

PHA5007 Pharmacy & Population Health

Fall, 2023

2 Credit Hours – A-E 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

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

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

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

N/A

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.]

To achieve a passing score in this course, the student must achieve a total percentage of at least 69.5% of all available points in the course.

Table 1.1: Evaluation and Grading

Assessment Item	Grade Percentage
Individual Readiness Assessment Tests (5 @ 3% each)	15%
Team Readiness Assessment Tests (5 @ 2%)	10%
Post-Class Team Assignment (5 @ 2% each)	10%
Module 7 Pre-Class Discussion Board <ul style="list-style-type: none"> – Deliverable: <ul style="list-style-type: none"> ○ Submission of at least one question relevant to course content for the Module 7 Multidisciplinary panel discussion 	2%
Team Poster- Pre-submission review <ul style="list-style-type: none"> – Deliverables: <ul style="list-style-type: none"> ○ Identify health disparities in the assigned population ○ Identify population-based interventions to mitigate health disparity 	3%
Team Poster – Faculty Evaluation <i>See Appendix C</i>	35%
Final Cumulative Exam	25%
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."

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/>

Artificial Intelligence Use

The use of artificial intelligence (AI) text generators such as ChatGPT on assignments, projects, quizzes, and exams is prohibited in this course. Use of AI text generators is considered evidence of academic dishonesty. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

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/>

Attendance Policy

Attendance is mandatory for active learning sessions such as team-based learning sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required. This course has **7** required

sessions. A student who misses greater than 1 session for this course (greater than 25% of the required active learning sessions) will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

Late Assignment Policy

Assignments submitted for credit after the assigned due date will be assigned the following point deduction schedule:

- 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

Makeup Assignment Policy

Illnesses, death in the family, or other traumatic events unfortunately are a part of life. Makeup assignments will be given if you contact the Teaching Partnership Leader within 24 hours and provide documentation. Students will be required to complete the makeup assignment within one week of the missed session.

Accessibility and Belonging Statement

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.bluera.com/ufl/>. Sums 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 Campus, Room 425
- Phone: 407-313-7006

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

Potential questions to ask during faculty office hours:

- Questions about the syllabus, upcoming assignments, and due dates
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- Clarify and ask questions about the content
- Review previous assignments

Other Teaching Partnership Faculty Members:

Chardae Whitner, PharmD

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

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: Ashley Williams

- Email: acwilliams@ufl.edu
- Office: HPNP 4309
- Phone: (352)-273-9951

Absence/Tardy: (Visit the [course policy site](#) for further instructions)

Educational Coordinators

Name: Katie Orben

- Email: korben06@ufl.edu
- Office: Jacksonville Campus
- Phone: 904-244-9590

Name: Jessica Linares

- Email: jnoriegalinares@ufl.edu
- Office: Orlando Campus
- 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 Knowledge Map



Appendix C. Team Project Faculty Poster Evaluation

Criteria (100 Possible pts)	Proficient 30 points	Competent 20 points	Advanced Beginner 10 points	Novice 0 points
Presented Content Pts: _ /30	<ul style="list-style-type: none"> Proposal feasible clearly & directly addresses determinant/ population disparity. 	<ul style="list-style-type: none"> Proposal feasible with minor modifications, somewhat aligned to determinant/ population disparity 	<ul style="list-style-type: none"> Proposal feasible with major modifications, only marginally aligned to the determinant/ population disparity 	<ul style="list-style-type: none"> Proposal not feasible even with major modifications Intervention unrelated to population need/disparity.
	<ul style="list-style-type: none"> Comprehensively identifies & justifies 1-2 specific disparities in population. Thoughtful analysis of the <i>modifiable</i> determinants. 	<ul style="list-style-type: none"> Identifies 1-2 specific disparities in the special population but, analysis/justification of disparity/modifiable determinants could be improved. 	<ul style="list-style-type: none"> Does not fully identify disparity in the special population. Recommendations do not show thoughtful analysis of the determinants/ disparity. 	<ul style="list-style-type: none"> Does not fully identify disparity in the special population. Recommendations do not show thoughtful analysis of the issues.
Verbal Presentation of Poster Pts: _ /30	<ul style="list-style-type: none"> Verbal presentation makes excellent use of time allotted. 	<ul style="list-style-type: none"> Verbal presentation somewhat over/under time allotted. 	<ul style="list-style-type: none"> Verbal presentation Significantly over/under time allotted. 	<ul style="list-style-type: none"> Verbal presentation not completed in allotted time.
	<ul style="list-style-type: none"> Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation. 	<ul style="list-style-type: none"> Narration and/or answering of questions is adequate and adds to the presentation. 	<ul style="list-style-type: none"> Narration or answering of questions somewhat lacking 	<ul style="list-style-type: none"> Narration and/or answering of questions is lacking.
	<ul style="list-style-type: none"> Thoroughly but concisely presents the main points of the project. 	<ul style="list-style-type: none"> Adequately presents the main points of the project. 	<ul style="list-style-type: none"> Main points of the project presented, but findings are not as sufficient and/or well-organized. 	<ul style="list-style-type: none"> Main points of project are very poorly presented
	Proficient 20 points	Competent 15 points	Advanced Beginner 10. points	Novice 0 points

Visual Presentation of Poster Pts: _ /20	<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. 	<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. 	<ul style="list-style-type: none"> Visual presentation needs improvement. ≥ 1 of the following: visually cluttered, colors/patterns detract from readability, font sizes/variations are distractions 	<ul style="list-style-type: none"> Visual presentation needs significant improvement. Poster is not appealing and cluttered. Font sizes/variation are significant distractions.
	<ul style="list-style-type: none"> Graphics are applicable, engaging and enhance the text. Graphics effectively highlight the important content. 	<ul style="list-style-type: none"> Graphics used but don't necessarily enhance text or are only tangentially related to the project. 	<ul style="list-style-type: none"> Graphics have little meaningful connection with the text; blocks of text used frequently. 	<ul style="list-style-type: none"> Graphics are irrelevant or not included.
	<ul style="list-style-type: none"> Content clearly arranged so the viewer can understand order without narration. 	<ul style="list-style-type: none"> Content arrangement is adequate but could be improved to assist understanding order without narration. 	<ul style="list-style-type: none"> Content arrangement is somewhat confusing and does not assist viewer in understanding order without narration. 	<ul style="list-style-type: none"> Content arrangement is confusing and makes understanding order without narration difficult.
	Proficient 10 points	Competent 7.5 points	Advanced Beginner 5 points	Novice 0 points
Documentation of Sources Pts: _ /10	<ul style="list-style-type: none"> Cites all data and references; important refs included on poster. 	<ul style="list-style-type: none"> Cites all data and references; important refs included on poster. 	<ul style="list-style-type: none"> Cites all data and references, but NOT on poster (e.g., QR code only). 	<ul style="list-style-type: none"> Minimal or no citations.
	<ul style="list-style-type: none"> References are excellent and show thoughtful insights in addressing the needs of special populations. 	<ul style="list-style-type: none"> Most references show thoughtful insights in addressing needs of population. 	<ul style="list-style-type: none"> References are adequate but do not infer thoughtful identification and analysis of information. 	<ul style="list-style-type: none"> References clearly do not infer thoughtful identification and analysis of information.
Spelling/Grammar Pts: _ /10	<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.
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			Team # _____

Appendix D: Course Outline:

Date / Time]	Mod#	Activity	Activity Title	Obj	Contact Time (hr)	Responsible
08/21/23	00	Module	Home Page: Course Introduction			John Allen
08/21/23	0	Video Other	Course Introduction			John Allen
08/21/23	0	Quiz (Self-Assessment)	Course Introduction Quiz			John Allen
08/21/23	0	Optional/ Supplemental	Pre-Course Student Questionnaire			John Allen
08/21/23	1	Module	Module 1: Introduction to Population Health	1a, 1c		John Allen
08/21/23	1.1	Lecture Video	Watch: Introduction to Population Health		1	John Allen
08/21/23	1.2	Video Other	Watch: A Brief Primer on Population Health		0.05	John Allen
08/21/23	1	Reading	Read: What is Population Health?		0.5	John Allen
08/21/23	1	Reading	Read: Ensuring Population Health: An Important Role for Pharmacy		0.25	John Allen
08/21/23	1	Quiz (Self-Assessment)	Module 1 Self-Assessment			John Allen
08/21/23	1	Optional/ Supplemental	Read: Understanding the Relationship Between Education and Helath			John Allen
08/21/23	1	Optional/ Supplemental	Read: The Association Between Income and Life Expectancy in the United States			John Allen
08/21/23	1	Optional/ Supplemental	Read:On Death and Money History, Facts, and Explanation			John Allen
08/21/23	1	Optional/ Supplemental	View: The Health Inequality Project			John Allen
8/22/23 at 03:00pm - 04:50pm	1	Active Learning Session	Active Learning Session 1: • Module 1 iRAT and tRAT • Team-Based Learning Application: Population Health Introduction & Overview	1a, 1c	2	John Allen
08/22/23	1	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 1)			John Allen

08/23/23	2	Module	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		John Allen
08/23/23	2.1	Lecture Video	Watch: Introduction to Social Determinants of Health		0.5	John Allen
08/23/23	2.2	Reading	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)		0.75	John Allen
08/23/23	2.3	Reading	Read: The Social Determinants of Health: Coming of Age		1	John Allen
08/23/23	2	Optional/ Supplemental	Module 2 Self-Assessment			John Allen
08/23/23	3	Module	Module 3: Health Disparities: Overview of health disparities with focus on U.S. healthcare system.	1e, 2, 3c, 3e		John Allen
08/23/23	3.1	Lecture Video	Watch: Introduction to Health Disparities		0.5	John Allen
08/23/23	3.2	Video Other	Watch Race, Racism and Health: Challenges and Opportunities https://youtu.be/KOvfztCSYVY		1	John Allen
08/23/23	3.3	Reading	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		0.5	John Allen
08/23/23	3.4	Reading	Read Unequal treatment: Confronting Racial and Ethnic Disparities in Health Care (2003), Summary https://www.nap.edu/read/12875/chapter/2		0.5	John Allen
08/23/23	3.5	Video Other	Watch: Race & Health (60 Minutes documentary): https://youtu.be/JMbdxwXRQF8		0.25	John Allen
08/23/23	3.6	Reading	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		0.5	John Allen

08/23/23	3	Optional/ Supplemental	Module 4 Self-Assessment			John Allen
08/23/23	3	Optional/ Supplemental	Read: Racial Bias in Health Care and Health: Challenges and Opportunities			John Allen
08/23/23	3	Optional/ Supplemental	Read: Promoting equality for ethnic minority NHS staff - what works?			John Allen
08/23/23	3	Optional/ Supplemental	Read: Eliminating Healthcare Disparities in America: Beyond the IOM Report			John Allen
08/23/23	3	Optional/ Supplemental	Read: US Department of Health and Human Services Agency for Healthcare Research and Quality			John Allen
08/23/23	3	Optional/ Supplemental	Read: Unequal treatment: Confronting racial and Ethnic Disparities in Health Care			John Allen
08/23/23	3.4	Optional/ Supplemental	Watch: TED Talk: Tackling Ethnic Disparities			John Allen
DUE: 8/23/23 at 11:59pm	1	Assignment (Graded)	Post-ALS assignment # 1 due			John Allen
8/29/23 at 10:00am - 11:50am	2-3	Active Learning Session	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	1b, 1d, 2, 3a, 3b	2	John Allen
08/29/23	2-3	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 2 and 3)			John Allen
08/30/23	4	Module	Module 4: Vulnerable Populations & Delivering Culturally Competent Care	1b, 2, 3a, 3b		Chardae Whitner, John Allen
08/30/23	4.1	Lecture Video	Watch: Vulnerable Populations & Delivering Culturally Competent Care		1.25	Chardae Whitner, John Allen
08/30/23	4.2	Lecture Video	Watch: Vulnerable Populations Overview		1	Chardae Whitner, John Allen
08/30/23	4.3	Video Other	Watch: "To Treat Me, You Have to Know Who I Am"		0.25	Chardae Whitner, John Allen
08/30/23	4.4	Video Other	Watch: "Overcoming Biases in Healthcare"		0.05	Chardae Whitner, John Allen
08/30/23	4	Reading	Watch "Cultural context of health is critical in responding to pandemics"		0.03	Chardae Whitner, John Allen
08/30/23	4	Reading	Read: Harvard Implicit Bias Test		0.25	Chardae Whitner, John Allen

08/30/23	4	Reading	Read: Cultural Competency and COVID-19		0.25	Chardae Whitner, John Allen
08/30/23	4	Reading	Read: The Shift From Cultural Competency to Culturally Responsive Teaching in Pharmacy Programs		0.25	Chardae Whitner, John Allen
DUE: 08/30/23 at 11:59pm	2-3	Assignment (Graded)	Post-ALS assignment #2 due			John Allen
09/05/23 at 8:00am - 9:50am	4	Active Learning Session	Active Learning Session 3: • Module 4 iRAT and tRAT • Team-Based Learning Application: Vulnerable Populations & Delivering Culturally Competent Care	1e, 2, 3c, 3e	2	Chardae Whitner, John Allen
09/05/23	4	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 4)			Chardae Whitner, John Allen
DUE: 09/06/23 at 11:59pm	4	Assignment (Graded)	Post-ALS assignment # 3 due			Chardae Whitner, John Allen
09/06/23	5	Module	Module 5: Health Literacy	1f, 2, 3d		Chardae Whitner
09/06/23	5	Reading	Read: Health Literacy Guidance and Standards (CDC)		0.5	Chardae Whitner
09/06/23	5	Lecture Video	Watch: Understanding Health Literacy		0.5	Chardae Whitner
09/07/23 at 10:00am - 11:50am	5	Active Learning Session	Active Learning Session 4: • Module 5 iRAT and tRAT • Team-Based Learning Application: Health Literacy in Population Health	1f, 2, 3d	2	Chardae Whitner
	5	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 5)			Chardae Whitner
DUE: 9/8/23 at 11:59pm	5	Assignment (Graded)	Post-ALS assignment # 4 due			Chardae Whitner
09/08/23	6	Module	Module 6: Health Policy & Health Systems in Population Health	1g, 2, 3f, 4		Amie Goodin
09/08/23	6.1	Lecture Video	Watch: Introduction to Health Policy		0.75	Amie Goodin
09/08/23	6.2	Lecture Video	Watch: Health Systems & Population Health		0.25	Amie Goodin

09/08/23	6.3	Lecture Video	Watch: Medicaid & Medicare Primer		0.5	Amie Goodin
09/08/23	6.4	Lecture Video	Watch: Population Health in the Affordable Care Act Era		0.5	Amie Goodin
09/08/23	6	Reading	Read: ASHP Statement on the Role of Health-System Pharmacists		0.5	Amie Goodin
09/08/23	6	Reading	Read: Revitalizing Law and Policy to Meet New Challenges. Focus on Chapter 4, specifically, "The Role of Policy as a Determinant of Health"		0.25	Amie Goodin
DUE: 09/08/23 at 11:59pm	6	Assignment (Graded)	Assignment: Panel Discussion Questions			John Allen
09/08/23	6	Optional/ Supplemental	Read: Primer on ACA			Amie Goodin
09/08/23	6	Optional/ Supplemental	Read: Primer on Medicaid			Amie Goodin
09/08/23	6	Optional/ Supplemental	Read: Primer on Medicare			Amie Goodin
09/08/23	6	Optional/ Supplemental	Read: Institute of Medicine, Population Health Implications of the Affordable Care Act: A Workshop Summary			Amie Goodin
09/08/23	6	Optional/ Supplemental	Read: County Health Rankings: What works for Health Policy			Amie Goodin
09/12/23 at 10:00am - 11:50am	6	Active Learning Session	Active Learning Session 5: • Module 6 iRAT and tRAT • Health Policy & Health Systems Approaches to Population Health	1g, 2, 3f, 4	2	Amie Goodin
09/12/23	6	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 6)			Amie Goodin
DUE: 09/13/23 at 11:59pm	6	Assignment (Graded)	Post-ALS assignment # 5 due			Amie Goodin
	7	Module	Module 7: Health & Wellbeing Across Sectors	1d, 1h, 2, 3g		John Allen
09/13/23 at 10:00am - 11:45am	7	Active Learning Session	Active Learning Session 6: Multidisciplinary Discussion Panel on Population Health		2	John Allen
09/13/23 at 11:45am- 12:00pm		Course Eval	Course Evaluations Due			

09/21/23	7	Other	Final Team Presentations	2,3a-g,4		Amie Goodin, Chardae Whitner, John Allen
DUE: 09/18/23 at 11:59pm	7	Assignment (Graded)	Assignment: Poster Project (please submit PDF/PPT version to Canvas)			Amie Goodin, John Allen, Chardae Whitner
09/21/23 at 09:00am - 11:00am GNV ORL JAX	7	Active Learning Session-- Asynch	In-Class Activity: • Poster Presentation Session: Team will present poster and review posters of other teams.		2	Amie Goodin, John Allen, Chardae Whitner
09/21/23 at 01:00pm - 03:00pm GNV/ORL ONLY	7	Active Learning Session-- Asynch	In-Class Activity: • Poster Presentation Session: Team will present poster and review posters of other teams.		2	Amie Goodin, John Allen, Chardae Whitner
09/21/23 at 04:00pm - 05:00pm		Active Learning Session -- Zoom	Zoom Conferences: Quiz Review Session (Optional)			John Allen
09/22/23 at 03:00pm - 04:30pm		Exam	Final: Modules 1-7 (Comprehensive)			John Allen
09/29/23 at 1:30pm		Exam Review	Final Exam Review			
			Total Hours		30.38	