows lack of understanding for and demonstrates minimal to no professional attitudes and behaviors that characterize a professional pharmacist.

g. **g. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.**

   E Clearly understands the importance of and consistently demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

   C Usually understands the importance of and generally demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

   D Shows lack of understanding for and demonstrates minimal to no personal development expected of a pharmacy student by showing initiative, confidence and adaptability.
Appendix D. Reflection Papers

<table>
<thead>
<tr>
<th>Required elements</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Submitted on time (by deadline)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Page length; double-spaced; No greater than 12 font</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Grammar / Spelling; reasonable and does not interfere with clarity</td>
<td></td>
<td></td>
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<tr>
<td>4. Adequately addresses the assigned question/topic</td>
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<tr>
<td>5. Reflection is evident (attempting to understand, question, or analyze a situation or event) Clearly not just reporting or descriptive writing.</td>
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</tbody>
</table>

Overall Evaluation

- ☐ Above average 
- ☐ Average
- ☐ Below Average ( Unsatisfactory – Reflection must be resubmitted to pass course)

Met 3 or fewer of the following 1,2,4, & 5