I. Contact Information
*Preferred method of(s) communication
Course Coordinator
Laurel Sampognaro, Pharm.D.
Associate Professor, Clinical Sciences
*Bienville 176B
318-342-1721
*sampognaro@ulm.edu
Office hours: Mon-Fri 9-11 am

II. Course Prerequisites/Corequisites
Co-requisite or successful completion of PHRD 4072

III. Course Description
3 credit hours. This course will expand the students’ knowledge of selective methods of lifestyle modification in order to manage or prevent selected disease states.

IV. Curricular Objectives and Outcomes

Domain 2 – Essentials for Practice and Care
2.3. Health and wellness (Promotor) – Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.
2.3.4. Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.

Domain 3 – Approach to Practice and Care
3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

V. Course Topics
Potential course topics and activities include but are not limited to:
- Health and wellness fundamental knowledge
- Physical fitness measurements
- Community engagement activity planned by students
- Health and wellness goal setting
- Benefits of a healthy lifestyle
- Weight management and obesity care
- Physical activity
- Cardiometabolic disease prevention/management (AHA recommendations)
- Stress management/burnout
- Mindfulness
- Reflections
- Perception of health and wellness versus actual weight/lifestyle
- Basic nutrition (including portions), reading food labels
- HTN prevention and management (DASH diet, food journal, salt substitute, calculate salt intake per day, etc.)
- Diabetes prevention and management (carbohydrate counting, ADA plate method, SMBG)
• Food and activity journal
• Gluten free diet
• Language to use/avoid when counseling patients
• Eating disorders

VI. Instructional Methods and Activities
Instructional methods may include: Group work and active learning through participation and involvement in activities and assignments; learning through involvement and direct interaction with topics

VII. Evaluation and Grade Assignment

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

Grades are assigned based on faculty assessment of participation in activities and quality of work on assignments. Total points for course will come from point value of all assignments.

Mid-term grades will be posted online 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.

<table>
<thead>
<tr>
<th>Grade components</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism, attendance, participation</td>
<td>10 points per week</td>
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<tr>
<td>Reflective writings</td>
<td>10 points each</td>
</tr>
<tr>
<td>Physical activity journal</td>
<td>100 points (submitted at midpoint and final)</td>
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<tr>
<td>Food journal</td>
<td>10 points each</td>
</tr>
<tr>
<td>Focused meal plan/menu assignments</td>
<td>10 points each</td>
</tr>
<tr>
<td>Peer evaluations</td>
<td>5 points each</td>
</tr>
<tr>
<td>Other quizzes and activities</td>
<td>Point value TBD; added to total available course points</td>
</tr>
</tbody>
</table>

Early Intervention Policy
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.

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

VIII. 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:
- Step tracking device
- No single text is required. Students must use a variety of literature sources, including appropriate textbooks, journals, and credible online information sources (including primary literature). Students must have adequate computer hardware/software for information retrieval and electronic communication.

Attendance Policy:
Students shall follow the University and ULM SOP attendance policy. All excused absences must be validated by OSPA according to the policy. The course coordinator is the only person who can grant an “excused absence”. 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 this information to the faculty. 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:
Make-up will be determined on an individual basis by the course coordinator. If a student anticipates missing an assignment deadline or scheduled meeting, they MUST contact the course coordinator 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.

Academic Integrity:
Faculty and students must observe the ULM published policy on Academic Dishonesty (see page 4 in the ULM Student Policy Manual – http://www.ulm.edu/studentpolicy) and the COP published policy on Professional and Ethical Conduct (http://rxweb.ulm.edu/pharmacy/policies/copcodeofconduct.pdf).

Course Evaluation Policy: At a minimum, students are expected to complete an online course evaluation as well as any evaluation administered in class by the School of Pharmacy. 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 Colleges technical standards and policies concerning students with special needs (http://www.ulm.edu/studentpolicy/studentpolicy.pdf). ULM student services, such as 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/.

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
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 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.

Discipline/Course Specific Policies:
Students are responsible for all information on Moodle, posted to social media group for course, and/or sent to their ULM email account. Students are expected to check these sources regularly to access class materials, required readings, assignments, and other information necessary for this course.

COVID-19
The University’s policies and protocols for responding to the COVID-19 pandemic are focused on maintaining a safe and healthy campus environment. The plans align with federal, state and local guidelines. Safety requirements include good hygiene, including frequent hand-washing, maintaining 6-feet social distancing and wearing a face mask or covering inside all campus buildings and in any area where social distancing is not feasible. The University expects all employees and students to comply with these protocols. Failure to comply with these safety requirements can result in disciplinary action and students may be removed from class and redirected to online instruction.
### IX. Tentative Course Schedule
(Note: This section should appear on a separate page.)
The instructor reserves the right to adjust the schedule as needed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Activities/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/17 &amp; 8/19</td>
<td>1</td>
<td>Introduction</td>
<td>Baseline physical assessment</td>
</tr>
<tr>
<td>8/24 &amp; 8/24</td>
<td>2</td>
<td>Basic Nutrition; food pyramid</td>
<td>Baseline food diary; create personal My Plate Daily Checklist on <a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a></td>
</tr>
<tr>
<td>8/31 &amp; 9/2</td>
<td>3</td>
<td>Food groups and food shifts/Food labels</td>
<td>1 week menu consistent with your My Plate Daily Checklist; reflective writing; food journal</td>
</tr>
<tr>
<td>9/9</td>
<td>4</td>
<td>Weight control/ Obesity/Physical activity recommendations</td>
<td>Design patient specific exercise program (considering weight loss, gain, maintenance, disease state recommendations, etc)</td>
</tr>
<tr>
<td>9/14 &amp; 9/16</td>
<td>5</td>
<td>Health behavior change;</td>
<td>Identify and reflect on one health behavior change</td>
</tr>
<tr>
<td>9/21 &amp; 9/23</td>
<td>6</td>
<td>Diabetes</td>
<td>1 week menu for a diabetic patient; monitor and log blood glucose; reflective writing; food journal</td>
</tr>
<tr>
<td>9/28 &amp; 9/30</td>
<td>7</td>
<td>Hypertension</td>
<td>1 week DASH diet menu; try a salt substitute; reflective writing; food journal</td>
</tr>
<tr>
<td>10/5 &amp; 10/7</td>
<td>8</td>
<td>Patient Education Presentation Planning</td>
<td>Group planning and work</td>
</tr>
<tr>
<td>10/12 &amp; 10/14</td>
<td>9</td>
<td>Providing patient counseling and education</td>
<td>Patient counseling scenarios</td>
</tr>
<tr>
<td>10/19 &amp; 10/21</td>
<td>10</td>
<td>Lifestyle modifications for patients with high cholesterol</td>
<td>1 week menu for a patient with high cholesterol; reflective writing; food journal</td>
</tr>
<tr>
<td>10/26 &amp; 10/28</td>
<td>11</td>
<td>Eating disorders</td>
<td>Select “trend diet” for next week</td>
</tr>
<tr>
<td>11/2 &amp; 11/4</td>
<td>12</td>
<td>Diet trends (Paleo, Whole 30, Gluten free, etc.)</td>
<td>3 day menu; Food journal; reflective writing; debriefing; possible guest speaker</td>
</tr>
<tr>
<td>11/9 &amp; 11/11</td>
<td>13</td>
<td>Inpatient nutrition</td>
<td>TBA</td>
</tr>
<tr>
<td>11/16 &amp; 18</td>
<td>14</td>
<td>Implications for Older Adults; presentations</td>
<td>TBA</td>
</tr>
<tr>
<td>11/23</td>
<td>15</td>
<td>Course Conclusion</td>
<td>Final physical assessment</td>
</tr>
</tbody>
</table>

*Longitudinal activities: physical activity, physical activity journal, step tracking, patient education presentation*