

## Cover Sheet: Request 12350

**PHA5706L International Pharmacy Outreach Experience - Change from Nonrepeatable to Repeatable; Rotating topic**

### Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Diane Beck beck@cop.ufl.edu
Created	2/22/2018 11:45:23 PM
Updated	2/23/2018 12:03:48 PM
Description of request	<p>This request is for a change from a non-repeatable to a repeatable course. Also requested is a change to a rotating topic.</p> <p>This change is requested because this course may be taken by students in various countries. Since each country has unique cultural beliefs about medications, a different pharmacy-medication system, and a different healthcare system this course may be taken multiple times with each being a unique learning experience.</p>

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Karen Whalen		2/23/2018
PHA 5706L Int Pharmacy Outreach Syllabus Submitted 10-21-17 (2).docx					2/23/2018
College	Approved	COP - College of Pharmacy	Diane Beck		2/23/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/23/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|Modify for request 12350

### Info

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**Submitter:** Diane Beck beck@cop.ufl.edu

**Created:** 2/23/2018 12:25:18 AM

**Form version:** 3

### Responses

**Current Prefix** PHA

**Course Level** 5

**Number** 706

**Lab Code** L

**Course Title** International Pharmacy Outreach Experience

**Effective Term** Earliest Available

**Effective Year** Earliest Available

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?** No

**Change Course Level?** No

**Change Course Number?** No

**Change Lab Code?** No

**Change Course Title?** No

**Change Transcript Title?** No

**Change Credit Hours?** No

**Change Variable Credit?** No

**Change S/U Only?** No

**Change Contact Type?** No

**Change Rotating Topic Designation?** Yes

**Rotating Topic Designation** From Fixed to Rotating

**Change Repeatable Credit?** Yes

**Repeatable Credit** From Non-repeatable to Repeatable

**Maximum Repeatable Credits 4**  
**Change Course Description? No**

**Change Prerequisites? No**

**Change Co-requisites? No**

**Rationale** Students have the option of completing this course in different countries. For example, one option for this course is Italy. Another option is Australia.

Each experience is different since cultural beliefs about medications, the pharmacy medication system, healthcare system in each country varies.

Some students desire to have these experiences beyond the elective credits required in the Pharm.D. degree. This is a rotating topic course. A change from non-repeatable to repeatable will allow students to have these experiences.

# PHA5706L International Pharmacy Outreach

## Experience

### Spring 2018

*2 Credit Hours – [Satisfactory/Unsatisfactory]*

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The goals of this course are to provide the student with practice experience that involves addressing health care inequities in another country and collaboration with a team of other health professions students to address health-related problems.

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## Teaching Partnership Leader

Sven A. Normann, Pharm.D.

- Email: normann@cop.ufl.edu
- Office: Gainesville, HPNP, Room 4323
- Phone: 352-273-6305 / 352-870-2385
- Office Hours: Students may contact the Teaching Partner Leader via eMail to set up an in-office appointment or a conference call. They may also use eMail to contact their Faculty Preceptors.

*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:

1. **EPA A1.** Collect subjective and objective data by performing a patient assessment and gathering data from chart/electronic records, pharmacist records, other health professionals and patient/family interviews.
2. **EPA A2.** Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
3. **EPA A5.** Provide medications, counseling and health wellness information (including referral when there are social determinants of health and disparities).
4. **EPA A9.** Collaborate as a member of an interprofessional team and provide patient-centered care.
5. **EPA D2.** Exhibit commitment to patients and the community by serving as an advocate and leader.

## Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Provide patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.
2. Describe the pathophysiology and characteristics of typical infectious diseases, common acute and chronic illnesses, common typical injuries and/or common nutritional problems that are likely encountered in the assigned outreach experience.
3. Demonstrate cultural competency with patients and local healthcare providers in the international setting.
4. Recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.
5. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist

## Course Pre-requisites

1. Completion of first semester of Year 1 Pharm.D. Curriculum Requirements.
2. Approval by Office of Student Affairs that the student has a minimum COP GPA of 2.5 with good academic and conduct standing as defined by the COP Academic Performance Standards and the Professional Standards.
3. Must complete all prerequisites that the UF International Center requires prior to traveling internationally as a UF student.

## Course Co-requisites

1. None.

## Course Re-take

Students may not repeat this course for credit for meeting the 8-hour elective requirement in the Pharm.D. curriculum.

## Place and Time of Class Sessions

The International Pharmacy Outreach Program will include three phases: I – Pre-Experiential, II – Experiential (In-Country) and III – Post Experiential. The Experiential (In-Country) phase will be conducted during a defined block period and will be at least 5 days in length, not including travel. There will be required preparation, activities and assignments that will take place in the months leading up to the in-country program. Post program activities will occur during the weeks following the program and will include submission of In-Country assignments and completion of post-program activities.

## Course Outline

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.

Date Recommended dates for viewing videos	Mod & Unit	Unit Topic Learning Resources will include Lecture Videos and readings.	Contact Hours [hr.]	Faculty	Learning Objectives
	Phase I: Pre-Experience	Introduction to International Outreach	11.0 hrs.		1,2,3,4,5
		<p><b><u>Online/Individual Study:</u></b></p> <p><b>Videos/ Assigned Readings</b></p> <ol style="list-style-type: none"> <li>1. Review: Wealth and Health of Nations (web)</li> <li>2. Towards a Common Definition of Global Health</li> <li>3. Cultural Competency means better patient service</li> <li>4. To Hell with Good Intentions</li> <li>5. Opportunities and responsibilities for pharmacists on short-term medical mission teams</li> <li>6. Volunteering: Beyond an Act of Charity</li> <li>7. Cultural Competence in Health Care: Implications for Pharmacy Part 1 (suggested)</li> <li>8. Cultural Competence in Health Care: Implications for Pharmacy Part 2 (suggested)</li> <li>9. Course in Medical Spanish or language used in country traveling to; online course or equivalent class activity</li> </ol>	<p>0.25 hr</p> <p>0.5 hr</p> <p>0.25 hr</p> <p>1.0 hr</p> <p>1.0 hr</p> <p>0.5 hr</p> <p></p> <p></p> <p>1.5 hr</p>		

		10. Video: International Pharmacy Outreach	1.0 hr	Normann	
		11. Video: Humanitarian Health	1.0 hr	Normann	
		<b><u>Group Activity 1:</u></b> <u>Live Orientation: Trip Specific Briefing</u>	1.5 hr.	varies	
		<b><u>Conference Call / Webinar /BBB</u></b> <u>Faculty-led Group Discussion</u>	1.5 hr	Normann	
		<b>Pre-experiential Quiz online</b>	1.0 hr.		
		<b>Reflection Paper #1 Due (pre-trip)</b>			
	<b>Phase II</b>	<b>Experiential – In-Country Travel (8 hours in Clinic each day)</b>	<b>15 hrs</b>	Varies	<b>1,2,3,4,5</b>
		• Clinic Day 1			
		• Clinic Day 2			
		• Clinic Day 3			
		• Clinic Day 4			
		• Clinic Day 5			
	<b>Phase III: Post-Experiential</b>	<b>Post-experience Discussions / Presentations</b>	<b>3.5 hrs</b>		<b>1,2,3,4,5</b>
		Reflection Paper #2 Due			
		<b><u>Conference Call – Webinar 1: Case Discussions / Presentations</u></b>	1.5 hr.	Normann	
		<u>Conference Call – Webinar 2: Case Discussions / Presentations</u>	1.0 hr	Normann	
		<u>Conference Call – Webinar 3: Trip Debriefing</u>	1.0 hr	Normann	
		Total Instructor Contact Hours:			<b>29.5 hrs. (note that 15 of these contact hrs involves 40 hrs of</b>

			experiential learning)
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## Required Textbooks/Readings

No required textbook readings.

## Suggested Textbooks/Readings

1. Assigned readings will be made available in Canvas©

## Other Required Learning Resources

None

## Student Responsibilities

1. Actively participate in all program activities as directed by the faculty preceptor.
2. Complete all pre-program and post-program assignments.
3. Meet financial responsibilities for program participation.
4. Participate as an effective team member in all program activities.
5. Exhibit a professional, courteous, and respectful manner at all times.

## Faculty Responsibilities

1. The Teaching Partner Leader and faculty preceptors address the academic side of programming, integrating site and curriculum, as well as logistics and financial planning.
2. It is the Teaching Partner Leader's role to provide academic advice to participants, ensuring that the academic experience is appropriate to a university-level study and learning experience.
3. The Teaching Partner Leader and Faculty Preceptor will act as a resource to participants who may need assistance with personal, emotional, financial, and health problems that may arise during the program.
4. The Teaching Partner Leader serves as the liaison between the participants and the university. It is the faculty leader's primary responsibility to inform the International Center (UFIC) of any emergency situation that may arise during the program, including participant behavior problems.
5. It is the responsibility of the faculty preceptor to be prepared to respond appropriately to any emergency situation that might arise during the program.



## Materials & Supplies Fees

UF Fee that is in addition to tuition: CISI Insurance.

Students are responsible for: Travel, food, lodging.

## Reflection Papers

1. Reflection Paper #1 should include the reasons for wanting to participate in this International Pharmacy Outreach Experience. The paper should be between 1.5 – 2 pages in length. Students should include their expectations on what they hope to learn / experience. This paper is due prior to departure for the trip. See Appendix D for information on grading.

2. Reflection Paper #2 should include a review of the experience, including what the student learned. It should also include any ‘unexpected’ learning. The paper should be between 1.5 – 2 pages in length. This paper is due within one week of returning from their trip. See Appendix D for information on grading.

## Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

[If course is pass fail, include the following: This course is pass/fail. In order to pass the course, you must receive an overall course grade of **69.50%**]

[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	Grade Percentage
Disease State Knowledge In-Country – See Appendix C	5
Patient Education / Counseling - See Appendix C	20
Professional Team Interaction – See Appendix C	20
Professionalism / Motivation – See Appendix C	15
Cultural Sensitivity – See Appendix C	10
Reflection Paper #1 & #2 (10% each) – See Appendix D	20
Quiz	10
<b>Total</b>	<b>100%</b>

**Rounding of grades:**

Final grades in Canvas will be rounded to the 2<sup>nd</sup> 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/>

## Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](#) carefully, at this URL:  
<http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

# Appendix A. Course Directory

## Teaching Partnership Leader/Course Director:

Name: Sven A. Normann, Pharm.D.  
 Email: normann@cop.ufl.edu  
 Office: Gainesville, HPNP, Room 4323  
 Phone: 352-273-6305 / 352-870-2385

### Questions to Ask:

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

## Academic Coordinator:

Name: TBD  
 Email:  
 Office: HPNP 4312  
 Phone:  
 Absence/Tardy Email:

## Educational Coordinators:

Name: TBD  
 Email:  
 Office: Jacksonville Campus

Name: TBD  
 Email:  
 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 SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

## Other Teaching Partnership Faculty Members (Preceptors):

Name TBD  
Email: TBD  
Office: TBD  
Phone: TBD

Name  
Email:  
Office:  
Phone:

Name  
Email:  
Office:  
Phone:

Name  
Email:  
Office:  
Phone:

## Appendix B. Itinerary (sample)

	Travel to IPOE Country
	Preparation Meeting Set up Clinic and Pharmacy
10 hours	Preparation (meeting) Run Clinic and Pharmacy Debriefing and Wrap Up
10 hours	Preparation (meeting) Run Clinic and Pharmacy Debriefing and Wrap Up
10 hours	Preparation (meeting) Run Clinic and Pharmacy Debriefing and Wrap Up
10 hours	Preparation (meeting) Run Clinic and Pharmacy Debriefing and Wrap Up
10 hours	Preparation (meeting) Run Clinic and Pharmacy Debriefing and Wrap Up
	Return to the United States

# Appendix C. Student Performance Evaluation

## Rubric

Name \_\_\_\_\_

Date \_\_\_\_\_ City \_\_\_\_\_

Choose the term that most accurately describes the student's skill level during the scheduled meetings and clinic activities. Designate "No Opportunity" if there was not an opportunity for the course objective to be addressed in today's activities. The Faculty preceptor will provide feedback at the mid-point of the experience and complete this rubric at the end of the experience.

	Excellent Score = 2	Competent Score = 1	Deficient Score = 0	Comments (Must provide if rating is Excellent or Deficient)
a. Provide patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.				
b. Identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain <i>and malnutrition</i> .				
c. Engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.				
d. Demonstrate cultural competency with patients and healthcare providers encountered in the international setting.				
e. Recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.				
f. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.				
g. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.				

Total Score = \_\_\_/14

Conversion of Total Score to a Percentage Grade:

14/14 = 100%

13/14 = 97%                  6/14 = 60%

12/14 = 95%                  5/14 = 50%

11/14 = 90%                  4/14 = 40%

10/14 = 85%                  3/14 = 30%

9/14 = 80%                  2/14 = 20%

8/14 = 75%                  1/14 = 10%

7/14 = 70%                  0/14 = 0%

Comments:

**E** - Excellent definition

**C** - Competent definition

**D** - Deficient definition

*a. Provide patient-centered care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.*

**E** Consistently provides patient-center care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.

**C** Is usually able to provide patient-center care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.

**D** Does not provide patient-center care in cooperation with other health professional health care team members based upon sound therapeutic principles and evidence-based data, taking into account relevant, social, cultural, and economic issues.

*b. Identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.*

**E** Consistently Identifies and describes the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.

**C** Is usually able to Identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition.

**D** Does not Identify and describe the pathophysiology and characteristics of disease states likely to be encountered on the medical mission including (but not limited to): infectious diseases, acute and chronic illnesses, injuries, pain and malnutrition .

*c. Engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.*

**E** Consistently engages with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to quire knowledge about differences in culture and professional customs.

**C** Is usually able to engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to quire knowledge about differences in culture and professional customs.

D Does not engage with pharmacy students and faculty, and other members of inter-professional health care teams (when possible) to acquire knowledge about differences in culture and professional customs.

1. *d. Demonstrate cultural competency with pharmacists and other healthcare providers encountered in the international setting.*

E Consistently demonstrates cultural competency with patients and healthcare providers encountered in the international setting.

C Is usually able to demonstrate cultural competency with patients and healthcare providers encountered in the international setting.

D Does not demonstrate cultural competency with patients and healthcare providers encountered in the international setting.

*e. Recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.*

E Is clearly and consistently able to recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.

C Is usually able to recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.

D Is not able to recognize cross-cultural differences that impact a patient's beliefs about health and treatment of illnesses.

*f. Demonstrate the professional attitudes and behaviors that characterize a professional pharmacist.*

E Clearly understands the importance of and consistently demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.

C Usually understands the importance of and generally demonstrates the professional attitudes and behaviors that characterize a professional pharmacist.

D Shows lack of understanding for and demonstrates minimal to no professional attitudes and behaviors that characterize a professional pharmacist.

*g. Demonstrate the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.*

E Clearly understands the importance of and consistently demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

C Usually understands the importance of and generally demonstrates the personal development expected of a pharmacy student by showing initiative, confidence and adaptability.

D Shows lack of understanding for and demonstrates minimal to no personal development expected of a pharmacy student by showing initiative, confidence and adaptability.





## Appendix D. Reflection Papers

Global Health Pharmacy – Reflection Paper Evaluation			
Student		Date	
Reflection #		Evaluator	
Required elements	Yes	No	Comments
1. Submitted on time (by deadline)			
2. Page length; double-spaced; No greater than 12 font			
3. Grammar / Spelling; reasonable and does not interfere with clarity			
4. Adequately addresses the assigned question/topic			
5. Reflection is evident (attempting to understand, question, or analyze a situation or event) Clearly not just reporting or descriptive			
Overall Evaluation			
<input type="checkbox"/> Above average All criteria are met  Percentage Grade: 100%	<input type="checkbox"/> Average Must meet criteria 1,2,4, and 5  Percentage Grade: 75%	<input type="checkbox"/> Below Average (Unsatisfactory – Reflection must be resubmitted to pass course) Met 3 or fewer of the following 1,2,4, & 5  Percentage Grade: 0 on initial submission (if resubmitted, highest grade is 69.5%)	