

I. Contact Information (*preferred method(s) of communication)**Course Coordinators**

Hanna Rotundo, PharmD, BCACP, CDCES
Assistant Professor, Clinical Sciences
New Orleans 237
318-342-6602
[*hawelch@ulm.edu](mailto:hawelch@ulm.edu)
Office hours: M-Th 1-5pm

Courtney Robertson, PharmD, BCPS
Associate Professor, Clinical Sciences
Bienville 119
318-342-1171
[*robertson@ulm.edu](mailto:robertson@ulm.edu)
Office hours: M-Th 8-11am

Course Instructors

Jessica Brady, PharmD, BCPS
Professor, Clinical Sciences
*Bienville 115
318-342-1697
[*brady@ulm.edu](mailto:brady@ulm.edu)
Office hours: M, T, W, Th 1-4pm

Laurel Sampognaro, PharmD
Professor, Clinical Sciences
*Bienville 176B
318-342-1721
[*sampognaro@ulm.edu](mailto:sampognaro@ulm.edu)
Office hours: M-F 9-11am

Stephen Hill, PharmD, BCPS
Associate Professor, Clinical Sciences
Bienville 117
318-342-1730
[*shill@ulm.edu](mailto:shill@ulm.edu)
Office hours: M-Th 1-4pm, Fri by appointment

Jamie Terrell, PharmD
Professor, Clinical Sciences
Shreveport 114
318-342-1825
[*terrell@ulm.edu](mailto:terrell@ulm.edu)
Office hours: T, W, Th, Fri 9-11am and Th 1-3pm

Jon Lance Nickelson, PharmD
Assistant Professor, Clinical Sciences
Bienville 107
*318-342-3172
*Email: jnickelson@ulm.edu
*Office Hours: M/W 1:30-3pm, T/Th 1:30-4pm,
F 8-11am

Hilary Tice, PharmD, BCPS
Assistant Professor, Clinical Sciences
Shreveport 113
318-342-1818
tice@ulm.edu
Office hours: M-Th 1-3:30pm
*Preferred mode of communication: Zoom

II. Course Prerequisites/Corequisites

Successful completion of PHRD 4079

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. (2 credit hours)

IV. Curricular Objectives and Outcomes**CAPE****Domain 1 – Foundational Knowledge**

1.1. Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) – Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities.)

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Domain 3 – Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

4.4 Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

ACPE APPENDIX 1

Toxicology: Pharmacodynamics, mechanisms, prevention, and treatment of the toxic effects of drugs and poisons, including poisons associated with bioterrorism.

Natural Products and Alternative and Complementary Therapies: Evidence-based evaluation of the therapeutic value, safety, and regulation of pharmacologically active natural products and dietary supplements. Cultural practices commonly selected by practitioners and/or patients for use in the promotion of health and wellness, and their potential impact on pharmacotherapy.

Patient Assessment: Evaluation of patient function and dysfunction through the performance of tests and assessments leading to objective (e.g., physical assessment, health screening, and lab data interpretation) and subjective (patient interview) data important to the provision of care.

Pharmacotherapy: Evidence-based clinical decision making, therapeutic treatment planning, and medication therapy management strategy development for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Emphasis on patient safety, clinical efficacy, pharmacogenomic and pharmaco-economic considerations, and treatment of patients across the lifespan.

Self-Care Pharmacotherapy: Therapeutic needs assessment, including the need for triage to other health professionals, drug product recommendation/selection, and counseling of patients on non-prescription drug products, non-pharmacologic treatments and health/wellness strategies.

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:
 - 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)
 - 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
 - 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.
 - 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.
 - 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 for the cardiovascular system, chest and lungs and appropriate self care for diabetes mellitus, first aid, special populations, and herbal/homeopathic remedies. Home testing, monitoring devices and durable medical equipment will also be covered.

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 physical assessment technique, and individual projects. Case studies may be an application of principles of physical assessment and self care. Quizzes may also be administered.

VIII. Evaluation and Grade Assignment

Three written exams will be given throughout the semester for a total of 240 points. The final exam will not be comprehensive.

Exam 1: 84 points

Exam 2: 84 points

Exam 3: 72 points

In-class activities: 18 points

Total points for the course: 258 points*

* Quizzes/assignments will be given as deemed necessary by each faculty member. The points available from these quizzes and assignments will be added into the denominator for the total number of points available from this section, and course grade determined accordingly.

Exams

Exam dates are scheduled in the course syllabus and will only be changed in the event of University closure. Exams may be multiple-choice, fill-in-the-blank, short-answer, case- or scenario-based discussion, essay, or any other format deemed necessary by the faculty members and Course Coordinators. Information acquired from previous portions of the course and from other courses in the professional pharmacy curriculum may be needed in preparing for these examinations.

Exams will be issued using Exam Soft; all students are required to download the exams prior to the date of the scheduled exam. If a student cannot take the exam on the scheduled date the student must reverse download the exam to Exam Soft. Under no circumstances should a student open an examination, except during the scheduled time and at the scheduled location. Scratch paper will be issued if deemed necessary on the day of the exam and all students are required to sign the scratch paper and return it to the exam proctor prior to leaving the room. No other paper items will be allowed during the exam unless supplied by the faculty administering the exam. All exams must be uploaded before leaving the classroom; in the event of a power outage or loss of Wi-Fi connection all students are required to upload the exam at the earliest possible reconnection time, however proof of exam closeout will be required prior to leaving the classroom.

The use of programmable calculators and electronic devices capable of storing, receiving or transmitting data are prohibited during an exam or quiz unless expressly authorized by the course instructor. Such devices must be turned off and left with your belongings in the front of the room.

Exam review: Students wishing to review their exams with the course coordinators or with a specific faculty member must do so within 2 weeks of when the exam scores are posted, or within 1 week of the time that the score for the final exam is posted. Individual reviews will be arranged with students on request.

Exam question appeals: The procedure for challenging exam questions is as follows: Problems or issues with a question should be first directed, via e-mail, to the person who wrote it. The course coordinator(s) should be copied on this email, but it is the responsibility of the question's author to address the concern(s). If the student is unsure which faculty member wrote a specific question, then he or she may ask the course coordinator. In the written challenge, the student is expected to include references or rationale to support their challenge of the question. If a question challenge comes from a student representative as a voice for one or a group of students, a list of all the students involved in the question challenge shall be included in the email with the references or rationale challenging any questions. The challenge will be reviewed by the faculty member, and his or her decision will be shared with the course coordinator(s). Discussion of a dispute will occur only after the written query is submitted. Challenges of test questions for the first 2 exams will only be considered within 2 weeks of when the test scores are posted. For the final examination, challenges of test questions will only be considered within 1 week of the time that the scores are posted. In the event that there is an issue with a particular test question, adjustments to scores will be determined by the test question writer and the course coordinator.

Total Grade

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

Grading Scale:

90% - 100%	= A
80% - 89%	= B
70% - 79%	= C
60% - 69%	= D
Below 60%	= F

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).

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 (<https://www.ulm.edu/pharmacy/documents/ospa/earlyintervention.pdf>)

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

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.

Remediation Policy: <http://www.ulm.edu/pharmacy/currents.html>

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:

- Krinsky D, Ferreri S, et al. *Handbook of Nonprescription Drugs: An Interactive Approach to Self-Care*, 19th edition. Washington, DC, American Pharmacists Association, 2017 (available on APhA Pharmacy Library).
- Stethoscope with bell and diaphragm

Suggested:

- Jones R. *Patient Assessment in Pharmacy Practice*, 3rd edition. Wolters Kluwer, 2016.

Attendance Policy:

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 may: (1) prevent access to the classroom during regularly scheduled times; (2) jeopardize a student's scholastic standing; and (3) lead to suspension from the School or University. Students must submit excuses for class absences to course coordinators within three class days after returning to classes.

Professors shall accept an official University excuse. With the following exceptions, professors are 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 verifying providing documentation to the faculty, which will be verified. 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.

Make-up Policy:

Each student is expected to attend each exam at the date and time specified. If a student cannot attend an exam due to valid University excuse, he/she must speak directly with the course coordinator, as soon as possible. The course coordinator must be notified prior to an examination if a student misses an exam. The ULM SOP Excused Absence Policy must be followed. Please refer to the official document for details. In case of emergency, the course coordinator must be notified within 48 hours of the emergency. Failure to do so will result in a zero (0) grade for that exam. Make-up exams will be prepared at the same or higher level than the original exam. The format of the make-up exam may be written or oral. Failure to attend a scheduled make-up exam will result in a zero (0) grade for that exam. Students missing an exam due to a University approved excuse will take the make-up exam during the week of finals, or as determined by the course coordinator. <http://www.ulm.edu/pharmacy/currents.html>

Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 of 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/currents.html>).

Censures (Penalties)

Academic dishonesty will result in a referral to the Committee on Ethical and Professional Standards with a recommendation for a grade of "F" for the course and expulsion from the College of Pharmacy. 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 should pay special attention to the University's technical standards and policies concerning students with special needs (<http://www.ulm.edu/studentpolicy/studentpolicy.pdf>). ULM student services, such as the 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/>. Students with special needs requiring accommodations MUST follow the process described at <http://rxweb.ulm.edu/pharmacy/student/specialneeds.pdf>.

Mental Wellness on the ULM Campus

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.

Emergency Procedures: Please review the emergency escape plan in the classrooms and hallways of the Bienville building. Move quickly and in an orderly manner 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 the Bienville building 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. The course coordinators reserve the right to adjust the syllabus or schedule, in accordance with University and School policies and procedures.

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

X. Tentative Course Schedule (*The instructors reserve the right to adjust the schedule as needed.*)

PHRD 5008 Self Care/Patient Assessment II

Thursday 10:00-11:50am

Bienville Room 202

Session	Date	Topic	Instructor	Points/Exam
1	1/14	Review of Self Care Assessment Technique	Sampognaro	12 pts/Exam 1
		Assessment of Peripheral Vasculature		
2	1/21	Interpretation of Lab Values	Robertson	12 pts/Exam 1
		Dermatological Assessment: Skin, Hair, Nails		12 pts/Exam 1
3	1/28	Assessment of CV System	S Hill	12 pts/Exam 1
		Neurologic Assessment	Nickelson	12 pts/Exam 1
4	2/4	Assessment of Chest and Lungs	Brady	12 pts/Exam 1
		Home Testing and Monitoring Devices		12 pts/Exam 1
5	2/11	Activity – Patient Assessment	Brady, S Hill, Robertson, Sampognaro, Rotundo	12 in-class points
	2/18	Exam 1 (84 points)		
6	2/25	Diabetes	Terrell	24 pts/Exam 2
7	3/4	Diabetes/Cases	Terrell	12 pts/Exam 2
8	3/11	Prevention of Pregnancy and STIs	Terrell	12 pts/Exam 2
		OTC Products in Pregnancy and Lactation		12 pts/Exam 2
9	3/18	Durable Medical Equipment & Ostomy Supplies	Brady	12 pts/Exam 2
		Urinary Incontinence Supplies		12 pts/Exam 2
	3/25	Exam 2 (84 points)		
10	4/1	Household Product Toxicities	S Hill	12 pts/Exam 3
		OTC Product Toxicities		12 pts/Exam 3
	4/8	SPRING BREAK		
11	4/15	OTC Products in Children	Tice	12 pts/Exam 3
		Herbal/Homeopathic Remedies		12 pts/Exam 3
12	4/22	Herbal/Homeopathic Remedies	Tice	24 pts/Exam 3
13	4/29	Natural Medicines Activity	Rotundo	6 in-class points
	5/6	Exam 3 (Final Exam - 72 points)		