

Providing pharmacy care for the LGBTQ community

Course Coordinator:

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251-445-9320

This course will be taught completely via Zoom number 251-445-9320. The course will meet for six 2-hour class sessions on Wednesday from 3-5 PM.

Required pre-requisite: ILE 1-8

Required co-requisite: None

Brief Course Description:

This course focuses on addressing the health disparities and discrimination members of the LGBT community face. The course will discuss healthcare policy, societal barriers to care, and health conditions and disease states which affect the LGBT community.

Long Course Description (Optional): This course will teach students about the history of healthcare concerns for the LGBT community along with current management of several disease states and conditions that affect the community. Students will be provided with the opportunity to apply their knowledge to a complex case and identify methods of healthcare delivery to optimize the care for the LGBT community. Disease states and medication therapies covered in this course include HIV/AIDS, mental health, and hormone therapy for transgendered patients. This course will provide the students to further develop empathy when addressing patients from diverse backgrounds.

Which student groups will be allowed to enroll: P3s

Justification for New Course:

The Healthy People 2020, and now 2030 initiatives have placed an emphasis on improving healthcare services for the LGBT community to particularly reduce barriers to care, improve health outcomes, and reduce bullying for LGBT teens. The PharmD curriculum addresses some of the disease states and conditions covered in this course, however they are not addressed from the perspective of caring for the LGBT community. Additionally, Auburn University has recently been evaluated by The Princeton Review as being one of the least welcoming universities for the LGBT community. Upon graduation, student pharmacists will be in a practice setting where they will be responsible for the care of LGBT patients and must be prepared to appropriately address their unique needs. This elective will provide students with the training and knowledge to address healthcare concerns of the LGBT and provide students the opportunity to address social concerns with empathy and dignity.

Course Objectives / Outcomes:

At the end of the course, P3 students will be able to:

- Identify and address barriers to healthcare for patients in the LGBT community (71, 238)
- Develop a care plan for a patient with chronic disease states such as HIV, depression, suicidal ideation, and hormone therapy (64, 65)

- Identify resources available to optimize the healthcare system for the LGBT community (71, 238)
- Discuss strategies to create a safe and welcoming pharmacy environment for patients of the LGBT community (56, 71)

Course Content Outline:

Week	In-Class Activity	Objectives
1	Orientation, overview of health disparities and social barriers to care Course policies and syllabus overview Discussion on LGBTQ-friendly terminology	<ul style="list-style-type: none"> • Define health disparities and social determinants to health care • Identify specific health disparities within the LGBTQ+ community • Recognize and utilize appropriate terminology associated with the LGBTQ+ community • Describe the role of pharmacists in providing patient-centered care for the LGBTQ+ Community • Given a patient case, identify potential sources of health disparities • Given a patient case, demonstrate appropriate written and oral communication when addressing a member of the LGBTQ+ community
2	History of healthcare policy affecting the LGBT Community Film- How to Survive a Plague	
3	Advances in HIV/AIDS care <i>Guest Speaker- Chance Shaw, AIDS Alabama South</i>	
4	Combatting suicide and mental health Short Film- Trevor	<ul style="list-style-type: none"> • Identify biological, psychological, and social factors that contribute to mental health within the LGBTQ+ community • Given a patient case, state the distal and proximal stressors contributing to the minority stress model • Given a patient case, evaluate signs and symptoms of mental health disorders such as: <ul style="list-style-type: none"> ○ Major Depressive Disorder ○ Generalized Anxiety Disorder ○ Eating Disorders ○ Substance Use Disorders • Demonstrate understanding of resources in the community to provide to patients with mental health disorders

5	Hormone therapy management for transgender care	<ul style="list-style-type: none"> • Understand culturally competent terminology, gender affirmation, and practicing with informed consent • Review gender affirming care options including pharmacologic and non-pharmacologic interventions • Develop a treatment regimen for transfeminine and Transmasculine patients • Determine affirming strategies for non-binary persons • Identify harm reduction strategies based on health disparities impacting the gender-nonconforming population
6	Complex case and services discussion	

Assessments / Projects:

Class Participation (200 Points)

Participation in weekly discussions is required. Students will be provided readings each week which coincide with the weekly topics. Participation will be assessed through verbal communication, discussion board posts, and PollEverywhere activities.

Complex Case and Care Plan (300 Points)

A complex case will be provided to the students at the beginning of the elective. Each week, students will be provided resources and content related to each of the disease states/conditions discussed. In addition, students will be asked to identify potential barriers in the healthcare delivery model presented. At the conclusion of the elective, students will turn in an assessment and plan for the complex case.

Reflective Assignment (300 Points)

At the conclusion of the elective, students will submit a reflective assignment to discuss their perceptions pre-/post-course and/or how the course will direct their future care for the LGBT community. The reflection should be about 1,000 words in length.

Quiz (200 Points)

Students will be assessed on content discussed in class via two quizzes after week 5. Quizzes will be taken outside of classroom hours and a time limit will be set. Students with excused absences will be permitted to make up any missed quizzes. Unexcused absences will result in zero points on a quiz.

Grading Scale:

- A= 900 or higher
- B= 800 to 899
- C= 700 to 799
- D= 600 to 699
- F= Less than 599

Student Well-Being:

- Pharmacy school can be a very challenging time for students and your mental health is a priority to us at HSOP.
- In addition to getting enough sleep, eating healthy, exercising regularly, and taking time to relax, there are other ways you can manage stress.
- If you or another student you know is experiencing anxiety, depression, lack of motivation, difficulty concentrating, or feeling overwhelmed by stress, we strongly encourage you to seek assistance in dealing with these challenges.
- These mental health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities.
- At any time throughout the semester, please know that you can reach out to the course coordinator and/or curriculum coordinator. However, we also have excellent, confidential resources on both campuses that students may access at any point in time during your academic career.
- For detailed information of various resources on both campuses, please refer to:
<http://www.auburn.edu/academic/pharmacy/students/psych-services.html>

Absences:

- Absences which will be considered excused are listed in the Auburn University Student Handbook (http://www.auburn.edu/student_info/student_policies/). These absences will be accepted by the Curriculum Coordinator. Other absences will be considered on a case by case basis.
 - Documentation is required for all excused absences and must be supplied to the Curriculum Coordinator by email (gfox@auburn.edu) within 2 business days of the student's return to classes.
- Students must request an excused absence from the Curriculum Coordinator as soon as they are aware they may miss class.
- Except in emergencies, excused absences must be requested prior to class.
- Any unexcused absence may result in failure of the course.

Accommodations:

- Students seeking accommodations are required to electronically submit their request through AU Access to the Auburn University Office of Accessibility.
- Once approved, students are required to contact the **Course Coordinator, Dr. Astle**, via email as soon as possible to make further arrangements.
- No accommodations can be implemented at the course level without approval through the University's Office of Accessibility.
- The Office of Accessibility is located at 1228 Haley Center and the phone number is 844-2096 (V/TT) (<https://cws.auburn.edu/Accessibility/>).

Assessments:

- Canvas is the official gradebook; ExamSoft may not reflect all points/grades related to the course.
- Students are expected to complete all assessments at the time and place designated by the Course and Curriculum Coordinators.
- Students arriving to an assessment after it has started may receive a zero and additional time will not be granted.
- Excused absences for assessments will be determined using the same standards as for class, based on the Auburn University Student Handbook (http://www.auburn.edu/student_info/student_policies/).
- Students must request an excused absence from the Curriculum Coordinator as soon as they are aware that they may miss an assessment.
- Unexcused absences for an assessment will result in a zero.
- In the case of excused absences, the Course Coordinator will determine whether the required component missed will be re-administered, if applicable, the method and time table for re-administration of the missed component.
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Make-Up Work:

- The student is expected to carry out all assigned work when scheduled.

- Arrangements to make up missed work due to excused absences are to be initiated by the student.
- A student will be allowed to make up any missed work only for legitimate, documented purposes as indicated in the Auburn University Handbook: http://www.auburn.edu/student_info/student_policies/.
 - If these circumstances arise, student pharmacists must notify the Curriculum Coordinator via email as soon as possible and prior to the assignment.
- The method and timetable for making up assessments, assignments, quizzes, or exams missed during excused absences will be determined by the Curriculum and Course Coordinator after the excused absence.
- In the case of an excused absence during a group activity or exam, the Curriculum and Course Coordinator will implement an alternative activity to make up the assignment.

Late Assignments:

- Assignments turned in past the deadline date and time will receive a mandatory 10% reduction in grade for each day late.
- If a student submission was not received prior to grades or answers to the assignment being released then the student will earn a zero for the assignment.

Policy on Sharing of Course Materials and Plagiarism:

- Plagiarism and sharing of course materials with the intent to plagiarize are prohibited.
- Plagiarism is defined as:
 - The submission of papers, reports, projects or similar course requirements, or parts thereof that is not the work of the student submitting them
 - The use of direct quotations or ideas of another in materials to be submitted for credit without appropriate acknowledgment
- Sharing is defined as
 - Knowingly passing materials to current or future students with the intent of violating the plagiarism policy
 - Obtaining, possessing, or utilizing materials from a current or past student, in part or in whole, as their own work
- Students are expected to develop their own materials for assignments throughout the course; however, collaboration with other students to discuss ideas and concepts is permitted as part of the collaborative learning process.

Conduct and Academic Dishonesty:

- A professional demeanor is expected at all times during class and small group sessions. Professional conduct includes, but is not limited to, adhering to the HSOP Tenets of Professionalism (http://www.auburn.edu/academic/pharmacy/apply/pdf/tenets_of_professionalism.pdf), maintaining Dress Code (<http://www.auburn.edu/academic/pharmacy/about/pp/dress-code.pdf>), maintaining Honor Code standards (<http://www.auburn.edu/academic/pharmacy/about/pp/honor-code.pdf>), exhibiting respect for fellow students and faculty, and completing expected responsibilities.
- Lack of professional conduct will result in review by the Course Coordinator. This may result in remediation and professional development assignments, review by Committee on Academic Requirements and Professionalism (CARP), failure of the course, and/or removal from the class or course sequence.
- Student pharmacists who demonstrate a lack of professional conduct can expect a Professionalism on the Fly Assessment and may result a reduction in their course grade. (https://auburn.qualtrics.com/jfe/form/SV_eXsSTHGDQMYuQKN).
- Students' actions are governed by the School of Pharmacy Honor Code. Students who do not adhere to the HSOP Honor Code will be referred to the Honor Board.

Grievances:

- Any problem concerning the application of course policies and procedures should be reported initially to the course coordinator. If the problem remains unresolved, it subsequently may be referred to the Associate Dean for Academic Affairs of the School of Pharmacy. In the event that the grievance remains unresolved, it may then be referred to the Auburn University Grievance Committee. For specific instructions on how grievances should be addressed see the full HSOP policy at <http://www.auburn.edu/academic/pharmacy/about/pp/grievances.pdf>

If normal class activities are disrupted due to illness, emergency, or crisis situation (such as a COVID-19 outbreak), the syllabus, course plans, course schedule, teaching and learning methods, assignments, and assessments may be modified to allow for completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will be approved by the Professional Education Committee and replace the original materials.