1-2014

PHAR 412.01: Pharmacy Practice III

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PHARMACY 412 - Pharmacy Practice III  
Spring 2014, (2 Credits)

Course Coordinator:  Lisa Venuti, PharmD  Offc: SB 351  Ph: 243-4693  
Email : lisa.venuti@umontana.edu

Lecture Days and Time:  T, Th 1010-1100 in SB 117

Required Materials:
1)  *The Spirit Catches You and You Fall Down* by Anne Fadiman.  
2)  A 10.5 x 8 inch spiral bound notebook. Please make sure it is NO LARGER than this, otherwise they will not fit into your mailboxes.

Optional Materials:  
A writing and grammar guide; a number of writing and grammar aids now exist on the web

Course Goals:  
The purpose of this course is to introduce students to the social, behavioral, and cultural factors that affect the quality of healthcare interventions and communication. Students in this course will explore their own views as well as modes of communication, potential barriers, and ideas for becoming better communicators. Oral, written, and interpersonal skills needed to provide pharmaceutical care to any patient will be emphasized.

Learning Objectives:  
After completing this course, the student should be able to:  
1.  Given a specific communication medium, use the medium to communicate effectively with patients or other healthcare providers.  
2.  Given a description of a specific patient or patient population, demonstrate the ability to communicate effectively with that patient or population.  
3.  Given a specific topic and audience, select and demonstrate effective communication of that topic to the audience.  
4.  Identify personal biases and communicate those personal beliefs in a manner that is appropriate and respectful.  
5.  Listen to and react to the personal beliefs of others in an appropriate and respectful manner.  
6.  Identify shared and unique beliefs and behaviors in others as well as yourself.  
7.  Write clearly, concisely, and effectively.  
8.  Speak clearly, respectfully, and effectively.  
9.  Given an unusual or difficult situation, find positive means for establishing rapport and communicating necessary information.

Outcomes:  
This course contributes to specific PharmD program outcomes. To view these, go to [http://pharmacy.health.umt.edu/documents-and-links](http://pharmacy.health.umt.edu/documents-and-links)
CAMPUS EXPECTATIONS FOR STUDENT CONDUCT:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/SA/VP/index.cfm/page/1321.

In addition to the campus standards, you will be expected to act in a professional and respectful manner. If your actions or words interfere with others who are speaking or listening, the instructor may require you to leave class and institute other measures as appropriate. If illness prevents you from attending class, notify the Dean's office and they will let all instructors know. Work schedules and studying for exams in other courses are not acceptable excuses for missing class.

Students with disabilities:
If you are a student with a disability who will require reasonable program modification in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website at http://life.umt.edu/dss.

Tardiness: It is rude, irresponsible, unprofessional, and I will not tolerate it. There will be a clip-board on the table at the entrance to the classroom. If you arrive after 10:10, you will be required to sign your name. You will be allowed one tardy without penalty (I do understand that "stuff" happens). After that, I will deduct points from your attendance (journal grade) if you are late. After three tardies (not including your first freebie) you will be written up for unprofessional conduct.

Grading:
To successfully pass the course, a student must achieve a passing grade of “C” or better.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>In-Class Journal Writing</td>
<td>145 pts</td>
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<tr>
<td>Book Questions</td>
<td>100 pts</td>
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<td>Patient Education Pamphlet</td>
<td>30 pts</td>
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<tr>
<td>Social Behavioral Op/Ed Paper</td>
<td>100 pts</td>
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<tr>
<td>Pearls</td>
<td>30 pts</td>
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<tr>
<td><strong>Total Possible</strong></td>
<td><strong>405 pts</strong></td>
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Grading scale:
A = 93-100% of possible points
B = 86-92%  
C = 79-85%  
D = 72-78%  
F = < 72%
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Lecturer</th>
<th>Assignment Due Dates - Points</th>
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<tbody>
<tr>
<td>Jan 28T</td>
<td>Introduction to course Review of Phar 412 and PHAR463 syllabi</td>
<td>Lisa Venuti</td>
<td></td>
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<tr>
<td>Jan 30R</td>
<td>Database searches, referencing format, plagiarism</td>
<td>Sherrill Brown</td>
<td>(5)</td>
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<tr>
<td>Feb 4T</td>
<td>Motivational Interviewing Information gathering</td>
<td>Katy Hale</td>
<td>(5)</td>
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<tr>
<td>Feb 6R</td>
<td>Patient communication, compliance and adherence</td>
<td>Lisa Venuti</td>
<td>Pick social-behavioral topic</td>
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<tr>
<td>Feb 11T</td>
<td>Literacy and health literacy Preparing and evaluating sources of patient information</td>
<td>Lisa Venuti</td>
<td>(5)</td>
</tr>
<tr>
<td>Feb 13R</td>
<td>Direct to Consumer Advertising</td>
<td>Lisa Venuti</td>
<td>(5)</td>
</tr>
<tr>
<td>Feb 18T</td>
<td>Intro to cultural diversity – why it matters</td>
<td>Udo Fluck</td>
<td>(5)</td>
</tr>
<tr>
<td>Feb 20R</td>
<td>Clinical Reasoning</td>
<td>Dave Levison</td>
<td>(5)</td>
</tr>
<tr>
<td>Feb 25T</td>
<td>Perspective on illness and healthcare: the culture of aging</td>
<td>Gayle Hudgins</td>
<td>(5)</td>
</tr>
<tr>
<td>Feb 27R</td>
<td>Perspective on illness and healthcare: Native American population</td>
<td>Cherith Smith</td>
<td>Patient Info Sheet Due</td>
</tr>
<tr>
<td>Mar 4T</td>
<td>Video: Back from Madness – The Struggle for Sanity</td>
<td>Lisa Venuti</td>
<td>Reaction Paper (journal entry)</td>
</tr>
<tr>
<td>Mar 6R</td>
<td>Perspective on illness and healthcare: patients with Mental Illness</td>
<td>Bill Docktor</td>
<td>(5)</td>
</tr>
<tr>
<td>Mar 11T</td>
<td>Perspective on illness and healthcare: stages of grieving</td>
<td>Rose Macklin</td>
<td>(5)</td>
</tr>
<tr>
<td>Mar 13R</td>
<td>Perspective on illness and healthcare: The veteran population</td>
<td>TBA</td>
<td>(5)</td>
</tr>
<tr>
<td>Mar 18T</td>
<td>Perspective on illness and healthcare: indigent and homeless</td>
<td>Kendra Procacci</td>
<td>(5)</td>
</tr>
<tr>
<td>Mar 20R</td>
<td>Perspective on illness and healthcare: patients with HIV</td>
<td>Kerry Haney</td>
<td>Book Questions Due</td>
</tr>
<tr>
<td>Mar 25T</td>
<td>Perspective on illness and healthcare: transgender patients</td>
<td>Donna Beall</td>
<td>(5)</td>
</tr>
<tr>
<td>Mar 27R</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
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<tr>
<td>4/2 &amp; 4/6</td>
<td>SPRING BREAK</td>
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<tr>
<td>Apr 8T</td>
<td>Perspective on illness and healthcare: Native American population</td>
<td>LeeAnna Muzquiz MD</td>
<td>Social-Behav. paper due</td>
</tr>
<tr>
<td>Apr 10R</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
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<tr>
<td>Apr 15T</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
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<tr>
<td>Apr 17R</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
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<tr>
<td>Apr 22T</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
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<tr>
<td>Apr 24R</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
</tr>
<tr>
<td>Apr 29T</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
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<tr>
<td>May 1R</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
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<tr>
<td>May 6T</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
</tr>
<tr>
<td>May 8R</td>
<td>PEARLS Social-behavioral issues in pharmacy</td>
<td>Lisa Venuti</td>
<td>(5)</td>
</tr>
<tr>
<td>May 15R</td>
<td>Final Exam 8:10: Finish PEARLS / Evals</td>
<td>Lisa Venuti</td>
<td>(5)</td>
</tr>
</tbody>
</table>
1) **In-Class Journal Entries (145 pts)**

**Purpose:** Your journal will be used to collect your observations, ideas and insights. It will also provide me with a way to track attendance and ensure that you remain, at the very least, minimally “present.” It will also provide you with an opportunity to practice expressing yourself in writing. Bring it with you to class every day.

Journal entries should be dated the day of lecture. You are to write at least four or five sentences regarding your observations, ideas, or insights during that day’s lecture. Rather than just telling me what you heard, I want you to reflect on what you heard and give me some kind of opinion or insight. This is a journal, so the writing can be informal, but please strive to make it legible.

**Format:**
- Date each entry clearly and write some sort of heading or title. If the entry is an answer to a question, use the question as the heading.
- Write or print legibly when answering an assigned question
- Use complete sentences when answering assigned questions.
- Single spaced lines.
- If you have a heavy hand, please use only one side of the page.
- Leave several spaces between entries in order to separate them.

**Required elements:**
Clearly label the journal with your name on the outside of the front cover.

**Evaluation focus:** For specific assigned tasks or questions, responses will be assessed for thoughtfulness, clarity of expression, and creativity. In general, the journal will be assessed for completeness, not your opinion. If your response seems incomplete or superficial, points will be deducted.

Note: Journal entries completed by students on days that the student did not attend class will be considered cheating and dealt with as such.

2) **Patient Education Handout or Pamphlet (30pts)**

**Due date: Thursday, February 27**

**Topic:** Work on this with a partner of your choice. Your topic will be either one of the drugs that you are researching for your in-service in 463 lab (use the information you have researched to prepare educational material for the general public) OR a drug that I randomly assign to you. You may choose.

**Notes:**
- Prepare with word processing or publishing software.
- Font must be legible and easily read by intended audience
- Aim for an aesthetically pleasing product – may be creative with margins, fonts, graphics, and organization of information, but please keep it clean (as in uncluttered).
- Check the reading level of the handout using the Flesch-Kincaid readability statistics in WORD (See Tools/Spelling and Grammar functions) – it should be no higher than an 8th grade level.
- This is not an ad – it is objective information about the drug. Avoid sounding like a representative of the drug company and do not copy and paste copyrighted logos or trademarked items
- Use generic name when possible.
Use drug information garnered from your research, from the package insert, or any other reputable source.

*Use your own words; any text cut and pasted from another source is plagiarism.*

Required elements:
- Information needed by patient to understand why a medication is used
- How medication works
- Usual uses
- Usual dose
- Common and important ADRs
- How to deal with ADRs
- Any special instructions related to storage or administration
- Other info pertinent to your drug
- Name and course information may be placed where it looks the best, which is usually on front page near the title or at the end.

Length: One sheet of paper (8 ½ x 11) – may use front and back, may use two or three-fold format.

3) **Book Questions (100 pts)** Due date: March 20

Book: *The Spirit Catches You and You Fall Down* by Anne Fadiman

Assignment
Assignment questions and format are listed separately on Moodle

4) **Social Behavioral Op-Ed Paper (100 pts)** Due Date: Tuesday, April 8

You may work on this with a partner if you wish. If you do, you will also be presenting your PEARLs presentation with a partner. Specifics about the paper will be posted on Moodle.

5) **PEARLS: (20 points)** Due on randomly assigned dates. This will be a 5-10 minute, informal summary of a main point, interesting idea, or observation related to your op-ed paper topic. There will be three minutes after the presentation for questions.

This is informal. Do NOT use Power Point presentations. If you want to write something on the white board as an illustration, or hold up a visual to make a point, fine, but you will not be using any technology.

*Please note:* Informal does not mean unprofessional. Please dress professionally when you make this presentation. No hats, no gum chewing, no t-shirts, etc. I would like everyone to look “work” appropriate.

What to include in a PEARL? Any of one or combination of these would be appropriate.

1) Important finding or realization
2) Useful source for information
3) Misconceptions in the lay press (address why they are incorrect)
4) Lack of information on the topic (i.e., need for further research)