

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.

Course Prerequisites: -- Admission to the Doctor of Pharmacy program.

Course Corequisites: -- N/A

Course Faculty and Staff		
Course Directors		Instructional Designer
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Academic Coordinators		
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[Faculty and Staff: Who to Contact and Questions to Ask](#)

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

Course Objectives and Educational Outcomes	
Course Objectives	Linked Educational Outcome
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: <ol style="list-style-type: none"> Compare population health from historical and contemporary perspectives. Cite examples of special populations that comprise the population and factors to consider when identifying the health needs of a population. Describe systematic preventive care, using risk assessment, risk reduction, screening and education. Define the biological, social, environmental, and economic determinants of health and implications for population health. Describe the problem of health disparities and the impact on the US healthcare system. Explain why health literacy is a public health goal. Explain why attention to population health is an important priority for US health policy and health systems. Explain the role of advocacy and leadership in public health. 	Learner Promoter
2. Collaborate effectively with other team members in evaluating the needs of a special population and recommending strategies to enhance population health.	Promoter Ally

<p>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:</p> <ol style="list-style-type: none"> Recognize and evaluate personal, biological, social, economic, and environmental conditions to maximize health and wellness and prevent disease from a population health perspective. Compare and contrast the relationship between cultural values, beliefs and health-related behaviors. Recommend strategies to minimize health disparities. Recommend strategies to promote health literacy. Assess the healthcare status and needs of a targeted patient population. Recommend how health policy and health systems could enhance the health needs of the special population. Recommend advocacy and leadership opportunities for pharmacists that could contribute to addressing the needs of the special population. 	<p>Learner Ally Promoter Problem-solver Leader Advocate</p>
<p>4. Describe community-based and national programs and implementation of activities that advance public health and wellness, recognizing opportunities for pharmacist involvement.</p>	<p>Problem-solver Advocate</p>

Course Resources and Fees	
Course Outline	
See Appendix A. Please routinely check your Google 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	
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 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	

Evaluation and Grading	
Student Evaluation & Grading	
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% each)	15%
Team Readiness Assessment Tests (5 @ 2% each)	10%
Post-Class Team Assignment (5 @ 2% each)	10%
Module 7 Pre-Class Discussion Board	2%
<ul style="list-style-type: none"> ○ Deliverable: Submission of at least one question relevant to course content for the Module 7 Multidisciplinary panel discussion 	

Team Poster- Pre-submission review	3%
<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 	
Team Poster – Faculty Evaluation - <i>See Appendix C</i>	35%
Final Cumulative Exam	25%
Total	100%

Grading Scale					
Percentage	Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade
92.50-100%	A	79.50-82.49%	B-	66.50-69.49%	D+
89.50-92.49%	A-	76.50-79.49%	C+	62.50-66.49%	D
86.50-89.49%	B+	72.50-76.49%	C	59.50-62.49%	D-
82.50-86.49%	B	69.50-72.49%	C-	< 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.”

University of Florida Honor Pledge and Academic Dishonesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Expectations for Artificial Intelligence and when use constitutes academic dishonesty is outlined below.

Tendering information (giving your work to another to be copied, giving someone answers to assessment questions, informing another person in a later section about the questions that appear on an assessment that you have taken, or giving or selling a paper to another student), is considered academic dishonesty.

Students are required to report any condition that facilitates academic misconduct to appropriate personnel. Failure to report is also considered academic dishonesty. If you have any questions or concerns, please consult the course’s Teaching Partnership Leader/Course Director or Assistant Dean for Curricular Affairs.

See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Assignment Descriptions

See Canvas course site for assignment descriptions and instructions.

Course-Related Policies

UF Resources and Policies

University of Florida resources and policies can be found at this URL: <https://go.ufl.edu/syllabuspolicies>

PharmD 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 2 session(s) for this course will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

Makeup Assignments

Makeup assignments will be given for excused absences. Students will be required to complete the makeup assignment within one week of the missed session.

Late Assignments

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

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 (AI) Use for Assessments

The use of generative AI in assessments is prohibited, unless explicitly allowed by the course instructor. Assessments include any submitted work, graded or ungraded, that will be evaluated. These include, but are not limited to, quizzes, exams, assignments, writing projects, etc. 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.

When authorized by the course director/course instructors, students may use AI technologies in the completion of an assessment if they acknowledge all use by naming the technology, describing how it was employed, and adhering to any other requirement stipulated in the assessment's instructions. Failure to acknowledge the use of AI technology or disregarding instructions related to the use of AI for assessments is considered academic misconduct. Students must disclose the use of AI and AI-assisted technologies by following the instructions below.

Application of AI technology must be done with human oversight and control, and students should carefully review and edit the result, as AI can generate outputs that can be incorrect, incomplete, or biased. **Students assume full responsibility for all content, including errors and omissions, if AI is employed.** Additionally, privacy is a concern with AI-generated content. Most commercially available AI systems are not compliant with [HIPAA](#) or FERPA protections, inputting patient or student information is prohibited by federal law.

Instructions to acknowledge the use of AI:

Statement: During the preparation of this assignment I/we, [INSERT NAME/S], used [INSERT TOOL / SERVICE] in order to [INSERT REASON OR PURPOSE]. After using this tool/service, I/we reviewed and edited the content as needed and take full responsibility for the content of the submission.

Penalties for unauthorized use:

Unauthorized use of AI text generators for assessments is considered evidence of academic dishonesty (see [policy on academic dishonesty](#)).

Disability Resource Center

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [Get Started with the DRC webpage](#) on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

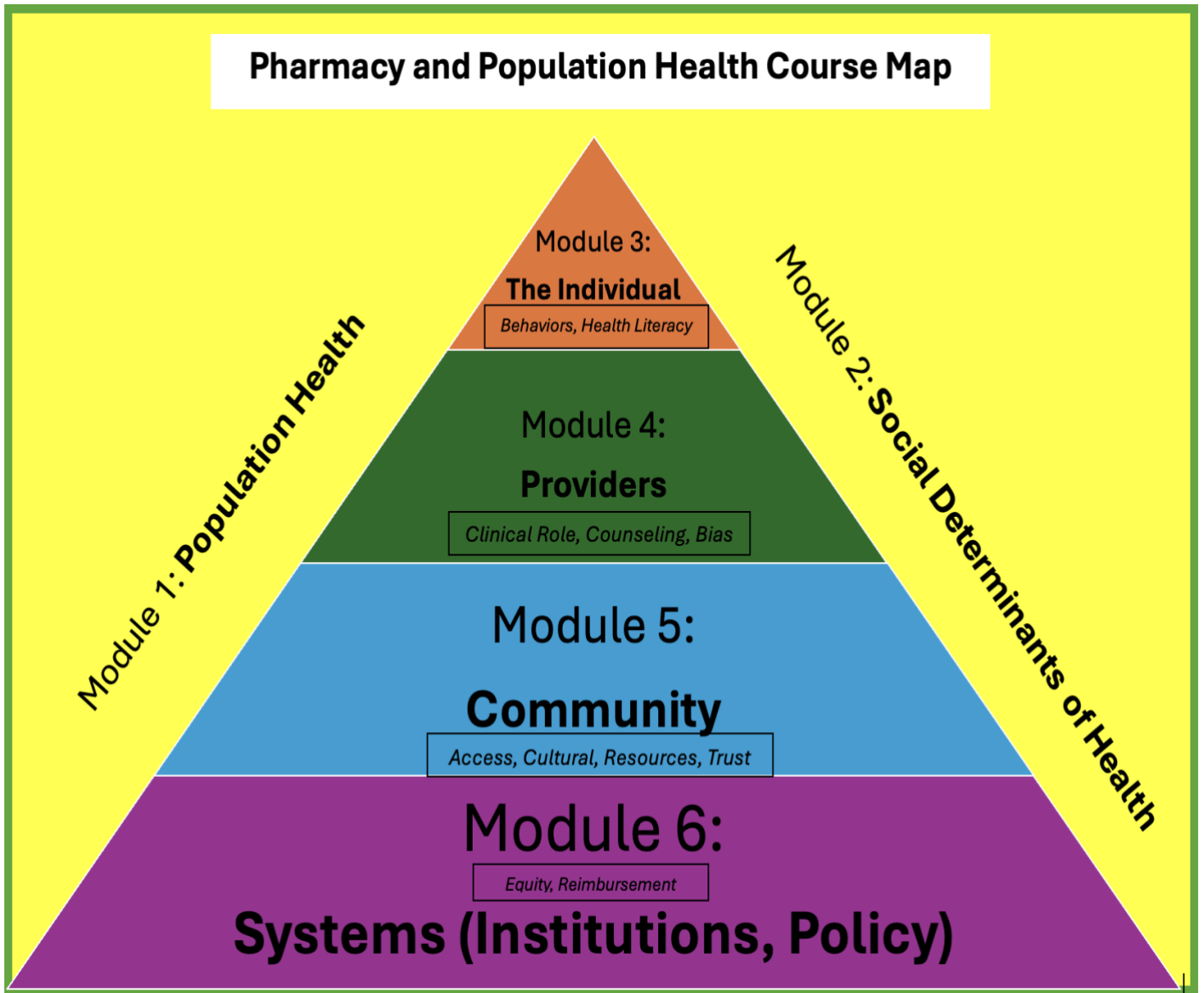
Appendix A: Course Outline

Date / Time [Recommended for Independent Study]	Module #	Activity	Activity Title	Objectives	Contact Time (min)	Faculty
08/18/25	00	Module	Home Page: Course Introduction			Goodin
08/20/25	0	Video Other	Course Introduction		19	Goodin, Whitner
	0	Quiz (Self-Assessment)	Course Introduction Quiz			
	1	Module	Module 1: Introduction to Population Health	1a, 1c		
08/20/25	1.1	Lecture Video	Watch: Introduction to Population Health		63	Goodin
08/20/25	1.2	Video Other	Watch: A Brief Primer on Population Health		3	Goodin
08/20/25	1	Reading	Read: What is Population Health?		20	Goodin
08/20/25	1	Reading	Read: Ensuring Population Health: An Important Role for Pharmacy		13	Goodin
	1	Quiz (Self-Assessment)	Module 1 Self-Assessment			Goodin

	1	Optional/ Supplemental	Read: Understanding the Relationship Between Education and Health			Goodin
	1	Optional/ Supplemental	Read: The Association Between Income and Life Expectancy in the United States			Goodin
	1	Optional/ Supplemental	Read: On Death and Money History, Facts, and Explanation			Goodin
	1	Optional/ Supplemental	View: The Health Inequality Project			Goodin
	2	Module	Module 2: Introduction to Social Determinants of Health	1d, 2, 3b		Whitner
08/20/25	2.1	Lecture Video	Watch: Introduction to Social Determinants of Health		60	Whitner
08/20/25	2.2	Reading	Read: Implementation and evaluation of social determinants of health practice models within community pharmacy		25	Whitner
08/20/25	2.3	Reading	Read: Addressing social determinants of health in community pharmacy: Innovative opportunities and practice models		25	Whitner
	3	Module	Module 3: Health Disparities: Overview of health disparities with focus on U.S. healthcare system.	1e, 2, 3c, 3e		Goodin
08/21/25	3.1	Lecture Video	Watch: Introduction to Health Disparities		49	Goodin
08/21/25	3.2	Video Other	Watch Race, Racism and Health: Challenges and Opportunities		58	Goodin
08/21/25	3.3	Reading	Read the Institute of Medicine Findings and Recommendations on Health Disparities		20	Goodin
08/21/25	3.4	Reading	Read Unequal treatment: Confronting Racial and Ethnic Disparities in Health Care (2003), Summary		20	Goodin
08/21/25	3.5	Video Other	Watch: Race & Health (60 Minutes documentary)		13	Goodin
08/21/25	3.6	Reading	Read: ASHP statement on racial and ethnic disparities in health care		20	Goodin
	3	Optional/ Supplemental	Read: Racial Bias in Health Care and Health: Challenges and Opportunities			Goodin
	3	Optional/ Supplemental	Read: Promoting equality for ethnic minority NHS staff - what works?			Goodin
	3	Optional/ Supplemental	Read: Eliminating Healthcare Disparities in America: Beyond the IOM Report			Goodin
	3	Optional/ Supplemental	Read: US Department of Health and Human Services Agency for Healthcare Research and Quality			Goodin
	3	Optional/ Supplemental	Read: Unequal treatment: Confronting racial and Ethnic Disparities in Health Care			Goodin
	3.4	Optional/ Supplemental	Watch: TED Talk: Tackling Ethnic Disparities			Goodin
08/22/2025 at 10:00am-11:50am	1	Active Learning Session	Active Learning Session 1: (Module 01)	1a, 1c	110	Goodin
	1	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 1)			Goodin
DUE: 08/27/2025 at 11:59pm	1	Assignment (Graded)	Post-ALS assignment # 1 due			Goodin

08/26/2025 10:00am - 11:50am	2	Active Learning Session	Active Learning Session 2: (Module 02)	1b, 1d, 2, 3a, 3b	110	Whitner
	2	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 2)			Whitner
DUE:8/29/25 at 11:59 pm	2	Assignment (Graded)	Post-ALS assignment #2 due			Whitner
08/28/25	4	Module	Module 4: Providers	1b, 2, 3a, 3b		Whitner
08/28/25	4.1	Lecture Video	Watch: Providers-Your Role in Population Health		50	Whitner
08/28/25	4.2	Video Other	Watch: "To Treat Me, You Have to Know Who I Am"		10	Whitner
08/28/25	4.3	Video Other	Watch: "Overcoming Biases in Healthcare"		3	Whitner
08/28/25	4	Reading	Read "Cultural context of health is critical in responding to pandemics"		2	Whitner
08/28/25	4	Reading	Read: Harvard Implicit Bias Test		13	
08/28/25	4	Reading	Read: Cultural Competency and COVID-19		13	Whitner
08/28/25	4	Reading	Read: The Shift From Cultural Competency to Culturally Responsive Teaching in Pharmacy Programs		13	Whitner
08/29/2025 at 1:00pm-2:50pm	3	Active Learning Session	Active Learning Session 3: (Module 03)	1e, 2, 3c, 3e	110	Goodin
	3	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 3)			Goodin
DUE: 09/04/25 at 11:59pm	3	Assignment (Graded)	Post-ALS assignment # 3 due			Goodin
09/02/25	5	Module	Module 5:Community	1f, 2, 3d		Whitner
09/03/25	5	Reading	Read: Community Engagement: A Foundation for Health Equity and Resilience		20	Whitner
09/03/25	5	Lecture Video	Watch: Community Engagement - Access, Cultural, Resources, Trust		60	Whitner
09/03/2025 1:00pm - 2:50pm	4-5	Active Learning Session	Active Learning Session 4: (Modules 04 and 05)	1f, 2, 3d	110	Whitner
	4-5	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 4-5)			Whitner
DUE:9/8/25 at 11:59 pm	4-5	Assignment (Graded)	Post-ALS assignment # 4 due			Whitner
09/05/25	6	Module	Module 6: Health Policy & Health Systems in Population Health	1g, 2, 3f, 4		Goodin
09/05/25	6.1	Lecture Video	Watch: Introduction to Health Policy		48	Goodin
09/05/25	6.2	Lecture Video	Watch: Health Systems & Population Health		25	Goodin
09/05/25	6.3	Lecture Video	Watch: Medicaid & Medicare Primer		38	Goodin
09/05/25	6.4	Lecture Video	Watch: Population Health in the Affordable Care Act Era		29	Goodin
09/05/25	6	Reading	Read: ASHP Statement on the Role of Health-System Pharmacists		20	Goodin
09/05/25	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"		13	Goodin
	6	Optional/ Supplemental	Read: Primer on ACA			Goodin

	6	Optional/ Supplemental	Read: Primer on Medicaid			Goodin
	6	Optional/ Supplemental	Read: Primer on Medicare			Goodin
	6	Optional/ Supplemental	Read: Institute of Medicine, Population Health Implications of the Affordable Care Act: A Workshop Summary			Goodin
	6	Optional/ Supplemental	Read: County Health Rankings: What works for Health Policy			Goodin
DUE: 09/05/2025 at 11:59pm	6	Assignment (Graded)	Assignment: Team Poster: Pre-submission Review			Goodin, Whitner
DUE: 09/08/2025 at 11:59pm	6	Assignment (Graded)	Assignment: Panel Discussion Questions			Goodin
09/10/2025 at 8:00am-9:50am	6	Active Learning Session	Active Learning Session 5: (Module 06)	1g, 2, 3f, 4	110	Goodin
	6	Quiz (iRAT/tRAT)	iRAT and tRAT (Module 6)			Goodin
DUE: 09/15/2025 at 11:59pm	6	Assignment (Graded)	Post-ALS assignment # 5 due			Goodin
09/10/25	7	Module	Module 7: Health & Wellbeing Across Sectors	1d, 1h, 2, 3g		Whitner
09/12/2025 at 8:00am - 9:50am	7	Active Learning Session	Active Learning Session 6: (Module 07)		110	Whitner
09/12/2025 at 11:50am-12:15pm		Course Eval	Course Evaluations Due			
DUE: 09/15/2025 at 11:59pm	7	Assignment (Graded)	Assignment: Poster Project (please submit PDF/PPT version to Canvas)			Goodin, Whitner
09/17/2025 at 1:00pm - 3:00pm		Exam	Final: Modules 1-7 (Comprehensive)			Goodin, Whitner
09/18/2025 at TBA	7	Active Learning Session--Asynch	In-Class Activity: • Poster Presentation Session: Team will present poster and review posters of other teams.		110	Goodin, Whitner
09/18/2025 at TBA	7	Active Learning Session--Asynch	In-Class Activity: • Poster Presentation Session: Team will present poster and review posters of other teams.			Goodin, Whitner
			Total Min		1535	
			Total Contact Hr		30.7	



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	Proposal feasible; clearly & directly addresses determinant/ population disparity.	Proposal feasible with minor modifications, somewhat aligned to determinant/ population disparity	Proposal feasible with major modifications, only marginally aligned to the determinant/ population disparity	Proposal not feasible even with major modifications . Intervention unrelated to population need/disparity.
	Comprehensively identifies & justifies 1-2 specific disparities in population. Thoughtful analysis of the <i>modifiable</i> determinants.	Identifies 1-2 specific disparities in the special population but, analysis/justification of disparity/modifiable determinants could be improved.	Does not fully identify disparity in the special population. Recommendations do not show thoughtful analysis of the determinants/ disparity.	Does not fully identify disparity in the special population. Recommendations do not show thoughtful analysis of the issues.
Verbal Presentation of Poster Pts: _ /30	Verbal presentation makes excellent use of time allotted.	Verbal presentation somewhat over/under time allotted.	Verbal presentation significantly over/under time allotted.	Verbal presentation not completed in allotted time.
	Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation.	Narration and/or answering of questions is adequate and adds to the presentation.	Narration or answering of questions somewhat lacking.	Narration and/or answering of questions is lacking.
	Thoroughly but concisely presents the main points of the project.	Adequately presents the main points of the project.	Main points of the project presented, but findings are not as sufficient and/or well-organized.	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	Overall, visually appealing; not cluttered; Colors and patterns enhance readability. Uses font sizes/variations that facilitate organization, presentation, and readability of project.	Visual presentation is adequate. Overall, visually appealing, but some colors, fonts, variations detract the presentation. At least 1 significant 'block' of text is present.	Visual presentation needs improvement. ≥1 of the following: visually cluttered, colors/patterns detract from readability, font sizes/variations are distractions	Visual presentation needs significant improvement. Poster is not appealing and cluttered. Font sizes/variation are significant distractions.
	Graphics are applicable, engaging and enhance the text. Graphics effectively highlight the important content.	Graphics used but don't necessarily enhance text or are only tangentially related to the project.	Graphics have little meaningful connection with the text; blocks of text used frequently.	Graphics are irrelevant or not included.
	Content clearly arranged so the viewer can understand order without narration.	Content arrangement is adequate but could be improved to assist understanding order without narration.	Content arrangement is somewhat confusing and does not assist viewer in understanding order without narration.	Content arrangement is confusing and makes understanding order without narration difficult.
		Proficient: 10 points	Competent: 7.5 points	Advanced Beginner: 5 points
Documentation of Sources Pts: _ /10	Cites all data and references; important refs included on poster.	Cites all data and references; important refs included on poster.	Cites all data and references, but NOT on poster (e.g., QR code only).	Minimal or no citations.
	References are excellent and show thoughtful insights in addressing the needs of special populations.	Most references show thoughtful insights in addressing needs of population.	References are adequate but do not infer thoughtful identification and analysis of information.	References clearly do not infer thoughtful identification and analysis of information.
Spelling/ Grammar Pts: _ /10	No spelling or grammar mistakes.	Minimal spelling or grammar mistakes.	Several spelling and grammar mistakes.	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 # _____