I. Contact Information

Course Coordinators
Laurel Sampognaro, Pharm.D.
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David Caldwell, Pharm.D.
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Course Instructors
Jessica Brady, Pharm.D., BCPS
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Alexis Horace, Pharm.D.
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225-219-9660 ext 202
horace@ulm.edu
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Tibb Jacobs, Pharm.D.
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318-632-2007 ext 225
tjacob@lsuhsc.edu
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Mary Lewis, Pharm.D.
Associate Professor, Clinical Sciences
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mlewis@ulm.edu
Office hours: M-Th: 1-3 pm (by appt.)

Shawn Manor, Pharm.D.
II. Course Prerequisites/Corequisites
Enrollment in the course requires second year pharmacy standing.

III. Course Description
Basic patient assessment skills required in the delivery of pharmaceutical care and principles of self care including: determining if self care is appropriate and recommending appropriate self care treatment. (4 Credit hours)

IV. Curricular Objectives and Outcomes
Provide Comprehensive Patient Specific Pharmaceutical Care
2. Evaluate each patient for self-treatment or referral.
5. Document all activities involved with the provision of comprehensive patient specific pharmaceutical care.

Communicate Effectively
6. Counsel and educate patients regarding medication use, disease-state management, and health maintenance.
8. Collaborate with other healthcare professionals using appropriate effective communication in both written and oral forms.
9. Read, write, speak, listen, and use data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

Promote Health Improvement and Self-Care.
22. Promote/participate in effective health and disease prevention services as part of patient or population specific care.

Think Critically
24. Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed, rational, and ethical decisions.
25. Solve complex problems that require an integration of one’s ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
26. Display habits, attitudes, and values associated with mature critical thinking.

Demonstrate Appropriate Interpersonal, Professional, and Ethical Behaviors.
27. Maintain professional competence.
28. Represent the profession in an ethical manner.
29. Identify, analyze, and resolve ethical problems involved in pharmacy practice.
30. Provide service to the profession and the community.
31. Collaborate proactively with other health care professionals.
32. Practice in a manner that is consistent with state and federal laws and regulations.
33. Accept the responsibilities embodied in the principles of pharmaceutical care.
34. Demonstrate appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.

V. Course Specific Objectives and Outcomes
• Systematically gather and generate relevant information using a variety of methods and research tools.
• Synthesize information in order to draw conclusions, hypothesize, conjecture alternatives, or decide a course of action.
• Make and defend rational, ethical decisions.
• Promulgate a philosophy of care within healthcare settings.
• Demonstrate interaction behaviors that are appropriate for a particular interpersonal situation.
• For the disease states covered, the students should practice and refine the following abilities:
  o Recommend appropriate non-pharmacologic therapy based upon patient- and disease specific information.
    ▪ Identify appropriate patients to benefit from non-pharmacologic therapy.
    ▪ Non-pharmacologic therapy recommendations are based on patient-specific information (age, weight, height, lifestyle, occupation, etc)
    ▪ Non-pharmacologic therapy recommendations are based on disease-specific information (pathophysiology, disease severity)
  o Recommend pharmacotherapeutic regimens based upon patient-, disease-, and drug specific information.
    ▪ Identify correct drug, dose, route, frequency and duration
    ▪ Drug dose, route, and frequency are justified based on drug-specific data (pharmacology, pharmacokinetics, pharmacodynamics)
    ▪ Drug dose, route, frequency and duration are based on patient-specific data (age, weight, renal function, hepatic function, history, signs and symptoms).
    ▪ Drug dose, route, frequency and duration are based on disease-state specific data (pathophysiology, disease severity)
    ▪ Recommendations include identifying endpoints for treatment based on the history of the underlying disease, desired clinical endpoints, and/or standard guidelines for therapy
    ▪ If recommending IV therapy, an endpoint for IV therapy and guidelines for switching from IV to oral therapy (or other route) are provided
  o Monitor pharmacotherapy for efficacy, toxicity, and adverse events.
Monitoring parameters take into account drug specific data (pharmacology, pharmacokinetics, pharmacodynamics)
- Monitoring parameters take into account patient-specific data (age, weight, renal function, hepatic function, history, signs and symptoms).
- Monitoring parameters take into account disease specific data. (pathophysiology, disease severity)
- Identify pertinent subjective and objective parameters for efficacy
- Identify pertinent subjective and objective parameters for toxicity/adverse effects
- Establish intervals and frequencies for monitoring (e.g., check temperature twice daily, measure intake and output every 8 hours)
- Identify potential drug interactions and monitors accordingly.

O Educate patients and caregivers regarding the appropriate use of medications
- States the name of the drug, dose, route, frequency and duration
- Explain to the patient why the medication has been taken
- Explain appropriate administration regarding drug usage, dosage, timing, technique, and missed doses.
- Explains expected response to therapy both subjectively and objectively
- Explains potential adverse effects and their management
- Explains potential drug interactions with the therapy as they apply to the specific patient.
- Summarizes information as needed.

O Evaluate the appropriateness of patient-specific therapy and modify therapy as needed.
- Determine if the regimen includes the correct drug, dose, route, frequency and duration based on drug-specific data. (pharmacology, pharmacokinetics, pharmacodynamics)
- Determine if the regimen includes the correct drug, dose, route, frequency and duration based on patient-specific data. (age, weight, renal function, hepatic function, history, signs and symptoms)
- Determine if the regimen includes the correct drug, dose, route, frequency and duration based on disease-specific data. (pathophysiology, disease severity)
- Justification is provided to support the evaluation, selection of the most appropriate drug and is based on drug-, patient-, and disease-specific data.
- Justification for ruling out other therapies is provided and takes into account drug-, patient-, and disease specific data.
- Therapeutic plan is modified as needed. (e.g., discontinuing inappropriate or ineffective drugs, selecting the most appropriate drug.)

VI. Course Topics
Topics to be covered include physical assessment techniques and appropriate self care for dermatologic, Head, Eyes, Ears, Nose, and Throat (HEENT), and foot disorders, as well as, GI disorders, allergy, cough and cold, pain, fever, and nutrition.

VII. Instructional Methods and Activities
Instructional methods may include: traditional lectures, internet-based lectures with in-class discussion, distance learning, in-class discussion of patient cases, small group discussion, problem-based learning, case-based learning, use of SimMan, demonstration of various self care accessories and/or PA technique, and individual projects. Case Studies may be an application of principles of physical assessment, self care, and accessories. Quizzes may also be administered.

VIII. Evaluation and Grade Assignment
Grading/Class (90% of Total Grade)
Three written exams will be given throughout the semester.
Grading/Other Assignments (10% of Total Grade)
Tent Triage Activity

Exams
Exam dates will remain as stated in the syllabus, and exam questions may consist of any combination of multiple choice, true/false, short answer, and clinical situations.

Total Grade
The total grade will be determined, for both class and other assignments, on a ten-point scale.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

The percentage grades will be determined from points earned, as described above. When averaging partial percentage points, 0.5% and above will be rounded up (ex. 89.5% = A); 0.4% and less will be rounded down (ex. 89.4% = B).

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.

Early Intervention Policy
Students scoring <70% on any exam and an overall exam average <70% (excludes quizzes, assignments, bonus, etc.) will be required to submit to the coordinator written, narrative responses to select lecture objectives that will be provided within 24 hours of the posting of their exam grade to Moodle. These objectives will be in the form of a Moodle assignment and represent unit- or lecture-level objectives to be tested upon in the next scheduled course exam.

Written responses must be submitted no later than one calendar week before the next scheduled exam. Responses must be written in complete sentences and may not be copied or pasted from any source, including class notes, treatment guidelines, textbooks, or any internet site. Submissions found to contain responses that have not been written in a student’s own words will be considered a failure to submit.

In addition, students will be required to review each failed exam’s ExamSoft-generated missed item report with the instructor responsible for each section of material. The discussion should include the student’s reasoning for the incorrect answer as well as the reason for the correct answer.

Failure to submit this required assignment will result in ineligibility to remediate.

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:

Textbook(s) and Materials (required):
- Stethoscope with bell and diaphragm

Textbook and Materials (suggested):
- Patient Assessment in Pharmacy Practice, by R.M. Jones and R.M. Rospond

Attendance Policy:
Class attendance is required. Class attendance is regarded as an obligation as well as a privilege, and students are expected to know attendance regulations and to attend regularly and punctually at classes in which they are enrolled.
Failure to do so: (1) may prevent access to the classroom during regularly scheduled times; (2) may jeopardize a student’s scholastic standing; and (3) may lead to suspension from the college or University. Students shall submit excuses for all class absences to professor within three class days after returning to classes. Professors shall accept an official University excuse.

With the following exceptions, the designated Course Coordinator is to determine whether absences are excused or unexcused:

1. Absences arising from authorized trips away from the University or from special duties at the University shall be excused.
2. Absences arising from a student’s confinement in a hospital or other in-patient facility or doctor’s excused absences shall be excused. Students are responsible for providing documentation of any such events to the faculty, who will verify the authenticity and acceptability of this information.
3. Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law or father-in-law. Students are responsible for providing documentation of any such events to the faculty, who will verify the authenticity and acceptability of this information.

Make-up Policy:
If the student cannot attend an exam, ADVANCE NOTICE MUST BE GIVEN to the instructor. If the student has a University approved excuse for missing the exam, an opportunity will be given for a make-up exam during the appropriate final exam period (finals week). Failure to attend a scheduled make-up will result in a grade of zero (0) for that exam. A missed midterm or final exam that is not excused will be treated as an incomplete and will be handled within the guidelines set forth in the University Catalog. Excused make-ups will be within one week of the student’s return to class at the convenience of the instructor. Excused absences will be determined using the guidelines stated in the University Catalog.

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

Cheating, plagiarism, or other inappropriate conduct will not be tolerated. Academic cheating includes but is not limited to the accomplishment or attempted accomplishment of the following:

- Copying or obtaining information from another student's test paper.*
- Using, during a test, materials not authorized by the person giving the test.**
- Collaborating, conspiring, or cooperating during an in-class or take-home test with any other person by giving or receiving information without authority.
- Stealing, buying, or otherwise obtaining all or part of an unadministered test.
- Selling or giving away all or part of an unadministered test or any information concerning specific questions and items on an unadministered test.
- Requesting, bribing, blackmailing, or in any other way causing any other person to obtain an unadministered test or information about an unadministered test or a test in the process of being administered.
- Substituting for another student, or permitting any other person to substitute for oneself to take a test.
- Submitting as one's own, in fulfillment of academic requirements, any work prepared totally or in part by another person.
- Any selling, giving, or otherwise supplying to another student for use in fulfilling academic requirement any work.
- Submitting artificially produced data or information in the place of descriptive, experimental, or survey results.
- Any other devious means of securing an unearned grade in a non-credit course or in a course offered for credit.
• Using, during a test, any electronic storage device, wireless and/or internet-based technology, or any other means that provides information not authorized for use during the testing period.

*A student looking on another student's paper is considered cheating.

**The presence on one's person (or in close proximity thereto) of a condensation of test information which could be regarded as a "cheat sheet" will be considered adequate evidence to establish cheating.

Plagiarism is the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered for credit.

Academic dishonesty will result in a referral to Committee on Ethical and Professional Standards with a recommendation for a grade of “F” for the course and expulsion from the College. Academic dishonesty includes but is not limited to the use of information taken from others work or ideas, the provision of help to others on non-collaborative evaluations (tests, quizzes, etc.), collaboration on take home exams, or the use of unapproved information or electronic devices to assist in obtaining an answer to the question.

Course Evaluation Policy:
Students are expected to complete the on-line course evaluation. It is requested that they also complete the College of Pharmacy course and instructor evaluations, including providing comments. In addition, individual feedback is encouraged throughout the course.

Student Services:
Information concerning student services in the College of Pharmacy can be found in the College of Pharmacy Student Handbook. In particular, students you pay special attention to the Colleges technical standards and policies concerning students with special needs. 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 as construed 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.
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.

Discipline/Course Specific Policies:
Students are responsible for all information on Moodle® and/or instructor websites. Students are expected to check these sources regularly to access class materials, required readings, assignments, and other information necessary for this course.
### Tentative Course Schedule

(Note: This section should appear on a separate page.)

The instructor reserves the right to adjust the schedule as needed.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Day</th>
<th>Date</th>
<th>PHRD 4079 Room 202 M,R 1-2:50 pm</th>
<th>Reading</th>
<th>Pts on Exam/Due Date</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>R</td>
<td>01/21</td>
<td>Intro to Self-Care and Nonprescription Pharmacotherapy/Patient Assessment and Consultation</td>
<td>Sampognaro/Caldwell</td>
<td>12 pts/Feb 15</td>
</tr>
<tr>
<td>2</td>
<td>M</td>
<td>01/25</td>
<td>TBA (SOAP Notes???)</td>
<td>Caldwell</td>
<td>12 pts/Feb 15</td>
</tr>
<tr>
<td>3</td>
<td>R</td>
<td>01/28</td>
<td>Multicultural Aspects of Self-Care</td>
<td>J Smith</td>
<td>Ch 3 12 pts/Feb 15</td>
</tr>
<tr>
<td>4</td>
<td>M</td>
<td>02/01</td>
<td>Vital Signs: Respiration, Pulse, Blood Pressure, Temperature</td>
<td>Caldwell</td>
<td>6 pts/Feb 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fever Disorders</td>
<td>Brady</td>
<td>6 pts/Feb 15</td>
</tr>
<tr>
<td>5</td>
<td>R</td>
<td>02/04</td>
<td>Headache/Pain Disorders</td>
<td>Brady</td>
<td>12 pts/Feb 15</td>
</tr>
<tr>
<td>6</td>
<td>M</td>
<td>02/08</td>
<td>MARDI GRAS BREAK</td>
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<tr>
<td>7</td>
<td>R</td>
<td>02/11</td>
<td>Heartburn &amp; Dyspepsia/Intestinal Gas/Constipation</td>
<td>Manor</td>
<td>12 pts/Feb 15</td>
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<tr>
<td>8</td>
<td>M</td>
<td>02/15</td>
<td>Diarrhea/N&amp;V/Anorectal Disorders/Pinworm Infection</td>
<td>Manor</td>
<td>12 pts/Feb 15</td>
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<tr>
<td>9</td>
<td>M</td>
<td>02/18</td>
<td>Oral Pain/Hygiene</td>
<td>Manor</td>
<td>6 pts/Feb 15</td>
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<td></td>
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<td>Hair Loss/Smoking Cessation</td>
<td>Caldwell</td>
<td>6 pts/Feb 15</td>
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<tr>
<td>10</td>
<td>R</td>
<td>02/22</td>
<td>EXAM 1 (96 points)</td>
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<tr>
<td>11</td>
<td>M</td>
<td>02/25</td>
<td>Allergy/Cold/Cough/Asthma</td>
<td>Sirmans</td>
<td>12 pts/Mar 31</td>
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<tr>
<td>12</td>
<td>R</td>
<td>02/29</td>
<td>Ophthalmic/Lens Care/Otic</td>
<td>Lewis</td>
<td>12 pts/Mar 31</td>
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<tr>
<td>13</td>
<td>M</td>
<td>03/03</td>
<td>Assessment of HEENT</td>
<td>Jacobs</td>
<td>12 pts/Mar 31</td>
</tr>
<tr>
<td>14</td>
<td>M</td>
<td>03/07</td>
<td>Tent Triage Activity</td>
<td>Sampognaro/Caldwell</td>
<td></td>
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<tr>
<td>15</td>
<td>R</td>
<td>03/10</td>
<td>Dermatological Assessment: Skin, Hair, Nails</td>
<td>Jacobs</td>
<td>12 pts/Mar 31</td>
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<tr>
<td>16</td>
<td>M</td>
<td>03/14</td>
<td>Sun-induced Skin Disorders/Hyperpigmentation &amp; Photoaging/Minor Burns &amp; Sunburn</td>
<td>Jacobs</td>
<td>12 pts/Mar 31</td>
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<tr>
<td>17</td>
<td>R</td>
<td>03/17</td>
<td>Insect Bites &amp; Stings/Pediculosis/Acne</td>
<td>Sampognaro</td>
<td>12 pts/Mar 31</td>
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<tr>
<td>18</td>
<td>M</td>
<td>03/21</td>
<td>Atopic Dermatitis &amp; Dry Skin/Scaly Dermatoses/Contact Dermatitis/Diaper Dermatitis</td>
<td>Jacobs</td>
<td>12 pts/Mar 31</td>
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<tr>
<td>19</td>
<td>R</td>
<td>03/24</td>
<td>Minor Wounds/Dermatological Infections – Fungi/Warts</td>
<td>Lewis</td>
<td>12 pts/Apr 28</td>
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<tr>
<td>M</td>
<td>03/28</td>
<td>SPRING BREAK</td>
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<tbody>
<tr>
<td>19</td>
<td>M</td>
<td>04/04</td>
<td>Ostomy Care and Supplies  Brady  6 pts/Apr 28</td>
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<tr>
<td></td>
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<td>Overweight and Obesity  Horace  6 pts/Apr 28</td>
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<tr>
<td>20</td>
<td>R</td>
<td>04/07</td>
<td>EXAM 2 (84 points)</td>
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<tr>
<td>21</td>
<td>M</td>
<td>04/11</td>
<td>Insomnia/Drowsiness Fatigue  Horace  12 pts/Apr 28</td>
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<td>Essential Nutrients/Meal Replacement Foods/Sports Nutrition</td>
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<tr>
<td>22</td>
<td>R</td>
<td>04/14</td>
<td>Infant Nutrition/Prevention of Nutritional Deficiencies  Horace  12 pts/Apr 28</td>
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<tr>
<td>23</td>
<td>M</td>
<td>04/18</td>
<td>Foot Disorders  Jacobs  12 pts/Apr 28</td>
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<tr>
<td>24</td>
<td>R</td>
<td>04/21</td>
<td>Neurological Assessment  Nickelson  12 pts/Apr 28</td>
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<tr>
<td>25</td>
<td>M</td>
<td>04/25</td>
<td>Tent Triage Activity  Sampognaro/Caldwell</td>
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<tr>
<td>26</td>
<td>R</td>
<td>04/28</td>
<td>PCOA</td>
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<td>27</td>
<td>M</td>
<td>05/02</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>R</td>
<td>05/05</td>
<td>EXAM 3 (FINAL EXAM) (60 points)</td>
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