PHRD 5004  
Advanced Communication  
Section 1 (44245): Wed/Fri 10-10:50 AM  
Section 2 (44244): Wed/Fri 11-11:50 AM  
Bienville 170

I. Co-Coordinators:  
*Preferred mode of communication

Kristen Pate, PharmD, BCACP  
Office: Bienville 109  
Office hours: Tues 8-11 AM, Wed 9-11 AM, Thurs 1-4 PM, Fri 9-11 AM  
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Jennifer G. Smith, PharmD, BCPS  
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Instructors:

Michael Cockerham, MS, PharmD, FASHP  
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Alexis Horace, PharmD  
Office: Baton Rouge Campus  
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Adam Pate, PharmD, BCPS  
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*E-mail: apate@ulm.edu
II. **Course Prerequisites**
   PHRD 4054

III. **Course Description**
   2 Cr. Application of techniques and strategies for patient-centered and colleague-centered communication with an emphasis on skills that enable development and maintenance of constructive interpersonal relationships in a variety of pharmacy practice settings.

IV. **Curricular Objectives and Outcomes**
   Upon successful completion of this course, the student should be able to:

   **Outcome: Communicate Effectively**
   **Competencies:**
   6. Counsel and educate patients regarding medication use, disease-state management, and health maintenance.
   7. Develop population-based patient education programs.
   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.

V. **Course Specific Objectives and Outcomes**
   Students who successfully complete the course requirements should achieve the following course objectives and outcomes:
   - Use written, visual, verbal, and nonverbal communication skills.
   - Communicate effectively with physicians and other health care professionals.
   - Identify motivational cues to enhancing patient compliance.
   - Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of these problems.
   - Use appropriate sources of patient education information to review indications, adverse effects, dosage, storage, and administration techniques.
   - Use effective written, visual, verbal, and nonverbal communication skills when providing medication self-management counseling to patients and/or caregivers.
   - Be able to perform an effective in-service presentation.
   - Be able to interview a candidate for a pharmacy position.
   - Be able to coach an employee who is underperforming.

VI. **Course Topics**
   See Tentative Course Schedule

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, role-playing, 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, 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.**

**VIII. Evaluation and Grade Assignment**

- 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.
- Quizzes and other activities may be given, announced or unannounced, as deemed necessary by each faculty member. Additional quizzes/activities will be added to the total points available for the course.
- Students wishing to review a quiz/activity with the course coordinator or instructor must do so within 2 weeks of the date the quiz/activity grade is posted.

**Grading Scale:**

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

**Semester Points:**
Activities – number of points determined by each instructor
In-service presentation - 50 points
Peer evaluation of in-service group participation - 30 points
Points from additional assignments or quizzes will be added to the total available points 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/](http://www.ulm.edu/studentpolicy/)). Additional class policies include:

**A. Textbook(s) and Materials:**

2. 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:**
This course will follow the University attendance policy. This can be found at: http://catalog.ulm.edu/content.php?catoid=23&navoid=2875&hl=attendance&returnto=search#Class_Attendance_Regulations_Excused_Absences

C. Make-up Policy:
Each student is expected to attend each class at the date and time specified. If a student cannot attend class due to a valid University excuse, he/she must speak directly with the course coordinators and instructor of the missed class session as the absence is known. For a University approved absence, the student will be given a make-up assignment, to be determined by the instructor of the missed class session. In the event that an unavoidable, unexcused absence may occur, students must immediately notify the course coordinators and instructor of the missed class session. It will be at the faculty’s discretion to grant either a grade of “0” for the assignment or, if deemed appropriate, assign a make-up activity.

D. Academic Integrity:
Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 in ULM Student Policy Manual - http://www.ulm.edu/studentpolicy/).
All professional students will adhere to the standards set forth in the School of Pharmacy’s Code of Conduct.

Students are expected to work independently on examinations and assignments unless it is specifically described by the instructors as a group assignment. Any use of resources other than your own recollection and reasoning ability on an examination is cheating. Inappropriate use of electronic or wireless technology (i.e., cell phones, PDAs, or pagers) during an examination is considered academic misconduct. Having in your possession or the use of any examination question previously used in this course is considered cheating. Any attempt to reconstruct an examination after it is taken with the intent to share with other students is considered cheating. Sharing information about an examination with any other student who has not taken the exam is considered cheating. Any student suspected of dishonesty will receive a zero (no credit) for that assignment or examination, will be reported to the School of Pharmacy Dean’s Office with subsequent actions as per University regulations and policy.

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 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 School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, pay special attention to the School’s technical standards and policies concerning students with special needs.
Information about ULM student services, such as Student Success Center (http://ulm.edu/cass/), Counseling Center (http://ulm.edu/counselingcenter/), Special Needs (http://ulm.edu/counselingcenter/special.htm) 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.

- SOP 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, notetaking 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.

H. Discipline/Course Specific Policies:

Students are responsible for all course information of Moodle and/or instructor websites. They are expected to check the sources regularly to access class materials, required readings, assignments, and other information necessary to excel in this course.
Students arriving late for class may have points deducted from the corresponding activity grade or be denied participation in the activity.

Students should attend class during the scheduled time that the section in which they are registered for meets, unless otherwise informed by the instructor or coordinators.

I. Student Success Policy

From SOP 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 course coordinator or 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.

In addition to answering objectives as described above and reviewing missed item reports, first professional year students scoring <70% on any exam and having an overall exam average <70% (excludes quizzes, assignments, bonus, etc.) will meet with the Director of Professional Affairs.

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

Due to the active learning nature of this course and lack of exams, the above policy will be modified to meet the needs of this course. Any student earning a grade of <70% on any assignment/activity and an overall course average <70% will be required to do the following in order to have completed policy requirements and be eligible for remediation:

- Contact instructors of all past activities in which the student earned a grade of <70% to discuss the student’s performance on the activity
- Until the student has a passing course average, the student should contact instructors of all upcoming topics/activities to determine what the instructor would like the student to do to help ensure successful performance. This could include completion of written objectives, meetings with the instructor, additional reading assignments, or whatever the instructor deems appropriate.

****This does not apply to students that have earned activity and course grades <70% due to missed activities and classes. Those students will not be eligible for remediation.
J. Remediation Policy

i. Remediation is a privilege that must be earned through demonstrated attendance and active participation throughout the semester that the non-progressing grade was earned.

ii. To be eligible for remediation, the student must have completed all assigned work in the course. Also, if < 7% of students enrolled in a class fail to achieve a passing grade of “C” in a required course, students must have fulfilled all the requirements of the Early Intervention program as outlined the Student Success Policy to be eligible for remediation.

iii. Remediation will be offered to any student earning a course average of ≥65% regardless of the total number of students failing. If ≥7% of the enrolled students fail to earn a in the course with remediation. If the student makes a grade of <70% on the targeted final/assignment, their original grade will take the place of the “I” grade. The student can then re-enroll in the course at the next offering if eligible based on school progression policies. If this is the student’s second “F” grade in the curriculum, the student will be dismissed from the program.

iv. Students will be allowed to remediate with a targeted remediation exam/assignment no more than three (3) times total in their P1-P3 years. Students may not remediate a class more than once. There will be no make-up exams in the remediation.

v. Students with a grade of “C” or better are not eligible to use remediation in an attempt to improve their grade in that course.

vi. Students receiving a non-progressing grade as a result of a disciplinary action are not eligible to remediate that course in that semester.
### PHRD 5004: Advanced Communication

**Section 1:** Wednesday & Friday 10:00 AM-10:50 AM  
**Section 2:** Wednesday & Friday 11:00 AM-11:50 AM  
Room 170

| Date  
(2016) | Faculty | Topic                                                   |
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<thead>
<tr>
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<tbody>
<tr>
<td>8/24</td>
<td>K. Pate</td>
<td>Course introduction / Intro to activities and in-service presentation</td>
</tr>
<tr>
<td>8/26</td>
<td>Sampognaro</td>
<td>MTM</td>
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<tr>
<td>8/31</td>
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<td>MTM</td>
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<td>Sampognaro</td>
<td>MTM</td>
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<tr>
<td>9/7</td>
<td>Cockerham</td>
<td>Communicating with Healthcare Providers</td>
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<td>9/9</td>
<td>Cockerham</td>
<td>Providing In-Services, Presentations</td>
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<tr>
<td>9/14</td>
<td>K. Pate</td>
<td>Special Situations: Handling Sensitive Situations</td>
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<td>9/16</td>
<td>K. Pate</td>
<td>Special Situations: Handling Sensitive Situations</td>
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<td>9/21</td>
<td>K. Pate</td>
<td>Practice Patient Counseling</td>
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<td>9/23</td>
<td>K. Pate</td>
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<tr>
<td>9/28</td>
<td>S. Hill</td>
<td>Motivational Interviewing</td>
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<tr>
<td>10/5</td>
<td>J. Smith</td>
<td>Professionalism in Communication</td>
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<td>10/7</td>
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<td>K. Pate</td>
<td>ILS - V</td>
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<tr>
<td>10/12</td>
<td>A. Pate</td>
<td>Team Based Decision Making</td>
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<tr>
<td>10/14</td>
<td>A. Pate</td>
<td>Team Based Decision Making</td>
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<tr>
<td>10/19</td>
<td>Horace</td>
<td>Constructive Criticism and Providing Feedback</td>
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<tr>
<td>10/21</td>
<td><strong>FALL BREAK</strong></td>
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<tr>
<td>10/26</td>
<td>K. Pate</td>
<td>Special Situations: Patients with Diabetes</td>
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<td>Date</td>
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<td>Topic</td>
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<tr>
<td>10/28</td>
<td>K. Pate</td>
<td>Special Situations: Patients with Diabetes</td>
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<td>11/2</td>
<td>Horace</td>
<td>Assertiveness</td>
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<td>11/4</td>
<td>Horace</td>
<td>Assertiveness</td>
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<tr>
<td>11/9</td>
<td>Comeau</td>
<td>Death and Dying</td>
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<tr>
<td>11/11</td>
<td>Comeau</td>
<td>Death and Dying</td>
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<tr>
<td>11/16</td>
<td>Sampognaro</td>
<td>Special Situations: Counseling Patients on Warfarin</td>
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<tr>
<td>11/18</td>
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<td>Special Situations: Counseling Patients on Warfarin</td>
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<tr>
<td>11/22</td>
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<td>In-Service Presentations Due at 1:00pm (Upload to Moodle)</td>
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<tr>
<td>11/23</td>
<td>K. Pate</td>
<td>Student In-Service Presentations</td>
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<tr>
<td>11/25</td>
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<td>THANKSGIVING HOLIDAY</td>
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<tr>
<td>11/30</td>
<td>J. Smith</td>
<td>Student In-Service Presentations</td>
</tr>
<tr>
<td>12/2</td>
<td>K. Pate</td>
<td>Student In-Service Presentations</td>
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<tr>
<td>12/2</td>
<td></td>
<td>In-service Group Peer Evaluation Due at 5:00pm (Upload to Moodle)</td>
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<tr>
<td>12/2</td>
<td></td>
<td>In-service Group Constructive Criticism/Feedback Assignment Due at 5:00pm (Upload to Moodle); Refer to Dr Horace’s lecture for details/instructions</td>
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</tbody>
</table>

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