**Important Information about Credit Hours:**
This course is taught as a 2-credit (Sections 2A03-6) or 3-credit (Sections 2A07-10) hour course. Students are responsible for making sure that they are registered for the section that corresponds to the number of credits they will be taking. Please make sure that your registration is in the correct section before class begins. Once the course begins, section switches cannot be made.

**Course Purpose:**
Research has demonstrated that there are wide disparities in health throughout America and globally. Health disparities are differences in the incidence, prevalence, mortality, and burden of diseases and other adverse health conditions that exist when specific population subgroups are compared. It is now known that the distribution of health is not at random, but that health is systematically distributed according to different levels of social advantage. This course will examine the factors that are fundamental in creating disparities in health, including medication use. In addition, the course will focus on specific services that can be provided by pharmacists to address, reduce and ultimately eliminate health disparities.

**Course Faculty and Office Hours**

**Course Instructor**
Folakemi T. Odedina, PhD  
Office: HPNP 3317  
Email: fodedina@cop.ufl.edu  
Phone: 727-394-6089

**Teaching Assistant**
Chao Chen  
Office: HPNP 2314  
Email: charl.coverc@ufl.edu  
Phone: 352-273-6248

**Place and Time of Class Sessions**
Class sessions will be live via Adobe Connect.

<table>
<thead>
<tr>
<th>2-CR Hour</th>
<th>3-CR Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursdays 3:00 – 4:55pm</td>
<td>Thursdays 3:00 – 6:00pm</td>
</tr>
<tr>
<td>Fridays 1:55 – 3:50pm</td>
<td>Fridays 1:55 – 4:55pm</td>
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</tbody>
</table>

**How This Course Relates to the Learning Outcomes You Will Achieve in the Pharm.D. Program:**
This course prepares the Pharm.D. student to accomplish the following abilities and the related Student Learning Outcomes (SLOs) upon graduation:

**Domain 1 – Foundational Knowledge**
- **Learner (Learner)** - Develop, integrate, and apply knowledge from the foundational disciplines (i.e., **pharmaceutical, social/behavioral/administrative**, and **clinical sciences**) to evaluate the scientific literature, explain drug action, assess and solve therapeutic problems, and advance population health and **patient-centered care**.
Domain 2 – Essentials for Practice and Care

- **Health and wellness (Promoter)** - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- **Population-based care (Provider)** - Discuss how *population-based care* influences *patient-centered care* and influences the development of practice guidelines and evidence-based best practices.

Domain 3 - Approach to Practice and Care

- **Problem Solving (Problem Solver)** – Identify and assess problems; explore and prioritize potential strategies; and design, implement, and evaluate the most viable solution.
- **Educator (Educator)** – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- **Patient Advocacy (Advocate)** - Assure that patients’ best interests are represented.
- **Social & Cultural Sensitivity (Includer)** - Recognize *social determinants of health* in order to diminish disparities and inequities in access to quality care.
- **Communication (Communicator)** – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

- **Self-awareness (Self-aware)** – Examine and reflect on personal knowledge, skills, abilities, attitudes, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- **Professionalism (Professional)** - Exhibit behaviors and values (e.g., UF PHARMD CORES) that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Course Objectives

Upon completion of this course, the student will:

1. Acquire introductory knowledge and experience related to the complex social, behavioral, and medical determinants of populations’ health, which will enable them to understand the origins of health disparities within a population and to conceptualize pharmacy programs and policies to reduce and eliminate those disparities.
2. Examine and gain an understanding of the latest findings of specific research that show that there are wide disparities in health among certain populations.
3. Demonstrate awareness of factors that currently contribute to wide disparities in health among certain populations.
4. Identify the role of pharmacists in eliminating disparities.
5. Demonstrate culturally competent skills in interacting with patients.
6. Investigate community, state-level, and national resources that can be mobilized for pharmacy services for the reduction of health disparities.
7. Develop a global vision of health equity for pharmaceutical care.

Pre-Requisite Knowledge and Skills

Enrollment is restricted to 4PD student and COP graduate students. All other students must have the instructor’s approval before enrolling for the class.

Course Structure & Outline

Each week, students will participate in live lecture(s). Learning activities will include assigned readings, case studies, class discussions, small group activities, and assigned pharmacy practice-based projects. There will be a mid-term exam (short answer questions) and term paper (take home assignment). In addition, students who sign up for the 3-credit hour class will be required to develop a pharmacy practice research proposal focused on a health disparities project. The course outline is provided on the course website. Power Point presentations, Syllabus/lecture, and Course Schedule will be available on the University of Florida Sakai system.
Textbooks
This course does not use a formal textbook, however students will be required to read recent and relevant journal articles posted to the Sakai system.

The following are some reference materials for the class:

Active Learning Requirements
Learning activities will include assigned readings, case studies, class discussions, small group activities, and assigned pharmacy practice-based projects. Students will work together in small groups and present their ideas in class. Each student is also expected to apply knowledge from readings and lectures in addressing assigned case studies.

Feedback to Students
Feedback will be provided through written comments on assignments, exam feedback, classroom feedback on case studies, and discussions of the class readings. The primary mode of classroom interactions will be both verbal and written communication.

Student Evaluation & Grading
The evaluation for the class is as follows:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>% for 2-credit hour</th>
<th>% for 3-credit hour</th>
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</thead>
<tbody>
<tr>
<td>Class Participation (including case study discussions)</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>35%</td>
<td>20%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper/Comprehensive Literature Review</td>
<td>N/A</td>
<td>25%</td>
</tr>
</tbody>
</table>

Grading Scale
A: 93-100
A-: 90-92
B+: 87-89
B: 83-86
B-: 80-82
C+: 77-79
C: 73-76
C-: 70-72
D+: 67-69
Class Participation
Participation will be graded using the following criteria: (1) Frequency of participation – contribution to class discussion two or more times per class session; and (2) Quality of contributions – informative and insightful contributions.

Mid-term Exam
Mid-term exam will be available on the course website by Friday March 28 and due on Monday, March 31. Submit via the course website (NO EXCEPTIONS).

Group Presentation
The group presentation provides a unique experience to collaborate with at least one other student in this class in developing an intervention that will advance health equity. Each group should comprise 2-3 students. The group presentation should focus on developing a “Health Equity Project” for a pharmacy site. For the group presentation, your group should:

1. Select a pharmacy site for the “Health Equity” project.
2. Closely study the pharmacy site to identify at least one area that needs to be improved to advance health equity. This could either be related to the services being provided at the pharmacy or the infrastructure.
3. Propose how you would improve services at the pharmacy or the infrastructure of the pharmacy to advance health equity.

Present your Health Equity project in class in a 20-minute PowerPoint presentation. You will have a 5-minute Q&A period. Everyone in your group should participate in the group presentation. In your presentation, discuss the health disparity-related problem identified and the proposed solution to advance health equity at the pharmacy.

Term Paper - Required
All students are required to write a final term paper, focusing on a pharmacy practice intervention program addressing any type of health disparities. For example, you could choose to address health literacy for non-English speaking patients or access to medications for patients in rural counties. The paper should address the following: What is the nature of the intervention? For which population? Why is the intervention important? How will you implement the intervention? How will you evaluate the success of the intervention? This will be a take-home assignment.

Submit your term paper topic with a brief abstract of the subject (by Friday, April 11) to Dr. Odedina via course website for approval before you write your paper. The paper (4 pages, double-spaced, 12 pt. font) should demonstrate evidence of comprehensive understanding of the health disparity issue and an appropriate solution that can be effectively implemented in a pharmacy health system (e.g. community pharmacy or hospital pharmacy).

Term Paper Format:
- 1” margins: Left, right, top, bottom
- Header: Name on every page
- Footer: Number at the bottom of page (centered)
- Spacing: Double Space
- Title Page: Name, Title of Topic, Health Disparities Course, and Date
- Abstract of Term Paper
- Background
- Description of Intervention
• Evaluation Plan to Document Effectiveness of Intervention
• References (minimum of 10 cited)

The term paper is due on Monday, April 21. Submit via the course website (NO EXCEPTIONS).

ADDITIONAL REQUIREMENT FOR 3-CREDIT HOURS – Students have the option of writing a research proposal or comprehensive literature review.

Option 1: Research Proposal: Students should select a research topic by Friday, March 28 and have it approved by Dr. Folakemi Odedina. Submit your research topic with a brief abstract of the subject to Dr. Odedina via course website for approval before you write your research paper. The topic should then be thoroughly researched, the information analyzed, and specific aims for further action identified. Only professional literature is to be used and cited, i.e. no use of the popular press.

However, please take into consideration the following requirements in selecting a research topic:
1) Provide an adequate background on the disparity.
2) How would you address the disparities with regard to reducing it?
3) If it worked, what would be the expected outcome?
4) If it did not work, what would you change to improve the approach?

The student is responsible for writing a clear, concise plan of action to address the disparity using an R03 grant format (6 pages, double-spaced, 12 pt. font). Please visit the website: http://grants.nih.gov/grants/funding/r03.htm for grant format. Only academic journal articles and professional literature are to be used and cited, i.e. no use of the popular press or Wikipedia.

The research paper is due on Friday, April 25. Submit via the course website (NO EXCEPTIONS).

Research Proposal Format:
• 1” margins: Left, right, top, bottom
• Header: Name on every page
• Footer: Number at the bottom of page (centered)
• Spacing: Double Space
• Title Page: Name, Title of Topic, Health Disparities Course, and Date
• Abstract of Proposal
• Statement of Specific Aims (Goals)
• Background and Significance
• Preliminary Studies/Progress Report (if applicable)
• Research Design and Methods
• References (minimum of 10 cited)

Option 2: Review Paper: Students should select a topic for the literature review by Friday, March 28 and have it approved by Dr. Folakemi Odedina. Submit your review topic with a brief abstract of the subject to Dr. Odedina via email for approval before you write your review paper. A comprehensive literature review should then be conducted based on specified criteria (e.g. last 10 years) and use of well articulated search words. Only professional literature is to be used and cited, i.e. no use of the popular press. It is expected that at least 30 relevant articles will selected for the in-depth literature review.

The paper (6 pages, double-spaced, 12 pt. font) should demonstrate evidence of critical evaluation of the literature and not just a summary of the papers. Include a table summarizing the articles reviewed. The research paper is due on Friday, April 25. Submit via the course website (NO EXCEPTIONS).
Review Paper Format:
- 1” margins: Left, right, top, bottom
- Header: Name on every page
- Footer: Number at the bottom of page (centered)
- Spacing: Double Space
- Title Page: Name, Title of Topic, Health Disparities Course, and Date
- Abstract of Proposal
- Statement of Objectives
- Background on how you located your information, including search criteria
- Summary of the your critique
- Synthesis of the literature: what is known, what is unknown, and what needs to be done to fill the gap
- References (minimum of 30 cited)

Class Attendance Policy
Class attendance and participation throughout the semester is a requirement for successful completion of the course as dictated by University policy and the course instructor. Students are responsible for all information in the lectures and the discussions that follow. Accommodations will not be made for lectures missed.

Quiz/Exam Policy
No student questions will be answered during an exam. Students will have the opportunity to note any concerns about a question on the test paper and submit it at the end of the exam period. The course coordinator may throw out a question determined to be unreliable or unfair after considering student comments and/or the results of the psychometric analysis.

Students arriving late for a scheduled exam will not be permitted to enter the exam room if more than 30 minutes late, or if any student has left the room prior to his or her arrival. Missing an exam due to illness requires written confirmation by a bone fide health care professional. Make-up exams are given at the discretion of the course coordinator; see makeup policy below.

Any questions about an exam score must be submitted in writing within 7 days of the time that grades are released to students. Requests for additional points must be made in writing and accompanied by the rationale and evidence in support of the request.

Make-up Exam Policy
No extra credit is offered or will be accepted. No grades will be dropped. A grade of “I” for incomplete is given only when an emergency prevents a student from completing the work in the course.

Policy on Old Assignments
Old assignments will not be provided.

Assignment Deadlines
Any assignment submitted after the deadline will not be grated and will earn a grade of zero.

General College of Pharmacy Course Policies
The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:
1. University Grading Policies
2. Academic Integrity Policy
3. How to request learning accommodations
4. Faculty and course evaluations
5. Student expectations in class
6. Discussion board policy
7. Email communications
8. Religious holidays
9. Counseling & student health
10. How to access services for student success
11. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:

Academic Integrity
Students are expected to act in accordance with the University of Florida policy on academic integrity

Students are expected to abide by the UF Honor Code. The Honor Pledge is as follows:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the
highest standards of honesty 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."

Accommodations for Students with Disabilities
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean
of Students Office will provide documentation to the student who must then provide this documentation to the
Instructor when requesting accommodation.

Faculty and Course Evaluations
All students are strongly encouraged to complete the course and instructor evaluations. The Office of
Curricular Affairs and Accreditation will provide students with directions for completing the online evaluations

Complaints
Should you have any complaints with your experience in this course please contact your course coordinator. If
unresolved, contact the COP Senior Associate Dean-Professional Affairs. For unresolved issues, see:
http://www.distancelearning.ufl.edu/student-complaints to submit a complaint.