

PHA5007 Pharmacy & Population Health

Fall, 2020

2 Credit Hours – Satisfactory-Unsatisfactory Grading

The purpose of this course is to introduce student pharmacists to population health. The focus of this course is on pharmacists' roles in population health outcomes, identifying and addressing patterns of health determinants, and policies and interventions that link these two. Foundational concepts learned in this course will be revisited and built upon throughout much of the remainder of the PharmD curriculum.

Teaching Partnership Leaders

Steven M. Smith, Pharm.D., MPH

- Email: ssmith@cop.ufl.edu
- Office: HPNP 3316
- Phone: 352-273-5134

Office Hours: Please see the Canvas course site for posted office hours.

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:

Patient Care Provider Domain

1. Collect information to identify a patient's medication-related problems and health-related needs.
ST1.1. Collect a medical history from a patient or caregiver.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
ST2.5. Assess a patient's health literacy using a validated screening tool Population Health Promoter Domain
7. Identify patients at risk for prevalent diseases in a population.
7.1. Perform a screening assessment to identify patients at risk for prevalent diseases in a population (e.g., hypertension, diabetes, depression).

Course-Level Objectives

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

1. Develop social sciences knowledge related to principles of public health and the factors affecting the health and wellbeing of populations. Specifically:
 - a. Compare population health from historical and contemporary perspectives.
 - b. Cite examples of special populations that comprise the population and factors to consider when identifying the health needs of a population.
 - c. Describe systematic preventive care, using risk assessment, risk reduction, screening and education.
 - d. Define the biological, social, environmental, and economic determinants of

- health and implications for population health.
 - e. Describe the problem of health disparities and the impact on the US healthcare system.
 - f. Explain why health literacy is a public health goal.
 - g. Explain why attention to population health is an important priority for US health policy and health systems.
 - h. Explain the role of advocacy and leadership in public health.
2. Collaborate effectively with other team members in evaluating the needs of a special population and recommending strategies to enhance population health.
 3. Evaluate the needs of a special population and recommend strategies to enhance population health using an evidence-based approach. Specifically, via an assigned project that will be completed across the course:
 - a. Recognize and evaluate personal, biological, social, economic, and environmental conditions to maximize health and wellness and prevent disease from a population health perspective.
 - b. Compare and contrast the relationship between cultural values, beliefs and health-related behaviors.
 - c. Recommend strategies to minimize health disparities.
 - d. Recommend strategies to promote health literacy.
 - e. Assess the healthcare status and needs of a targeted patient population.
 - f. Recommend how health policy and health systems could enhance the health needs of the special population.
 - g. Recommend advocacy and leadership opportunities for pharmacists that could contribute to addressing the needs of the special population.
 4. Describe community-based and national programs and implementation of activities that advance public health and wellness, recognizing opportunities for pharmacist involvement.

Course Pre-requisites

1. Admission to the Doctor of Pharmacy program.

Course Co-requisites

1. There are no co-requisites for this course.

Course Outline

See Appendix. 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.

Required Textbooks/Readings

1. There are no required textbooks for this class. Any required readings will be made available on Canvas.

Use [UF VPN to access UF Libraries Resources](#) when off-campus.

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](http://www.library.health.ufl.edu/) at this URL:<http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

Other Required Learning Resources

N/A

Materials & Supplies Fees

None

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

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

Assessment Item	Grade Percentage
Individual Readiness Assessment Tests [5 @ 3% ea.]	15%
Team Readiness Assessment Tests [5 @ 3% ea.]	15%
Post-Class Team Assignments [5 @ 2% ea.]	10%
Module 7 Pre-Class Discussion Board	5%
Team Project Faculty Evaluations (Rubric: Appendix B)	45%
Quiz [Comprehensive]	10%
Total	100%

Table 1.1 Evaluation and Grading Above

Table 1.2 grading scale

Percentage	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D

59.50-62.49%	D-
< 59.50%	E

Post-Class Assignments:

After each active learning session (excepting the Panel Discussion), each team will complete a post-class assignment related to the application activity and/or module content. Details for completing each post-class activity will be available in Canvas. Each activity will be due within 24-48 hours of completing the TBL session (see schedule). Feedback will be provided through Canvas and graded and made available to the respective team.

Rounding of grades:

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."

Makeup Assignments

Makeup assignments may be required for excused absences from all Active Learning Sessions. Students will be required to complete the makeup assignment within one week of the missed session.

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 General [Pharm.D. Course Policies](#) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director(s):

Steven M. Smith, Pharm.D., MPH

- Email: ssmith@cop.ufl.edu
- Office: HPNP 3316
- Phone: 352-273-5134

Office Hours: Please see the Canvas course site for posted office hours.

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Other Teaching Partnership Faculty Members:

Shauna Buring, PharmD

- Email: SBuring@cop.ufl.edu
- Office: HPNP Student Affairs
- Phone: 352-294-8799

Teresa Cavanaugh, PharmD, BCPS

- Email: tcavanaugh@cop.ufl.edu
- Office: HPNP G-234
- Phone: 352-294-8943

Teresa Roane, PharmD, MBA, BCACP

- Email: troane@cop.ufl.edu
- Office: East Campus (GNV) 3101
- Phone: 352-273-9692

Amie J. Goodin, Ph.D.

- Email: amie.goodin@cop.ufl.edu
- Office: HPNP 3319
- Phone: 352-294-8829

Instructional Designer:

Name: Holly Fremen

- Email: holly.fremen@cop.ufl.edu
- Office: HPNP 4309
- Phone: 352-273-5558

Academic Coordinator Gainesville Campus:

Name: Nicole Marlowe

- Email: nicolemarlowe@cop.ufl.edu
- Office: HPNP 4312
- Phone: 352-273-6523

Absence/Tardy Email: absent1pd@cop.ufl.edu (Visit the [course policy site](#) for further instructions)

Educational Coordinators

Name: McKenzie Wallen

- Email: mwallen@cop.ufl.edu
- Office: Jacksonville Campus

Name: 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.

Criteria (100 possible pts)	Proficient 20 points	Competent 15 points	Advanced Beginner 10 points	Novice 0 points
<p>Project Content (Poster & Verbal Presentation)</p> <p>(Each category weighted 2X)</p> <p>Pts: /40</p>	<ul style="list-style-type: none"> Thoroughly but concisely presents main points of the project. Verbal presentation makes excellent use of time allotted. Comprehensively identifies & justifies 1-2 specific disparities in population. Thoughtful analysis of the <i>modifiable</i> determinants. Proposal clearly & directly addresses determinant/ population disparity. Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation. 	<ul style="list-style-type: none"> Adequately presents main points of project. Verbal presentation somewhat over/under time allotted. Identifies 1-2 specific disparities in the special population but, analysis/justification of disparity/modifiable determinants could be improved. Proposal somewhat aligned to determinant/ population disparity. Narration and/or answering of questions is adequate and adds to the presentation. 	<ul style="list-style-type: none"> Main points of project presented but findings are not as sufficient and/or well- organized. Verbal presentation significantly over/under time allotted. Does not fully identify disparity in the special population. Recommendations do not show thoughtful analysis of the determinants/ disparity. Proposal only marginally aligned to the determinant/ population disparity. Narration or answering of questions somewhat lacking. 	<ul style="list-style-type: none"> Main points of project are very poorly presented. Verbal presentation not completed in allotted time. Does not fully identify disparity in the special population. Recommendations do not show thoughtful analysis of the issues. Intervention unrelated to population need/disparity. Narration and/or answering of questions is lacking.
<p>Visual Presentation of Poster</p> <p>Pts: _____ /20</p>	<ul style="list-style-type: none"> Overall visually appealing; not cluttered; Colors and patterns enhance readability. Uses font sizes/ variations that facilitate organization, presentation, and readability of project. Graphics are applicable, engaging and enhance the text. Graphics effectively highlight the important content. Content clearly arranged so the viewer can understand order without narration. 	<ul style="list-style-type: none"> Visual presentation is adequate. Overall visually appealing, but some colors, fonts, variations detract the presentation. At least 1 significant 'block' of text is present. Graphics used but don't necessarily enhance text or are only tangentially related to the project. Content arrangement is adequate but could be improved to assist understanding order without narration. 	<ul style="list-style-type: none"> Visual presentation needs improvement. Poster exhibits ≥1 of the following: visually cluttered, colors/patterns detract from readability, font sizes/ variations are distractions; graphics have little meaningful connection with the text; blocks of text used frequently. Content arrangement is somewhat confusing and does not assist viewer in understanding order without narration. 	<ul style="list-style-type: none"> Visual presentation needs significant improvement. Poster is not appealing and cluttered. Font sizes/ variation are significant distractions. Graphics are irrelevant or not included. Content arrangement is confusing and makes understanding order without narration difficult.
<p>Documentation of Sources</p> <p>Pts: _____ /20</p>	<ul style="list-style-type: none"> Cites all data and references; important refs included on poster. References are excellent and show thoughtful insights in addressing the needs of special populations. 	<ul style="list-style-type: none"> Cites all data and references; important refs included on poster. Most references show thoughtful insights in addressing needs of population. 	<ul style="list-style-type: none"> Cites all data and References, but NOT on poster (e.g., QR code only). References are adequate but do not infer thoughtful identification and analysis of information. 	<ul style="list-style-type: none"> Minimal or no citations. References clearly do not infer thoughtful identification and analysis of information.
<p>Spelling/Grammar</p> <p>Pts: _____ /20</p>	<ul style="list-style-type: none"> No spelling or grammar mistakes. 	<ul style="list-style-type: none"> Minimal spelling or grammar mistakes. 	<ul style="list-style-type: none"> Several spelling and grammar mistakes. 	<ul style="list-style-type: none"> Spelling, grammar mistakes noticeably distracting.

Team # _____ Total Score: _____ /100

*Evaluations by multiple faculty will be averaged.

Reference: Adapted from - <http://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/poster-presentation-rubric.shtml>

Appendix: Course Outline: See Link Below

<u>Dates for Independent Study</u>	<u>Activity</u>	<u>Mod#</u>	<u>Activity Title</u>	<u>[min]</u>	<u>Objectives</u>	<u>Responsible</u>
08/14/20	Module	00	Home Page: Course Introduction			Steven M Smith
08/17/20	Video Other	0	Course Introduction			Steven M Smith
08/17/20	Quiz Self-Assessment	0	Course Introduction Quiz			Steven M Smith
08/17/20	Module	1	Module 1: Introduction to Population Health		1a, 1c	Steven M Smith
08/20/20	Video Lecture	1.1	Watch: Introduction to Population Health	43		Steven M Smith
08/20/20	Video Other	1.2	Watch: A Brief Primer on Population Health	3		Steven M Smith
08/20/20	Reading	1	Read: What is Population Health?	30		Steven M Smith
08/20/20	Reading	1	Read: Ensuring Population Health: An Important Role for Pharmacy	15		Steven M Smith
08/21/20 at 10:40am - 12:35pm	Active Learning Session --VC	1	Active Learning Session 1: • Module 1 iRAT and tRAT • Team-Based Learning Application: Population Health Introduction & Overview	120	1a, 1c	Steven M Smith
08/21/20	Quiz In-class Graded	1	iRAT and tRAT (Module 1)			Steven M Smith
08/21/20	Module	2	Module 2: Determinants of Health: Overview of determinants of health, focusing on social and behavioral determinants, and their implications for population health.		1d, 2, 3b	Teresa Cavanaugh
08/24/20	Video Lecture	2.2	Watch: Introduction to Social Determinants of Health	30		Teresa Cavanaugh
08/24/20	Reading	2.3	Read: Closing the gap in a generation: health equity through action on the social determinants of health.(Focus on the Executive summary and Chapters 3 and 4 of the full report)	45		Teresa Cavanaugh
08/21/20	Module	3	Module 3: Health Disparities: Overview of health disparities with focus on U.S. healthcare system.		1e, 2, 3c, 3e	Teresa Cavanaugh
08/25/20	Video Lecture	3.1	Watch: Introduction to Health Disparities	30		Teresa Cavanaugh

08/25/20	Video Other	3.2	Watch Race, Racism and Health: Challenges and Opportunities https://hms.harvard.edu/news/health-disparities-0	57		
08/25/20	Reading	3.3	Read the Institute of Medicine Findings and Recommendations on Health Disparities https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/public/public-health/iom_1.pdf			
08/25/20	Reading	3.4	Read Unequal treatment: Confronting Racial and Ethnic Disparities in Health Care (2003), Summary https://www.nap.edu/read/12875/chapter/2	30		Teresa Cavanaugh
08/25/20	Video Other	3.5	Watch: Why is that? A look into health disparities https://www.youtube.com/watch?v=CxCSeqO3DZ0	6		
08/25/20	Reading	3.6	Read: ASHP statement on racial and ethnic disparities in health care i. https://www.ashp.org/-/media/assets/policy-guidelines/docs/statements/racial-and-ethnic-disparities-in-health-care.ashx	30		Teresa Cavanaugh
DUE 08/25/20 at 8:00am	Assignment Graded	1	Post-class assignment due	15		Steven M Smith
08/26/20 at 10:40am - 12:35pm	Active Learning Session --VC	2-3	Active Learning Session 2: • Module 2 & 3 iRAT and tRAT • Team-Based Learning Application: Social Determinants of Health and Health Disparities in the U.S. healthcare system	120	1b, 1d, 2, 3a, 3b	Shauna Marie Buring, Teresa Cavanaugh
08/26/20	Quiz In-class Graded	2-3	iRAT and tRAT (Module 2 and 3)			Shauna Marie Buring, Teresa Cavanaugh
08/26/20	Module	4	Module 4: Special Populations & Cultural Awareness, Competency, and Diversity		1b, 2, 3a, 3b	Shauna Marie Buring
08/27/20	Video Lecture	4.1	Watch: Special Populations Overview	60		Shauna Marie Buring
08/27/20	Video Lecture	4.2	Watch: Cultural Awareness, Competency, and Diversity	75		Shauna Marie Buring
08/27/20	Video Other	4.3	Watch: "To Treat Me, You Have to Know Who I Am"	11		Shauna Marie Buring

08/27/20	Video Other	4.4	Watch: "Overcoming Biases in Healthcare"	4		
08/27/20	Reading	4	Read: Harvard Implicit Bias Test			Shauna Marie Buring
DUE 08/31/20 at 8:00am	Assignment Graded	2-3	Post-class assignment due	15		Shauna Marie Buring
08/28/20 at 8:30am- 10:25am	Active Learning Session --VC	4	Active Learning Session 3: • Module 4 iRAT and tRAT • Team-Based Learning Application: Special Populations & Cultural Awareness, Competency, and Diversity	120	1e, 2, 3c, 3e	Teresa Cavanaugh
08/28/20	Quiz In- class Graded	4	iRAT and tRAT (Module 4)			Teresa Cavanaugh
08/28/20	Module	5	Module 5: Health Literacy		1f, 2, 3d	Teresa Elaine Roane
08/31/20	Reading	5	Read: Health Literacy Guidance and Standards (CDC)	30		Teresa Elaine Roane
08/31/20	Video Lecture	5	Watch: Understanding Health Literacy	30		Teresa Elaine Roane
DUE 09/01/20 at 8:00am	Assignment Graded	4	Post-class assignment due	15		Teresa Cavanaugh
09/01/20 at 10:40am - 12:35pm	Active Learning Session --VC	5	Active Learning Session 4: • Module 5 iRAT and tRAT • Team-Based Learning Application: Health Literacy in Population Health	120	1f, 2, 3d	Teresa Elaine Roane
09/01/20	Quiz In- class Graded	5	iRAT and tRAT (Module 5)			Teresa Elaine Roane
09/01/20	Module	6	Module 6: Health Policy & Health Systems in Population Health		1g, 2, 3f, 4	Amie Goodin
09/02/20	Video Lecture	6.1	Watch: Introduction to Health Policy	43		Amie Goodin
09/02/20	Video Lecture	6.2	Watch: Health Systems & Population Health	15		Amie Goodin
09/02/20	Video Lecture	6.3	Watch: Medicaid & Medicare Primer	20		Amie Goodin
09/02/20	Video Lecture	6.4	Watch: Population Health in the Affordable Care Act Era	20		Amie Goodin
09/02/20	Reading	6	Read: ASHP Statement on the Role of Health-System Pharmacists	30		Amie Goodin
09/02/20	Reading	6	Read: Revitalizing Law and Policy to Meet New Challenges. Focus on Chapter 4, specifically, "The Role of Policy as a Determinant of Health"	15		Amie Goodin

DUE 09/03/20 at 8:00am	Assignment Graded	5	Post-class assignment due			Teresa Elaine Roane
DUE 09/07/20 at 5:00pm	Assignment Graded	7	Assignment: Discussion Board Activity: Generating Questions for Discussion Panel			Steven M Smith
09/03/20 at 10:40am - 12:35pm	Active Learning Session --VC	6	Active Learning Session 5: • Module 6 iRAT and tRAT • Health Policy & Health Systems Approaches to Population Health	120	1g, 2, 3f, 4	Amie Goodin
09/03/20	Quiz In-class Graded	6	iRAT and tRAT (Module 6)			Amie Goodin
09/03/20	Module	7	Module 7: Health & Wellbeing Across Sectors		1d, 1h, 2, 3g	Steven M Smith
09/09/20 at 10:40am - 12:35pm	Active Learning Session --VC	7	Active Learning Session 6: Multidisciplinary Discussion Panel on Population Health	120		Steven M Smith
TBA	Virtual Office Hours		Virtual Office Hours (attendance optional)			Amie Goodin, Steven M Smith
DUE 09/08/20 at 8:00am	Assignment Graded	6	Post-class assignment due	15		Amie Goodin
08/18/20	Module		Final Team Presentations		2,3a-g,4	Amie Goodin
DUE 09/14/20 at 5:00pm	Assignment Graded		<i>Assignment: Poster Project (please submit PDF/PPT version to Canvas)</i>			Amie Goodin
09/16/20 at 8:30am- 10:25am	Active Learning Session -- Asynch		In-Class Activity: • Poster Presentation Session: Team will present poster and review posters of other teams.	180		Amie Goodin
09/16/20 at 1:55pm - 3:50pm	Active Learning Session -- Asynch		In-Class Activity: • Poster Presentation Session: Team will present poster and review posters of other teams.	180		Amie Goodin
09/17/20 at 3:00pm - 4:00pm	Active Learning Session-Web		Zoom Conferences: Quiz Review Session (Optional)			Steven M Smith
09/18/20 at 2:00pm - 4:00pm	Exam		Quiz: Modules 1-7 (Comprehensive)	120		Steven M Smith
				193		
				2		
				32.2		

