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PHA5007 Pharmacy & Population Health

Fall 2019

2 Credit Hours – Satisfactory-Unsatisfactory Grading

The purpose of this course is to introduce student pharmacists to population health – that is, the health outcomes of a group of individuals, including the distribution of such outcomes within the group. 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 Leader

Steven M. Smith, Pharm.D., MPH

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

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).

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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.

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Course Outline

See *Appendix B*. 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

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

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Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

To pass the course, the student must achieve a total percentage of at least 69.5%.

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%
Team Project Faculty Evaluations (Rubric: Appendix C)	50%
Quiz [Comprehensive]	10%
Total	100%

Table 1. Grading Scale

Post-Class Assignments:

After each TBL session (live classes excepting the Panel Discussion), each team will review, and provide feedback on, answers provided by their peers during the application activity in the TBL session. Feedback will be provided through Canvas and graded, and made available to the respective team. 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).

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."

Percentage Range	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

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

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

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Steven M. Smith, Pharm.D., MPH

Email: ssmith@cop.ufl.edu

Office: HPNP 3316

Phone: 352-273-5134

Office Hours: By appointment ONLY.

Questions to Ask:

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

Instructional Designer:

Holly Fremmen

Email: holly.fremmen@cop.ufl.edu

Office: HPNP 4309

Phone: 352-273-5558

Academic Coordinator:

Natalie Hasty

Email: nataliehasty@cop.ufl.edu

Office: HPNP 4312

Phone: 352-273-6002

Absence/Tardy Email: absent1pd@cop.ufl.edu

(Visit the [course policy site](#) for further instructions)

Educational Coordinators

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Office: Jacksonville Campus

Iverta Allen

Email: iallen1@cop.ufl.edu

Office: Orlando Campus

Questions to Ask:

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

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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

Amber Connelly, PharmD

Email: amber.connely@cop.ufl.edu

Office: East Campus (GNV)

Phone: 352-273-9625

Amie J. Goodin, Ph.D.

Email: amie.goodin@cop.ufl.edu

Office: HPNP 3319

Phone: 352-294-8829

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Appendix C. Team Project Faculty Poster Evaluation

Criteria (100 possible pts)	Proficient 20 points	Competent 15 points	Advanced Beginner 10 points	Novice 0 points
Project Content (Poster & Verbal Presentation) (Each category weighted 2X) Pts: _____/40	<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 and/or answering of questions is 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.
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. • Graphics are applicable, engaging and enhance the text. Graphics effectively highlight the important content. • Content is clearly arranged so the viewer can understand order without narration. 	<ul style="list-style-type: none"> • Visual presentation is adequate. Although overall visually appealing, some colors, fonts, and 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.
Documentation of Sources Pts: _____/20	<ul style="list-style-type: none"> • Cites all data and references; important refs included <u>on</u> 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 <u>on</u> poster. • Most references show thoughtful insights in addressing the needs of special populations. 	<ul style="list-style-type: none"> • Cites all data and References, but <u>NOT</u> 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.
Spelling/ Grammar Pts: _____/20	<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 and grammar mistakes noticeably distracting.

Team # _____

Total Score: _____/100 Reference: Adapted from - <http://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/poster-presentation-rubric.shtml>

1PD: F1: PHA5007: PPH: Fall 2019

[Students Recommended Date for Independent Study]	Activity	Mod#	Unit Topic	Contact Time [min]	Faculty Author	Syllabus Objectives
	Module	00	Home Page: Course Introduction		Steven M Smith	
	Video Other	0	Course Introduction		Steven M Smith	
	Quiz Self-Assessment	0	Course Introduction Quiz		Steven M Smith	
	Module	1	Module 1: Introduction to Population Health		Steven M Smith	1a, 1c
	Video Lecture	1.1	Watch: Introduction to Population Health	43	Steven M Smith	
	Video Other	1.2	Watch: A Brief Primer on Population Health	3	Steven M Smith	
	Reading	1	Read: What is Population Health?	30	Steven M Smith	
	Reading	1	Read: Ensuring Population Health: An Important Role for Pharmacy	15	Steven M Smith	
8/23/2019 8:30-10:25am	Active Learning Session--VC	1	Active Learning Session 1: •Module 1 iRAT and tRAT •Team-Based Learning Application: Population Health Introduction & Overview	120	Steven M Smith	1a, 1c
	Quiz In-class Graded	1	iRAT and tRAT (Module 1)		Steven M Smith	
8/27/2019 DUE at 10:25am	Assignment Graded	1	Post-class assignment due	15	Steven M Smith	
	Module	2	Module 2: Determinants of Health: Overview of determinants of health, focusing on social and behavioral determinants, and their implications for population health.		Teresa Cavanaugh	1d, 2, 3b
	Video Lecture	2.2	Watch: Introduction to Social Determinants of Health	30	Teresa Cavanaugh	
	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	
	Module	3	Module 3: Health Disparities: Overview of health disparities with focus on U.S. healthcare system.		Teresa Cavanaugh	1e, 2, 3c, 3e
	Video Lecture	3.1	Watch: Introduction to Health Disparities	30	Teresa Cavanaugh	
	Video Other	3.2	Watch Race, Racism and Health: Challenges and Opportunities https://hms.harvard.edu/news/health-disparities-0	57	Teresa Cavanaugh	
	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		Teresa Cavanaugh	
	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	
	Video Other	3.5	Watch: Why is that? A look into health disparities https://www.youtube.com/watch?v=CxCSeqO3DZ0	6		
	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	
8/27/2019 1:55pm-3:50pm	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	Teresa Cavanaugh, Shauna Marie Buring	1b, 1d, 2, 3a, 3b
	Quiz In-class Graded	2-3	iRAT and tRAT (Module 2 and 3)		Teresa Cavanaugh	
8/29/2019 DUE at 3:50pm	Assignment Graded	2-3	Post-class assignment due	15	Teresa Cavanaugh	
	Module	4	Module 4: Special Populations & Cultural Awareness, Competency, and Diversity		Shauna Marie Buring	1b, 2, 3a, 3b
	Video Lecture	4.1	Watch: Special Populations Overview	60	Shauna Marie Buring	
	Video Lecture	4.2	Watch: Cultural Awareness, Competency, and Diversity	75	Shauna Marie Buring	
	Video Other	4.3	Watch: "To Treat Me, You Have to Know Who I Am"	11	Shauna Marie Buring	
	Video Other	4.4	Watch: "Overcoming Biases in Healthcare"	4		
	Reading	4	Read: Harvard Implicit Bias Test			
8/30/2019 1:55-3:50pm	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	Shauna Buring, Teresa Cavanaugh	1e, 2, 3c, 3e

[Students Recommended Date for Independent Study]	Activity	Mod#	Unit Topic	Contact Time [min]	Faculty Author	Syllabus Objectives
	Quiz In-class Graded	4	iRAT and tRAT (Module 4)		Shauna Buring	
9/3/2019 DUE at 3:50pm	Assignment Graded	4	Post-class assignment due	15	Shauna Marie Buring	
	Module	5	Module 5: Health Literacy		Amber Connelly	1f, 2, 3d
	Reading	5	Read: Health Literacy Guidance and Standards (CDC)	30	Amber Connelly	
9/3/2019 DUE at 11:59pm	Assignment Graded	5	Assignment: Health Literacy for Public Health Professionals (CDC Module)		Amber Connelly	
9/5/2019 8:30am-10:25am	Active Learning Session--VC	5	Active Learning Session 4: •Module 5 iRAT and tRAT •Team-Based Learning Application: Health Literacy in Population Health	120	Amber Connelly	1f, 2, 3d
	Quiz In-class Graded	5	iRAT and tRAT (Module 5)		Amber Connelly	
09/09/19 DUE at 10:25am	Assignment Graded	5	Post-class assignment due		Amber Connelly	
	Module	6	Module 6: Health Policy & Health Systems in Population Health		Amie Goodin	1g, 2, 3f, 4
	Video Lecture	6.1	Watch: Introduction to Health Policy	43	Amie Goodin	
	Video Lecture	6.2	Watch: Health Systems & Population Health	15	Amie Goodin	
	Video Lecture	6.3	Watch: Medicaid & Medicare Primer	20	Amie Goodin	
	Video Lecture	6.4	Watch: Population Health in the Affordable Care Act Era	20	Amie Goodin	
	Reading	6	Read: ASHP Statement on the Role of Health-System Pharmacists	30	Amie Goodin	
	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	
9/10/2019 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	Amie Goodin	1g, 2, 3f, 4
	Quiz In-class Graded	6	iRAT and tRAT (Module 6)		Amie Goodin	
9/12/19 DUE at 12:35pm	Assignment Graded	6	Post-class assignment due	15	Amie Goodin	
	Module	7	Module 7: Health & Wellbeing Across Sectors		Steven M Smith	1d, 1h, 2, 3g
9/9/19 DUE at 10:40am	Assignment Graded	7	Assignment: Discussion Board Activity: Generating Questions for Discussion Panel		Steven M Smith	
9/11/2019 10:40am-12:35pm	Active Learning Session--VC	7	Active Learning Session 6: Multidisciplinary Discussion Panel on Population Health	120	Steven M Smith	
	Module	00	Final Team Presentations		Steven M Smith	2,3a-g,4
9/16/2019 DUE at 8:30am	Assignment Graded		Assignment: Poster Project (please submit PDF/PPT version to Canvas)		Steven M Smith	
9/17/19 8:30-10:25 GNV and ORL Session #01	Active Learning Session--Asynch		In-Class Activity: •Poster Presentation Session: Team will present poster and review posters of other teams.	180	Steven M Smith	
9/17/19 1:55pm-3:50 GNV and ORL Session #02, JAX	Active Learning Session--Asynch		In-Class Activity: •Poster Presentation Session: Team will present poster and review posters of other teams.	180	Steven M Smith	
9/18/2019 4:30-5:30pm	Active Learning Session--Web		Zoom Conferences: Quiz Review Session (Optional)		Steven M Smith	
9/20/19 2:30-4:30pm	Exam		Quiz: Modules 1-6 (Comprehensive)	120	Steven M Smith	
				1902	Total Minutes	
				31.7	Total Hours	