PHM 281L — Personnel Management and Patient Behavior  
SPRING 2019 Syllabus  
(Monday and Wednesday, 10:00 – 10:50 AM, PHR 2.110)

Instructors:  
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Course Description: This course is designed to introduce students to patient-centered issues that impact health outcomes, health equity and population health. This is the foundational course for cultural proficiency and its overarching themes are cultural awareness and knowledge, which are reinforced throughout all course topics. The course objectives are listed at the end of the syllabus.

Cultural Diversity Flag: This course carries the flag for Cultural Diversity in the United States, which is a University requirement for graduation. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. Therefore, a minimum of one-third of your grade will come from course components addressing this flag focus.

Course Material: Lecture notes available on Canvas for the course.

Grading:  
Exam I (March 13th) 100 points  
Exam II (May 8th) 100 points  
Four (4) Assignments (20 points each) 80 points  
(Two assignments each – Brown and Gums)  
Final Exam (optional) (Finals week May 15th – 21st) 100 points

A = 93% to 100%  
A- = 90% to 92%  
B+ = 87% to 89%  
B = 83% to 86%  
B- = 80% to 82%  
C+ = 77% to 79%  
C = 73% to 76%  
C- = 70% to 72%  
D+ = 68% to 69%  
D = 66% to 67%  
D- = 65%  
F = below 65%
COURSE POLICIES AND PROCEDURES

Please read and examine the following course rules and information. It is extremely important that you understand these rules before the course begins.

1. Students are responsible for the maintenance of their approved personal devices and Examplify® software. Students are required to bring approved personal devices for all exams and indicated assignments. Lack of preparation may result in an inability to take the exam or adjustments to course grades at the discretion of course coordinators and/or unprofessional conduct referral.

   Any problems with Examplify® or ExamSoft® should be addressed via phone to Student Tech Support at 866.429.8889, email to support@examsoft.com, or live chat at www.examsoft.com. Do not expect your faculty to troubleshoot your technology issues.

   Students found improperly using ExamSoft® or Examplify® to gain unfair academic advantage are violating the College of Pharmacy Honor Code. Violations such as "academic dishonesty" and/or "professional misconduct" would include, but are not limited to using a classmate's login/password, tampering with exam files, and falsifying upload or download information, or any attempt to circumvent the security features of the software.

2. Be on time for class.

3. No test grades will be dropped!

4. It is your responsibility to attend class and conduct yourself in a manner respectful to both faculty and fellow students in the classroom. If you miss a class for any reason, you will be held responsible for all material covered and announcements made in your absence. It is your responsibility to be on time and remain for the entire class period so as not to be inconsiderate of your colleagues in learning. This class is too large for chit-chat, so please do not; you may be unaware of how far your voice may carry and disrupt others.

5. Students with an unapproved absence from an examination will be given zero points for that exam.

6. For approved absences from lecture exams, the student has one week from the day of the test to make up the exam unless a prior arrangement has been made with the instructor(s) responsible for that exam. If the test is not made up in the specified period, zero points will be awarded.

7. If the student cannot attend an exam, it is the student's responsibility to notify the instructor before the test. Each student must submit a “Student Request for Alternate Examination Time” form when he or she wishes to request for consideration an alternate time for an exam. Forms are available through division secretaries and the Student Affairs Office.

8. Students have up to 7 days after exam grades are posted to review and appeal their grades in writing, unless otherwise announced by instructors. No exam grades will be changed after the 7-day period has lapsed.
9. The final exam will be optional. **Only** students requesting (i.e., wanting to opt-in) the optional final exam must notify Dr. Brown in writing by Monday, May 13, 2019 at 4:00 PM.

10. The optional final exam will be cumulative.

11. Re-examination on the final exam (as described in the University’s policy on “Re-Examination Petition”) will not be an option in this course.

12. Exams will cover information from lectures, readings, handouts and assignments. No “old” exams are available.

13. Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of stakeholder affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Also, you should refer to the Student Judicial Services web site at [http://deanofstudents.utexas.edu/sjs/](http://deanofstudents.utexas.edu/sjs/) to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

14. After the first student leaves an exam room, no other student will be allowed to enter the room to start the same exam.

15. **Academic accommodations:** Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [http://diversity.utexas.edu/disability](http://diversity.utexas.edu/disability). All University rules concerning accommodations must be followed, including the student arranging for special accommodations prior to each examination. In the absence of such prearrangement, it will be assumed that the student is not requesting special accommodations for that exam, and the student will be expected to take the exam with the rest of the class at the regularly scheduled exam time.

16. **Religious Holy Days:** According to UT Austin policy, you must notify the course coordinator of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

17. **Class Recordings:** If video recordings of a class are made available by the College of Pharmacy, they are intended solely for the purpose of review by students currently enrolled in that class. Faculty and students utilizing class video recordings should be careful to not compromise the privacy of either themselves or other users ([http://registrar.utexas.edu/students/records/ferpa](http://registrar.utexas.edu/students/records/ferpa)) or the rights of the presenter. Students are free to make their own recordings of lectures unless specifically prohibited from doing so by the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission
of the presenter and students identifiable on the recording.

18. **Campus Carry**: Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at [http://campuscarry.utexas.edu/info-sheets](http://campuscarry.utexas.edu/info-sheets).

**Course Schedule**

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<th>ASSIGNMENTS DUE</th>
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<td>23 January</td>
<td>Course Introduction <em>(Brown and Gums)</em></td>
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<td>28 January</td>
<td>Health in Multicultural Populations</td>
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<td>30 January</td>
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<td>4 February</td>
<td>Social Determinants of Health</td>
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<td>6 February</td>
<td>Social Determinants of Health</td>
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<td>11 February</td>
<td>Medication Use Process</td>
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<td>13 February</td>
<td>Medication Use Process Assignment #1</td>
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<td>18 February</td>
<td>Health, Illness and Sick Role Behaviors</td>
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<td>20 February</td>
<td>Health, Illness and Sick Role Behaviors</td>
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<td>25 February</td>
<td>Conceptual Models of Patient Behavior</td>
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<td>27 February</td>
<td>Multiple Chronic Conditions (MCC)</td>
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<td>4 March</td>
<td>Multiple Chronic Conditions (MCC)</td>
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<td>6 March</td>
<td>Self-Care</td>
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<td>11 March</td>
<td>Self-Care</td>
<td>Assignment #2</td>
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<td>13 March</td>
<td><strong>EXAM I</strong></td>
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<td>18-23 March</td>
<td><strong>Spring Break</strong></td>
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<td>25 March</td>
<td>Access to Care in the U.S. Health Care System</td>
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<td>27 March</td>
<td>Health Equity and Vulnerable Populations</td>
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<td>1 April</td>
<td>Pharmacy in Public Health</td>
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<td>3 April</td>
<td>Environmental Health <em>Guest: Dr. Smith</em></td>
<td>Assignment #3</td>
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<td>8 April</td>
<td>Environmental Health <em>Guest: Dr. Smith</em></td>
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<td>10 April</td>
<td>Homeless Population <em>Guest: Dr. Moczygemba</em></td>
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<td>15 April</td>
<td>Medication Adherence</td>
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<td>17 April</td>
<td>Medication Adherence</td>
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<td>22 April</td>
<td>Research in Multicultural Populations</td>
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<td>24 April</td>
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<td>29 April</td>
<td>Healthcare Triple Aim for Populations</td>
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<td>1 May</td>
<td>Patient Engagement in Health Care *Assignment #4</td>
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<td>Clinicians Role in Achieving the Triple Aim &amp; Reducing Health Inequities</td>
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<td>8 May</td>
<td><strong>EXAM II</strong></td>
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<td>May 15-18, 20-21</td>
<td>Final Exam (OPTIONAL)</td>
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Course Objectives

Overarching Diversity-related Objectives: All topics will address the following diversity objectives where appropriate:

1. Understand how one’s personal beliefs and identity may impact their perceptions of others (Community/Cultural Awareness);
2. Develop awareness, understanding, support and respect of diverse communities’ health beliefs, health behaviors (e.g., role of families in decision making process), health inequities and community-related issues (Cultural Knowledge); and
3. Begin to develop patient care skills through cross-cultural learning (Cultural Knowledge).

Note that communities can be broadly applied to ethnicity, religion, gender and gender identity, sexual orientation, age, culture, language spoken, socioeconomic status, physical and mental disabilities; often diversity or cultures is used synonymously.

Health in Multicultural Populations

1. Describe health-related cultural and religious concepts and their effect on health behaviors and patient outcomes.
2. Understand socioeconomic and cultural/religious issues related to health promotion and disease prevention among ethnic-minority populations.

Social Determinants of Health

1. Define and recognize the social determinants of health.
2. Understand how the social determinants of health influence patients’ access to and use of health care services.

Medication Use Process

1. Describe and understand the medical care process.
2. Understand the pervasiveness of medication use in American society.
3. Describe the eight steps in the medication use process.
4. Identify and discuss the sociodemographic factors (e.g., gender identity and sexual orientation, poverty, age) that influence the medication use process.
5. Describe factors that contribute to suboptimal medication use.

Health, Illness and Sick Role Behaviors

1. Understand and describe how sociodemographic factors influence access to and use of health care services.
2. Briefly describe Suchman’s Stages of Illness and how it applies to health and illness behavior.
3. Describe Parsons’s sick role model and understand its limitations.
4. Compare and contrast Parsons’s sick role model and the new sick role model.

Conceptual models of health behavior

1. Understand and describe individual cognitive and behavioral theories used in medical and health care research.
2. Briefly describe concepts and models of health behavior (e.g., Health Belief Model, Theory of
Reasoned Action) and understand how they may apply to patients’ health and illness behavior.

3. Identify practical issues in health care that could be better understood by employing models of health behavior.

Multiple Chronic Conditions (MCC)
1. Describe the prevalence and scope of MCC.
2. Understand the health care needs of persons living with MCC.
3. Identify the challenges of managing MCC among the growing population of older adults.
4. Describe the disparities of access to care and health outcomes in the MCC population.

Self-Care Practices
1. Understand the history of self-care and reasons why self-care practices have been increasing.
2. Identify types of self-care practices and the benefits and barriers to self-care.
3. Describe the role of the pharmacist in self-care.

Access to Care in the U.S. Health Care System
1. Understand the importance access to care plays in overall health and well-being.
2. Identify the major barriers to healthcare access.

Health Equity and Vulnerable Populations
1. Describe health disparities and vulnerable populations.
2. Describe the root causes of disparities in health outcomes and health care systems use.
3. Analyze the roles of culture and health literacy in public health and pharmacy practice.

Pharmacy in Public Health
1. Recognize the definition and model of public health.
2. Recognize how epidemiology and statistics are used in public health.
3. Describe the evolving role of pharmacists in public health promotion and planning.

Environmental Health
1. Recognize the principles and concepts used in guideline development for environmental and occupational exposures and how they may be used for counseling communities about public health issues.
2. Describe the importance of pharmacists as a community resource for concerns and questions about environmental and occupational health.

Homeless Population
1. Describe health issues in persons who are homeless and how their unique circumstances present challenges in health care.
2. Understand how health inequities in the homeless population can be addressed.

Medication Adherence
1. Describe the scope of medication nonadherence and its consequences.
2. Understand the wide range of issues – patient-, provider-, and system-related – that affect medication adherence and nonadherence and effective strategies for combating nonadherence.
3. Identify reliable measures of medication adherence and the best ways to ask patients questions about adherence.

Research in Multicultural populations
1. Describe health outcomes research and its application to diverse populations in pharmacy practice.
2. Understand the implications of diverse research populations and generalizable results.

Healthcare Triple Aim for Populations
1. Describe the Triple Aim framework and its importance in health care.
2. Identify pharmacists’ role in achieving the Triple Aim.

Patient Engagement in Health Care
1. Introduce the concept of shared decision making (SDM) in health care.
2. Identify patient engagement tools in SDM.
3. Explore how pharmacists can use SDM to improve patient health outcomes.

Clinicians Role in Achieving the Triple Aim & Reducing Health Inequities
1. Explore the pharmacist’s role around population-based aims and inequalities.
2. Identify interventions clinicians can perform to reduce inequalities in healthcare.