PHRD XXXX, Introduction to Health Care Advocacy

Contact Information

Course Coordinator

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Office hours: TBD

I. Course Prerequisites/Corequisites
Prior to registering for the class the student must have completed PHRD 4031 with a grade of C or better.

II. Course Description
This course reviews the basics of the legislative process and the impact of advocacy on the development of legislation. Students will focus primarily on the role of advocacy in healthcare and will obtain knowledge and skills to help them become better advocates for their profession.

III. Course Objectives and Outcomes
At the completion of this course the student will be able to:

1. Describe the legislative and regulatory process on the national and state level
2. Understand and distinguish between grassroots and organizational advocacy
3. Identify and critically analyze current and relevant healthcare issues and legislation
4. Formulate a position and defend said position on a current health care issue
5. Effectively communicate with legislators, regulators, and policymakers regarding issues relevant to healthcare delivery and quality

IV. Curricular Outcomes

Communicate Effectively.
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.
23. Collaborate with policy makers, health care providers, members of the community and 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.
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 Topics
The majority of the topics in the class will be focused on legislative and regulatory processes that impact pharmacy practice and the influence of advocacy on the formulation of laws and rules that regulate pharmacy practice. Additionally, topics related to grassroots and organizational advocacy as well as health care quality will be discussed.

VI. Instructional Methods and Activities
The course will be taught through web-based didactic lectures given by the course coordinator or invited guest lecturers. Additionally, selected students may be presenting certain parts of the class.

All lectures will be in electronic format and will be made available on Moodle. Students will be responsible for viewing the lecture videos prior to completion of each assignment. Students will be required to establish a blog and to discuss specific topics in depth; participation in these discussions is required. Blog assignments are intended to reinforce the information covered in the lectures and enhance the students’ understanding of the material. Students will also be required to complete a capstone project that runs longitudinally throughout the course and encompasses all topics taught in the course.

VII. Evaluation and Grade Assignment
Course grading will be based on the following weighted requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Blogging</td>
<td>30%</td>
</tr>
<tr>
<td>Letter to Legislator</td>
<td>10%</td>
</tr>
<tr>
<td>Letter to Regulator</td>
<td>10%</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Blogging**
Students will be required to create and maintain a blog throughout the course. Each week, a question will be posted to correspond with the lecture topics and students will be required to research and answer in blog format. Responses should be no more than 500 words. Students are then required to read the blog entries of the other class participants and make comments on at least two (2) other blog entries. Comments should be respectful, while offering substantive feedback on the other students’ entry.

**Letter to Legislator**
Students will be required to identify a healthcare issue of interest to them or identify a piece of federal healthcare legislation currently under consideration by the U.S. Congress. Students will then be required to formulate a position on said issue or legislation and write a letter reflecting that position to one of their federal legislators. While students may send this letter to their legislator, such action is not required and will not impact the student’s grade; however, students will be required to submit the letter on Moodle.

**Letter to Regulator**
Students will be required to identify a current Louisiana Board (LABP) of Pharmacy Regulatory Proposal, a current regulation which, in the student’s opinion, is in need of changes or a relevant issue about which there is no clear guidance or regulation given by the Board. Students will then be required to formulate a position on said Regulatory Proposal, regulation or issue and write a letter to their respective LABP Board Member(s). While students may send this letter to the LABP member or Executive Director, such action is not required and will not impact the student’s grade; however, students will be required to submit the letter on Moodle.

**Capstone Project**
Students will be required to demonstrate their understanding of the course material through the completion of a capstone project. This project is intended to run longitudinally throughout the course, as each lecture will provide students with information necessary to complete different aspects of the project. Students will be assigned to groups and will select a current healthcare issue of interest. Each group must then research the issue, identify the need or action relative to the issue, develop a plan to promote and advocate that action, and predict the impact of the desired action. The advocacy plan shall include a detailed strategy for grassroots and organizational efforts, as well as a plan to present your position to a legislator or regulator. The student must make use of at least two (2) advocacy mechanisms presented in the course.
Grading Scale

A: >89.499999
B: 89.5 > and >79.499999
C: 79.5 > and >69.499999
D: 69.5 > and 59.4999999
F: 59.6 >

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.

VIII. Class Policies and Procedures

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed. Students are also expected to follow the ULM College of Pharmacy Social Media Policy. Students are expected to maintain respectful and professional demeanor in all comments made to other students’ blog entries. Any student deemed to have made a unprofessional, disrespectful, or demeaning comment will be reported to the ULM College of Pharmacy Board of Ethical and Professional Conduct.

A. Textbook(s) and Materials


B. Attendance Policy

The professional educational experience in the College of Pharmacy involves many multifaceted learning objectives, including professional interactions with faculty and peers, that don’t lend themselves to traditional testing modalities and assignment of letter grades. While this is not a traditional course which lends itself to in-class lecture and evaluation, students are expected to participate fully in all assigned lectures and assignments. Students who fail to complete two consecutive assignments OR three assignments throughout the duration of the course 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.

C. Make-up Policy

Students are given until Saturday at 11:59 PM CST to complete all of the current week’s assignments. Students unable to complete the required assignments by that time MUST contact the course coordinator within 24 hours of the deadline. After the deadline has passed, make-up assignments will be given at the discretion of the course coordinator.

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/).

E. Course Evaluation Policy

Students are expected to complete the on-line course evaluation upon completion of the course. In addition, constructive student feedback is always encouraged, and will be welcome throughout the semester and after class completion, via email, telephone, meetings, or anonymous correspondence. The coordinator is learning the same way the students are, through trial and error. Thus please provide feedback.

F. Student Services

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.

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:

In cases of emergency please contact the course coordinator as needed and as soon as possible.

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.
IX. Tentative Course Schedule

A. Schedule:

Some topics may switch depending on the availability of guest lecturers or the speed in which the material will be covered.

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<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introduction to Advocacy and the Legislative Process</td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>Impacting Federal and State Legislation</td>
<td></td>
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<tr>
<td>2</td>
<td>1</td>
<td>From Law to Regulations</td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td>Organizational Advocacy/Lobbying</td>
<td></td>
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<tr>
<td>3</td>
<td>1</td>
<td>Grassroots Advocacy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Public Relations in Advocacy</td>
<td></td>
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<tr>
<td>4</td>
<td>1</td>
<td>Capstone Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Capstone Project</td>
<td></td>
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</tbody>
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