

**Pharmacy Communications**  
**PHRD 5012**  
**CRN # 64545 and 64546**

**I. Contact Information**

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## II. Course Prerequisites

PHRD 4010, PHRD 4031, PHRD 4033

## III. Course Description

**2 credit hours:** Orientation and 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

### Cape Educational Outcomes

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

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural sensitivity (Includer) – Recognize social determinants of health to diminish disparities and inequities in access to quality care.

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

### Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

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 Required Elements**

#### A. Social/Administrative/Behavioral Sciences

1. Cultural Awareness: Exploration of the potential impact of cultural values, beliefs, and practices on patient care outcomes.

2. Ethics: Exploration of approaches for resolving ethical dilemmas in patient care, with an emphasis on moral responsibility and the ability to critically evaluate viable options against the needs of patients and other key stakeholders.

3. Professional Communication: Analysis and practice of verbal, non-verbal, and written communication strategies that promote effective interpersonal dialog and understanding to advance specific patient care, education, advocacy, and/or interprofessional collaboration goals. Exploration of technology-based communication tools and their impact on healthcare delivery, healthcare information, and patient empowerment.

4. Professional Development/Social and Behavioral Aspects of Practice: Development of professional self-awareness, capabilities, responsibilities, and leadership. Analysis of contemporary practice roles and innovative opportunities, and inculcation of professional attitudes, behaviors, and dispositions.

#### B. Clinical Sciences

1. Health Information Retrieval and Evaluation: Critical analysis and application of relevant health sciences literature and other information resources to answer specific patient-care and/or drug related questions and provide evidence-based therapeutic recommendations to healthcare providers or, when appropriate, the public.
2. Medication Dispensing, Distribution and Administration: Preparation, dispensing and administration of prescriptions, identification and prevention of medication errors and interactions, maintaining and using patient profile systems and prescription processing technology and/or equipment, and ensuring patient safety. Educating about appropriate medication use and administration.

#### **V. Course Specific Objectives and Outcomes**

- a. Students who successfully complete the course requirements should achieve the following course objectives and outcomes:
  - i. Provide counseling to patients relative to proper therapeutic self-management.
  - ii. Minimize environmental barriers to communication with patients.
  - iii. Gather and organize information in order to identify ongoing or potential drug-related problems and the root cause of these problems.
  - iv. Use appropriate sources of patient education information to review indications, adverse effects, dosage, storage, and administration techniques.
  - v. Use effective written, visual, verbal, and nonverbal communication skills when providing medication self-management counseling to patients and/or caregivers.

#### **VI. Course Topics**

See 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, 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, and 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. In the event student participation is not satisfactory, the instructor reserves the right to assign an in class essay on that day's topic. The essay will be 2 double-spaced pages in length and will be due at midnight of the same day. The essay will count for 50 points.***

#### **VIII. Evaluation and Grade Assignment**

- i. 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.
- ii. Quizzes may be given, announced or unannounced, as deemed necessary by each faculty member. Quizzes will be added to the total points available for the course.
- iii. 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.

- iv. There will be no formal examinations in this course.
- v. Course assessment is based on student performance in weekly activities and assessments. These activities are assigned by each professor. Assignments and rubrics for assessment will be posted to Moodle.

### Semester Points:

The grades for this course will be based on weekly activities assigned by each professor. Some lecture topics will be associated with a required activity. These activities may include reflection journals, group presentations, in-class assignments, individual assignments, or any other activity as deemed appropriate by the faculty member.

The other component of the course grade will be determined by performance on 2 scheduled patient counseling activities. Using the rubrics provided on Moodle, students will counsel 1 patient during each session. The first session will be peer-reviewed and the second session may be videotaped and graded by faculty. Both sessions will be graded using the APhA Patient Counseling rubric.

#### Activities

Patient counseling exchange	25
Active listening/empathy	25
Practice counseling	25
Low literacy	25
Angry patients/professionalism	25
Assertiveness	25
SOAP note	50
MTM activity	25
Motivational interviewing	25
Cultural Diversity	25
Graded counseling	50
Patients on warfarin	25
Sensitive situations/Patients with diabetes	25
Personality types	25
Team based decision making	25
In-service	75 (total)

**Total Semester points: 500 pts\***

*\*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 the course, and course grade determined accordingly.*

Students missing an assignment due to a University-approved excuse will email the course coordinator and instructor whose assignment was missed. The instructor will determine the due date and nature of the make-up assignment. Missed assignments should be submitted to the faculty member and the course coordinator.

## 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:

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

- a. Communication Skills for Pharmacists. 3rd Edition. Found in the SOP Toolbox, online textbooks, under the APhA Library
- b. 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:** 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.

**C. Make-up Policy:** The ULM COP 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 assignments will be prepared at the same or higher level than the original assignment.

*Students missing a class due to a University-approved excuse will email the course coordinator and instructor whose assignment was missed. The instructor will determine the due date and nature of the make-up assignment. Missed assignments should be submitted to the faculty member and the course coordinator.*

**D. 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

- E. Course Evaluation Policy:** At a minimum, students are expected to complete the on-line course evaluation.
- F. 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 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 3183425230 or to file a complaint, visit [www.ulm.edu/titleix](http://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 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.**

**H.** Federal Regulations require determination and verification of every students' physical location while enrolled in classes (where they are physically located while taking classes), regardless of the delivery method (on campus, online). At the beginning of every semester and whenever physical location changes, students must update or verify their current location through banner [https://ssb-prod.ec.ulm.edu/PROD/bwgkogad.P\\_SelectAtypUpdate](https://ssb-prod.ec.ulm.edu/PROD/bwgkogad.P_SelectAtypUpdate). Students should do this by the end of the first week of classes.

**I.** This course is a major requirement for the Pharm.D. degree in the College of Pharmacy program. Completion of degree requirements leads to eligibility for professional licensure and/or certification in Louisiana upon graduation. Federal Regulations require universities to provide information to students about the alignment between Louisiana's requirements and those of other states. ULM has created a web page with discipline-specific information containing hyperlinks to Licensure Boards in the United States. <https://www.ulm.edu/professional-licensure-disclosures/index.html>. Program Directors and/or faculty will discuss information with you during advising and other program meetings but is also available to answer questions and address any concerns you might have. It is also important to note that licensure or certification requirements are subject to change. Although ULM Program Directors annually review and update licensure information for every state, the faculty recommends that before enrolling in a program and throughout enrollment, students communicate with the applicable state board to conform understanding and whether upon completion of ULM's program, they will meet requirements.

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

**Pharmacy Communications (PHRD 5012)**

**Wednesday/Friday 10-10:50, 11-11:50; Room 170**

<b>Date</b>	<b>Topic</b>	<b>Faculty</b>	<b>Notes</b>
1-13	Intro to course	S. Hill	Combine
1-15	The patient counseling exchange and developing relationships with patients	S. Hill	Combine
1-20	Active listening/Nonverbal communication/Empathy	S. Hill	Combine
1-22	Practice counseling	S. Hill/P4 Students	Separate
1-27	Personality types	G. Craft	Combine
1-29	1 <sup>st</sup> Graded counseling day	S. Hill	Combine
2-3	Motivational interviewing	S. Hill	Combine
2-5	Motivational interviewing activity	S. Hill	Separate
2-10	Assertiveness/Constructive feedback	A. Horace	Combine
2-12	Assertiveness activity	A. Horace	Combine
2-19	2 <sup>nd</sup> Graded Counseling Day	S. Hill	Separate
2-24	PPCP/SOAP note	K. Aymond	Combine
2-26	SOAP note activity	K. Aymond	Separate
3-3	MTM	L. Sampognaro	Combine
3-5	MTM activity	L. Sampognaro	Separate
3-10	Special situations: patients on warfarin (activity)	L. Sampognaro	Separate
3-12	Low literacy/Cultural diversity	H. Rotundo	Combine
3-17	Low literacy activity	H. Rotundo	Separate
3-19	Cultural diversity activity	H. Rotundo	Separate
3-24	Angry patients and professionalism in communication	K. Aymond	Combine
3-26	Angry patients and professionalism in communication activity	K. Aymond	Separate
3-31	Communicating with health care providers/in-services	M. Cockerham	Combine
4-14	Special situations: sensitive situations	J. Terrell	Combine
4-16	Special situations: patients with diabetes activity	J. Terrell	Separate
4-21	Team based decision making	V. Miler	Combine

4-23	Team based decision making activity	V. Miler	Separate
4-27	In-service slides due @ 1 PM	S. Hill	Separate
4-28	In-services		
4-30	In-services	S. Hill/ B. Donald	Separate
5-2	Peer evaluations due @ 5PM		