PHRD 5061 – Women’s Health and the Pharmacist

Contact Information:
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(318) 342-1171
corobertson@ulm.edu

Office Hours:
Monday: 1:00 – 5:00 pm
Tuesday: 8:00 – 11:00 am
Thursday: 8:00 – 11:00 am
*Please email me to schedule an appointment if there is a specific meeting time you would like.

Course Requirements: Current enrollment in the following:
PHRD 5027, 5029, 5031, 5033, 5035, and 5037

Course Description: This course will cover practical information necessary to provide optimal pharmaceutical care to women in a wide variety of practice settings, and will include discussions of both social and therapeutic issues, with emphasis on the three major life stages in women: adolescence, pregnancy, and menopause. Some course material will be presented via distance teaching technology, supported by in-class and online discussions, assignments, and reflective writing.

Course Specific Objectives and Outcomes
At the conclusion of this course, students should be able to:
  • Identify, discuss, and become actively engaged in health and social issues that affect women disproportionately, when compared to men.
  • Describe the selection of drugs in pregnancy and lactation and women with chronic conditions.
  • Compare the treatment of presented conditions between women and men.

Curricular Objectives and Outcomes

Provide Comprehensive Patient Specific Pharmaceutical Care.
3. Develop and implement an evidence-based care plan. (pharmacology, med chem., physiology, pathology, etc.)

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.
Identify, Interpret, and Evaluate Literature Needed for the Provision of Drug Information and Pharmaceutical Care

13. Define the question that needs to be answered.
14. Distinguish among lay, professional and scientific literature.
15. Identify appropriate literature search engines for lay, professional, and scientific literature.
20. Draw appropriate conclusions from research results.
21. Assess the potential impact and implication of published information on current practices.

Promote Health Improvement and Self-Care.
23. Collaborate with policy makers, health care providers, members of the community, administrative and support personnel to identify and resolve health problems and evaluate health policy.

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.
29. Identify, analyze, and resolve ethical problems involved in pharmacy practice.
31. Collaborate proactively with other healthcare professionals.
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.

Course Topics
Topics to be included in this course include social issues in the care of women, such as health disparities, research issues, and abuse. Pregnancy and lactation will be stressed, as will contraception, infertility, and menopause. Also included will be a number of disease states that are unique to women, or that require different treatment modalities in women and drugs that have documented gender differences in their efficacy, safety pharmacokinetic profiles, etc.

Instructional Methods and Activities:
Much of the course will utilize didactic lectures throughout the semester to introduce material. Most will be supplemented with assigned readings, videos, or podcasts, in-class discussions, assignments, or out-of-class projects. Teaching methods may include, but are not limited to: case/scenario based teaching; problem-based learning; service learning; individual/group exercises; self-directed learning; errors and omissions; role playing; online teaching; applied learning; point-of-care testing; projects/presentations; assignments/exercises; traditional lectures and the use of technology such as Power Point, Human Patient Simulation, Distance Learning, and Moodle.
**Evaluation and Grade Assignment:**

Course grading will be based on the following:

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<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>Topic Reflections</td>
<td>20%</td>
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<tr>
<td>Seminar Presentation</td>
<td>20%</td>
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<tr>
<td>Case studies/assignments</td>
<td>20%</td>
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<tr>
<td>Final Reflective Essay</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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The course is based on a 10 point grading scale:

- **A** = 89.5 – 100
- **B** = 79.5 – 89.4
- **C** = 69.5 – 79.4
- **D** = 59.5 – 69.4
- **F** = ≤ 59.4

**Class Participation:** The course faculty and coordinator will assess students’ professionalism and class participation. Students will be evaluated on several factors, including punctuality and respectful participation among in-class discussions and active learning activities.

**Topic Reflections:** Students will complete several reflective statements over the course of the semester. The purpose of these statements is for the student to apply what they have learned to real practice, and to contemplate the impact of the information, both on a personal and professional level. Time will be given in class to complete these assignments, and guidelines with guiding questions will be provided.

**Seminar Presentation:** Students will research, develop, and present a 10-minute scientific seminar containing information pertinent to a specific topic affecting women’s health. A topic list will be provided for students to choose from, or students may submit choices for presentation topics to the course coordinator. Students will create and present a PowerPoint presentation to convey information about the specific topic and answer any follow up questions from students/instructors.

**Case Studies and Assignments:** Cases/assignments will be made available to students at the beginning of class, and may include both social and pharmacotherapeutic issues to be addressed. These assignments will reinforce or augment the material covered in-class and may be completed individually or in groups, as determined by the instructor. These assignments may be graded, or may be pass/fail.

**Final Reflective Essay:** A 2-3 page reflective essay will be completed as a culminating experience in the course. Each student will describe important concepts and insights obtained through the course and the projected impact on his/her professional practice. Guiding questions will be provided.

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. 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.
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/).

** In addition, students may be required to access and read journal and news articles, as assigned.

B. Attendance Policy: Class attendance is mandatory in all pharmacy courses. 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. Tardiness and disruptive behavior will not be tolerated.

EXCUSED ABSENCES POLICY

STUDENTS MISSING A GRADED EXERCISE

A student missing a graded exercise (exam, quiz, in-class assignment, etc.) MUST contact the Course Coordinator via email or phone prior to the graded exercise. If a student cannot contact the Course Coordinator prior to the graded exercise, they must contact the coordinator within 24 hours of the graded exercise. It will be the sole responsibility of the Course Coordinator as to determine whether or not the student had a sufficient excuse for not contacting the Course Coordinator prior to the exam. Provided this policy is followed and a validated excuse is presented, excused absences will be granted for those reasons outlined in the University catalog and College of Pharmacy (COP) Student Handbook. Absences outside of those covered in the University catalog and COP Student Handbook will be excused at the discretion of the Course Coordinator.

STUDENTS MISSING CLASS TIME

Students MUST notify faculty of a scheduled absence (Physician Appointment, etc) prior to missing class. When possible, students SHOULD notify faculty of an unscheduled absence by phone or email prior to missing class. If a student cannot contact the Course Coordinator prior to class, they MUST contact the coordinator within 24 hours of class. Provided this policy is followed and a validated excuse is presented, excused absences will be granted for those reasons outlined in the University catalog and COP Student Handbook. Absences outside of those covered in the University Catalog and COP Student Handbook will be excused at the discretion of the Course Coordinator.

Students SHOULD NOT miss class for drug screening; however, in the rare case where a student’s class schedule does not allow sufficient time for drug screening within the pre-defined window, an excused absence will be granted by the Dean or his/her designee provided the student receives permission from the Dean’s office or the Course Coordinator to be absent prior to the absence occurring. The Dean or his/her designee will directly communicate this excuse in writing to the Course Coordinator.
**Excuse Validation**

The Office of Student and Professional Affairs will verify the validity of all excuses. Students should bring the excuse to the Office of Student and Professional Affairs before classes on the day they return to class. The Office of Student and Professional Affairs will verify the validity of the excuse and will sign and date the excuse. The student should retrieve the validated excuse on the **SAME** day it is dropped off in the office of Student and Professional Affairs. The student should provide the Course Coordinator with the validated excuse within two business days of its validation.

**Contacting Course Coordinators**

Contact information for all course coordinators is located in the syllabus for all courses; however, students are encouraged to pre-program their course coordinators office phone numbers into their cell phones or keep a list of course coordinator phone numbers where they are easily accessible. Student may contact the Office of the Dean (318-342-1600) or the Office of Student and Professional Affairs (318-342-3800) for assistance.

**Appeals for Excused Absences**

In the event that a student disagrees with a Course Coordinator’s decision concerning an excused absence, they may appeal that decision using the same pathway and timelines outlined for a grade appeal (Department Head, Associate Dean for Academic Affairs, Dean, Provost). Any appeal should include a copy of the validated excuse and a letter outlining reasons the excuse should be granted based on the College and University guidelines for excused absences.

C. **Make Up Policy**

Late assignments will not be accepted and will receive a grade of zero. If the student has a University approved excuse for missing a graded assignment, one opportunity will be given for make-up at the discretion of the instructor(s). Failure to attend a scheduled make-up will result in a grade of zero (0) for that exam/exercise. Make-up activities will be prepared at a similar level of difficulty and may be given as a written exam or an oral exam in the presence of another faculty member.

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/](http://www.ulm.edu/studentpolicy/)). All students must observe the ULM College of Pharmacy Code of Ethical and Professional Conduct – ([http://www.ulm.edu/pharmacy/documents/ospa/codeofconductv82011.pdf](http://www.ulm.edu/pharmacy/documents/ospa/codeofconductv82011.pdf))

E. **Course Evaluation Policy**: At minimum, students are expected to complete the on-line course evaluation as well as any evaluation administered in class by the College of Pharmacy.

F. **Student Services**: Information concerning student services in the College of Pharmacy can be found in the College of Pharmacy Student Handbook. In particular, pay special attention to the Colleges technical standards and policies concerning students with special needs ([http://www.ulm.edu/studentpolicy/studentpolicy.pdf](http://www.ulm.edu/studentpolicy/studentpolicy.pdf)). ULM student services, such as Student Success Center ([http://ulm.edu/cass/](http://ulm.edu/cass/)), Counseling Center
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 & Learners Prevent Suicide) Project Office: 342-1335

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. Course Specific Policies: All students enrolled in the course will be expected to check Moodle daily for assignments, readings, and communications from course faculty. Students are responsible for all information received via email and posted to Moodle.

2016 Tentative Women’s Health and the Pharmacist Course Schedule

**The instructor reserves the right to adjust the schedule as needed AND classroom and hours of class**

Meeting Dates & Times: Tuesday and Thursday 3PM – 4:15PM in Room B170

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1/19</td>
<td>Intro Addictive behaviors Abusive relationships</td>
<td>Robertson</td>
</tr>
<tr>
<td>1/21</td>
<td>PK and PD differences in women Health disparities</td>
<td>Robertson</td>
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<tr>
<td>1/26</td>
<td>Cardiovascular Disease in Women</td>
<td>Robertson</td>
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<tr>
<td>1/28</td>
<td>Cardiovascular Disease in Women</td>
<td>Robertson</td>
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<tr>
<td>2/2</td>
<td>Adolescent Health</td>
<td>Tice</td>
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<td>2/4</td>
<td>Nutrition and Body Composition</td>
<td>J. Smith</td>
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<td>2/11</td>
<td>Eating Disorders</td>
<td>Robertson</td>
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<tr>
<td>2/16</td>
<td>Autoimmune Diseases-MS/Lupus</td>
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<td>2/18</td>
<td>GI Issues-Celiac Disease and IBS</td>
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<td>2/23</td>
<td>Legal Issues</td>
<td>J. Evans</td>
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<td>2/25</td>
<td>Infant care</td>
<td>Robertson</td>
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<td>3/1</td>
<td>Work-related Health Issues</td>
<td>P4 Students - Baggarly</td>
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<td>3/3</td>
<td>HIV and related issues</td>
<td>Horace</td>
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<td>3/8</td>
<td>Female life stages/hormonal cycle</td>
<td>Robertson</td>
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<td>3/10</td>
<td>Contraception and Natural Family Planning</td>
<td>Terrell</td>
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<td>3/15</td>
<td>PCOS</td>
<td>Sirmans</td>
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<td>3/17</td>
<td>Infertility</td>
<td>Sirmans</td>
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<td>3/22</td>
<td>Labor &amp; Delivery; Breastfeeding</td>
<td>Robertson</td>
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<tr>
<td>3/24</td>
<td>Diseases in pregnancy &amp; lactation: Psych and Neuro; anticoagulation</td>
<td>Robertson</td>
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<tr>
<td>4/5</td>
<td>Diseases in pregnancy &amp; lactation: Diabetes and HTN</td>
<td>Posey</td>
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<tr>
<td>4/7</td>
<td>Diseases in pregnancy &amp; lactation: Diabetes and HTN</td>
<td>Posey</td>
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<td>4/12</td>
<td>Activity Day</td>
<td>Robertson</td>
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<td>4/14</td>
<td>UTIs</td>
<td>P4 Students - Stewart</td>
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<td>4/19</td>
<td>Cancer Survivorship</td>
<td>Comeau and Jacobs</td>
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<tr>
<td>4/21</td>
<td>Cancer Survivorship</td>
<td>Comeau and Jacobs</td>
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<td>4/26</td>
<td>Breast Cancer and Research</td>
<td>Sylvester</td>
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<tr>
<td>4/28</td>
<td>Seminar Presentations</td>
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<td>5/3</td>
<td>Seminar Presentations</td>
<td>Robertson</td>
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