

Global Health & Pharmacy Practice

PHRD 5076 (CRN 65042)

Thursdays 2:00-3:50pm

Location: Bienville 170 & Zoom*

On Zoom days, Bienville 170 is available for students who wish to Zoom from campus on their personal laptops.

I. **Contact Information** (*Preferred method of communication)

Course Coordinator:

Hanna Rotundo, PharmD, BCACP, CDCES

New Orleans Campus

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Office hours: Mon-Wed 1:00-4:30pm; Fri 9:00-11:30am

Course Instructors:

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Guest Instructors:

Shawn Patrick, PharmD, BCPS

Director of Pharmacy

Caldwell Memorial Hospital

Bryon Garrety, PharmD

LT, US Public Health Service

Clinical Pharmacist

Tohono O'odham Nation Sells Hospital

Jennifer Smith, PharmD, BCPS

Clinical Pharmacist - Internal Medicine

Ochsner LSU Health Shreveport

II. **Course Prerequisites/Corequisites**

P2 or P3 standing and coordinator consent

III. **Course Description**

2 credit hours

This course introduces principles of global health and discusses care to underserved populations worldwide. Topics include global burden of disease, determinants of health, treatment of common disease states worldwide, and health care delivery in low-resource settings. Students will be exposed to opportunities to participate in global health outreach such as medical mission trips and pharmacy practice experiences.

(This course replaces PHRD 5066 Medical Outreach Experience.)

IV. Curricular Objectives and Outcomes

CAPE

Domain 1 – Foundational Knowledge

1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., *pharmaceutical, social/behavioral/administrative*, and *clinical sciences*) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and *patient-centered care*.

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural sensitivity (Includer) - Recognize *social determinants of health* to diminish disparities and inequities in access to quality care.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

ACPE APPENDIX 1

Cultural Awareness: Exploration of the potential impact of cultural values, beliefs, and practices on patient care outcomes.

Ethics: Exploration of approaches for resolving ethical dilemmas in patient care, with an emphasis on moral responsibility and the ability to critically evaluate viable options against the needs of patients and other key stakeholders.

Professional Communication: Analysis and practice of verbal, non-verbal, and written communication strategies that promote effective interpersonal dialog and understanding to advance specific patient care, education, advocacy, and/or interprofessional collaboration goals. Exploration of technology-based communication tools and their impact on healthcare delivery, healthcare information, and patient empowerment.

Professional Development/Social and Behavioral Aspects of Practice: Development of professional self-awareness, capabilities, responsibilities, and leadership. Analysis of contemporary practice roles and innovative opportunities, and inculcation of professional attitudes, behaviors, and dispositions.

Medication Dispensing, Distribution, and Administration: Preparation, dispensing and administration of prescriptions, identification and prevention of medication errors and interactions, maintaining and using patient profile systems and prescription processing technology and/or equipment, and ensuring patient safety. Educating about appropriate medication use and administration.

Patient Assessment: Evaluation of patient function and dysfunction through the performance of tests and assessments leading to objective (e.g., physical assessment, health screening, and lab data interpretation) and subjective (patient interview) data important to the provision of care.

Pharmacotherapy: Evidence-based clinical decision making, therapeutic treatment planning, and medication therapy management strategy development for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Emphasis on patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Public Health: Exploration of population health management strategies, national and community-based public health programs, and implementation of activities that advance public health and wellness, as well as provide an avenue through which students earn certificates in immunization delivery and other public health-focused skills.

V. Course Specific Objectives and Outcomes

At the conclusion of this course, the student will be able to:

- Critically examine factors contributing to the global burden of disease, including social determinants of health.
- Identify causes, challenges, impacts, and mechanisms to address global health disparities.
- Discuss practical and ethical challenges in delivering care in low-resource settings.
- Recommend appropriate treatment for common disease states worldwide when faced with limited medication availability.
- Communicate across language barriers and modify communication strategies to meet the patient's needs.

- Identify different roles of the pharmacist within changing global health care systems.

VI. Course Topics

Global Burden of Disease, Social Determinants of Health, Global Health Care Systems, Medication Access, Ethics of Medical Missions, Communication Across Language Barriers, Treatment of Common Disease States Worldwide, Role of the Pharmacist in Global Health

VII. Instructional Methods and Activities

Instructional methods may include: traditional lectures, distance learning via Zoom or other distance technology, in-class discussion of patient cases, simulation/role-playing activities, small group discussions, problem-based learning, case-based learning, online discussion boards, and individual projects or assignments.

VIII. Evaluation and Grade Assignment

No formal tests will be administered. Points will be awarded throughout the semester through pre-class assignments and in-class assignments and participation. Students are expected to read assigned materials prior to each class session and participate in discussions during class to receive in-class participation points.

Grades will be determined on a point scale. The course coordinator and instructors reserve the right to adjust the grading scheme over the course of the semester. Other projects may be assigned at the discretion of individual instructors. Students will be notified of any changes, and an updated syllabus will be made available in case of changes.

Mid-term grades will be posted on-line for students to view via Banner. Mid-term grades indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student.

GRADING

Weekly Pre-Class Assignments (95 points total)	Global Health Care Systems	10 points
	Common Disease States #1 Prework	10 points
	Common Disease States #2 Prework	10 points
	Ethical Issues	10 points
	Care for Immigrant Populations	10 points
	Communicating with Patients via Interpreter	10 points
	Medications Abroad	10 points
	Movie Week Discussion Board	15 points
	Current Topics	10 points
South Africa Interview Project (30 points total)	Introduction Video	10 points
	Post-Interview Discussion Board	20 points
In-Class Activities (55 points total)	Social Determinants of Health	10 points
	Common Disease States #2 – In-class cases	5 points
	Travel Medicine	10 points
	Spanish Quiz & Activity	15 points
	In-Class Counseling via Interpreter	5 points

	Role of the Pharmacist	10 points
Participation Points (70 points total)	5 points per week x 13 weeks	65 points
Total points for course		245 points

Grading Scale (based on percentage of total available points)

89.5 – 100%	A
79.5 – 89.49%	B
69.5 – 79.49%	C
59.5 – 69.49%	D
≤59.49%	F

Student Success Policy: <http://www.ulm.edu/pharmacy/currents.html>

Remediation Policy: <http://www.ulm.edu/pharmacy/currents.html>

IX. Class Policies and Procedures

At a minimum, all policies stated in the current ULM *Student Policy Manual & Organizational Handbook* should be followed (see <http://www.ulm.edu/studentpolicy/>). Additional class policies include:

A. Textbook(s) and Materials:

- Pharmacotherapy: A Pathophysiologic Approach, 11th edition; Edited by Joseph DiPiro, et al. Available online through Access Pharmacy.
- Additional readings will be posted on Moodle.

B. Attendance Policy:

- Class attendance is regarded as an obligation as well as a privilege, and students are expected to know attendance regulations and to attend regularly and punctually at classes in which they are enrolled. Failure to do so may: (1) prevent access to the classroom during regularly scheduled times; (2) jeopardize a student's scholastic standing; and (3) lead to suspension from the School or University. Students must submit excuses for class absences to course coordinators within three class days after returning to classes.
- Professors shall accept an official University excuse. With the following exceptions, professors are to determine whether absences are excused or unexcused: 1) Absences arising from authorized trips away from the University or from special duties at the University shall be excused. 2) Absences arising from a student's confinement in a hospital or other in-patient facility or doctor's excused absences shall be excused. Students are responsible for verifying providing documentation to the faculty, which will be verified. 3) Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law or father-in-law.
- Each unexcused absence will result in a 5 point deduction from the total participation points.

C. Mental and/or Physical Health Leave of Absence: A student who feels he/she needs a Leave of Absence should make an appointment with the Assistant Dean of Student Affairs and Development or the Director of Student Success as soon as the student recognizes this need. The leave of absence will not be considered by the Course Coordinator(s) for excuse until after the Assistant Dean of Student

Affairs and Development and/or the Director of Student Success has been contacted. Do not directly contact the course coordinator(s) until after speaking with the Assistant Dean of Student Affairs and Development or the Director of Student Success.

A Leave of Absence is considered to be a period of time when a student does not attend classes but intends to return at some point. Individuals typically take a Leave of Absence when depression, anxiety, trauma, substance use, or other disorder is interfering with his/her daily life to the point that he/she is unable to function and complete required tasks. A Leave of Absence can also be taken for medical reasons, such as a serious medical condition or to care for a family member with a health condition. Once granted, a student may not attend classes or any College sponsored event during a Leave of Absence.

Any leave of absence for medical and/or mental health reasons that exceeds 72 hours will require clearance from a licensed provider before returning to classes.

D. Make-up Policy:

- a. Students missing an assignment due to a University-approved excuse will email the course coordinator and instructor whose assignment was missed. The instructor will determine the due date and nature of the make-up assignment.
- b. Assignments submitted past the due date will be handled at the instructor's discretion, but will at minimum be subject to a 20% point deduction for every day submitted past the due date. Instructors may choose not to accept assignments submitted after the due date.

E. Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 of the ULM Student Policy Manual - <http://www.ulm.edu/studentpolicy/>). All professional students will adhere to the standards set forth in the College of Pharmacy's Code of Conduct (<http://www.ulm.edu/pharmacy/currents.html>).

- Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of the ULM College of Pharmacy's Code of Conduct and is prohibited.

Censures (Penalties): Academic dishonesty will result in a referral to the Academic Standards and Ethics Committee. If the student is found guilty of Ethical and Professional misconduct by the committee, they will receive a zero for the assigned points (graded assignment or test) and up to an "F" in the course from the course coordinator in addition to any disciplinary action recommended by the Academic Standards and Ethics Committee. Academic dishonesty includes, but is not limited to, the use of information taken from others' work or ideas, the provision of help to others on non-collaborative evaluations (tests, quizzes, ec.), collaboration on take home exams, or the use of unapproved information or electronic devices to assist in obtaining answers.

F. Course Evaluation Policy: At a minimum, students are expected to complete the on-line course evaluation.

G. Student Services: Information concerning student services in the College of Pharmacy can be found in the College of Pharmacy Student Handbook. In particular, students should pay special attention to the University's technical standards and policies concerning students with special needs (<http://www.ulm.edu/studentpolicy/studentpolicy.pdf>). ULM student services, such as the Student Success Center (<http://ulm.edu/cass/>), Counseling Center (<http://ulm.edu/counselingcenter/>), and

Student Health Services, is available at the following Student Services web site <http://ulm.edu/studentaffairs/>. Students with special needs requiring accommodations MUST follow the process described at <http://rxweb.ulm.edu/pharmacy/student/specialneeds.pdf>.

Mental Wellness on the ULM Campus: If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.

- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

The University of Louisiana Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 3183425230 or to file a complaint, visit www.ulm.edu/titleix.

H. Emergency Procedures:

Please review the emergency escape plan in the classrooms and hallways of the Bienville building. Move quickly and in an orderly manner to the appropriate stairwell and exit the building. The meeting place for this class will be the far end of the north parking lot between the Bienville building and Broadmoor Blvd. Under no circumstances is the elevator to be used for emergency evacuation. Any student needing assistance should notify the professor immediately. For emergencies, to contact University Police, call 1-911 from landlines and 342-5350 from cell phones. **The course coordinators reserve the right to adjust the syllabus or schedule, in accordance with University and School policies and procedures.**

I. Physical Location Statement:

Federal Regulations require *determination and verification of every students' physical location while enrolled in classes (where they are physically located while taking classes), regardless of the delivery method (on campus, online). At the beginning of every semester and whenever physical location changes, students must update or verify their current location through Banner https://ssb-prod.ec.ulm.edu/PROD/bwqkogad.P_SelectAtypUpdate. Students should do this by the end of the first week of classes.*

J. Professional Licensure Statement:

This course may be a major requirement for the Doctor of Pharmacy degree. Completion of degree requirements leads to eligibility for professional licensure and/or certification in Louisiana upon graduation. Federal Regulations require universities to provide information to students about the alignment between Louisiana's requirements and those of other states. ULM has created a web page with discipline-specific information containing hyperlinks to Licensure Boards in the United States <https://www.ulm.edu/professional-licensure-disclosures/index.html>. Program Directors and/or faculty will discuss this information with you during advising or other program meetings but is also available to answer questions and address any concerns you might have. It is also important to note that licensure or certification requirements are subject to change. Although ULM Program Directors annually review and update licensure information for every state, the faculty recommends that before enrolling in a program and throughout enrollment, students communicate with the applicable state board to confirm understanding and whether upon completion of ULM's program, they will meet requirements.

The course coordinators reserve the right to adjust the syllabus or schedule, in accordance with University and School policies and procedures.

Tentative Course Schedule

Thursdays 2:00-3:50pm

Location: Bienville 170 & Zoom

*On Zoom days, Bienville 170 is available for students who wish to Zoom from campus on their personal laptops.

***Course Schedule is subject to change at the discretion of the Course Coordinator**

Date	Topic	Instructor	Meeting Method
1/18	Course Introduction Global Disease Burden & Sustainable Development Goals	Rotundo	Zoom
1/25	Global Health Care Systems	Rotundo	Zoom
2/1	Social Determinants of Health	Garza	In person Bienville 170
2/8	Common Disease States Worldwide	Rotundo	Zoom
2/15	Common Disease States Worldwide (In-Class Cases)	Rotundo	Zoom
2/22	Ethical Issues in Global Health and Medical Missions	Garza	In person Bienville 170
2/29	Travel Medicine	Andonie	Zoom
3/7	Care for Immigrant Populations <ul style="list-style-type: none"> • Introduction video due for South Africa Interview Project 	Rotundo	In person Bienville 170
3/14	Basic Spanish for Pharmacists	Andonie	Zoom
3/21	Communicating with Patients using Interpreters	Rotundos	Zoom
3/28	Movie Week – No class <ul style="list-style-type: none"> • Watch a global health documentary from the course list, and complete Discussion Board posts (due 4/11 at 2pm) • Deadline for contacting interview partner 	Discussion board on Moodle	No meeting
4/4	Spring Break		
4/11	Communication, Safety, and Emergency Preparedness when Working Abroad	Patrick (guest speaker)	In person Bienville 170
4/18	Current Topics in Global Health <ul style="list-style-type: none"> • Deadline for completing South Africa interviews 	Garza	In person Bienville 170
4/25 (last day)	Role of the Pharmacist in Global Health <ul style="list-style-type: none"> • Deadline for completing discussion board posts for South Africa interview project 	Garrety (guest speaker) & Rotundo	Zoom