

**PHCY 5160-40**  
**Health Services**  
**Administration Seminar**  
**J term 2024/25**  
**12/18/2024 – 1/19/25**  
**Live dates Jan 11/12**  
**2025**



College of Health Sciences  
School of Pharmacy

## **J Term Seminar 2025**

### **Intersection of Healthcare and Society**

This seminar is designed as a live on-line interactive session where students and faculty are engaged in a dialogue. The session will focus on the ethical considerations as they relate to Diversity / Equity / Inclusion (DEI), Quality / Safety, Gender issues, and Patient outcomes. The instructional procedures may consist of readings, pre-recorded materials and other video learning options, discussions, participation exercises and projects. Students will be asked to complete pre-seminar assignments and be prepared to discuss specific topics outlined. In addition, a pre and post seminar survey will be conducted. The overarching goal is to have students discuss and analyze materials, concepts, and ideas presented.

This class will meet online, synchronously via Zoom where the opportunity will be provided to share your disciplinary approach to the topic and gain insights into others through discussions / work groups. There will be a post-seminar assignment that will be required.

**All students will join the class at the same time beginning at 8:30 each day over January 11 & 12, 2025 (see course schedule).** Some activities, such as readings and viewing of video materials will be done at the student's selected times (asynchronous). You must participate in the entire course to receive credit.

The faculty facilitators will explore and identify key issues related to interdisciplinary readiness.

#### **LIVE SESSIONS:**

Live online full day class sessions will be held **Saturday January 11 and Sunday January 12.**

We will use Zoom for these live sessions. Join Zoom Meeting

<https://uwyo.zoom.us/j/95481566055>

Meeting ID: 954 8156 6055

#### **STUDENT LEARNING OUTCOMES AND GOALS:**

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

1. As an interprofessional team examine and analyze ethical principles/guidelines associated with DEI, human subject research, and clinical care
2. Lead and role model respect for DEI team-based communication and practices
3. Reflect on implicit biases and its influence on teams, team performance, and patient care.
4. Critique the causes of and contributors to health inequity including discrimination, healthcare system barriers, and social determinants on health

#### **REQUIRED TEXTS:**

Specific readings are listed in the course web site and in the class schedule below

**INSTRUCTORS AVAILABILITY/ CONTACT INFORMATION:**

Karen Gorton, PhD, RN, FNP, MS

Health Sciences Bldg Rm 331

Office phone: 307-766-4312

Mobile: 303-817-7960

Email: kgorton@uwyo.edu

The best way to reach me is via email. I will respond within 24-48 hours or less.

**CLASS WEBSITE:**

The WyoCourses site is accessible from the University website via WyoWeb. Pre and post seminar assignments will be posted there on the site along with the specific assignments for the live online portion of the seminar. The student is expected to utilize the site and accept changes from this syllabus as amended on the site. You may not be able to see the course materials until two weeks prior to the course.

**COURSE PREREQUISITES, CO-REQUISITES, ENROLLMENT RESTRICTIONS:**

This course is designed for graduate students in health professions studies across various programs at the University of Wyoming. The seminar is being established as an interprofessional / interdisciplinary course, seeking students across the spectrum of graduate healthcare programs.

**COURSE PROCEDURES:**

All students will join the live class at the same time (synchronous). Some pre course activities, such as reading and viewing assigned materials must be done before the course begins (asynchronous).

Class sessions/assignments will include participation and leadership in the live sessions, the pre-session work, and any immediate post-session/course work. Please see the course syllabus for times and due dates.

The seminar will consist of pre-recorded and live lectures, discussions, participation exercises, a pre and post seminar survey, assigned readings, and reflections. This course is offered via distance education model and may require some adaptation by the students and instructor from the traditional classroom setting. **You may be recorded with your face and name.** This recording will be placed on a password protected site, but no guarantees are made on its security.

Different people have different learning styles. Lecture where the instructor talks and students listen is passive on the part of the student. Discussion requires active participation on the part of the learner. In this class, some topics are appropriate for lectures; some are appropriate for discussion; and some will be conducted through active participation such as analysis of case studies, completion of surveys, and/or discussion boards.

## **GENERAL REQUIREMENTS AND EXPECTATIONS:**

**Students should complete pre course work of assigned video viewing, readings, surveys, and assignments prior to January 11 at 8:30 a.m. MST as listed in the course calendar.** Students are required to participate in live class sessions; active participation will also count towards your grade. Whether a lecture or discussion, students should feel free to ask questions during class or discussion. If you have a question, other students may have the same question.

***Each student will be assigned as the leader for one or more discussion topics or activities.*** I will inform you before the class begins of your assigned topic and direct you to posted materials to support your leadership. You may also gather additional materials for your role. A discussion leader will pose questions for the classmates and/or instructor and guide the discussion by encouraging participation. There will be more material posted in the course shell to assist you in this role.

## **ATTENDANCE AND ABSENCE POLICIES:**

Attendance at the 2 day live sessions of the course is vital. Any anticipated absence from the live sessions should be discussed in advance with the instructor.

## **CLASSROOM BEHAVIOR POLICY:**

At all times, treat your presence in the classroom and your enrollment in this course as you would any professional activity. Act professionally, arrive on time, pay attention, complete your work in a timely and professional manner, and treat all deadlines seriously. All of us will be respectful of each other. Spirited debate and disagreement are to be expected in any graduate level course and all views will be heard fully, but at all times we will behave civilly and with respect towards one another. Personal attacks, offensive language, name-calling, and dismissive gestures are not warranted in a learning atmosphere. This is a safe environment and as the instructor, I have the right to dismiss anyone from the classroom, study sessions, electronic forums, and other areas where disruptive behavior occurs – there is zero tolerance on this issue.

## **CLASSROOM STATEMENT ON DIVERSITY:**

The University of Wyoming values an educational environment that is diverse, equitable, and inclusive. The diversity that students and faculty bring to class, including age, country of origin, culture, disability, economic class, ethnicity, gender identity, immigration status, linguistic, political affiliation, race, religion, sexual orientation, veteran status, worldview, and other social and cultural diversity is valued, respected, and considered a resource for learning. Diversity helps all of us gain a better understanding and perspective of the subjects we will be covering in the course.

## **DISABILITY SUPPORT:**

The University of Wyoming is committed to providing equitable access to learning opportunities for all students. If you have a disability, including but not limited to physical, learning, sensory or psychological disabilities, and would like to request accommodations in this course due to your disability, please register with and provide documentation of your disability as soon as

possible to Disability Support Services (DSS), Room 128 Knight Hall. You may also contact DSS at (307) 766-3073 or [udss@uwyo.edu](mailto:udss@uwyo.edu). It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. Visit the DSS website for more information at: [www.uwyo.edu/udss](http://www.uwyo.edu/udss)

## **ACADEMIC DISHONESTY POLICIES:**

**Academic dishonesty, discrimination, and harassment will not be tolerated in this class!** Cases of academic dishonesty will be treated in accordance with UW Regulation 2-114. The penalties for academic dishonesty can include, at my discretion, an "F" on an exam, an "F" on the class component exercise, and/or an "F" in the entire course. Academic dishonesty includes plagiarism, which means anything that represents someone else's ideas as your own without attribution. It is intellectual theft – stealing - and includes (but is not limited to) unapproved assistance on examinations, plagiarism (use of any amount of another person's writings, blog posts, publications, and other materials without attributing that material to that person with citations), or fabrication of referenced information. Facilitation of another person's academic dishonesty is also considered academic dishonesty and will be treated identically.

Such conduct is described within and will result in sanctions pursuant to the following School of Pharmacy and University policy and regulations:

University of Wyoming Code of  
Conduct  
<http://www.uwyo.edu/dos/conduct/>  
[University of Wyoming Regulations](http://www.uwyo.edu/dos/regulations/)

## **DUTY TO REPORT:**

While this is a safe environment and I want you all to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that we have some reporting obligations that are part of our faculty requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination, I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, [report-it@uwyo.edu](mailto:report-it@uwyo.edu), [www.uwyo.edu/reportit](http://www.uwyo.edu/reportit)). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program ([stopviolence@uwyo.edu](mailto:stopviolence@uwyo.edu), [www.uwyo.edu/stop](http://www.uwyo.edu/stop), 766-3296) (or SAFE Project ([www.safeproject.org](http://www.safeproject.org), [campus@safeproject.org](mailto:campus@safeproject.org), 766-3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. Faculty will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to [www.uwyo.edu/dos/uwyocares](http://www.uwyo.edu/dos/uwyocares).

Finally, know that if, for some reason, our interaction involves a disruptive behavior or potential violation of policy, I must inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors (by students or faculty) and what was done to resolve them.

**SUBSTANTIVE CHANGES TO THE SYLLABUS:**

All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified verbally in class or on our WyoCourses announcement page and/or via email of these changes.

**STUDENT RESOURCES:**

- DISABILITY SUPPORT SERVICES: [udss@uwyo.edu](mailto:udss@uwyo.edu), 766-3073, 128 Knight Hall, [www.uwyo.edu/udss](http://www.uwyo.edu/udss)
- COUNSELING CENTER: [uccstaff@uwyo.edu](mailto:uccstaff@uwyo.edu), 766-2187, 766-8989, 341 Knight Hall, [www.uwyo.edu/ucc](http://www.uwyo.edu/ucc)
- ACADEMIC AFFAIRS: 766-4286, 312 Old Main, [www.uwyo.edu/acadaffairs](http://www.uwyo.edu/acadaffairs)
- DEAN OF STUDENTS OFFICE: [dos@uwyo.edu](mailto:dos@uwyo.edu), 766-3296, 128 Knight Hall, [www.uwyo.edu/dos](http://www.uwyo.edu/dos) UW
- POLICE DEPARTMENT: [uwpd@uwyo.edu](mailto:uwpd@uwyo.edu), 766-5179, 1426 E Flint St, [www.uwyo.edu/uwpd](http://www.uwyo.edu/uwpd)
- STUDENT CODE OF CONDUCT WEBSITE: [www.uwyo.edu/dos/conduct](http://www.uwyo.edu/dos/conduct)

"If you have a physical, learning, sensory or psychological disability and require accommodations, please let me know as soon as possible. You will need to register with, and possibly provide documentation of your disability to Disability Support Services (DSS), room 109 Knight Hall. You may also contact DSS at (307) 766-3073 or [udss@uwyo.edu](mailto:udss@uwyo.edu). Visit their website for more information: [www.uwyo.edu/udss](http://www.uwyo.edu/udss)."

**COVID-19 Policies** – during this post-pandemic period, you must abide by all UW policies and public health rules put forward by the City of Laramie (or by Natrona County if at UW-Casper), the University of Wyoming and the State of Wyoming to promote the health and well-being of fellow students and your own personal self-care. The current policy is provided for review at: <https://www.uwyo.edu/alerts/campus-return/index.html>

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes ([https://cm.maxient.com/reportingform.php?UnivofWyoming&layout\\_id=5](https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5)).

**Syllabus Changes:** Faculty will alert you to any possible course format changes in response to UW decisions about community safety during the semester.

**HyFlex, Zoom, and WyoCourses expectations:**

As with all UW coursework, this course will be educational and useful to you. Faculty will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from faculty and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

**Information Technology (IT):** If you have any IT related challenges, please contact the UWIT Service Center:

<https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

## GRADES

This Seminar grades on a pass/fail process.

## COURSE SCHEDULE

PHCY 5046: Seminar J Term		
<i>You are strongly encouraged to begin the assigned readings PRIOR to the live class session.</i> (Schedule is tentative and topic dates are subject to change; <b>additional readings</b> will be assigned as appropriate)		
	Dates/times	TOPIC AND ASSIGNMENTS
Pre-seminar work and assignments before class starts	Due before Class begins January 6 @ 8:30 a.m.	FIRST, Complete Pre-seminar survey  SECOND, Complete videos, readings, Implicit Bias tests and assignment #1

Day 1- January 11, 2025	<p>Live online class Day 1</p> <p>8:30- 9 a.m. Introductions</p> <p>9-10 a.m. Understanding your identity</p> <p>10-10:15 break</p> <p>10:15-10:45 Awareness and selective attention activities</p> <p>10:45 to noon: Implicit bias and microaggressions</p> <p>Noon to 12:30 p.m. Lunch</p> <p>12:30 to 2 p.m. Understanding privilege and oppression in healthcare</p> <p>2-2:15 break</p> <p>2:15 to 3:30 Panel: Health professionals from underrepresented groups share experiences about the intersection of diversity and healthcare.</p> <p>3:30 to 4:15: imposing our health biases activity</p> <p>4:15 to 4:30: Close out and instruction for Day 2</p>	<ol style="list-style-type: none"> <li>1. Social Identity Wheel completion</li> <li>2. Each student will lead a discussion or activity for one or more assigned topics: social identity, selective attention, implicit bias, micro aggressions, privilege and oppression in healthcare</li> <li>3. Participation in discussion or case studies.</li> <li>4. Ask at least one question of the health professions panel</li> <li>5. Participate in the health bias activity</li> <li>6. Complete end of day reflection before Day 2 begins</li> <li>7. Complete readings and preparations before day 2 begins.</li> </ol>
Day 2 January 12, 2025	<p>8:30 – 9 a.m. Welcome back</p> <p>9:00 to 10 a.m. Being an Ally. Calling in/Calling Out</p> <p>10:00-10:15 break</p> <p>10:15-noon Racism in healthcare</p> <p>Noon-12:30 p.m. Lunch</p> <p>12:30 – 2 p.m. LGBTQIA+ community and healthcare</p>	<ol style="list-style-type: none"> <li>1. Participate in case studies and discussion</li> <li>2. Each student will lead a discussion during racism in healthcare, LGBTQIA+, or inequities in healthcare research topics.</li> </ol>



	<p>2 p.m. to 2:15 p.m. break</p> <p>2:15-3:45 Inequities in healthcare research</p> <p>3:45-4:30 Wrap up and final instructions</p>	
Post class assignments	Due dates after the course meeting by January 19, 11:59 p.m.	<ol style="list-style-type: none"> <li>1. Complete the post course surveys</li> <li>2. Complete the post course reflection assignment</li> </ol>

## **GUIDELINES FOR EVALUATING PARTICIPATION**

**Outstanding Contributor:** Contributions in class reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

(A range of grade)

**Good Contributor:** Contributions in class reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

(B range of grade)

**Adequate Contributor:** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

(C range of grade)

**Non-Participant:** This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

(D range of grade)

**Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, quality discussion time for others would increase. (Below D range of grade)