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### PHAR 412.01: Pharmacy Practice III

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#### Recommended Citation

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**PHARMACY 412 - Pharmacy Practice III  
Spring 2014, (2 Credits)**

**Course Coordinator:** Lisa Venuti, PharmD    Offc: SB 351    Ph: 243-4693  
Email : [lisa.venuti@umontana.edu](mailto:lisa.venuti@umontana.edu)

**Lecture Days and Time:** T, Th 1010-1100 in SB 117

**Required Materials:**

- 1) *The Spirit Catches You and You Fall Down* by Anne Fadiman.
- 2) A 10.5 x 8 inch spiral bound notebook. Please make sure it is NO LARGER than this, otherwise they will not fit into your mailboxes.

**Optional Materials:**

A writing and grammar guide; a number of writing and grammar aids now exist on the web

**Course Goals:**

The purpose of this course is to introduce students to the social, behavioral, and cultural factors that affect the quality of healthcare interventions and communication. Students in this course will explore their own views as well as modes of communication, potential barriers, and ideas for becoming better communicators. Oral, written, and interpersonal skills needed to provide pharmaceutical care to any patient will be emphasized.

**Learning Objectives:**

After completing this course, the student should be able to:

1. Given a specific communication medium, use the medium to communicate effectively with patients or other healthcare providers.
2. Given a description of a specific patient or patient population, demonstrate the ability to communicate effectively with that patient or population.
3. Given a specific topic and audience, select and demonstrate effective communication of that topic to the audience.
4. Identify personal biases and communicate those personal beliefs in a manner that is appropriate and respectful.
5. Listen to and react to the personal beliefs of others in an appropriate and respectful manner.
6. Identify shared and unique beliefs and behaviors in others as well as yourself.
7. Write clearly, concisely, and effectively.
8. Speak clearly, respectfully, and effectively.
9. Given an unusual or difficult situation, find positive means for establishing rapport and communicating necessary information.

**Outcomes:**

This course contributes to specific PharmD program outcomes. To view these, go to <http://pharmacy.health.umt.edu/documents-and-links>

## **CAMPUS EXPECTATIONS FOR STUDENT CONDUCT:**

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.*

In addition to the campus standards, you will be expected to act in a professional and respectful manner. If your actions or words interfere with others who are speaking or listening, the instructor may require you to leave class and institute other measures as appropriate. If illness prevents you from attending class, notify the Dean's office and they will let all instructors know. Work schedules and studying for exams in other courses are not acceptable excuses for missing class.

### **Students with disabilities:**

If you are a student with a disability who will require reasonable program modification in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

**Tardiness:** It is rude, irresponsible, unprofessional, and I will not tolerate it. There will be a clip-board on the table at the entrance to the classroom. If you arrive after 10:10, you will be required to sign your name. You will be allowed one tardy without penalty (I do understand that "stuff" happens). After that, I will deduct points from your attendance (journal grade) if you are late. After three tardies (not including your first freebie) you will be written up for unprofessional conduct.

### **Grading:**

To successfully pass the course, a student must achieve a passing grade of "C" or better.

<b>In-Class Journal Writing</b>	<b>145 pts</b>
<b>Book Questions</b>	<b>100 pts</b>
<b>Patient Education Pamphlet</b>	<b>30 pts</b>
<b>Social Behavioral Op/Ed Paper</b>	<b>100 pts</b>
<b>Pearls</b>	<b>30 pts</b>
<b>Total Possible</b>	<b>405 pts</b>

### Grading scale:

A = 93-100% of possible points  
B = 86-92%   "   "   "  
C = 79-85%   "   "   "  
D = 72-78%   "   "   "  
F = < 72%   "   "   "

Schedule of Lecture Topics for Spring 2014 (Subject to change!!!)

Date	Topics	Lecturer	Assignment Due Dates - Points
Jan 28T	Introduction to course Review of Phar 412 and PHAR463 syllabi	Lisa Venuti	
Jan 30R	Database searches, referencing format, plagiarism	Sherrill Brown	(5)
Feb 4T	Motivational Interviewing Information gathering	Katy Hale	(5)
Feb 6R	Patient communication, compliance and adherence	Lisa Venuti	<b>Pick social-behavioral topic</b> (5)
Feb 11T	Literacy and health literacy Preparing and evaluating sources of patient information	Lisa Venuti	(5)
Feb 13R	Direct to Consumer Advertising	Lisa Venuti	(5)
Feb 18T	Intro to cultural diversity – why it matters	Udo Fluck	(5)
Feb 20R	Clinical Reasoning	Dave Levison	(5)
Feb 25T	Perspective on illness and healthcare: the culture of aging	Gayle Hudgins	(5)
Feb 27R	Perspective on illness and healthcare: Native American population	Cherith Smith	<b>Patient Info Sheet Due</b> (5)
Mar 4T	<u>Video: Back from Madness – The Struggle for Sanity</u>	Lisa Venuti	<b>Reaction Paper</b> (journal entry) (10)
Mar 6R	Perspective on illness and healthcare: patients with Mental Illness	Bill Docktor	(5)
Mar 11T	Perspective on illness and healthcare: stages of grieving	Rose Macklin	(5)
Mar 13R	Perspective on illness and healthcare: The veteran population	TBA	(5)
Mar 18T	Perspective on illness and healthcare: indigent and homeless	Kendra Procacci	(5)
Mar 20R	Perspective on illness and healthcare: patients with HIV	Kerry Haney	<b>Book Questions Due</b> (5)
Mar 25T	Perspective on illness and healthcare: transgender patients	Donna Beall	(5)
Mar 27R	PEARLS Social-behavioral issues in pharmacy	Lisa Venuti	(5)
4/2 & 4/6	<b>SPRING BREAK</b>		
Apr 8T	Perspective on illness and healthcare: Native American population (6)	LeeAnna Muzquiz MD	<b>Social-Behav. paper due</b> (5)
Apr 10R	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
Apr 15T	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
Apr 17R	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
Apr 22T	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
Apr 24R	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
Apr 29T	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
May 1R	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
May 6T	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
May 8R	PEARLS Social-behavioral issues in pharmacy (6)	Lisa Venuti	(5)
May 15R	Final Exam 8:10: Finish PEARLS / Evals	Lisa Venuti	(5)

## 1) **In-Class Journal Entries (145 pts)**

**Purpose:** Your journal will be used to collect your observations, ideas and insights. It will also provide me with a way to track attendance and ensure that you remain, at the very least, minimally “present.” It will also provide you with an opportunity to practice expressing yourself in writing. Bring it with you to class every day.

Journal entries should be dated the day of lecture. You are to write at least four or five sentences regarding your **observations, ideas, or insights** during that day’s lecture. Rather than just telling me what you heard, I want you to reflect on what you heard and give me some kind of opinion or insight. This is a journal, so the writing can be informal, but please strive to make it legible.

### **Format:**

- Date each entry clearly and write some sort of heading or title. If the entry is an answer to a question, use the question as the heading.
- Write or print legibly when answering an assigned question
- Use complete sentences when answering assigned questions.
- Single spaced lines.
- If you have a heavy hand, please use only one side of the page.
- Leave several spaces between entries in order to separate them.

### **Required elements:**

Clearly label the journal with your name on the ***outside of the front cover.***

**Evaluation focus:** For specific assigned tasks or questions, responses will be assessed for thoughtfulness, clarity of expression, and creativity. In general, the journal will be assessed for completeness, not your opinion. If your response seems incomplete or superficial, points will be deducted.

Note: Journal entries completed by students on days that the student did not attend class ***will be considered cheating and dealt with as such.***

## 2) **Patient Education Handout or Pamphlet (30pts)**      **Due date: Thursday, February 27**

**Topic:** Work on this with a partner of your choice. Your topic will be either one of the drugs that you are researching for your in-service in 463 lab (use the information you have researched to prepare educational material for the general public) OR a drug that I randomly assign to you. You may choose.

### **Notes:**

- Prepare with word processing or publishing software.
- Font must be legible and easily read by intended audience
- Aim for an aesthetically pleasing product – may be creative with margins, fonts, graphics, and organization of information, but please keep it clean (as in uncluttered).
- Check the reading level of the handout using the Flesch-Kincaid readability statistics in WORD (See Tools/Spelling and Grammar functions) – it should be no higher than an 8th grade level.
- This is not an ad – it is objective information about the drug. Avoid sounding like a representative of the drug company and do not copy and paste copyrighted logos or trademarked items
- Use generic name when possible.

- Use drug information garnered from your research, from the package insert, or any other reputable source.
- ***Use your own words; any text cut and pasted from another source is plagiarism.***

**Required elements:**

- Information needed by patient to understand why a medication is used
- How medication works
- Usual uses
- Usual dose
- Common and important ADRs
- How to deal with ADRs
- Any special instructions related to storage or administration
- Other info pertinent to your drug
- Name and course information may be placed where it looks the best, which is usually on front page near the title or at the end.

**Length:** One sheet of paper (8 ½ x 11) – may use front and back, may use two or three-fold format.

**3) Book Questions (100 pts) Due date: March 20**

**Book:** *The Spirit Catches You and You Fall Down* by Anne Fadiman

**Assignment**

Assignment questions and format are listed separately on Moodle

**4) Social Behavioral Op-Ed Paper (100 pts) Due Date: Tuesday, April 8**

You may work on this with a partner if you wish. If you do, you will also be presenting your PEARLs presentation with a partner. Specifics about the paper will be posted on Moodle,

**5) PEARLS: (20 points) Due on randomly assigned dates.** This will be a 5-10 minute, informal summary of a main point, interesting idea, or observation related to your op-ed paper topic. There will be three minutes after the presentation for questions.

This is informal. Do NOT use Power Point presentations. If you want to write something on the white board as an illustration, or hold up a visual to make a point, fine, but you will not be using any technology.

***Please note:*** Informal does not mean unprofessional. Please dress professionally when you make this presentation. No hats, no gum chewing, no t-shirts, etc. I would like everyone to look “work” appropriate.

What to include in a PEARL? Any of one or combination of these would be appropriate.

- 1) Important finding or realization
- 2) Useful source for information
- 3) Misconceptions in the lay press (address why they are incorrect)
- 4) Lack of information on the topic (i.e., need for further research)