

University of Wyoming
School of Pharmacy
PHCY 6285: Drug Use Process Seminar
Spring 2010

Course Instructor

Linda Gore Martin

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Office Hours: Tuesday and Thursday 1:00-3:00 p.m. and by appointment

Electronic Mail: Electronic mail will be answered within 24 hours (School days; means if received at 3pm on Friday, then the reply will be made by 3pm on Monday).

Class Time/Location: Wednesday 1:10-3:00 in HS 427

Course Objectives:

This seminar course is intended to provide you with an understanding of the drug use process, including illness behavior and roles, models of patient care related to drug use, and influences on the drug use process from within and outside of the formal health care system.

The primary objectives are to provide the basis for the following:

- managing and improving the medication-use process
- identifying the incidence of and problems associated with drug overuse, underuse, and misuse in the U.S. health care system
- designing of patient-centered, culturally relevant treatment plans
- utilizing evidence-based practice and decisions

Primary objectives will incorporate the following concepts and factors:

- health literacy
- communicating with diverse patients, families, pharmacists, and other health professionals in a variety of settings, both individually and as a member of a team
- cultural influences on communication of health information
- pharmacy as a patient-centered profession
- moving from focus on the drug to focus on the patient and the drug, including clinical pharmaceutical care and other aspects of patient-provided pharmacist care
- dietary supplements (vitamins, minerals, and herbals)
- nonprescription drug therapies
- alternative medical treatments
- pathophysiologic and pharmacotherapy alterations specific for special population patients (e.g., pediatric, geriatric, pregnant, genetic disorders, and others) for prescription and nonprescription medications

- genetic basis for disease and drug action
- genetic basis for alteration of drug metabolism
- genome and proteomic principles in relation to disease and drug development
- genetic basis for individualizing drug doses
- pharmacodynamics of drug action and absorption, distribution, metabolism, and elimination
- adverse effects and side effects of drugs
- principles of drug delivery via dosage forms (e.g., liquid, solid, semi-solid, controlled release, patches, and implants)
- introduction to U.S., state, and local health care delivery systems and their interfaces
- social, political, and economic factors of the U.S. health care delivery system
- concepts of pharmacoeconomics in relation to patient care

Course Operations:

Each class time may include lecture, discussion, and small group interaction. A ten minute break will be held approximately 2:00

There is no course textbook for PHCY 6285. Readings will be available via WyoSakai under the RESOURCES heading. All listed readings are required. You will be held responsible for understanding major points of all readings. Student lecture notes will be posted under “LESSONS” at least 24 hours in advance of class time.

Course Requirements and Grading:

1. A Final exam for the course will be given during Finals Week. It will be worth 40% of your course grade. This exam will be comprehensive. It may consist of multiple choice, matching, fill in the blank and short answer questions. You will need a machine-readable bubble sheet and a pencil.
2. A Midterm quiz for the course will be given on April 7. Questions may include multiple choice, True or False, Matching and/or Fill in the blank. It will be worth 30% of your course grade. You will need a bubble sheet and a pencil.
3. A reaction paper (this means that you include your feelings about the content). This paper is worth 30% of your grade and is due April 21 by 1:10pm (class time); to be submitted via WyoSakai. Late assignments cannot be posted—any late assignments will have a 15% penalty and none will be accepted after 1:10pm on April 22.

Health Talk Online is a site that contains a collection of patient experiences. The site is British, but the people represent everyone with the same diseases. Access “Health Talk Online” at URL: www.healthtalkonline.org > Cancer > Lung Cancer. The website contains interviews of real people about their illnesses. Explore the lung cancer area of the website, and include in your reading/listening/watching experience the subtopics that include stigma and treatment decisions. At least one experience needs to be in a younger person [either 40-50 or 50-60]. You are not limited to these two subtopics, but these two must be included in your reaction paper. Make sure to list the interview number [e.g. LC06]. In no more than 3 double-spaced pages (1 inch margins and 12pt font), discuss the common elements in the interviews. What are they saying about health beliefs, self-efficacy, sick role and use of medications?

Course grades will be assigned and students evaluated in accordance with standard University policies (see below). School of Pharmacy policy states that a grade of D or withdrawal from a course constitutes failure to progress toward the Doctor of Pharmacy degree and may result in termination from the program or inability to be placed in fourth professional year courses.

A = Exceptional

B = Very Good

C = Acceptable

D = Poor

F = Failure

Final grades will be a function of your performance on the final exam, the midterm quiz and the contract grade. Typically, in this course, the following scale is used as a way to gauge grade performance: A (90-100%), B (80-89.9%), C (70-79.9%), D (60-69.9%) and F (50-59.9%).

An important part of class is discussion. Your thoughtful input enhances the classroom experience. One of your professional responsibilities is to think critically and share your ideas and suggestions with peers, other providers and patients. In this same way, we expect you to be active learners and participants in this class. For a more meaningful discussion, you must read the assigned readings **before** coming to class.

Excused absences from exams include properly documented cases (notes from the Dean of Students or a physician) of extenuating circumstances (e.g., death or serious illness in the family, hospitalization, confirmed illness, official school business). Course Instructor notification prior to absence, unless impossible, is strongly recommended.

ACADEMIC DISHONESTY, DISCRIMINATION AND HARASSMENT WILL NOT BE TOLERATED!

Although sharing thoughts and learning from your peers is a legitimate part of being a professional and advancing practice, individual responsibility also is paramount. Independent work is expected on assignments and the final exam. You bear the ultimate responsibility for the work you turn in.

As with any adult learning role, students and instructors are expected to respect others in the classroom. This respect excludes any activities or behaviors that disrupt learning (incivility) including, but not limited to, obscenities, sound effects, sleeping, pagers, cell phones, talking unrelated to the classroom discussion, and entering the classroom late or leaving early. As the instructor, I will strive to maintain a classroom of respect and civility and expect you to do so as well. Inappropriate behavior in class as determined by the instructor to be disruptive may result in expulsion for the rest of the day; a second episode could result in termination from the class.

Such conduct is described within and will result in sanctions pursuant to the following School of Pharmacy and University policy and regulations:

University of Wyoming Code of Conduct

<http://www.uwyo.edu/DOSsupport/docs/policies%20and%20resources/student%20code.pdf>

University of Wyoming UW Regulations

<http://www.uwyo.edu/generalcounsel/info.asp?p=3051>

School of Pharmacy Honor Code [<http://uwadmnweb.uwyo.edu/Pharmacy/>]

Non-Discrimination Statement

A campus environment characterized by diversity, free inquiry, and free expression has always been a top priority of the University of Wyoming. Civil discourse is an essential aspect of the search for and transmission of knowledge. Words and actions that promote and encourage self-worth, respect and dignity are consistent with the university's mission. Conversely, words or actions that reflect prejudice, stereotypes and discrimination are antithetical to the mission of the university and cannot be countenanced. Specifically, racist and other discriminatory or harassing conduct based on gender, color, disability, sexual orientation, religious preference, national origin, ancestry or age impair and disrupt legitimate university functions. Every effort, within the context and protection of the First Amendment rights, will be expended to eliminate such conduct from the campus community. Teaching students to live productively in a multicultural/multiethnic society is a process that must take place within a constructive and harmonious environment. It is the obligation of the faculty, staff, students and the administration of the University of Wyoming to provide this environment.

Disabilities

Students who qualify under the American Disabilities Act should see the Student Educational Opportunity (SEO) office located at Knight Hall (room 330, telephone 766-6189) immediately to complete paperwork for any needed accommodations.

Course Outline

The schedule of lectures is subject to change and additional readings may be assigned.

Mar 10	<p>Pharmacist Provided Patient Care</p> <p>READING: Council on Credentialing in Pharmacy. Scope of contemporary pharmacy practice: Roles, responsibilities, and functions of pharmacists and pharmacy technicians. J Am Pharm Asso. 2010; 50: e35-e69</p> <p>Behavioral Theories Relevant to Drug Use (HBM, SE, Sick Role, Self Care)</p> <p>READING: Rimer BK. "The Health Belief Model," in <u>Health Behavior and Health Education</u>, 2nd ed., Glanz K, Lewis FM, Rimer BK, Eds., San Francisco:Jossey-Bass, 1997, 44,46.</p>
Mar 17	<p>Spring Break – Enjoy!</p>
Mar 24	<p>Behavioral Theories Relevant to Drug Use (HBM, SE, Sick Role, Self Care) -- continued</p> <p>Patient and Provider Roles in the Drug Use Process Personal Behavior Related to Drug Use</p> <p>READINGS:</p> <p>Osterberg L, Blaschke T, Adherence to Medication, N Engl J Med, 2005; 353:487-97.</p> <p>Stevenson FA. "Concordance: What is the relevance for pharmacists?" <u>Inter J Pharm Prac</u>, 2001;9:67-70.</p> <p>"Taking care of yourself is risky business," Harvard Heart Letter, 2005(May); 4-5.</p>
Mar 31	<p>Guest Speaker: Bob Hooker, AIDS Activist and Patient (first hour)</p> <p>READING: Crossley M. "'Sick role' or 'empowerment'? The ambiguities of life with an HIV positive diagnosis," <u>Soc Health Illness</u>, 1998;20(4):507-31.</p> <p>WARNING: CONTAINS STRONG LANGUAGE</p> <p>Decision-Making in the Drug Use Process (second hour)</p> <p>Hoving C, Visser A, Mullen PD, van den Borne B. A history of patient education by health professionals in Europe and North America: From authority to shared decision making education. Patient Educ Couns. 2010 Feb 26. [Epub ahead of print]</p>

<p>Apr 7</p>	<p>Exam 1 (first hour) Influences on the Drug Use Process (second hour)</p> <p>Galanti GA, “Basic Concepts,” in <u>Caring for patients from different cultures</u>, 3rd Ed, Galanti GA, Philadelphia: University of Pennsylvania Press. 2004; 1-19.</p> <p>Safer RS. Pharmacy measures to improve medication use through health-literacy principles. <u>Managed Care Interface</u>, 2007: 20:37-41.</p> <p>Chen PW, Do you know what your doctor is talking about? NY Times. April 2, 2009</p>
<p>Apr 14</p>	<p>Guest Speakers: Active Minds (first hour)</p> <p>Influences on the Drug Use Process (continued)</p> <p>Institute of Medicine. Unequal treatment: What healthcare providers need to know about racial and ethnic disparities in health-care. Washington DC: National Academy of Sciences, 2002</p> <p>Prochaska JO, Redding CA, Evers KE. “The Transtheoretical Model and Stages of Change”, in <u>Health Behavior and Health Education</u>, 2nd ed., Glanz K, Lewis FM, Rimer BK, Eds., San Francisco: Jossey-Bass, 1997, 60-63.</p>
<p>Apr 21</p>	<p>Guest Speaker: Chris Van Burgh, Cancer Survivor (first hour) Reaction Paper due—post on WyoSakai by class time: “Health Talk Online” at URL: www.healthtalkonline.org > Cancer > Lung Cancer. The website contains interviews of real people about their illnesses. [see above for details]</p> <p>Influences on the Drug Use Process (continued – second hour)</p>
<p>Apr 28</p>	<p>External Influences on the Drug Use Process</p> <p>READING: Silver LS, Stevens RE, Loudon D. Direct-to-consumer advertising of pharmaceuticals: Concepts, Issues and Research. <u>Health Mark Q</u>, 2009: 26: 251-8.</p>
<p>May 3</p>	<p>FINAL EXAM – Monday, May 3, from 1:15pm-3:15pm (tentative)</p>

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I, _____ (please print), understand that Linda Gore Martin, class instructor, may wish to use materials produced by me in this class. I understand that choosing not to allow my materials to be used will not affect my grade in this class. I further understand that any work (with the exception of pictures) will have all names removed before use. No other person will have authority to use any of my materials.

Please initial next to the appropriate options.

WRITTEN MATERIALS

___ Dr. Martin may put my written materials into a portfolio for assessment of her teaching by tenured faculty members or use my materials for appropriate workshops and meetings concerning teaching techniques.

___ Dr. Martin may NOT put my written materials into a portfolio for assessment of her teaching by tenured faculty members or use my materials for appropriate workshops and meetings concerning teaching techniques.

PICTURES OR VIDEO

___ Dr. Martin may use any pictures or video images taken during class time featuring myself and/or my work for appropriate workshops and meetings concerning teaching techniques or posting on websites.

___ Dr. Martin may NOT use any pictures or video images taken during class time featuring myself and/or my work for appropriate workshops and meetings concerning teaching techniques or posting on websites.

Signature _____

Date _____