PHRD 4054 (1 credit hr)
Introduction to Communications
Section 1 (CRN 43006): Tuesdays 2:30 – 3:20 PM
Section 2 (CRN 41564): Wednesdays 1:00 – 1:50PM

I. Contact Information

Coordinators:
Elizabeth Perry, Pharm.D., BCPS
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Office hours: MT 1-4, Th 12-4 or by appt

II. Course Prerequisites/Corequisites
PHRD 4031, PHRD 4033, PHRD 4010

III. Course Description
Orientation to psychosocial and communication principles and techniques with application to professional practice environments and clinical counseling situations. (1 credit hr)
IV. Curricular Objectives and Outcomes
a. Outcome: Communicate Effectively
   i. Competency A. Counsel and educate patients regarding medication use, disease-state management, and health maintenance
      1. Assess the patient’s level of literacy and health literacy
      2. Assess patients for physical/mental impairment impacting verbal and written communication processes
      3. Assess medical, disease-state knowledge, health knowledge, attitudes, and beliefs
      4. Identify educational needs relative to pharmaceutical care
      5. Identify educational resources available and select the best method to provide counseling/education
      6. Provide information that empowers patients to effectively manage their medication-related health care
   ii. Competency D. Read, write, speak, listen, and use data, media, and computers to send and respond effectively to communications for varied audiences and purposes
      1. Construct appropriate and professional presentations to support communication
      2. Demonstrate appropriate written, verbal, and non-verbal skills
      3. Present and defend ideas in a logical and effective order
      4. Demonstrate ethical use in the procurement, derivation, use, and reporting of data
      5. Use appropriate and professional communication skills
      6. Demonstrate appropriate listening skills

V. Course Specific Objectives and Outcomes
a. Students who successfully complete the course requirements should achieve the following course objectives and outcomes:
   i. Provide counseling to patients relative to proper therapeutic self-management.
   ii. Minimize environmental barriers to communication with patients.
   iii. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of these problems.
   iv. Use appropriate sources of patient education information to review indications, adverse effects, dosage, storage, and administration techniques.
   v. Use effective written, visual, verbal, and nonverbal communication skills when providing medication self-management counseling to patients and/or caregivers.

VI. Course Topics
The importance of the patient/pharmacist relationship; active listening and barriers to active listening; non-verbal communication; cultural diversity; empathy; personality types; elements of the patient counseling exchange; angry patients; health literacy.

VII. Instructional Methods and Activities
Instructional methods may include, but are not limited to: traditional lectures, distance learning, in-class discussion, small group discussion, problem-based learning, group projects/presentations, individual projects/presentations, lectures/presentations posted on Moodle, independent study, assignments or exercises completed in or out of class, wiki page development, and individual skill demonstration.

Active participation in class and group activities is required. For this course, students are expected to shed the traditional role of passive receptor of knowledge being doled out by the instructor and the textbook. Instead, the student should attempt to obtain knowledge, develop skills and then use them meaningfully. In the event student participation is not satisfactory, the instructor reserves the right to
assign an in class essay on that day's topic. The essay will be 2 double-spaced pages in length and will be due at midnight of the same day. The essay will count for 50 points.

VIII. Evaluation and Grade Assignment
   i. In general, memorization and regurgitation of information will NOT be emphasized. Rather, evaluation will largely be based on assessing your understanding of concepts and principles, your ability to apply this understanding in intelligent and reasonable ways, and higher order abilities: analysis, evaluation, and synthesis.
   ii. Quizzes may be given, announced or unannounced, as deemed necessary by each faculty member. Quizzes will be added to the total points available for the course.
   iii. There will be no formal examinations in this course.
   iv. Course assessment is based on student performance in weekly activities and assessments. These activities are assigned by each professor. Assignments and rubrics for assessment will be posted to Moodle.

Grading Scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>(358-400 pt)</td>
<td>A</td>
</tr>
<tr>
<td>80 – 89%</td>
<td>(318-357 pt)</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>(278-317 pt)</td>
<td>C</td>
</tr>
<tr>
<td>60 – 69%</td>
<td>(238-277 pt)</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>(&lt;238 pt)</td>
<td>F</td>
</tr>
</tbody>
</table>

Semester Points:

The grades for this course will be based on weekly activities assigned by each professor. Each lecture topic will be associated with a required activity. These activities may include reflection journals, group presentations, in-class assignments, individual assignments, or any other activity as deemed appropriate by the faculty member.

The other component of the course grade will be determined by performance on 2 scheduled patient counseling activities. Using the rubrics provided on Moodle, students will counsel 1 patient during each session. The first session will be peer-reviewed and the second session will be videotaped and graded by faculty. The first session will be graded using the Clinical Counseling Checklist (23 pts + 2 pts for peer reviewing) and the second according to the APhA Patient Counseling 100 pt rubric.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The patient counseling exchange and developing relationships with patients</td>
<td>25 pts</td>
</tr>
<tr>
<td>Active listening/non-verbal communication</td>
<td>25 pts</td>
</tr>
<tr>
<td>Empathy</td>
<td>25 pts</td>
</tr>
<tr>
<td>Personality types</td>
<td>50 pts</td>
</tr>
<tr>
<td>Angry patients</td>
<td>50 pts</td>
</tr>
<tr>
<td>Culturally diverse patients</td>
<td>50 pts</td>
</tr>
<tr>
<td>Low Literacy</td>
<td>50 pts</td>
</tr>
<tr>
<td>Patient Counseling session 1</td>
<td>25 pts</td>
</tr>
<tr>
<td>Patient Counseling session 2</td>
<td>100 pts</td>
</tr>
<tr>
<td><strong>Total Semester points:</strong></td>
<td><strong>400 pts</strong></td>
</tr>
</tbody>
</table>

Any student earning a non-passing grade of “D” or “F” on an exam will be required to participate in mandatory tutoring sessions offered by the course instructor(s) until such a time that they obtain a passing average in the course.
Undergraduate mid-term grades will be posted on-line for students to view via Banner. Mid-term grades indicate a student’s status at mid-semester only and do not indicate the final performance outcome of a student.

IX. Class Policies and Procedures

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see http://www.ulm.edu/studentpolicy/). Additional class policies include:

A. Textbook(s) and Materials:
   b. Reading material may be posted on Moodle by course faculty or the student may be instructed to use the Internet to search for information.

B. Attendance Policy:
Class attendance is mandatory in all pharmacy courses; therefore, attendance will be taken for all class meetings. Students reported for accumulating more than three unexcused absences in a course during an academic semester will be administratively dropped from the course with a “W” grade. In accordance with College of Pharmacy policy and procedure, a grade of “W” will be counted as an “F” grade with respect to academic standards.

Any student who is not present for at least 75% of the scheduled class sessions (excused or unexcused) in any course may receive a grade of W if this condition occurs prior to the last day to drop a course or a grade of F after that date. Any University-related activity requiring an absence from class will count as an absence when determining if a student has attended 75% of class meetings.

C. Make-up Policy:
All homework assignments are due electronically on Moodle or in person prior to the start of class on the day the assignment is due.

If a student cannot attend a class on the day an assignment is due because of a valid University-approved excuse, he/she must notify the course coordinators as soon as possible, and no later than three (3) days after the missed class. Failure to do this may result in a zero (0) grade for the class assignment(s) for that day. Students without a University-approved excuse will automatically receive a zero (0) grade for the assignment(s) completed during that class period.

Students missing a class due to a University-approved excuse will have 24 hours from the notification of the course coordinator to complete missed assignments. Make-up assignments will be determined by the faculty member whose lecture was missed. Missed assignment should be submitted to the faculty member and the course coordinator.

D. Academic Integrity:
Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM Student Policy Manual - http://www.ulm.edu/studentpolicy/). All professional students will adhere to the standards set forth in the College of Pharmacy’s Code of Conduct. http://www.ulm.edu/pharmacy/documents/ospa/codeofconductv82011.pdf

E. Course Evaluation Policy:
At a minimum, students are expected to complete the on-line course evaluation. The Dean of Assessment or a representative from her office will conduct an in-class assessment of the course and the instructors. Additionally, there will be an opportunity to provide anonymous, specific comments regarding the course at the end of the semester. No faculty members will be given access to the results until after final grades for the course are due.

F. Student Services:
Information concerning student services in the College of Pharmacy can be found in the College of Pharmacy Student Handbook. In particular, students should pay special attention to the College's technical standards and policies concerning students with special needs (http://www.ulm.edu/studentpolicy/studentpolicy.pdf). ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), and Student Health Services, is available at the following Student Services web site http://ulm.edu/studentaffairs/.

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.

- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

G. Emergency Procedures:
Please review the emergency escape plan in the classrooms and hallways of the Bienville building. Move quickly and orderly to the appropriate stairwell and exit the building. The meeting place for this class will be the far end of the north parking lot between Bienville and Broadmoor Blvd. Under no circumstances is the elevator to be used for emergency evacuation. Any student needing assistance should notify the professor immediately. For emergencies, to contact University Police, call 1-911 from landlines and 342-5350 from cell phones.
**X. Tentative Course Schedule** *(The instructor reserves the right to adjust the schedule as needed.)*

**Introduction to Communications (PHRD 4054)**

Section 1: Tuesdays 2:30 – 3:20 PM

<table>
<thead>
<tr>
<th>Date</th>
<th>Faculty</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday 8/19/14</td>
<td>Perry</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td>Tuesday 8/26/14</td>
<td>Biglane</td>
<td>The patient counseling exchange and developing relationships with patients</td>
<td>25 pts</td>
</tr>
<tr>
<td>Tuesday 9/2/14</td>
<td>Storer</td>
<td>Active listening/non-verbal communication</td>
<td>25 pts</td>
</tr>
<tr>
<td>Tuesday 9/9/14</td>
<td>D. Caldwell</td>
<td>Empathy</td>
<td>25 pts</td>
</tr>
<tr>
<td>Tuesday 9/9/14</td>
<td>D. Caldwell</td>
<td>Personality types</td>
<td></td>
</tr>
<tr>
<td>Tuesday 9/16/14</td>
<td>D. Caldwell</td>
<td>Personality types (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Tuesday 9/23/14</td>
<td>D. Caldwell</td>
<td>Personality types (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Tuesday 9/30/14</td>
<td>Perry</td>
<td>Practice Counseling</td>
<td>25 pts</td>
</tr>
<tr>
<td>Tuesday 10/7/14</td>
<td>J Smith</td>
<td>Angry patients</td>
<td></td>
</tr>
<tr>
<td>Tuesday 10/14/14</td>
<td>J Smith</td>
<td>Angry patients (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Tuesday 10/21/14</td>
<td>Storer</td>
<td>Low Literacy</td>
<td>ILS Week (20,22,24)</td>
</tr>
<tr>
<td>Tuesday 10/28/14</td>
<td>Storer</td>
<td>Low Literacy (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Tuesday 11/4/14</td>
<td>Perry</td>
<td>Culturally diverse patients</td>
<td></td>
</tr>
<tr>
<td>Tuesday 11/11/14</td>
<td>Perry</td>
<td>Culturally diverse patients (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Tuesday 11/18/14</td>
<td>Perry</td>
<td>Practice Counseling</td>
<td>100 pts (APhA PCC)</td>
</tr>
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</table>
## Section 2: Wednesdays 1:00-1:50 PM

<table>
<thead>
<tr>
<th>Date</th>
<th>Faculty</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed 8/20/14</td>
<td>Perry</td>
<td>Introduction to course</td>
<td></td>
</tr>
<tr>
<td>Wed 8/27/14</td>
<td>Biglane</td>
<td>The patient counseling exchange and developing relationships with patients</td>
<td>25 pts</td>
</tr>
<tr>
<td>Wed 9/3/14</td>
<td>Storer</td>
<td>Active listening/non-verbal communication</td>
<td>25 pts</td>
</tr>
<tr>
<td>Wed 9/10/14</td>
<td>D. Caldwell</td>
<td>Empathy</td>
<td>25 pts</td>
</tr>
<tr>
<td>Wed 9/17/14</td>
<td>D. Caldwell</td>
<td>Personality types</td>
<td></td>
</tr>
<tr>
<td>Wed 9/24/14</td>
<td>D. Caldwell</td>
<td>Personality types (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Wed 10/1/14</td>
<td>Perry</td>
<td>Practice Counseling</td>
<td>25 pts</td>
</tr>
<tr>
<td>Wed 10/8/14</td>
<td>J Smith</td>
<td>Angry patients</td>
<td></td>
</tr>
<tr>
<td>Wed 10/15/14</td>
<td>J Smith</td>
<td>Angry patients (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Wed 10/22/14</td>
<td>Storer</td>
<td>Low Literacy</td>
<td>ILS Week (20,22,24)</td>
</tr>
<tr>
<td>Wed 10/29/14</td>
<td>Storer</td>
<td>Low Literacy (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Wed 11/5/14</td>
<td>Perry</td>
<td>Culturally diverse patients</td>
<td></td>
</tr>
<tr>
<td>Wed 11/12/14</td>
<td>Perry</td>
<td>Culturally diverse patients (activity)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Wed 11/19/14</td>
<td>Perry</td>
<td>Practice Counseling</td>
<td>100 pts (APhA PCC)</td>
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