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  
*(318) 342-6602  
*hawelch@ulm.edu  
Office hours: Mon-Wed 1:00-4:30pm; Fri 9:00-11:30am

Course Instructors:

Gabriela Andonie, PharmD, BCIDP, AAHIVP  
New Orleans Campus  
(318) 342-6609  
*andonie@ulm.edu

Oscar W. Garza, PhD, MBA  
New Orleans Campus  
(318) 342-6606  
*ogarza@ulm.edu

Guest Instructors:

Shawn Patrick, PharmD, BCPS  
Director of Pharmacy  
Caldwell Memorial Hospital  
Jennifer Smith, PharmD, BCPS  
Clinical Pharmacist - Internal Medicine  
Ochsner LSU Health Shreveport  
Bryon Garrety, PharmD  
LT, US Public Health Service  
Clinical Pharmacist  
Tohono O'odham Nation Sells Hospital

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

<table>
<thead>
<tr>
<th>Participation Points (70 points total)</th>
<th>10 points</th>
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<tbody>
<tr>
<td>5 points per week x 13 weeks</td>
<td>65 points</td>
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<tr>
<td>Total points for course</td>
<td>245 points</td>
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</tbody>
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Grading Scale (based on percentage of total available points)

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>89.5 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>79.5 – 89.49%</td>
<td>B</td>
</tr>
<tr>
<td>69.5 – 79.49%</td>
<td>C</td>
</tr>
<tr>
<td>59.5 – 69.49%</td>
<td>D</td>
</tr>
<tr>
<td>≤59.49%</td>
<td>F</td>
</tr>
</tbody>
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Student Success Policy: [http://www.ulm.edu/pharmacy/currents.html](http://www.ulm.edu/pharmacy/currents.html)

Remediation Policy: [http://www.ulm.edu/pharmacy/currents.html](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/](http://www.ulm.edu/studentpolicy/)). Additional class policies include:

A. Textbook(s) and Materials:
   b. Additional readings will be posted on Moodle.

B. Attendance Policy:
   a. 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.
   b. 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.
   c. 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 318-342-5230 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/bwgkogad_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](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*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Meeting Method</th>
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</table>
| 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                                       | Rotundo    | In person Bienville 170      |
|        | • Introduction video due for South Africa Interview Project          |            |                              |
| 3/14   | Basic Spanish for Pharmacists                                        | Andonie    | Zoom                         |
| 3/21   | Communicating with Patients using Interpreters                       | Rotundos   | Zoom                         |
| 3/28   | Movie Week – No class                                                | Discussion board on Moodle | No meeting |
|        | • Watch a global health documentary from the course list, and complete Discussion Board posts (due 4/11 at 2pm) |            |                              |
|        | • Deadline for contacting interview partner                           |            |                              |
| 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                                      | Garza      | In person Bienville 170      |
|        | • Deadline for completing South Africa interviews                    |            |                              |
| 4/25 (last day) | Role of the Pharmacist in Global Heath | Garrety (guest speaker) & Rotundo | Zoom |
|        | • Deadline for completing discussion board posts for South Africa interview project |            |                              |