PHAR 7275 Public and Rural Health in Pharmacy
Spring 2026

Course Description
This course explores the pharmacist's role in public health practice with a focus on rural health issues.

Additional Course Information
This course introduces student pharmacists to the pharmacist's role in promoting public and population health through evidence-based prevention and community engagement. Students analyze population data, explore determinants of health, and apply core public health principles to address disparities. The course culminates in a team project in which students design and present an intervention plan tailored to the needs of a rural or underserved community.

Course Credit: 2 credit hours

Pre-Requisites: None

Co-Requisites: None

Class Meeting Days, Time & Location: Fridays, 10:00 am – 11:50 am; W.T. Brookshire Hall 235

Course Coordinator:
Frank Yu, Pharm.D., MPH
W.T. Brookshire Hall Room 238
Phone number: 903.566.6147 (office); 901.848.7215 (cell)
Email: fyu@uttyler.edu
Office hours: Monday Tuesdays and Thursdays 12:00-1:00 PM or by appointment
Preferred method of contact: Email

Fisch College of Pharmacy (FCOP) and UT Tyler Policies
This is Part 1 of the syllabus. Part 2 contains UT Tyler and the FCOP policies and procedures. For experiential courses (i.e., IPPE and/or APPE), the Experiential Manual contains additional policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the experiential manual may contain policies with different deadlines and/or instructions. The manual should be followed in these cases.

Required Materials
Most course required materials are available through the Robert R. Muntz Library. These materials are available either online* (http://library.uttyler.edu/) or on reserve.
1. Other required materials will be posted on the classes' Canvas site. The site address is: uttyler.edu/canvas.

Recommended Materials
1. None

Course Format
The course may include, but are not limited to, the following activities:
1. Independent study of selected readings
2. Discussion
3. Individual formative assessments

4. In-class and out-of-class assignments
5. Group learning, active learning strategies:
   a. Team application of content and concepts
   b. Presentation of a team project

Course Learning Outcomes (CLOs)

CLOs	PLO(s) Assessed for this CLO (1-12)	EPAs (1-13) Only map for Lab, IPPE, APPE. Otherwise N/A	ACPE Appendix 1 (names)	ACCP Didactic Toolkit (names)	NAPLEX (1.A.1 – 5.D)	Assessment Methods (1-13)
1. **Analyze** epidemiologic and population health data to **identify** trends and disparities in health outcomes	1, 4, 9	N/A	Public health	N/A	N/A	6, 7
2. **Evaluate** strategies for improving public and population health across diverse communities	1, 9	N/A	Public health	N/A	N/A	6, 7
3. **Discuss** current public health issues at local and national levels and their implications for pharmacy practice	4, 9	N/A	N/A	N/A	N/A	6, 7
4. **Design** evidence-based solutions to address public health challenges in rural and underserved communities	2, 9	N/A	Public health	N/A	N/A	6
5. **Demonstrate** professionalism and reflect on personal growth in public health competencies and professional identity formation as a pharmacist	11, 12	N/A	N/A	N/A	N/A	6, 10

*The Curriculum Assessment Categories and guidance document found online at: Canvas | ORG-Pharmacy-Office of Academic Affairs | Modules | 1. Course Coordination & Teaching Resources

Course Summative Assessment Methods

	Assessment/Examination Method
1	Question-based examination (ExamSoft-based)
2	Question-based examination (paper-based)
3	Comprehensive Case
4	Skills Assessment
5	OSCE
6	Team Project
7	Individual Project
8	Oral Presentation
9	SOAP Note

10	Reflection Essay
11	Simulation
12	Internship/Observation
13	Other major assignment. Please specify:

Grading Policy & Grade Calculation

Grades will be determined based on evaluation of assignments, formative assessments (for learning), and summative assessments (for mastery). For all intents and purposes, final examinations are synonymous with summative assessments. Assessments may consist of, but are not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions. They may also include a variety of formats beyond the traditional question-based written examination, as each CLO may require different methods to determine student achievement.

Assignments, formative, and summative assessments may be **cumulative.** Students are responsible for material presented during prior courses. The grading scale for all graded material is below. The final course grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see Part 2 of the syllabus.

During the time the course is in progress, students who obtain less than 75% on any summative assessment or a total course grade of less than 75% during a particular semester will receive an academic alert from the course coordinator and the Office of Academic Affairs and be subject to weekly in-course remediation with the course instructor(s).

Specifications Grade Calculation*

Individual Assessments:

- Individual Assignments <mark>#4</mark>

Team Assessments:

- Midterm Assessment: Public Health Intervention Pitch <mark>#1</mark>
- Final Assessment: Public Health Project Presentation <mark>#1</mark>
- Teamwork and Professionalism (assessed individually across all team assessments) <mark>#2</mark>

Revision Tokens

*Revision tokens can be used to revise individual assignments (1 token), revise the Midterm or Final Assessment (2 tokens) or to complete a short reflective essay related to teamwork/professionalism (1 token). Students are given **three (3)** revision tokens at the start of the semester. Each assignment revision requires token usage. If you are asked to revise a revision, no additional token is needed for subsequent attempts on the same assignment.*

Teamwork and Professionalism

*Teamwork and professionalism are key parts of this course and essential to your growth as a future pharmacist. Each student is individually evaluated on **collaboration, communication, accountability, and respect for peers** during all team-based assessments using single-point rubrics. If expectations are not met, you may use a revision token to complete a short reflective exercise focused on improvement. Successful completion of the reflection converts the professionalism rating to Meets Expectations.*

The final course letter grade will be determined according to the following grading scheme. The grade earned will be the highest level at which all specifications are met. This mastery-based model emphasizes learning, feedback, and improvement. Students are encouraged to view revision opportunities as part of the learning process.

A	1. "Meets Expectations" on **all four** individual assignments 2. "Meets Expectations" on **both** Midterm and Final assessments 3. "Meets Expectations" on teamwork and professionalism
B	1. "Meets Expectations" on **three out of four** individual assignments 2. "Meets Expectations" on **both** Midterm and Final assessments 3. "Meets Expectations" on teamwork and professionalism
C	1. "Meets Expectations" on **two out of four** individual assignments 4. "Meets Expectations" on **both** Midterm and Final assessments 2. "Meets Expectations" on teamwork and professionalism
D	1. "Meets Expectations" on **one out of four** individual assignments 2. **Completes but does not** "Meets Expectations" on both Midterm and Final assessments
F	Fails to meet specifications for any of the above criteria or does not complete Midterm or Final assessment

Appropriate Use of Artificial Intelligence

For this course,

1. **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.**

   a. Example 1: This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.

   b. Example 2: During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.

   c. Example 3: Most assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited. When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations or assignments unless explicitly permitted and instructed to do so.

   d. Example 4: In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

PHAR 7275 Course Schedule

WEEK	DAY	TOPIC	Instructor	CLO
1	F: 1/16	Course overview; Foundations of public health <u>*Asynchronous</u>: Public Health: Intervention development and evaluation *Differentiate public health, population health, and population-based care*	Yu	2
2	F: 1/23	Public Health: Basic concepts in epidemiology and population health data *Describe basic health analytics and how to use data to identify trends and disparities*	Yu	1, 4
3	F: 1/30	Public Health: Health behavior models I *Describe constructs of major models and theories*	Yu	2, 4
4	F: 2/6	Public Health: Health status of Northeast Texas *Analyze local data and identify health disparities*	Yu	1, 3, 4
5	F: 2/13	Public Health: Health behavior models II *Apply models to design behavioral change interventions*	Yu	2, 4
6	F: 2/20	Public Health: Rural health and access to care *Identify determinants of rural health, barriers, and assets*	Yu	2
7	F: 2/27	Midterm: Team public health intervention pitch *Teams present short proposals for a public health intervention addressing an identified community or population need*	Yu	2-5
8	F: 3/6	Public Health: Access and equity in health care practice *Identify SDOH-related barriers and utilize resources to address health care access challenges*	Yu	1, 2
	F: 3/13	Spring Break		
9	F: 3/20	Public Health: Disease prevention and health promotion	Yu	1, 2, 4

		Apply public health models to disease prevention strategies		
10	F: 3/27	Public Health: Contemporary public health issues I *Case study on hot topics in public health*	Yu	3
11	F: 4/3	Public Health: Health messaging/communication *Design effective public health messages*	Yu	2
12	F: 4/10	Public Health: Contemporary public health issues II *Facilitated team-led debates on public health issues and policy solutions*	Yu	3
13	F: 4/17	Final: Team public health project presentations *Detailed presentations on public health intervention projects*	Yu	4, 5
14	F: 4/24	Final: Team public health project presentations *Detailed presentations on public health intervention projects*	Yu	4, 5
15	F: TBD	If needed: continuation of team public health project presentations *Individual reflection on growth in public health competencies and professional identity formation as a pharmacist*		5
Please note that dates, topics, and assignments are subject to change. In the event of a change, you will be given ample notification of the change.				