

**I. Contact Information** (\*indicates preferred method of contact)

## Course Coordinators:

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## Instructor:

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Faculty, staff members and guest lecturers may serve as group facilitators and lecturers.

**II. Course Pre-requisites/Co-requisites**

Credit or registration in PHRD 5049 (ILS VI)

**III. Course Description**

1 cr. Sixth in a six-semester course sequence focusing on developing the self-awareness and emotional intelligence skills necessary for team- and practice-ready students.

**IV. Curricular Objectives and Outcomes**Domain 3 - Approach to Practice and Care

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

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

CAPE 3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.

CAPE 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.

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

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

Domain 4 – Personal and Professional Development

CAPE 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.

CAPE 4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

CAPE 4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

CAPE 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.

#### IPEC Competencies

1. Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

2. Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)

3. Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)

4. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)

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

At the conclusion of this series of courses, students should be able to:

- Identify and define the primary problem.
- Define goals and alternative goals.
- Explore multiple solutions by organizing, prioritizing, and defending each possible solution.
- Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.
- Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.
- Reflect on the solution implemented and its effects to improve future performance.
  
- Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).
- Select the most effective techniques/strategies to achieve learning objectives.
- Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.
- Ensure instructional content contains the most current information relevant for the intended audience.
  
- Adapt instruction and deliver to the intended audience.
- Assess audience comprehension.
  
- Empower patients to take responsibility for, and control of, their health.
- Assist patients in navigating the complex healthcare system.
- Ensure patients obtain the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other healthcare services).
  
- Establish a climate of shared values and mutual respect necessary to meet patient care needs.
- Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.
- Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.
- Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

- Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
  - Demonstrate an attitude that is respectful of different cultures.
  - Assess a patient's health literacy and modify communication strategies to meet the patient's needs.
  - Safely and appropriately incorporate patients' cultural beliefs and practices into health and wellness care plans.
- Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
  - Actively listen and ask appropriate open and closed-ended questions to gather information.
  - Use available technology and other media to assist with communication as appropriate.
  - Use effective interpersonal skills to establish rapport and build trusting relationships.
  - Communicate assertively, persuasively, confidently, and clearly.
  - Demonstrate empathy when interacting with others.
  - Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.
- Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).
  - Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.
- Use metacognition to regulate one's own thinking and learning.
  - Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.
  - Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
  - Approach tasks with a desire to learn.
  - Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate.
  - Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.
  - Use constructive coping strategies to manage stress.
  - Seek personal, professional, or academic support to address personal limitations.
  - Display positive self-esteem and confidence when working with others.
- Identify characteristics that reflect leadership versus management.
  - Identify the history (e.g., successes and challenges) of a team before implementing changes.
  - Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.
  - Persuasively communicate goals to the team to help build consensus.
  - Empower team members by actively listening, gathering input or feedback, and fostering collaboration.
- Demonstrate initiative when confronted with challenges.
  - Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.
  - Demonstrate creative decision making when confronted with novel problems or challenges.
  - Assess personal strengths and weaknesses in entrepreneurial skills
  - Apply entrepreneurial skills within a simulated entrepreneurial activity.
  - Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.
- Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
  - Display preparation, initiative, and accountability consistent with a commitment to excellence.
  - Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
  - Recognize that one's professionalism is constantly evaluated by others.
  - Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.

## **VI. Course Topics**

Self-awareness, leadership, innovation/entrepreneurship, professionalism, and collaboration.

## VII. Instructional Methods and Activities

Ex: Instructional methods may include: traditional lectures, distance learning, in-class discussion of patient cases, small group discussions, problem-based learning, case-based learning, and individual projects or assignments. Activities will be documented in dedicated portfolio software.

## VIII. Evaluation and Grade Assignment

Course will be credit/no credit. Credit will be awarded for students attending all group presentations, co-curricular group meetings and interprofessional education (IPE) assignments, as well as making satisfactory progress on their plan for development, as evaluated by their faculty group leader. The student portfolio system will showcase the outside activities the student has participated in. There are no exams in this course. If a student fails to complete any portion of the course requirements, he will be notified of deficiencies and will receive an incomplete grade ("I") for this course. Per the ULM Student Policy Manual, "I" grades are removed only by completion of the course work, which may entail use of any instructional method or assignment deemed appropriate by the course coordinator, not by repeating the course. *The deficiency must be met within two weeks following the completion of the semester.* If not done, the "I" grade is computed as no credit for the course.

### *Interprofessional Education (IPE)*

You must complete the Interprofessional Education (IPE) portion of this course for which specific instructional methods, activities, evaluation, and grade assignment can be found in the "IPE Course" on Moodle in which you have been enrolled. It is your responsibility to access that Moodle course, read and successfully complete all requirements.

## 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. Textbooks (required): NONE  
Additional REQUIRED reading materials may be posted on Moodle by course faculty.
- 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: 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/documents/ospa/excusedabsence.pdf>

- 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 School of Pharmacy's Code of Conduct (<http://www.ulm.edu/pharmacy/documents/ospa/codeofconductv82011.pdf>).

#### 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 School 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 online course evaluation.
- f. Student Services: Information concerning student services in the School of Pharmacy can be found in the School 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](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.

**X. Course Schedule - Tentative Course Schedule** \*subject to change at the discretion of the Course Coordinator

There will be two required presentations: 2/26/2019, 3/18/2019

Students will meet with their co-curricular group and facilitator a minimum of 7 times during the academic year to discuss the student's individual plan for personal growth, further discussions of the topics/tools presented to the entire class, and progress on their plan for personal growth.

Students will participate in a variety of activities designed to promote growth and development in the areas of self-awareness, leadership, professionalism, and innovation/entrepreneurship. These activities will be documented by the student in a portfolio that showcases their progress on their plan for personal growth.