

PHAR 7275 Public and Rural Health in Pharmacy
Spring Semester 2022

Course Description

This course explores the pharmacist's role in public health practice with a focus on rural health issues.

Additional Course Information

This course introduces the student to the pharmacist role in public health and the provision of care and preventative activities at the community and/or population level. During the first half of the course the students will be introduced to the five core areas of public health, epidemiology, biostatistics, environmental health, health services administration, and behavioral health sciences/education. The last half of the course will focus on the application of the five core areas of public health to the analysis, evaluation, identification, and development of an intervention plan based on the use of the Texas Department of State Health Services, Center for Health Statistics Data Sets along with local data sets.

Course Credit: 2 credit hours

Pre-Requisites: None

Co-Requisites: None

Class Meeting Days, Time & Location: Wednesdays 3:00 – 4:50 PM; WTB 137

Course Coordinator:

Brittany Parmentier, PharmD, MPH, BCPS, BCPP

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Office hours: Monday and Friday 12:30-2

Preferred method of contact: Email

Fisch College of Pharmacy (FCOP) and UT Tyler Policies

This is part 1 of the syllabus. Part 2 contains UT Tyler and the FCOP course policies and procedures. These are available as a PDF at <https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-policies.pdf>.

Syllabus Part 3 contains specific-policies adapted regarding instruction during COVID. For experiential courses (i.e., IPPE and/or APPE), the Experiential Manual contains additional policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the experiential manual may contain policies with different deadlines and/or instructions. The manual should be followed in these cases.

Required Materials

Most course required materials are available through the Robert R. Muntz Library. These materials are available either online* (<http://library.utt Tyler.edu/>) or on reserve.

1. Schneider M-J. *Introduction to Public Health*. 6th ed. Jones & Bartlett Learning; 2020:524.
2. Covvey JR, Arya V, DiPietro Mager NA, et al., eds. *Public Health in Pharmacy Practice: A Casebook*. 2nd ed. Milne Open Textbooks; 2021.
 - a. This textbook is available as a free open educational resource at: <https://milneopentextbooks.org/public-health-in-pharmacy-practice-a-casebook-2nd-edition/>
3. Other required materials will be posted on the classes' Canvas site. The site address is: utt Tyler.edu/canvas.

Recommended Materials

None

Course Format

The course may include, but are not limited to, the following activities:

1. Independent study of selected readings
2. Individual readiness assessment tests (iRATs)
 - a. May include submission of pre-class narrative.
3. Team-based learning, active learning strategies:
 - a. Team readiness assessment tests (tRATs)
 - b. Team application of content and concepts
 - c. Presentation of a team project

Course Learning Outcomes (CLOs)

| CLOs | PLO(s) Assessed for this CLO (1-15) | EPAs (1.1-6.1) | Assessment Methods | Grading Method | PPCP Skill(s) Assessed (1-5) | ACPE Std. 11 & 12 (1-4) |
|--|-------------------------------------|----------------|--------------------|----------------|------------------------------|-------------------------|
| 1. Explore the various roles of the pharmacist in public health | 4,14 | -- | 1,2,3,4,5 | ES, RUB | -- | 4 |
| 2. Describe current public health issues at local, national, and global levels | 8 | -- | 1,2,3,4,5 | ES, RUB | -- | 4 |
| 3. Analyze population based public health data and identify health trends | 5,8,10 | 3.1 | 1,2,3,4,5 | ES, RUB | -- | 4 |
| 4. Create feasible pharmacy-based solutions for public health issues | 4,5,8,10,11,14 | -- | 1,2,3,4,5 | ES, RUB | -- | 4 |
| 5. Assess strategies used to address public health issues | 4,5 | -- | 1,2,3,4,5 | ES, RUB | -- | 4 |

Course Assessment Methods

| | Assessment Method | Description <i>Please provide a brief description of each summative assessment that you plan to use in this course to allow us to identify which ACPE standards are being assessed</i> |
|---|--|---|
| 1 | Final Exam Multiple Choice or Multiple Selection Question(s) | <i>Standard MCQ and Select All that apply questions.</i> |
| 2 | Final Exam Open Ended Question(s) | <i>Short answer questions</i> |
| 3 | Team Project | <i>Proposal for a public health intervention</i> |
| 4 | Oral Presentation | <i>Presentation of public health intervention project</i> |
| 5 | Reflection Essay | |

Case Studies

Case Studies is a longitudinal supplement intended to reinforce and integrate concepts and skills from the P2 spring curriculum. **Content and concepts from Case Studies will be reinforce course content and aim to enhance understanding of content through critical thinking and clinical reasoning that will better prepare you for summative exams for the P2 spring courses.**

Case Studies Format

Case days may include, but are not limited to, the following activities:

1. Guided discussions
2. Individual and team active learning strategies
 - a. Individual and team case application of content and concepts
 - b. Individual and team case presentation of content and concepts
 - c. Individual and team SOAP note(s)
 - d. Individual and team drug information and clinical literature applications

Case Studies Expectations

Attendance and full participation are a student obligation and expectation. Each Case Study session will be assigned to a course for 2% of the course grade. At the discretion of the session's assigned course coordinator, absences from a case session may be either excused or unexcused. Students are expected to notify the session's assigned course coordinator *as soon as possible, and no later than 8 AM the morning of the requested absence, with supporting documentation of the absence provided within 3 days of the absence per the College of Pharmacy Policies available in Part 2 of the Syllabus.*

- Unexcused absences will result in a grade of zero for that day.
- Students who arrive to class later than 8 AM will be considered tardy and will receive a 50% reduction in their grade for that case study's session.
- Off cycle students (i.e., not enrolled in all Spring P2 courses) are expected to attend and participate in **all case study sessions** regardless of current course enrollment. Off-cycle student absences to case study sessions will be handled on an individual basis.

Case Study Schedule

Case Studies will be held over four sessions on Fridays from 8:00 AM to 11:00 AM. Although each session's attendance deduction is assigned to a specific course, case content is not limited to that course and content from current and previous courses will be integrated into case day activities.

| P2 Spring 2022 Case Study Schedule | | | |
|------------------------------------|------|-----------------------|-----------------------------|
| Session | Date | Assigned Course Grade | Assigned Course Coordinator |
| 1 | 1/28 | PHAR 7275 | Parmentier |
| 2 | 2/11 | PHAR 7483 | Yett |
| 3 | 3/18 | PHAR 7484 | Rice |
| 4 | 4/1 | PHAR 7294 | Weller |

Grading Policy & Grade Calculation

Grades will be determined based on evaluation of individual and team readiness assessment tests (iRATs, tRATs), individual and team cumulative assessment tests (iCATs, tCATs), midterm examinations, final written examinations, skills assessments, graded application assignments, participation in team-based projects, peer evaluations and other assessment methods that may include, but not limited to, Objective Structured Clinical Examinations (OSCEs). Examinations, RATs and CATs may consist of, but not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions.

During the time the course is in progress, students whose cumulative course percentage falls below 70.0% may receive an academic alert and be subject to periodic course content review in special sessions with the course instructor(s). The student's faculty advisor may receive an academic alert to act upon on the student's behalf.

All examinations, tests, and assignments, including the final examination, may be **cumulative**. Students are responsible for material presented during the prior courses. The grading scale for all graded material is below. The final course grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see examination/assessment policy below.

Standard Grade Calculation*

Individual Assessments: 80%

| | |
|-----------------------------------|-----|
| iRATs/Other Individual Activities | 10% |
| Final Reflection Essay | 5% |
| Midterm Exam | 30% |
| Final Exam | 35% |

Team Assessments: 20%

| | |
|------------------------------------|------|
| Case Day | 2% |
| Team Assignments | 5.5% |
| Team Final Project (written paper) | 7.5% |
| Project Presentation | 5% |

| | |
|--------------|-------------|
| Total | 100% |
|--------------|-------------|

**The final course letter grade will be determined according to the following grading scheme:*

| | |
|---|-----------------|
| A | 90 - 100 % |
| B | 80 - 89.999 % |
| C | 70 - 79.999 % |
| D | 65.0 - 69.999 % |
| F | < 65.0 % |

PHAR 7275 Course Schedule – Spring 2022

| WEEK | DATE | TOPIC | Instructor | CLO¹ | Disease States |
|--|-------------|---|-------------------|------------------------|-----------------------|
| 1 | 1/12 | Public Health: Overview of Public Health and the Pharmacist's Role | Parmentier | 1,2 | S20.99 |
| 2 | 1/19 | Public Health: Basic concepts in epidemiology | Parmentier | 3 | S20.99 |
| 3 | 1/26 | Public Health: Rural public health/Texas data sources | Yu | 3 | S20.99 |
| 4 | 2/2 | Public Health: Social determinants of health and cultural perspectives in public health | Yu | 2,3 | S20.99 |
| 5 | 2/9 | Public Health: Health behavior models/theories | Yu | 4,5 | S20.99 |
| 6 | 2/16 | Public Health: Disease prevention and health promotion | Parmentier | 1,4,5 | S20.99 |
| 7 | 2/23 | Midterm | | | |
| 8 | 3/2 | Public Health: Intervention development and evaluation | Parmentier | 1,3,4,5 | S20.99 |
| Spring Break | | | | | |
| 9 | 3/16 | Public Health: Environmental health and emergency preparedness and response | Wilder | 1,2 | S20.99 |
| 10 | 3/23 | Public Health: Global public health | Yett | 1,2 | S20.99 |
| 11 | 3/30 | Public Health: Case Study 1 | Yu | 2,3,5 | S20.99 |
| 12 | 4/6 | Public Health: Case Study 2 | Parmentier | 2,3,5 | S20.99 |
| 13 | 4/13 | Public Health: Team Presentations | Parmentier | 1,2,3,4,5 | S20.99 |
| 14 | 4/20 | Public Health: Team Presentations | Parmentier | 1,2,3,4,5 | S20.99 |
| 15 | TBD | Final Exam | | | |
| <i>Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.</i> | | | | | |