PHA 5742C  Professional Communications in Pharmacy Practice

Spring 2013  2 Semester Credit Hours

COURSE PURPOSE:
This course is designed to teach strategies pharmacists can use to improve communication with patients and other health care providers. Health care is currently undergoing a shift to more patient-centered models of care whereby patients are actively involved in making decisions about treatments, in setting goals for treatment, and in monitoring outcomes of care. In order for pharmacists to participate in more patient-centered care, they must strengthen their interpersonal communication skills. Outcomes of therapy are enhanced by providers who communicate more effectively and build more positive relationships with the patients they serve.

COURSE FACULTY AND OFFICE HOURS:

Course Coordinators:

Dr. Carole Kimberlin
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Phone: 352-273-6263
Office Hours: Mondays 8:30-9:30

Dr. Debbie Wilson
Email: Debbie.Wilson@ufl.edu

PLACE AND TIME OF CLASS SESSIONS:
Students are required to attend lab sessions for two (2) hours each week. The place and time of lab sessions will be communicated for each section at each of the four campuses.

LEARNING OUTCOMES:
This course prepares the PharmD student to demonstrate the following abilities and achieve the related Student Learning Outcomes (SLOs) upon graduation:

1. Provide Patient-Centered Care - Specifically: Design, implement, monitor, evaluate, and adjust pharmacy care plans that are patient-specific; address health literacy, cultural diversity, and behavioral psychosocial issues; are evidence-based and accomplished in collaboration with other health professionals.(SLO 1.1).
2. Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals.(SLO 4.1-4.5).
3. Demonstrate professional behaviors (i.e., UF PharmD CORES), appropriate personal habits, self-directed and lifelong learning abilities, and leadership. (SLO 9.3).
Overall Goals:
Students in the course will be able to:

1. Conduct patient interviews, counsel patients on medications, and respond empathically to patient concerns within the framework of shared decision-making.

2. Recognize the emotional/psychological aspects of illness that patients often experience and the communication techniques that contribute to building a therapeutic relationship with patients.

3. Examine and critique their own communication with role-playing patients and to provide fellow students with constructive, specific feedback on how their communication with patients could be improved.

Key Topics and Objectives:

Involving patients in decisions in their care
When communicating with patients or family caregivers, the student will be able to:

1. Inform patients of choices about their therapy.
2. Help patients identify and voice values and concerns they have that affect their choices about their care.
3. Discuss the pros and cons of choices relevant to patient values and concerns.
4. Negotiate decisions with patients about their therapy.

Building a therapeutic relationship with the patient
When communicating with a patient, the student will be able to:

1. Identify the emotional concerns of the patient.
2. Express empathy for patient concerns.
3. Convey caring nonverbally.

Interviewing the patient
When conducting a brief interview about a patient’s current therapy, the student will be able to:

1. Apply effective interviewing techniques (e.g. introducing self, explaining purpose of the interview, beginning new areas of inquiry with open-ended questions, asking more personal questions later in the interview, clarifying patient responses, summarizing key information, organizing interview in logical, consistent manner).
2. Obtain information from the patient on all medications he or she takes along with patient understanding of purpose and prescribed or recommended regimen for each medication.
3. Assess:
   - USE: Assesses how each medication is actually being used (including times of day; number of doses missed in a typical week & reasons for missed doses OR freq of use
and maximum dose of PRN meds; if appropriate, observes techniques of administration such as with a metered dose inhaler).

- **PROBLEMS:** Assesses perceived problems with each medication (can include such items as difficulty administering medication, cost of medication, and inconvenience of dosing regimen, to name a few).

- **SIDE EFFECTS:** Assesses any side effects the patient may be experiencing with all medications being taken. Examples of side effects can include drowsiness, headaches, irritability, swelling, etc.

- **EFFECTIVENESS:** Assesses (a) patient perceptions of effectiveness of each medication or treatment regimen, (b) how patient determines medication is working, (c) how physician determines medication is working, (d) results of lab tests or specific information on key indicators of treatment success, including patient reported outcomes such as pain scores).

4. Plan appropriate intervention strategies with patients using shared-decision making to correct problems with how medications are used. Interventions are targeted to underlying causes of the problem (e.g. provide additional information on medications if misunderstanding exists, tailor medication schedules if problem is forgetting doses, develop cues to taking medications, teach self-monitoring techniques, teach use of compliance aids, use motivational interviewing principles and techniques, refer to appropriate providers of care or other sources of assistance, confer with prescriber about simplifying regimen, etc.).

5. Plan appropriate intervention strategies with prescribers to address problems with therapy uncovered in interview.

6. Plan follow-up with patient to verify problems are resolved and no new problems exist.

7. Document information and plan in a SOAP note format.

### Providing information and educating the patient about medications

In providing information about a medication to a patient, the student will be able to:

1. Identify relevant information that must be understood by patients if they are to make informed decisions about medication use and be able to use medications appropriately.
2. Assess patient’s existing understanding of therapeutic goals and regimen demands.
3. Apply patient education techniques to help ensure that information is provided in an understandable way, including
   - **Emphasize** important points.
   - **Give reasons** or tell why key pieces of advice should be followed.
   - Use terms the patient can **understand**.
   - Provide **written** information on any newly prescribed medications.
4. Work with patient to arrive at a schedule of use and reminder system that meets regimen requirements and that the patient feels able to manage.
5. Teach techniques to manage regimen demands and monitor response to therapy.
6. Establish a process to regularly evaluate patient response to therapy and assess new information needs.
7. Identify limited health literacy as a barrier to patient education and identify appropriate strategies to overcome barrier.
8. Assess patient understanding of information provided by the pharmacist using a teach-back process.
Assertiveness and resolving conflicts with patients and others
When faced with a situation that involves potential conflict with patients or others, the student will be able to:
1. Define goals for the communication in terms of the most reasonable things he or she personally can do or say.
2. Focus on resolving the problem.
3. Focus on the overarching goal of maintaining effective relationships.
4. Convey understanding of others, assertiveness in communicating own needs and goals, and persistence in pursuing resolution of problems.

Special communication situations
The student will be able to:
1. Understand the emotional aspects of illness that patients often experience
2. Understand the communication needs of dying patients and grieving family or significant others.
3. Recognize fatalistic statements and appropriately communicate with a potentially suicidal person.
4. Be aware of issues relevant to multicultural communication and the challenges of cross-cultural and bilingual communication.
5. Be aware of issues relevant to health disparities.
6. Be aware of issues relevant to cultural and disability competency.
7. Be aware of patient safety issues and appropriate ways to respond in the event of an error.
8. Be aware of issues relevant to low health literacy.

Collaborative communication with physicians
The student will be able to:
1. Understand obstacles to effective inter-professional communication.
2. Identify communication strategies to overcome obstacles.

Pre-Requisite Knowledge and Skills
No pre-requisite course is required.

COURSE STRUCTURE:
Weekly lab (class) meetings: The class will meet on each campus each week for the entire semester as noted on the schedule. The purpose of these meetings is to provide the opportunity to practice the communication skills taught in the class and to provide feedback for the purpose of improving communication skills. The Gainesville campus student population for the class will be divided into four groups. Each distance campus site will be divided into two groups. These weekly lab meetings will require preparation in terms of planning the communication with a patient or colleague in response to case situations or medication profiles posted to SAKAI. For most lab sessions, students will work in triads (groups of three). In each triad the students will role play three roles. Each student will have the opportunity to play the pharmacist, a patient and to observe. During weeks that students will role play in triads students need to bring copies of the peer evaluation form to complete in lab. When a classmate is playing the role of a pharmacist, give that person your full and respectful attention.
If a student comes to lab without the necessary materials for the lab they will be considered unprepared and will receive a one point grade penalty. During the labs on Education on a New Prescription the educational material brought for the patient education role playing will be collected and reviewed. Students who do not have those materials will be considered unprepared and will receive a one point grade penalty.

**Roleplaying In Lab Groups:**
You and your fellow students will be called on to play the part of a pharmacist during every lab unless otherwise noted. Each week you will also play the part of a caregiver or patient. You will be given the roles to play in the labs. Each week you will evaluate a role play or role plays conducted by one of your classmates. You must bring printed copies of your interview guide and the appropriate evaluation forms each week as detailed in the lab instructions and the class schedule.

If you are unfamiliar with a product or medication in a patient profile or case assigned for lab, you are expected to learn about that product and are encouraged to use the discussion board to share information to help each other prepare for class. When you are conducting an interview, you are expected to use the Personal Interview Guide written form you will develop in the class to guide the interview or the consultation.

**Group Presentations On Making Referrals:**
Early in the semester you will be randomly assigned to work in small groups of 6-7 for an assignment that is due the week of April 9. Within each large group class, each small group of 6-7 individuals will be assigned a different patient case that will require the group to identify sources of help in your local community as well as sources of assistance available nationally that could help address the problems the patient is facing. This will require web searches, talking with agencies, visiting agencies if possible so that you can answer the questions on types of services provided, eligibility for assistance, etc. Each small group will develop a 5-7 minute PowerPoint presentation summarizing the information on sources of referral that specifically meets the needs of the patient assigned to the group. The evaluation will assess the quality and breadth of resources identified as well as the quality of the presentation. The group may split up the presentation, identify one person to be spokesperson—however you decide. However, it will be important that you identify different responsibilities for each individual for the homework and for the presentation because you will be graded as a group.

**TEXTBOOK:**

**ACTIVE LEARNING REQUIREMENTS:**
Each week has a required 2-hour lab meeting. Before lab meetings, students will be required to read patient case descriptions or analyze patient profile information to determine the information
that must be elicited from patients in order to understand how they use medications, information that must be provided to patients to help them understand their therapy, and strategies that can be used to assist patients in making decisions and resolving medication-related problems. During the lab meetings, students will practice using communication skills taught in the class in role-playing activities. The role-playing activities will require students to practice interviewing patients, counseling patients on new prescriptions, conveying empathy for patient concerns, and involving patients in an informed shared decision-making process to plan therapy and resolve problems.

FEEDBACK TO STUDENTS
Written assignments submitted using the “Assignments” tool on Sakai will be graded and communicated using the “My Grades” tool and feedback provided in Sakai. Feedback to students will also occur in peer evaluations submitted each lab on evaluation forms specific to lab objectives for each class. These written forms will be distributed to each student during class meetings the following week. Exam grades will be posted in Sakai. The self-made video assignment will have grades posted in Sakai with attached evaluation and feedback documents providing assessments of performance on each criterion along with specific suggestions for improvement.

STUDENT EVALUATION & GRADING
PREPARATION AND PARTICIPATION:
Preparation for and participation in lab is required. Physical presence in lab without preparation for lab or full attention to class activities will carry a grade penalty of 1 point off your final grade. If you are called on during discussion and are not able to respond competently, the assumption will be that you were not adequately prepared or were not listening during classroom activities. Texting and use of cell phones are not permitted in class. Studying material from another course is neither attentive nor respectful and will carry a 1-point grade penalty off your final grade. Faculty and facilitators will lead discussion before and after each role play and will call on individuals in class by name to offer comments regarding the role playing situations, which will draw on information contained in preparatory readings and assignments. Ability to respond to faculty and facilitator questions will be considered part of class participation and inability to respond will carry a 1-point grade penalty.

SELF-MADE VIDEO:
Students will work in groups of three persons. You will videotape each other using your iPhone, iPod, or iPad. One of you will play the role of the pharmacist, one the role of the patient, and one will be doing the videotaping. You will then switch roles so everyone is videotaped playing the pharmacist and patient. This video must be uploaded by each student to VoiceThread, which is one of the Teaching Tools listed on the e-learning (SAKAI) log in page (https://lss.at.ufl.edu). The video will involve conducting a brief medication history interview. The maximum amount of time for the video is 15 minutes—faculty will stop grading from that point on. The video should be posted to VoiceThread by the deadline listed in your course schedule. Patient roles will be posted on SAKAI.

WRITTEN ASSIGNMENTS:
Written assignments will be submitted using the “Assignments” tool on SAKAI.

One of the written assignments is submission of an “Interview Guide” which you will use to structure your interviews with patients. You should bring a hard copy of your interview guide with you to each lab session. As you use your guide in your own interviews and as you observe how other students structure their interviews, you will note improvements that you should make in your interview guide. Please work throughout the semester to improve the guide. Students in past classes report that they continue to modify and use the guide for patient interviews that are videotaped in Pharmacotherapy in your third year as well as in their patient interviews during clerkship rotations. Remember though that there are other types of interviews that you will conduct as a pharmacist that have a different purpose from the medication history interview.

**All assignments must be submitted as pdf documents.** Take and keep a screen shot of all submissions.

**LATE SUBMISSIONS:**
Late submissions of homework will carry a 3 point reduction of your grade for that assignment for each late day. Completion of **EACH** assignment is required to pass the class. Documents that are submitted under the wrong assignment will be considered late. Documents that are corrupted or the wrong document will be considered late. Documents that are submitted in pieces under different assignments will receive only credit for what is submitted in the correct assignment section.

**EXAMS:**
Two exams will be administered during the course, a midterm and a comprehensive final exam. Exams will be given simultaneously on all campuses. The exams will include multiple choice, true/false and matching questions. Need for makeup exams will be considered and arranged on a case-by-case basis. Make-up exams will cover the same material as the regular exam, but will be in a different format. Make-up exams will include short answer, essay, and fill in the blank responses as well as multiple choice, true/false and matching questions. You are required to bring three blue books for such a make-up exam. You will exchange the blue-books with the proctor at the beginning of the exam for three that the proctor will provide.

**ACADEMIC HONESTY:**
The conduct of all students is expected to conform to the standards of academic integrity as described in the University of Florida Honor Code. In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

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**The University of Florida Honor Code**
“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

Any use of resources other than your own recollection and reasoning ability on an assignment is cheating. Reporting on work conducted that you did not actually do as assigned is also cheating (for example, the self-evaluation of videotapes). Plagiarism, another form of cheating, occurs when another person’s work is used without attribution or when it is copied without attribution. If a student cheats or plagiarizes, she or he will fail the course. Use of exams and quizzes from previous years is not permitted and is cheating. All incidents will be reported to the Associate Dean for Professional Affairs and procedures regarding academic dishonesty will be enforced.

The academic honesty policy for the course is consistent with University policy (refer to the Academic Honesty Guidelines in the University Catalogue and the Student Handbook for the College of Pharmacy for details).

GRADING SCALE:
95-100 = A
90-94 = A-
86-89 = B+
83-85 = B
80-82 = B-
76-79 = C+
73-75 = C
70-72 = C-
66-69 = D+
63-68 = D
60-62 = D-
<60 = E

Information on current UF grading policies for assigning grade points is available at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Graded Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy Written Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Interview Guide Written Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Faculty evaluation of quality of participation in lab activities</td>
<td>5</td>
</tr>
<tr>
<td>Faculty evaluation of self-made video posted to VoiceThread</td>
<td>20</td>
</tr>
</tbody>
</table>
Self-critique of videotaped communication posted to VoiceThread | 5
SOAP Note for videotaped interview | 5
Midterm Exam | 25
Final Exam (comprehensive) | 30
TOTAL | 100

ATTENDANCE REQUIREMENT:
The class requires participation on the part of students and a willingness to work together and help each other. Because you cannot participate if you are not in class, attendance is required.

Each absence from class carries a 3 point penalty taken off your final grade. Absences due to illness and other emergencies must be conveyed to your campus facilitator and Dr. Kimberlin (kimber@cop.ufl.edu) BEFORE the required class meeting begins. Again be sure your subject line begins with PHA 5742. Excused and unexcused absences must be “made-up”. Excused absences that are made up will have the point penalty taken off your final grade. Unexcused absences that are made up will have the point penalty taken off your final grade reduced to 2 points.

Description of Make-up requirements: Make-ups will require you to play the role of the pharmacist in three (3) role playing situations taken from the lab that you missed. You must identify a classmate who is willing to play the part of the patient. These role play activities must be videotaped using your smart phone, iPad or iPod and posted to VoiceThread.

PREPARATION AND PARTICIPATION:
Preparation for and participation in class is required. Studying material from another course is neither attentive nor respectful and will carry a grade penalty (you will be marked with an unexcused absence since you weren’t paying attention to the material being covered). Faculty and facilitators will lead discussion after each role play and will call on individuals in the class by name to offer comments or suggestions. This will be considered part of class participation.

Physical presence in lab without preparation for lab or full attention to lab activities will carry a grade penalty of 1 point off your final grade. If you are called on during discussion and are not able to respond competently, the assumption will be that you were not adequately prepared or were not listening during classroom activities. Texting and use of cell phones are not permitted in class.

General College of Pharmacy Course Policies
The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies
2. Academic Integrity Policy
3. How to request learning accommodations
4. Faculty and course evaluations
5. Student expectations in class
6. Discussion board policy
7. Email communications
8. Religious holidays
9. Counseling & student health
10. How to access services for student success
11. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:

STUDENTS WITH DISABILITIES:
Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Facilitator when requesting accommodation. Requests for accommodation should be made at the beginning of the semester for exams or other assignments due during the semester.

COMPLAINTS:
Should you have any complaints with your experience in this course please visit:
http://www.distancelearning.ufl.edu/student-complaints to submit a complaint.

COMMUNICATION WITH FACULTY:
Check SAKAI on a daily basis. Announcements posted via SAKAI will be the primary way that communications will be provided to the class as a whole. Please check for new announcements on a daily basis.

Discussions on SAKAI. We expect that students will, as much as possible, try to find answers for themselves from the syllabus or assignment descriptions. General questions about course content or policies should be posted to the discussion board. We expect students to help each other track down answers. TAs will be checking the discussion board on a daily basis but will not respond to posts if information is provided in course materials. Read through all the other posts in the discussion board first before posting to make sure your question has not been addressed. Please include clear subjects for your post topics to make it clear to all what your post pertains to. Post should be posted in the appropriate folder by topic.

If you come across any articles or stories that you feel relate to the course please feel free to post these to the discussion board. You may also want to post any true life experiences you may have
experienced that you feel relate to material that has already been covered in the course (including current practicum experiences you may have during the semester).

Emotions can easily be misinterpreted on a discussion board or in emails so make sure your message is clear before sending it since there are no physical gestures or voice inflections that accompany posts/emails. Any posts/emails deemed inappropriate by the faculty will be dealt with on a case by case basis with either the faculty directly or they will be sent on to the Associate Dean for Professional Affairs.

**Using e-mail to Faculty, Facilitators, or TAs.** We urge you to use the “Discussions” section on SAKAI for communication unless the communication is personal in nature. E-mail should only be used if the communication is **specific to you** rather than a general question about the class. Be sure to include in your subject line the course listing and then a quick subject (i.e. PHA5742 – Cat got sick this morning). This will allow coordinators to easily identify emails related to the course. Emails that are not properly addressed may get lost in the shuffle and unintentionally deleted or ignored so be sure to follow the guidelines exactly. Also please be sure that your email includes your campus.

Please **check your e-mail as well as announcements and “Discussions” section on SAKAI daily** to stay informed.

**FACULTY AND COURSE EVALUATIONS**

**Faculty Evaluations:** You will receive an email from the *Curricular Affairs Office* requesting that you complete the faculty evaluations. If the course is team-taught, you will receive emails during the semester to alert you when to evaluate the faculty members. Please complete your faculty evaluations by the specified date and time by logging in with your GatorLink account at the following site:

[https://evaluations.ufl.edu](https://evaluations.ufl.edu)

Faculty evaluations are important feedback for your course instructors and the University and receive major consideration in the tenure and promotion process. Your input via evaluations can make a difference in our College’s teaching activities, so participate, evaluate and our College will be better for it.

The online faculty evaluation system is completely anonymous. When you submit an evaluation, the system marks that you have submitted an evaluation for the section (so you cannot submit multiple evaluations), but from that point on, there is no connection between you and the evaluation data. Faculty evaluations also provide useful information for students. The results of your evaluation input are made available to all students in future semesters at: [http://www.aa.ufl.edu/aa/evaluations/search/](http://www.aa.ufl.edu/aa/evaluations/search/).