

PHARMACY 5112
Community Health I: Communication and Wellness
Course Syllabus

Through our commitment to personalizing education, PittPharmacy inspires students to use their unique interests and talents to improve the lives of people through the safe, effective, and responsible use of medications and other interventions.

The PharmD program prepares students to be practitioners who advance the profession by fostering innovation, leadership, interprofessional collaboration, civic engagement, advocacy, life-long learning, and a professional attitude of inclusion.

Course Title: Community Health I: Communication and Wellness

Course Number: Pharm 5112

Credit Allowance: One Credit

Professional Year and Term: First Professional Year Fall Term

Instruction Times: This course is conducted primarily at experiential learning sites in Allegheny County. Student service activities are scheduled on Tuesday and Thursday afternoons from 1:00 PM to 5:00 PM. However, days and times may vary depending on site selection. Also, several on-campus debriefing sessions will be conducted during semester.

Prerequisites/Corequisites: None

Participating Faculty:

Course Coordinator: Sharon Connor, Pharm.D.
645A Salk Hall
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Co-Coordinator: Scott Drab, Pharm.D., CDE, BC-ADM
719 Salk Hall
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Administrative support:	Ms. Renee Fry 633A Salk Hall (412) 624-9892 rjf24@pitt.edu Classroom/Assignment support	Ms. Anna Schmotzer 904 Salk Hall (412) 624-8186 annas@pitt.edu Sites and preceptors Hours documentation Evaluations
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Course Description:

The purpose of this course is to provide students with a fundamental understanding of pharmaceutical care and to foster a sense of community involvement through service learning. Service learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development. As first year pharmacy students, your knowledge about medications and the practice of pharmacy is limited; however, by your active participation in various organizations, helping them fulfill their mission and meet the community's needs, you can practice the basic skills required to provide pharmaceutical care (e.g. critical thinking, communicating, professionalism, and ethical decision making). Early exposure to service learning makes didactic instruction more relevant in regards to communication, civic involvement, humanistic care of patients, and social awareness of unmet medical needs.

Key Words – PittPharmacy Outcomes Addressed by the Course

PITTPharmacy 1. Learner
PITTPharmacy 2. Patient Assessor
PITTPharmacy 3. Caregiver
PITTPharmacy 5. Health Promoter and Provider
PITTPharmacy 7. Problem Solver
PITTPharmacy 8. Educator and Communicator
PITTPharmacy 9. Professional and Advocate
PITTPharmacy 10. Collaborator
PITTPharmacy 11. Life-Long Learner and Innovator

Key Words Identifying Core Content

Ethics
Cultural Awareness
Healthcare Systems
Professional Development/Social and Behavioral Aspects of Practice
Professional Communication
Health Information Retrieval and Evaluation
Public Health

Learning Objectives

By the end of the first semester of Community Health I the student should be able to:

1. Describe significance of the social determinants of health to an individual's or family's health care status.
 - i. **PITTPharmacy 1. Learner**
2. Approach tasks with a desire to learn experientially by analyzing experiences from your service-learning site, connecting them with theory learned in this and other courses and using critical thinking skills to apply knowledge from the foundational sciences in order to prevent or solve complex problems that arise at your service-learning site.
 - i. **PITTPharmacy 1. Learner**
 - ii. **PITTPharmacy 7. Problem Solver**
 - iii. **PITTPharmacy 8. Educator and Communicator**
 - iv. **PITTPharmacy 11. Life-Long Learner and Innovator**

3. Actively participate and engage to contribute as a productive member of an interprofessional team by demonstrating mutual respect, understanding, and values to meet individual's care needs.
 - i. **PITTPharmacy 9. Professional and Advocate**
 - ii. **PITTPharmacy 10. Collaborator**

4. Describe evidence-based health prevention, intervention, and educational strategies for individuals and/or communities to improve health and wellness.
 - i. **PITTPharmacy 3. Caregiver**
 - ii. **PITTPharmacy 5. Health Promoter and Provider**
 - iii. **PITTPharmacy 7. Problem Solver**
 - iv. **PITTPharmacy 8. Educator and Communicator**
 - v. **PITTPharmacy 9. Professional and Advocate**

5. Identify and define a health-related problem at the service-learning site, explore solutions by organizing, prioritizing, and defending each possible solution.
 - i. **PITTPharmacy 1. Learner**
 - ii. **PITTPharmacy 2. Patient Assessor**
 - iii. **PITTPharmacy 4. Manager and Leader**
 - iv. **PITTPharmacy 5. Health Promoter and Provider**
 - v. **PITTPharmacy 7. Problem Solver**
 - vi. **PITTPharmacy 8. Educator and Communicator**
 - vii. **PITTPharmacy 9. Professional and Advocate**

Note: To demonstrate attainment of objective 4 and 5, students must begin the development of one health wellness/disease prevention program at their service learning site in the fall semester.

6. Describe how to adapt practice in order to meet the needs of a diverse group of patients and patient populations to diminish disparities and inequities in access to quality care.
 - i. **PITTPharmacy 1. Learner**
 - ii. **PITTPharmacy 4. Manager and Leader**
 - iii. **PITTPharmacy 5. Health Promoter and Provider**
 - iv. **PITTPharmacy 7. Problem Solver**
 - v. **PITTPharmacy 8. Educator and Communicator**
 - vi. **PITTPharmacy 9. Professional and Advocate**

7. Utilize (identify, evaluate, and recommend) community resources to provide essential services to your site population.
 - i. **PITTPharmacy 1. Learner**
 - ii. **PITTPharmacy 2. Patient Assessor**
 - iii. **PITTPharmacy 5. Health Promoter and Provider**
 - iv. **PITTPharmacy 8. Educator and Communicator**
 - v. **PITTPharmacy 9. Professional and Advocate**
 - vi. **PITTPharmacy 10. Collaborator**

8. Effectively communicate verbally and nonverbally when interacting with an individual or group by using active listening and appropriate open and closed-ended questions and using motivational interviewing.
 - i. **PITTPharmacy 8. Educator and Communicator**

9. Develop and ensure instructional content contains the most relevant and up-to-date information for the intended audience and adapt and deliver materials for the intended audience.
 - i. **PITTPharmacy 2. Patient Assessor**
 - ii. **PITTPharmacy 8. Educator and Communicator**

10. Actively engage the patient and/or the community while demonstrating empathy, respect and sensitivity to cultural and societal diversity.
 - i. **PITTPharmacy 2. Patient Assessor**
 - ii. **PITTPharmacy 3. Caregiver**
 - iii. **PITTPharmacy 9. Professional and Advocate**

11. Consistently demonstrate the ability to approach tasks with a desire to learn by taking initiative to seek out new information in the literature to understand the population served at your service learning site.
 - i. **PITTPharmacy 4. Manager and Leader**
 - ii. **PITTPharmacy 9. Professional and Advocate**
 - iii. **PITTPharmacy 11. Life-Long Learner and Innovator**

12. Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate.
 - i. **PITTPharmacy 11. Life-Long Learner and Innovator**

Methods of Learning:

Learning will occur through:

1. Practicing skills required for pharmaceutical care through active participation in community service.
2. Documenting service through reflective journal entries and evidence of outcomes attainment.
3. Interdependent learning through assertive questions and interactions with patients/clients, preceptors/supervisors, course instructors, and peers.
4. Large group (classroom) interactive sessions directed by course instructors.
5. Small group (student) reflective discussions.
6. Independent and assigned readings/research.
7. Guided reflective questions/debriefing assignments.
8. Feedback and assessment provided by peers, preceptors/supervisors, and faculty.
9. Group project development, implementation, and evaluation.

Textbook and other Learning Resources:

Required Reading

1. Sample student formal learning summary document available under the Course Documents tab in the “Readings and Sample Formal Learning Summary” folder on Courseweb.
2. Phase I Report – Recommendations for the Framework and Format of Healthy People 2020

Suggested Reading

1. Healthy People 2020 - <http://www.healthypeople.gov/2020/default.aspx>
2. Reblin M, Uchino BN. Social and emotional support and its implication for health. *Current Opinion in Psychiatry* 2008;21:201-205.
3. Babb VJ, Babb J. Pharmacist Involvement in Healthy People 2010. *J Am Pharm Assoc.* Jan/Feb 2003;43(1):56-60.
4. HHS Action Plan to Reduce Racial and Ethnic Health Disparities
http://minorityhealth.hhs.gov/npa/files/Plans/HHS/HHS_Plan_complete.pdf

Course Requirements and Grading:

As developing professionals, **each student in the course is responsible for his/her own learning** and will be expected to perform with purpose and a positive attitude. Students are required to attend an on-campus orientation session that will introduce the concept of service learning as well as discuss the placement process. Students are required to attend a 4 week health care/insurance access training session. Students are also required to attend 3 on-campus debriefing sessions. Students should have all assignments completed prior to these sessions and be prepared to actively participate in and contribute to ongoing discussions. Since these sessions are critical to the overall understanding of the subject matter of the course, **attendance and active participation are mandatory**. Students who fail to attend and participate in a given session, without good cause, will receive an unsatisfactory grade for the course and must repeat the course. The course will be graded on an honors/satisfactory/unsatisfactory basis as follows:

<u>Evaluation Items</u>	<u>Point Value</u>
Professional Behavior and Attitude Assessment	45 points
Updated journal	10 points
End of the semester formal learning summary	50 points
Attendance/participation	25 points
Quizzes	40 points
Assignments	
Pharmaceutical Access Case	10 points
Reflections on Breakout Sessions	10 points
Photovoice	<u>10 points</u>
	200 points

Grading Scale	
<u>Course points</u>	<u>Class Grade</u>
190 – 200	Honors
165 – 189	Satisfactory
↓ 165	Unsatisfactory

Class Attendance Policy and Grade Implications

Note: The following shall result in a deduction of points from the course grade

- Failure to maintain an updated journal and/or learning summary 10 point deduction
- Failure to bring your journal to debriefing sessions 10 point deduction
- Assignments/end of rotation evaluation materials turned in late 5 point deduction
- Unexcused absences 25 point deduction

Unexcused absences: No make-up work/remediation will be provided. Student forfeit any points generated from class activities conducted during the missed class session.

Excused absences may include such occurrences as dangerous weather conditions, student illness/medical leave (a student who misses an exam, a graded activity, or a consecutive series of classes due to illness may be asked to provide a signed note from his or her physician), funerals, and attendance at professional meetings. Students must negotiate an anticipated absence in advance with the course coordinator. Students are responsible for completing missed work, exams, or assignments may be given a make-up assignment so as to earn points generated from class activities conducted during the missed class session.

Service-Learning Site

Students will be assigned a community health/service learning site from the following categories: Children/Youth Services, Safety Net Providers /Homeless Shelters, Senior Citizen Services, Psychiatric Illness & Mentally Challenged Programs, Drug/Alcohol/Crisis Programs, and Disability/Hospital programs. Students are required to be at their site each week as listed on the course schedule for the Fall Term. Sites may require students to attend on Tuesdays, Thursdays, or a combined Tuesday/Thursday experience. A site may also prearrange in advance with the Experiential Learning Office for students to attend on a different available weekday as long as it does not interfere with class attendance. Cumulative hours spent at a site will be no less than 35 hours in the Fall semester. Some sites may require students to complete more than this minimum number of hours. This service experience time may include an on-site orientation and training session as well as active patient/client contact. Travel time to and from the service learning site may not be counted towards the required service hours.

Preceptors/supervisors will use the on-line Preceptor Evaluation of the Pharmacy Student form which includes the Professional Behaviors and Attitudes Assessment as a tool to assess each student's social interactions and professional development throughout the term. In addition, they will also certify, to the Office of Professional Experience Programs, hours of service experience on the part of each student. Students should contact their community health/service-learning site to introduce themselves and make necessary scheduling arrangements unless the preceptor has a preset orientation time.

Reflective Journal

Students are also required to keep and maintain an updated reflective journal of their service activities, pertinent observations, and questions that may have arisen from their service. Regular entries into a reflective journal will help students focus, reflect, and deepen their learning from the experience. The reflective journal will be used to demonstrate and assess the student's learning and personal growth throughout the term and provide data for the final experiential learning outcomes document. Students must bring their reflective journals to all on-campus debriefing sessions for faculty review.

Formal Learning Summary

Students are required to prepare, maintain, and submit a summary of achievement of learning objectives for experiential learning. The document is an edited, integrated collection of a student's evidence that the requirements for the course have been met.

Goals of the experiential learning process:

1. Establish a student-centered approach to learning where students actively participate in the learning process and take responsibility for their learning.
2. Provide tangible evidence of the wide range of knowledge, dispositions, and skills that students possess as they grow professionally.

The Formal Learning Summary used to assess the Community Health I outcomes must contain the following items:

1. **Table of contents**
2. **Final Reflection of Service Learning Site/Experience.** Please provide a 4-5 page summary paper answering the following questions:
 - a. What population was served and what issues were addressed at your site? Why does the organization where you are providing service exist?
 - b. How was your experience different from what you expected? What did you learn about the people/community? What are some of the pressing needs/issues in the community? How did your service address those needs? How can a pharmacist address the needs of this community?
 - c. What seems to be the root causes of the issues facing this community? What other work is currently happening to address the issues? What learning occurred for you in this experience? How can you apply this learning?

Formal Learning Summary - A **narrative** that describes how you have progressed in the course objectives followed by representative supporting materials. Representative supporting materials are selective examples that provide documentation or proof to support learning and demonstrate progress toward attaining each objective.

3. The last section should include:
 - The student's Reflective Journal

Students are encouraged to meet with their reader/faculty advisor throughout both semesters for additional review and developmental instruction.

Attendance Policy

Students are expected to attend all on-campus debriefing sessions and will be held individually accountable for participating in the service experience at their sites.

Immunization Policy

Students who have not fulfilled the school's immunization requirements cannot be placed at experiential learning sites.

Special Clearances and Transportation Policy

Act 33 and 34 clearance as well as transportation arrangements to and from the experiential learning sites are the student's responsibility.

Student Disability Statement

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor **and** Disability Resources and Services, 140 William Pitt Union, 412-648-7890, drsrecep@pitt.edu, or 412-228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Academic Integrity Statement

Students enrolled in the pharmacy program are also considered to be members of the pharmacy profession and must adhere to the same professional, ethical, and legal standards. It is a violation of the School's code of conduct policy for a student to engage in any act of academic misconduct, such as cheating, plagiarism, deceitful practice, unauthorized collaboration, harassment, or breach of confidentiality. It is also considered to be a violation of the code of conduct policy for a student to tolerate any of the aforementioned acts by other students. Unless authorized by the instructor, use of electronic devices of any kind during examinations is prohibited. Use of a personal digital assistant, palm top computer, cellular telephone or other electronic device during an examination is considered to be an act of academic misconduct.

Audio-Video Recording Statement

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance should be used solely for the student's own private use.

Schedule:

On-campus Sessions

Tuesday, August 29, 2017

Room: Scaife Hall #5

1:00PM – 5:00PM

Orientation Program

Instructors:
Drs. Connor/Drab/
Pschirer

1. Review Course Syllabus
2. Overview of Service Learning Concepts
 - a. Expectations
 - b. Reflection Exercise
 - c. Reflective Journal
 - d. Student Guide to Service Learning
3. Presentations from Service Learning Site Coordinators/Preceptors
4. Safety Issues Presentation
5. Discuss Service Learning sites from the categories listed below
 - ✧ *Children/Youth Services*
 - ✧ *Drug/Alcohol/HIV/Crisis Programs*
 - ✧ *Safety Net Providers/Homeless Shelters*
 - ✧ *Disability/Terminally Ill/Hospital programs*
 - ✧ *Older Adult Services*
 - ✧ *Psychiatric Illness & Mentally Challenged Programs*

Assignments:

- Contact service Learning Site Coordinator (once assigned) for introductions and to make necessary scheduling arrangements. If the orientation is already scheduled, you do **not** need to contact your site preceptor unless indicated.
- Read Healthy People 2020 document posted on Blackboard

Introduction to Access to Health Services (August 31- September 19, 2017)

Lead by: Mr. William McKendree, JD, MPA

Supervisor, APPRISE Program

Phone: 412-661-1438

McKendreeW@FSWP.org

*See APPRISE tab on Courseweb for all course materials related to this section

Healthy People 2020 Goal

Improve access to comprehensive, quality health care services.

Overview

Access to comprehensive, quality health care services is important for the achievement of health equity and for increasing the quality of a healthy life for everyone.

Disparities in access to health services affect individuals and society. Limited access to health care impacts people's ability to reach their full potential, negatively affecting their quality of life. Barriers to services include: lack of availability, high cost, lack of insurance coverage.

Coverage

Health insurance coverage helps patients get into the health care system. Uninsured people are: less likely to receive medical care, more likely to die early, more likely to have poor health status.

Lack of adequate coverage makes it difficult for people to get the health care they need.

Students will learn to about the Health Care System and how to appropriately counsel patients in choosing health care coverage.

Thursday, August 31, 2017 1:00PM – 4:00PM

Medicare History and Overview

Quiz (5 points, open book)

Room: Scaife Hall #5

Instructor: Mr. McKendree

Tuesday, September 5, 2017 1:00PM - 4:00PM

Private Insurance Enhancements to “Basic” Medicare

Quiz (5 points, open book)

Room: Scaife Hall #5

Instructor: Mr. McKendree

Tuesday, September 12, 2017 1:00PM – 4:00PM

Medicare Prescription Drug Coverage (Part D)

Quiz (5 points, open book)

Room: Scaife Hall #5

Instructor: Mr. McKendree

****Friday, September 15, 2017 9:00AM-9:50AM**

SPECIAL SESSION - Formal Learning Summary Discussion

Room: 402 Salk Hall

Instructor: Drs. Connor/Drab

Tuesday, September 19, 2017 1:00PM – 4:00PM

Benefit Programs and the Affordable Care Act

Quiz (5 points, open book)

Room: Scaife Hall #5

Instructor: Mr. McKendree

Friday, October 6, 2017

Room: 402 Salk Hall

9:00AM – 9:50AM

Quiz (20 points) - Healthy People 2020 readings
Discussion – Course Objectives

Instructors: Drs. Connor/Drab

10:00AM – 11:50AM

Pharmaceutical Resources

Instructor: Dr. Connor

Class Preparation (community resources):

One of the Leading Health Indicators in Healthy People 2020 is Access to Health Care with a Focus Area in Access to Quality Health Services. Think about how access to medications relates to quality health services and wellness. Think about opportunities to improve access to medications, pharmacies and pharmacy services.

In Class Assignment: “Understanding the Pharmaceutical Access”

Students will have the opportunity to learn about the Pharmaceutical Manufacturer Patient Assistance Programs. Students will learn the process of enrollment as well as barriers and how to address these barriers. Students will work through cases to better understand the resources available.

Assignments:

1. **Pharmaceutical Access Case - Due Date:** November 3, 2017 at the beginning of class
2. **Reflective Journals – Due Date:** November 3, 2017 at the beginning of class
3. **Photovoice – Due Date:** December 1, 2017 at the beginning of class

Introduction to Photovoice assignment

Instructor: Dr. Connor

Photovoice is a process by which people can identify, represent, and enhance their community through a specific photographic technique. It entrusts cameras to the hands of people to enable them to act as recorders, and potential catalysts for change, in their own communities. It uses the immediacy of the visual image to furnish evidence and to promote an effective, participatory means of sharing expertise and knowledge.”

Wang & Burris. *Health Education & Behavior* 1997; 24 (3): 369-87.

You will be using photovoice as a tool to reflect on your experience at your P1 service site. The goals of this assignment are to:

- 1) Record and reflect the community’s strengths and concerns
- 2) Promote critical dialogue and knowledge about important community issues through large and small group discussion of photographs

Assignment:

Instructions:

- 1) Discuss the assignment with your site preceptor. They will be able to provide you any specific details about what you can or cannot photograph. In general, you should not photograph any individual faces, but you might be able to creatively capture interactions with people by selectively avoiding faces.
- 2) Using a camera, you will be to document moments or images that represent your learning and your response to the prompt(s).
 - a. Illustrate the intersection between service, professionalism, and civic responsibility
 - b. Illustrate the role of social determinants of health on health status in this community
 - c. Illustrate community assets that lead to improvements in health
- 3) For each photo that you take, document what was going on in the moment in a journal as a brief reflection. This will help prompt you for further reflection for the final assignment.

- 4) Select 3-5 of your “best” photos. For each photo, answer the following questions in a reflective essay. Black & white photos are sufficient
 - a. What do we see here?
 - b. What is really happening here?
 - c. How does this relate to our lives?
 - d. Why does this situation, concern, or strength exist?
 - e. How could we educate others?
 - f. What can we do about it?
- 5) Choose 1-2 of your most meaningful photos and put them in a PowerPoint presentation – 1 photo per slide – for the final class debriefing session (Dec. 1, 2017). We will use these for discussion.
Due Date: December 1, 2017 at the beginning of class

Friday, November 3, 2017

Room: 402 Salk Hall

9:00AM – 9:25AM	<u>Populations, health and promoting wellness</u>	Drs. Connor/Drab
9:30AM – 11:50AM	<u>Perceptions on Populations</u>	Instructors: Debbie Crisafio Jennifer Pruskowski Christine Ruby Hanna Welch Ana Lupu

Assignment prior to class: This session will give you an opportunity to share your initial perceptions of the population you are working with, apprehensions, misconceptions, and questions about the role you play at your site. Please think about how you are best able to communicate and promote wellness in diverse populations.

Please use the questions below as a guide and be ready to discuss the following as it relates to your site and experiences:

- a. My initial expectations about working with this population.
- b. My initial perceptions and apprehensions (i.e., how can I help here?)
- c. What challenges (if any) have I encountered at my site?
- d. What are my thoughts about the health of the population?

You will attend three break-out sessions from 9:30-12:00pm. Please come prepared to participate.

1. Older Adults (Crisafio and Ruby, Room 402 Salk)
2. The role of the pharmacist in the care of terminally ill patients (Pruskowski, 457 Salk Hall)
3. Perceptions on populations – how can I help? (Welch and Lupu, 501 and 532 Salk Hall)

Assignments:

1. Reflections on breakout sessions

Please submit a 2-3 page written summary of what you learned from the Perceptions on Populations break-out sessions, please include the following:

Describe your initial impressions, expectations and /or challenges you faced at your service site. Did you realize you had some misconceptions about a population?

Please also describe what you learned health and wellness in older adults that you did not know prior to the break-out session?

Due Date: Due November 10, 2017 at the beginning of class.

2. Reflective Journals – Due December 1, 2017at the beginning of class.

Friday, November 10, 2017 **SPECIAL SESSION

Room: 402 Salk Hall

8:00AM – 8:50AM

Formal Learning Summary Review

Instructor: Dr. Connor/Drab

Friday, December 1, 2017

Room: 402 Salk Hall

9:00AM –11:50AM

Health People 2020/
Social Determinants of Health

Instructors: Drs. Connor/Drab

Video – how environments make us sick

Class discussion – Photovoice

Choose 1-2 of your most meaningful photos and put them in a PowerPoint presentation – 1 photo per slide – for the final class debrief. Please bring these PowerPoint photos to class. We will use the photos as a jumping off point for a discussion on the communities in which we live.

1. Assignment prior to class:

- Please read: Social and Emotional Support and Its Implication for Health (see suggested readings)
- Be prepared to discuss psychosocial issues that pharmacists must consider to effectively work, interact, communicate, teach, and solve health problems for your population group as well as skills needed to facilitate attaining the Healthy People 2020 goals.
- Prepare to discuss photovoice images

Documents Due December 1, 2017: At the beginning of class

- a. Formal Learning Summary document submission.
- b. Reflective Journals from the entire semester
- c. Photovoice

Documents Due to Ms. Anna Schmotzer:

Hours documentation. **Please submit this document to Ms. Anna Schmotzer in Student Service-9th floor**