

PHA5726 Health Disparities

Spring 2023

2 Credit Hours – [A-E Grading]

The purpose of this course is to introduce student pharmacists to the multifaceted issues of health disparities and challenges to achieving health equity in the United States healthcare system. Particular emphasis will be on marginalized groups with disparities based upon race, gender, sexual preference and identity, disability, physical and mental health, geography, and socioeconomic status. Exploration of these topics will be surveyed from an individual, systematic, and institutional level. Student pharmacists will gain knowledge of community accessible programs and the pharmacist's role in eliminating health disparities in the U.S.

Teaching Partnership Leaders

John M. Allen, PharmD, BCPS, BCCCP, FCCM, FCCP

- Email: john.allen@cop.ufl.edu
- Office: Orlando, Office 425
- Phone: 407-313-7006

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

Chardaè Whitner, PharmD

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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.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.

Population Health Promoter Domain

3. Identify patients at risk for prevalent diseases in a population.

Self-developer Domain

4. Create a written plan for continuous professional development

Course-Level Objectives

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

1. Describe social, behavioral, and medical factors that lead to health disparities in select marginalized groups
 - a. Identify race, gender, sexual preference and identity, disability, mental health, geography, and socioeconomic status health disparities
 - b. Describe genetic and social aspects that result in health disparities
 - c. Articulate the context and identify frameworks to examine health disparities
2. Demonstrate awareness of the factors that currently contribute to wide disparities in health among specific populations
 - a. Analyze direct and indirect factors
 - b. Describe complex measures of health disparities
3. Identify pharmacists as critical stakeholders in eliminating health disparities.
 - a. Identify roles and contributions of pharmacists
 - b. Describe the challenges and strengths pharmacists may face
 - c. Analyze the role of pharmacists in addressing health disparities
4. Investigate community, state-level, and national resources that can be mobilized for pharmacy services for the reduction of health disparities

Course Pre-requisites

Successful completion of Blocks 1-11 of the Doctor of Pharmacy curriculum

Course Co-requisites

None.

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

See Canvas for any required readings.

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](#) at this URL: <http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

Other Required Learning Resources

Before class, please watch assigned film segments from *Unnatural Causes: Is Inequality Making Us Sick?*
This can be accessed for free in Canvas.

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.]

Table 1.1 Evaluation and Grading

Assessment Item	Grade Percentage
Quiz (5 @ 2% each)	10%
Team Discussions (5 @ 1% each) <i>See Appendix D</i>	5%
Application Assignment: <i>Exploring the Role of Neighborhoods on Health</i>	15%
Individual Infographic <i>See Appendix C</i>	35%
Final Cumulative Exam	30%
Content Engagement in PlayPosit	5%
Total	100%

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

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."

Description of Assignments

Exploring the Role of Neighborhoods on Health (15%)

In this research-orientated application assignment, students will explore the role of neighborhoods on health by comparing their home neighborhood with that of 2 other neighborhoods selected by faculty. Students will utilize a variety of online tools such as Google Earth, the Opportunity Atlas, etc., to gather specific data about the neighborhoods to address the built environment, health outcomes and social determinants of health. Detailed instructions for this assignment can be found in Canvas.

Individual Infographic (35%)

Infographics offer a highly effective means of presenting intricate data in a straightforward and comprehensible format. Each student will create an infographic presentation on a special population assigned to them. They will identify health issues and determinants affecting their assigned population, research them using reputable resources and engage with other parties interested in the population's health. The students will then develop a detailed proposal for a population health improvement project that includes pharmacists or pharmacies and can be feasibly implemented. The final presentation will be evaluated based on the student's ability to identify relevant health issues and develop a thoughtful approach to address them through a population health improvement program.

Content Engagement in PlayPosit (5%)

In this course, students are required to engage with course podcasts and videos in PlayPosit. This assignment category aims to encourage students to actively engage with the course content and deepen their understanding of the material. Students will be required to successfully engage with all course content to earn the credit in this category; that is, students will either earn the full 5%, or no credit. Partial credit will not be considered.

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
3. PlayPosit
4. iClicker

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) 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](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

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.

Late Assignments

We recognize that unexpected life events happen, so students may submit one assignment late by 24 hours with no penalty. Beyond that, late assignment submissions will be assessed as such:

- 0-24 hours late: 25% reduction of the earned score (max score possible: 75%)
- 24-48 hours late: 50% reduction of the earned score (max score possible: 50%)
- 48 hours late: Assignment will be assigned a score of 0

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the [UF COP Course policies](#).

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF [COP Student Mistreatment Report](#).

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.bluer.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):

John M. Allen, PharmD, BCPS, BCCCP, FCCM, FCCP

- Email: john.allen@cop.ufl.edu
- Office: Orlando, Office 425
- Phone: 407-313-7006

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

Chardaè Whitner, PharmD

- Email: whitnerc@cop.ufl.edu
- Office: Jax
- Phone: 904-244-9119

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:

MegCholack Awunti, PharmD

- Email: mawunti@cop.ufl.edu
- Office: Orlando
- Phone: 407-313-7032

Lakesha Butler, PharmD

- Email: lakeshabutler@ufl.edu
- Office: Gainesville
- Phone: 352 – 733 - 1803

Instructional Designer:

Skylar Johnson, M.A.

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Academic Coordinator Gainesville Campus:

Hanna Stallard

- Email: hstallard@ufl.edu
- Office: HPNP 4309
- Phone: 352-273-63312

[Absent/Tardy Ticket 2PD](#)

[Absent/Tardy Ticket 3PD](#)

Educational Coordinators

Katie Orben

Email: korben06@ufl.edu

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Andrea M Arredondo

Email: aarredondo1@cop.ufl.edu

Office: Orlando Campus

Phone: (407) 313 - 4087

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.)

Appendix B: Course Outline

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
	0	Module	Course Introduction: Laying the Groundwork			John Allen
04/26/23	0	Lecture Video	Welcome Video		0.5	John Allen
04/26/23	0	Lecture Video	Framework Tools for Student Project		0.25	MegCholack Awunti
04/26/23	0	Quiz (Self-Assessment)	Health Equity Pre-Course Assessment (Non-Graded)			John Allen
04/26/23	0	Optional/Supplemental	Moghadam SS, Leal S. How Should Physicians and Pharmacists Collaborate to Motivate Health Equity in Underserved Communities? AMA J Ethics. 2021;23(2):E117-126	4	-	John Allen, MegCholack Awunti
04/26/23	0	Optional/Supplemental	Abell A. Creating open spaces: Culturally humility in practice. Pharmacy Today. 2020;26(7):18-23.	3, 4	-	John Allen, MegCholack Awunti
	1	Module	Structural drivers of health disparities			John Allen
04/26/23	1.1	Video Other	Unnatural Causes: Episode 1: In Sickness and Wealth	1, 2	1	John Allen
04/26/23	1.2	Video Other	Unnatural Causes: Episode 7: Not Just A Paycheck	1, 2	0.5	John Allen
04/26/23	1.3	Podcast	Health Affairs Podcast: Healthcare Spending and Food Insecurity	1, 2	0.5	John Allen
04/26/23	1.4	Podcast	Health Affairs Podcast: Structural racism in US Health Care Policy	1, 2	0.5	John Allen
04/26/23	1.5	Podcast	Health Affairs Podcast: Relationship Between Income and Health	1, 2	0.5	John Allen
04/27/23 @ 4pm-5:50pm	1	Active Learning Session	ALS 1: Health Disparities Introduction		2	John Allen
04/27/23	1	Quiz (In Class)	Individual Quiz 1			John Allen
04/27/23	1	In-class Activity	Team Readiness Discussion 1			John Allen
	2	Module	Health Disparities Among People With Disabilities			John Allen
04/27/23	2.1	Reading	Bonner L, Abeli A. Beyond limits: Caring for patients with disabilities. Pharmacy Today. 2020;26(4):24-28.	3, 4	0.5	John Allen

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
04/27/23	2.2	Video Other	Addressing Gaps in Health Care for Individuals with Intellectual Disabilities (CDC)	1, 2, 4	1	John Allen
04/27/23	2.3	Podcast	Included: The Disability Equity Podcast (Dr. Lisa Lezzoni)	1,2	0.5	John Allen
04/27/23	2.4	Podcast	Health Affairs podcast: Physicians' attitudes towards people with disabilities	1,2	0.5	
04/28/23 @ 12pm-1:50pm	2	Active Learning Session	ALS 2: Health Disparities - People with Disabilities		2	John Allen
04/28/23	2	Quiz (In Class)	Individual Quiz 4			John Allen
04/28/23	2	In-class Activity	Team Readiness Discussion 4			John Allen
	3	Module	Health Disparities Among Sexual Minorities			Chardae Whitner
04/28/23		Video Other	LGBTQ Health and Gaps in Medical Care	1, 2	0.5	Chardae Whitner
04/28/23		Video Other	LGBTQ Healthcare Training: "To Treat Me, You Have to Know Who I Am"	3	0.2	Chardae Whitner
04/28/23		Video Other	LGBTQ+ Health Disparities	3,4,5	0.3	Chardae Whitner
04/28/23		Video Other	End-of-Life Care Considerations for LGBTQ Older Adults	3,4,5	0.3	Chardae Whitner
04/28/23		Podcast	Inside Mental Health Podcast: Transgender and LGBTQIA+ Mental Health	3,4,5	0.5	Chardae Whitner
04/28/23		Podcast	Black and LGBTQ+: At the Intersection of Race, Sexual Orientation, and Gender Identity		1.4	Chardae Whitner
04/28/23		Optional/Supplemental	Podcast: LGBTQ Care with Doctors Megan McNamara and Jenny Siegal	3,4,5		Chardae Whitner
05/01/23 @ 2pm-3:50pm	3	Active Learning Session	ALS 3: Health Disparities - Sexual Minorities		2	Chardae Whitner
05/01/23	3	Quiz (In Class)	Individual Quiz 3			Chardae Whitner
05/01/23	3	In-class Activity	Team Readiness Discussion 3			Chardae Whitner
	4	Module	Health Disparities Among Racial and Ethnic Minorities			Lakesha Butler
05/02/23	4.1	Video Other	Unnatural Causes: Episode 2: When the Bough Breaks	1, 2	0.5	Lakesha Butler
05/02/23	4.2	Video Other	Unnatural Causes: Episode 4: Bad Sugar	1, 2	0.5	Lakesha Butler

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
05/02/23	4.3	Video Other	Unnatural Causes: Episode 5: Place Matters	1, 2	0.5	Lakesha Butler
05/02/23	4.4	Podcast	Closing the Healthcare Gap	1, 2	1	Lakesha Butler
05/02/23 at 11:59pm	1-3	Assignment (Graded)	Application Assignment: Exploring the Role of Neighborhoods on Health			Chardae Whitner, John Allen
05/03/23 @ 2pm-3:50pm	4	Active Learning Session	ALS 4: Health Disparities - Racial and Ethnic Disparities		2	Lakesha Butler
05/03/23	4	Quiz (In Class)	Individual Quiz 2			Lakesha Butler
05/03/23	4	In-class Activity	Team Readiness Discussion 2			Lakesha Butler
	5	Module	Health Disparities Among the Immigrant Population			MegCholack Awunti
05/04/23	5.1	Video Other	Unnatural Causes: Episode 3: Becoming American	1, 2	0.5	MegCholack Awunti
05/04/23	5.2	Video Other	Unnatural Causes: Episode 6: Collateral Damage	1, 2	0.5	MegCholack Awunti
05/04/23	5.3	Reading	Chang CD. Social Determinants of Health and Health Disparities Among Immigrants and their Children. Curr Probl Pediatr Adolesc Health Care. 2019;49(1):23-30.	1, 2	0.75	MegCholack Awunti
05/04/23	5.4	Reading	Rodriguez DX, Hill J, McDaniel PN. A Scoping Review of Literature About Mental Health and Well-Being Among Immigrant Communities in the United States. Health Promot Pract. 2021;22(2):181-192.	1, 2	0.75	MegCholack Awunti
05/04/23	5.5	Reading	Ingar N, Farrell B, Pottie K. Building a welcoming community: The role of pharmacists in improving health outcomes for immigrants and refugees. Can Pharm J. 2013;146(1):21-25.	3, 4	0.5	MegCholack Awunti
05/05/23 @ 2pm-3:50pm	5	Active Learning Session	ALS 5: Health Disparities among the Immigrant Population		2	MegCholack Awunti
05/05/23	5	Quiz (In Class)	Individual Quiz 5			MegCholack Awunti
05/05/23		In-class Activity	Team Readiness Discussion 5			MegCholack Awunti
	6	Module	Rural Populations			Chardae Whitner, John

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Objectives	Contact Time (hr)	Responsible
						Allen, MegCholack Awunti
05/05/23	6.1	Video Other	Bridging the Health Care Divide	1-4	1	John Allen
05/05/23	6.2	Podcast	Rural Health Rising Podcast: 340B Discount Drug Program: Making Drugs More Affordable	1-4	0.5	John Allen
05/08/23 @ 2pm- 3:50pm	6	Active Learning Session	ALS 6: Rural Populations	1-4	2	Chardae Whitner, John Allen, MegCholack Awunti
5/8/23 at 11:59pm		Assignment (Graded)	Individual Infographic			Chardae Whitner, John Allen, MegCholack Awunti
5/11/23 @ 9am- 11am	1-5	Exam	Final Cumulative Exam			
			TOTAL HOURS		28.5	

Appendix C: Individual Infographic Description and Evaluation Rubric

Infographics are a great way to convey complex data in a simple and understandable manner. Each student will be expected to complete a final project on an assigned special population that incorporates concepts learned throughout the course and culminates in a final infographic presentation. Students will work to identify relevant health issues and corresponding determinants of these health issues for their assigned population. Such determinants may include (but are not necessarily limited to): social determinants of health; access to medications and adequate health care services; health literacy; existing local/state/federal policy; and others. The student will be expected to research these issues using reputable resources (e.g., government agency published or endorsed websites, health science library searches) and also by actively engaging with other parties who have an interest in the health of the special population – for example, patient advocates, community leaders, non-profit organizations, policymakers, businesses, or other parties with experience. Students will then conceptualize and develop a detailed proposal for a population health improvement project that addresses the important issues that were identified as affecting the health of their special population.

Pharmacists or pharmacies must be included in at least part of the population health improvement proposal (be creative!). The population health improvement proposal can be envisioned without regard to costs, but should be a feasible proposal that could actually be implemented. Students will be expected to summarize and succinctly present their work via an electronic infographic and accompanying oral presentation recording uploaded to Canvas for peers and faculty review. This presentation will be evaluated based on the student's ability to identify population health issues relevant to the assigned special population and to develop a thoughtful approach to addressing a high priority issue through a population health improvement program.

The rubric can be found in Canvas as a separate document, as well as an infographic planner guide.

Appendix D: Team Readiness Discussions

Team readiness discussions will provide students an opportunity to collaborate, share thoughts and provide insight on topics pertaining to the current health disparity focused module. Discussion topics will be reflective of required course content. Instructors will provide teams with a prompted discussion topic. Collaboratively, teams will respond to the question posed through a written discussion post submitted through Canvas. Discussion responses in this course are used as a tool to assess teams' readiness for content material.

After class, each student will need to respond to at least one team post on the Discussion Board (Due by 1159 on the same day as the ALS). Completion of both the team post and individual post are needed for full credit.

Rubric (70 points)

Criteria	Exemplary 30 points	Proficient 24 points	Limited 18 points	Unsatisfactory 12 points
Quality of Post	Discussion postings display an excellent understanding of the required content and underlying concepts including correct use of terminology. Posting integrates assigned content and makes strong connections to pharmacy practice. Well edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation.	Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited.	Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real life application.

Criteria	Exemplary 20 points	Proficient 16 points	Limited 12 points	Unsatisfactory 8 points
Participation in the Learning Community	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including: building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research	Discussion postings contribute to the class' ongoing conversations as evidenced by: affirming statements or references to relevant research or asking related questions or making an oppositional statement supported by any personal experience or related research.	Discussion postings sometimes contribute to ongoing conversations as evidenced by affirming statements or references to relevant research or asking related questions or making an oppositional statement supported by any personal experience or related research	Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.
Criteria	Exemplary 10 points	Proficient 8 points	Limited 6 points	Unsatisfactory 4 points
Etiquette in Dialogue with Peers	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual	Written interactions on the discussion board show respect and interest in the viewpoints of others.	Some of the written interactions on the discussion board show respect and interest in the viewpoints of others.	Written interactions on the discussion board show disrespect for the viewpoints of others.

	orientation, political and religious beliefs.			
Criteria	Exemplary 10 points	Proficient 8 points	Limited 6 points	Unsatisfactory 4 points
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally, facilitates communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication