

**PHARMACY 412**  
**Pharmacy Practice III**  
**Spring 2006**  
**2 Credits (with associated 1-credit Skills Lab)**

**Course Coordinator:**

Jean Carter, Pharm.D., Ph.D.

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Hours: Drop-in hours on Tues/Thurs from 1:30-3pm; otherwise by appointment.

**Skills Lab Instructors: (See Skills Lab Syllabus for more information.)**

Jean Carter (Monday and Friday)

Arleeann Santoro (Tuesday)

Kim Cybulski (Wednesday)

Kristen Robbins (PRN)

**LECTURE:** Tuesdays and Thursdays from 1010-1100 in SB 117.

**REQUIRED MATERIALS:**

*The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures* by Anne Fadiman.

Published by Farrar, Straus and Giroux in 1997.

Available as a used paperback for under \$10 at online and local stores.

Available in UM bookstore for about \$15 (new)

**COURSE GOALS:**

The purpose of this course is to introduce students to the social, behavioral and cultural factors that impact the effectiveness of healthcare interventions and communication. Students in this course will explore 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. Communicating with other healthcare professionals will also be covered.

**BEHAVIORAL OBJECTIVES:**

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

1. Given a specific communications medium, use the medium to effectively communicate with patients or other healthcare providers.
2. Given a description of a specific patient or patient population, demonstrate the ability to effectively communicate with that patient or population.
3. Given a specific topic and audience, select and demonstrate effective communication of that topic to the audience.
4. Write clearly, concisely and effectively.
5. Speak clearly, respectfully and effectively.
6. Given an unusual situation, find positive means for establishing rapport and communicating necessary information.

**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 campus standards, you will be expected to act in a professional, 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 will prevent 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.

**GRADING:**

This course consists of two components: lecture and lab. To successfully pass the course, a student must achieve a passing grade ("C" or better) in both the lecture and lab components. Course grades will be assigned on a weighted mean (67% lecture points and 33% lab points).

**Course Grades will be based on:**

**Participation** **50**

(attends, listens to others, gives appropriate level of input, is attentive)

**Written Assignments** **400**

(timely completion, good grammar, thoughtful, creative, appropriate, professional)

Includes reaction papers/assignments/evals (70); journal entries (150); patient information (30), essays (150)

**Oral Communication** **50**

(Respectful, thoughtful, appropriate, clear, audible, interesting)

Includes classroom discussions (30) and pearls presentation (20)

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**Total Possible Lecture Points** **500**

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Lecture Grade:

A = 90-100% of possible points

B = 80-89% of possible points

C = 70-79% of possible points

F = < 70% of possible points

### Schedule of Lecture Topics for Sprint 2006

Date	Topics	Lecturer	Assignments
Jan 24T	Introduction to course Review (OBRA 90, sick role, health beliefs, professionalism)	Jean Carter	
Jan 26R	Video: <i>Drugstore Danger</i>	Jean Carter	In-class Reaction Paper
Jan 31T	Mass media/Art/web/anecdotes Sources of patient information	Jean Carter	Papers assigned
Feb 2R	Adherence and Noncompliance	Jean Carter	Compliance tasks assigned
Feb 7T	Perspective on illness and healthcare: Native American patients and providers	Brandi Foster	Paper Topics Due
Feb 9R	Database searches / Referencing format Plagiarism	Sherrill Brown	
Feb 14T	The Fine Art of Paraphrasing	Jean Carter	
Feb 16R	Literacy and Health Literacy Preparing and Evaluating Written Patient Materials	Jean Carter	
Feb 21T	Counseling barriers to identify and overcome	Jean Carter	Outline/Refs for Papers Due
Feb 23R	Models of Behavior Change	Kari Harris	
Feb 28T	<i>Welcome to Happy Valley</i>	TBN	In-class Reaction paper
Mar 2R	Changing Patient Behavior	Kari Harris	
Mar 7T	Perspective on illness and healthcare: Indigent and homeless patients	Kendra Keeley	
Mar 9R	Perspective on illness and healthcare: Elderly patients	Gayle Cochran, Mt GEC co-founder	
Mar 14T	Video: <i>Breaking the Mask: Exploring Mental Illness Through the Arts</i>	Jean Carter	Initial Draft of Soc-Beh Paper Due

Date	Topics	Lecturer	Assignments
Mar 16R	Perspective on illness and healthcare: Gender	Bridget Hanna	
Mar 21T	Perspective on illness and healthcare: Patients with Chronic Diseases	TBN	Inservice Paper Due
Mar 23R	Compliance Issues and tasks - revisited	Jean Carter	
Mar 28T	<b>SPRING BREAK</b>		
Mar 30R	<b>SPRING BREAK</b>		
Apr 4T	Hispanic perspective on illness and health care	Lilian Calderon-Garciduenas, MD	
Apr 6R	Stages of Grieving	Rose Macklin	
Apr 11T	Presenting information to a group (Seminars and Inservices)	Jean Carter	
Apr 13R	Communicating with other healthcare providers	Jean Carter	
Apr 18T	PEARLS Social-behavioral issues in pharmacy	Present 4-min Students (10)	Final Draft of Socio-Behav Paper Due
Apr 20R	PEARLS Social-behavioral issues in pharmacy	Present 4-min Students (10)	
Apr 25T	PEARLS Social-behavioral issues in pharmacy	Present 4-min Students (10)	
Apr 27R	PEARLS Social-behavioral issues in pharmacy	Present 4-min Students (10)	
May 2T	PEARLS Social-behavioral issues in pharmacy	Present 4-min Students (10)	
May 4R	PEARLS Social-behavioral issues in pharmacy	Present 4-min Students (10)	
May 9T 0810-1000	Final Exam: Finish PEARLS Course evaluations	Students (up to 6)	

## **Journal**

### **Purpose:**

This journal will be used to collect your observations, ideas and insights. It will also provide you with an opportunity to practice expressing yourself in writing. Bring it with you to class so you can add notes and assignments.

### **Format:**

Use a bound (spiral or lab-style) notebook

Write or print legibly when answering an assigned question; (notes you take for yourself may be in any form).

Use complete sentences when answering assigned questions.

Use ink rather than pencil.

Single spaced lines.

Use only one side of the page.

Leave several spaces between entries or use a new page to separate entries.

If you wish, you can divide your journal into sections (e.g., reaction notes, compliance record, book questions) or organize it in any other way that you wish.

### **Required elements:**

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

When making an entry, include the date and some sort of heading or title.

If the entry is an answer to a question, use the question as the heading.

Optional: If you choose to record notes from class in your journal, be sure to keep your entries separated from assigned questions. One approach could be to use back half of journal for notes and front half for assigned entries.

**Evaluation focus:** For assigned tasks or questions, responses will be assessed for thoughtfulness, clarity of expression and creativity. In general, it will be assessed for completeness, not your opinion. If your response seems incomplete, I will prompt you to complete it.

**Due date:** Your journal will be reviewed at regular intervals throughout the semester (approximately every two-three weeks)

### **Question & Topics:**

There will be three main categories of questions and discussion topics: classroom, book, and compliance/behavior change project.

Classroom topics & questions will be assigned at the end of class to ensure that they tie into what was/will be discussed.

Compliance/Behavior Project: Will be assigned on February 2 (Tues)

Book questions & discussion topics will be distributed by February 16 (Thurs)

## **Technical Paper (Inservice Paper)(60pts)**

Revised 01/20/06jtc

**Topic:** Same as your inservice topic. Choose a new medication, a new indication for an existing medication, or a rare disease. The audience is a group of healthcare providers, so aim for a professional level. For this paper, we defined “new” as any medication released on the market in the past three years. If you have a great idea for an inservice topic that does not meet these guidelines, talk to the course coordinator to get idea approved or (sigh) rejected.

### **Format:**

- This is a formal paper, so use third person throughout.
- It should be prepared with word processor software, on one side of the paper and double spaced.
- Use 1-inch margin
- Font size should be 11-12pt
- References are required: At least two sources from primary literature; no more than three from the web. Use the referencing format for CHPBS.
- Spellcheck and proofread your final draft.

### **Required elements:**

- Name and course information in upper right hand corner of first page.
- Title – centered on page
- Follow your outline for presentation of your topic.
- Summarize the information in the last paragraph.

**Length:** minimum of 3 pages (not counting references); maximum of 6 pages.

### **Due dates:**

February 21 – outline of technical paper  
Mar 21 – Final draft of technical paper

## **Patient Education Handout or Pamphlet (30pts)**

Revised 01/20/06jc

**Topic:** Use the same topic as your inservice presentation.

### **Format:**

- This is not a formal paper, so you may use second or third person throughout.
- Prepare with a word processor software, on one side of the paper.
- Aim for an aesthetically pleasing product – may be creative with margins, fonts, graphics, and organization of information.
- Spellcheck and proofread your final draft.
- Check the reading level of the handout using the Flesch-Kincaid readability statistics in WORD (See Tools/Spelling and Grammar functions) – it should be between 6-8 grade level.
- Avoid sounding like a representative of the drug company – use generic name when possible and provide information with an objective tone.

### **Required elements:**

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. See note below about when to use “Pharm.D. Candidate”

Include all information needed by patient to understand how medication works, its usual uses and doses, common or important side effects and special instructions related to storage or administration.

**Length:** Minimum one page; maximum two pages.

**Due date: Thursday, April 13<sup>th</sup> at start of class.**

### **Additional Information:**

When you put your name on the brochure, your title is still “pharmacy student” or “P2 student.” I will accept “student pharmacist” if you prefer that designation. You do not become a “Pharm.D. Candidate” until after all your didactic (i.e., classroom coursework) is finished. In other words, you do not become a Pharm.D. Candidate until you are a P4 student.

## **Socio-behavioral Essay (90pts)**

**Topic:** Choose a social-behavioral topic related to pharmacy for this final essay. You can relate first-hand experience or observation of a person with a disease, explore current issues in healthcare, take a broad public health point of view on a topic, or present quality of life issues in terminal or chronic diseases. This paper should be informative and provide insight into an issue or disease. Think about pressing issues that you and your future colleagues will face when in practice! **SIGN UP LIST ON MY OFFICE DOOR – SB 333a**

### **Format:**

- This is a formal paper, so use third person throughout.
- It should be prepared with word processor software, on one side of the paper and double spaced.
- Use 1-inch margin
- Font size should be 11-12pt
- References are required: Try to use at least three primary sources. You may have to use popular media, lay press and other sources to supplement the usual primary literature and web-based resources. Use the CHPBS referencing format as described by Prof. Sherrill Brown.
- Spellcheck and proofread your final draft.

### **Required elements:**

- Name and course information in upper right hand corner of first page.
- Title – centered on page
- Follow your outline for presentation of your topic.
- Summarize the information in the last paragraph.

**Length:** Narrative should be between 4-6 pages. Put references on a separate page – they are not part of the page count.

### **Due dates for essay:**

February 21 – outline of essay plus list of references

March 14 – initial draft of essay

April 18 – Final draft of essay

**PEARLS** (4-minute, informal summary of a main point or observation)

This essay will be the basis for your PEARLS presentation at the end of the semester.

To ensure exposure to a broad range of social-behavioral topics, each student will present a brief summary of a key point or issue from their paper. Pearls (or “pearls of wisdom”) are often used in the clinical setting to quickly, succinctly transmit an important point.

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)

## **PHAR 412 Skills Lab Inservice Seminars Spring 2006**

Each student will present a 12-15 minute inservice to classmates on a topic related to new or rare diseases, new medications or new indications for older medications. Students may choose their own topic. The seminar presentation must be appropriate for healthcare workers, so students should gear their presentations to that audience.

### **Select a Topic.**

Only one student per topic, so sign up early to ensure that you get the topic you want. When signing up for a medication, include both the BRAND and GENERIC names to prevent other students from accidentally signing up for the same item under a different name. Sign up sheets for each lab group by week will be located on the door of the Skills Lab (SB 229) by the afternoon of **February 7, 2006**.

### **Submit a Written Outline.**

Students are required to submit a written outline of their presentation by **Tuesday, February 21**. The outline should contain enough information to allow reviewers to determine the completeness and length of the proposed presentation. The outlines will be reviewed and returned with suggestions (as needed) by the following week.

### **Prepare a 1-2 page Handout.**

The handout should complement your presentation and it should contain a list of references that were used in the presentation. Make it attractive and easy to read. You may include graphs, figures, or tables. Try to avoid long narrative passages that make it look like a textbook. Look at the attached examples to gather ideas, but do not feel constrained to copy the formats – be creative!

\*\*\*To get photocopies of your handouts, turn them into the department Admin Assistant, Barbara Ensor in SB 316 at least one day ahead of time. Request 18 copies and let her know it is for PHAR 412.\*\*\*

### **Present to Your Peers.**

Presentations will begin the week of **April 3, 2006**. Each presentation will last up to 15 minutes with a couple additional minutes for questions. Five students will present during each session. On the day you are scheduled to present, bring your handout with its list of references and your audiovisual aids. The lab will have an overhead projector available. For this particular presentation, you will not have a computer available.

\*\*\*As with the handouts, you may ask Barbara Ensor in SB 316 to make overhead transparencies for your presentation. The transparencies will print in black and white only. Remember to request the transparencies at least one day ahead of time.\*\*\*

### **Review Your Evaluations.**

Your presentation will be evaluated on several levels: your presentation skills, content, format, organization, sources used for information and the handout. Your peers and instructor will evaluate your performance. Students in the audience will also be graded on their participation through asking questions and providing constructive feedback on evaluations.

**If Necessary, Revise and Present Again.** If your initial presentation does not meet minimum standards, you will be asked to revise and present it again. These presentations will be slated during the week of **April 23, 2006** and conducted after the rest of the initial presentations have been completed.

How to write an outline:

Add Your Working Title for Your Inservice Here

- I. Use Roman Numerals for the main ideas (e.g., Introduction, background)
  - A. Capital letters are used for major subgroups if the main idea can be split into two or more parts
  - B. If the main idea has only one part, you don't need this level
    - 1. Arabic numerals are used if a subgroup needs to be divided even further.
      - a. lower case letters are used if additional division is justified by the information.

See Example based on a new medication topic. You will want to adjust the outline to fit your specific topic.

EXAMPLE: Generic Drug XYZ: Novel New Medication to Treat Disease X

- I. Disease X background
  - A. Epidemiology of the disease
  - B. Current treatments
    - 1. pros of current agents
    - 2. cons of current agents
      - a. ADRs
      - b. lack of efficacy
  - C. Need for a better treatment (i.e., current gaps in therapy)
- II. Introduction of Drug XYZ
  - A. History of its development
  - B. How it differs from current agents
    - 1. SE profile comparison
    - 2. Efficacy
  - C. Manufacturer(s) and brand name
- III. Drug XYZ Characteristics
  - A. Mechanism of action
    - 1. structure
    - 2. class of drugs
  - B. Indications
    - 1. efficacy studies
  - C. Pharmacokinetics
    - 1. absorption
    - 2. distribution
    - 3. metabolism
    - 4. elimination
      - a. renal
      - b. hepatic
  - D. Dosage and administration
    - 1. dosage forms
    - 2. routes of administration
  - E. Side effects and ADRs
    - 1. most frequent
    - 2. most dangerous or severe
    - 3. how to minimize
  - F. Drug interactions
  - G. Counseling information
  - H. Cost
- IV. Role for Drug XYZ in Therapy

## Inservice Evaluation Form (Faculty)

Speaker: \_\_\_\_\_

Date: \_\_\_\_\_

Topic: \_\_\_\_\_

<b>Content</b>	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Not applicable
Objectives of the inservice were clear	1	2	3	4	5	NA
Objectives of the inservice were met	1	2	3	4	5	NA
Topic was appropriate for the audience	1	2	3	4	5	NA
Level of information was appropriate	1	2	3	4	5	NA
Topic was appropriate for the time limit	1	2	3	4	5	NA
Material was organized in a logical manner	1	2	3	4	5	NA
Material was interesting and practical	1	2	3	4	5	NA

<b>Delivery</b>	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Not applicable
Voice was audible	1	2	3	4	5	NA
Voice tones were varied	1	2	3	4	5	NA
Pronunciation was satisfactory	1	2	3	4	5	NA
Grammar was satisfactory	1	2	3	4	5	NA
Appeared interested in the topic	1	2	3	4	5	NA
Eye contact was excellent	1	2	3	4	5	NA
Appeared confident	1	2	3	4	5	NA
Appropriate length of time	1	2	3	4	5	NA
Distracting mannerisms (please describe):						

<b>Visual Aids</b>	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Not applicable
Transparencies were easy to read	1	2	3	4	5	NA
Number of transparencies was appropriate	1	2	3	4	5	NA
Handouts complemented the presentation	1	2	3	4	5	NA
Handouts were easy to read	1	2	3	4	5	NA
Spelling and grammar were fine	1	2	3	4	5	NA

**Overall impression of inservice**      **Poor**      **Fair**      **Good**      **Excellent**

One thing the speaker did well:

One thing the speaker could improve:

.....  
Reviewer's name: \_\_\_\_\_

## STUDENT PEER EVALUATION FORM FOR INSERVICES

Peer Evaluation for: \_\_\_\_\_

Topic: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Content</b>	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	Not applicable
Topic was appropriate for the audience	1	2	3	4	5	NA
Material was organized in a logical way	1	2	3	4	5	NA
Material was interesting and practical	1	2	3	4	5	NA
<b>Delivery</b>						
Voice was clear and audible	1	2	3	4	5	NA
Eye contact was excellent	1	2	3	4	5	NA
Appeared confident	1	2	3	4	5	NA
<b>Visual Aids</b>						
Transparencies were easy to read	1	2	3	4	5	NA
Handouts complemented the presentation	1	2	3	4	5	NA
Spelling and grammar were fine	1	2	3	4	5	NA

**Overall impression of inservice**                      **Poor**                      **Fair**                      **Good**                      **Excellent**

One thing the speaker did well:

One thing the speaker could improve:

.....

Reviewer's name: \_\_\_\_\_