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PHA5103 Principles of Patient Centered Care

Fall 2019

2 Credit Hours – A-E Grading

This course explores medication use by patients and health professionals and teaches strategies pharmacists can use to gather information for identifying and resolving drug therapy problems, with an emphasis on improving communication and information transfer with patients and other health care providers. Modern health care embraces a shift to more patient-centered models of care, whereby patients are actively involved in making decisions about treatments, setting personal goals for treatment, and monitoring health outcomes. In order for pharmacists to participate in more patient-centered care, they must have strong interpersonal communication skills. Outcomes of therapy are enhanced by providers who communicate more effectively and build more positive relationships with health care teams and the patients they serve.

Teaching Partnership Leader

Rich Segal, R.Ph., Ph.D.

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- Office Hours: By Appointment only

Kathryn J Smith, Pharm.D.

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- Phone: 352-294-8287
- Office hours: By Appointment Only

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

Patient Care Provider Domain

1. Collect information to identify a patient's medication-related problems and health-related needs.
 - ST1.2. Collect a medication history from a patient or caregiver.
 - ST1.3. Determine a patient's medication adherence.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
 - ST2.4. Perform a comprehensive medication review (CMR) for a patient
 - ST2.6. Compile a prioritized health-related problem list for a patient.

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4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
 - ST4.1. Write a note that documents the findings, recommendations, and plan from a patient encounter.
 - ST4.2. Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.
 - ST4.4. Assist a patient with behavior change (e.g., use shared decision making and motivational strategies).

Population Health Promoter Domain

8. Minimize adverse drug events and medication errors.
 - ST 8.1. Assist in the identification of underlying system-associated causes of errors.

Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Describe how the medication use system (which processes a medication order) can lead to drug therapy problems (DTP), preventable drug related morbidity, medication errors, and other system failures.
2. Describe the adverse outcomes that a pharmacist can prevent or collaboratively manage/solve including adverse drug reactions, drug related morbidity, and adverse drug events.
3. Evaluate scenarios that illuminate problems related to medication management and medication safety and explain how these problems happened.
4. Define pharmaceutical care, the role of the profession of pharmacy in helping society to fulfill a need, and a pharmaceutical care system.
5. Describe the elements of an ideal pharmaceutical care system which responds to a quality problem and explain how this affects patient outcomes and costs of care.
6. Reflect on the philosophy of practice as the ethical foundation for pharmaceutical care practice that prescribes appropriate professional behavior.
7. Apply the pharmacists' patient care process in solving a basic patient adherence problem.
8. Practice documenting information collected during a patient interview.
9. Identify the socio-cultural relationships in the pharmacists' patient care process and clarify their importance in the overall system
10. Employ strategies for successfully accomplishing active listening and empathy as core communication principles during a patient interview and why each is important.
11. Employ effective communication and rapport building techniques that empower patients to consider and accomplish health behavior change (i.e., use of Motivational Interviewing).
12. Respond humanely to patient concerns within the framework of shared decision-making using a patient-centered approach.

Course Pre-requisites

1. Admission to the Doctor of Pharmacy program.

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Course Co-requisites

1. There are no co-requisites for this course.

Course Outline

See *Appendix B*. Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Required Textbooks/Readings

1. Text 1: Cipolle, R. J., Strand, L. M., & Morley, P. C. (2012). *Pharmaceutical care practice: the patient-centered approach to medication management*. McGraw Hill Professional.
Available via Access Pharmacy: <https://accesspharmacy.mhmedical.com/book.aspx?bookID=491>
2. Text 2: Hepler CD and Segal R. *Preventing medication errors and improving drug therapy outcomes: A management systems approach*. Boca Raton FL: CRC Press, 2003, 520 pages, ISBN: 0-8493-1576-X.
 - Select chapters will be posted on Canvas.
3. Text 3: Nemire RE, Kier KL, Assa-Eley MT. (2014). *Pharmacy Student Survival Guide*. 3rd Edition. McGraw Hill Professional.
Available via Access Pharmacy:
<https://accesspharmacy.mhmedical.com/content.aspx?sectionid=99823778&bookid=1593&jumpsectionID=99823806&Resultclick=2#1117499973>

Use [UF VPN to access UF Libraries Resources](#) when off-campus.

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL:
<http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

Other Required Learning Resources

N/A

Materials & Supplies Fees

None

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Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

Assessment Item	Grade Percentage
iRATs [6 @ 1.667% ea.] (Each iRAT will include 5 questions.)	10%
tRATs [6 @ 2.5% ea.]	15%
Documentation Reflection Assignment	5%
Practice Patient Interview Assignment	10%
Motivational Interviewing Assignment	10%
Midterm Exam (Mod 1, Mod 5,6, some on Mod 2,3,4)	15%
Final Exam (Cumulative)	35%
Total	100%

Table 1. Grading Scale

Rounding of grades:

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](#) at this URL:

<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Percentage Range	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](#) carefully, at this URL: <https://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

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Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Rich Segal, R.Ph., Ph.D.

Email: segal@cop.ufl.edu

Office: HPNP 4332C

Phone: 352-273-6265

Kathryn J Smith, Pharm.D.

Email: ksmith@cop.ufl.edu

Office: HPNP 2303

Phone: 352-294-8287

Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Instructional Designer:

Holly Fremen

Email: holly.fremen@cop.ufl.edu

Office: HPNP 4309

Phone: 352-273-5558

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Academic Coordinator

Natalie Hasty

Email: nataliehasty@cop.ufl.edu

Office: HPNP 4312

Phone: 352-273-6002

Absence/Tardy Email: absent1pd@cop.ufl.edu

(Visit the course policy site for further instructions)

Educational Coordinators

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Office: Jacksonville Campus

Iverta Allen

Email: iallen1@cop.ufl.edu

Office: Orlando Campus

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Examplify® and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

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Other Teaching Partnership Faculty Members:

Eric Egelund, Pharm.D.

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Shannon Miller, Pharm.D.

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Office: Orlando campus

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Amber Connelly, Pharm.D.

Email: amber.connely@cop.ufl.edu

Office: Gainesville campus

Phone: 352-273-9625

Appendix B. PHA 5103 Course Schedule

Date [Recommended Date for Independent Study]	Mod#	Activity	Unit Topic	Contact Time [min]	Responsible	Syllabus Learning Objectives
	0	Module	Module 0: Introduction to the Course		Richard Segal	
08/19/19	0.1	Video Lecture	Watch: Introduction to Course	30	Richard Segal	
08/19/19	0	Reading	Read: Text 1, Chapter 4 "Stop at Section called Adherence as a Test of Patient Centeredness"	45	Richard Segal	
08/19/19	0	Quiz Self-Assessment	Course Introduction Quiz		Richard Segal	
	1	Module	Module 1: Medication Management and Medication Safety		Richard Segal	1-3
08/19/19	1.1	Video Lecture	Watch: Medication Use System, Medication Management & Safety	45	Richard Segal	
08/19/19	1	Reading	Read: Text 2, Chapter 1, select pages (see Canvas)	45	Richard Segal	
08/19/19	1	Reading	Read: Text 2, Chapter 2, select pages (see Canvas)	45	Richard Segal	
08/19/19	1	Reading	Read: Text 2, Chapter 3, select pages (see Canvas)	45	Richard Segal	
08/19/19	1	Reading	Read: Background Therapeutics Primer	15	Richard Segal	
08/19/19	1	ALS Prep	Student Study Guide		Richard Segal	
08/20/19 GNV 8:30-10:25am ORL10:40- 12:35pm JAX 1:55-3:50pm	0 1	Active Learning - Session--Async	Active Learning Session 1: DTP/DRM, Drug Therapy Scenarios	120	Eric Free Egelund, Richard Segal, Shannon A Miller	
In-Class	1	Quiz In-class Graded	iRAT and tRAT (Mod 1)		Richard Segal	
In-Class	1	In-class Activity- Ungraded	Group Activity 1: DTP vs DRM Warmup		Richard Segal	
In-Class	1	In-class Activity- Ungraded	Group Activity 2. Drug Therapy Scenarios - what they are and how did they happen		Richard Segal	
	2	Module	Module 2: Introduction to Pharmaceutical Care and Philosophy of Practice		Kathryn Smith, Richard Segal	4-7
08/22/19	2.1	Video Lecture	Watch: Introduction to Pharmaceutical Care and Philosophy of Practice – Part I	30	Richard Segal	
08/22/19	2.2	Video Lecture	Watch: Introduction to Pharmaceutical Care and Philosophy of Practice – Part II	12	Kathryn Smith	
08/22/19	2	Reading	Read: Text 1, Chapter 2 (Key Concepts, Figure 2-1, Section: Pharmaceutical Care as a Professional Practice (stop when you get to "The Patient Care Process"))	15	Kathryn Smith	

Date [Recommended Date for Independent Study]	Mod#	Activity	Unit Topic	Contact Time [min]	Responsible	Syllabus Learning Objectives
08/22/19	2	Reading	Read: Text 1, Chapter 3 (Key Concepts, Toward a Philosophy of Pharmaceutical Care Practice: Introduction, A Philosophy of Practice Defined (stop when you get to "The Philosophy of Pharmaceutical Care Practice")	40	Kathryn Smith	
08/23/19 10:40-12:35pm	2	Active Learning Session--VC	Active Learning Session 2: Philosophy of Practice	120	Eric Free Egelund, Karen Palmquist Whalen, Kathryn Smith, Richard Segal, Shannon A Miller	
In-Class	2	Quiz In-class Graded	iRAT and tRAT (Mod 2)		Kathryn Smith	
In-Class	2	In-class Activity- Ungraded	Group Activity: Philosophy of Practice Discussion		Kathryn Smith	
In-Class	2	In-class Activity- Ungraded	Individual Activity: Philosophy of Practice Reflection		Kathryn Smith	
	3	Module	Module 3: The Pharmacists' Patient Care Process		Kathryn Smith	6-7
08/23/19	3.1	Video Lecture	Watch: The Pharmacist Patient Care Process (PPCP)	32	Kathryn Smith	
08/23/19	3	Other	PodCast: Pharmacy Forward: PPCP		Kathryn Smith	
08/27/19 10:40am- 12:35pm	3	Active Learning Session--Async	Active Learning Session 3: Pharmacists' Patient Care Process (Assignment Given: Patient Interview, Due 9/10, 7pm)	120	Eric Free Egelund, Kathryn Smith, Richard Segal, Shannon A Miller	
In-Class	3	Quiz In-class Graded	iRAT and tRAT (Mod 3)		Kathryn Smith	
In-Class	3	In-class Activity- Ungraded	Group Activity: Working through the Pharmacists Patient Care Process/ Mr. Hammer Case		Kathryn Smith	
	4	Module	Module 4: The Care Plan		Kathryn Smith	
08/27/19	4.1	Video Lecture	Watch: Introduction to Patient Care Documentation	23	Kathryn Smith	
08/28/19 10:40-12:35pm	4	Active Learning Session--VC	Active Learning Session 4: Documentation	120	Eric Free Egelund, Kathryn Smith, Richard Segal, Shannon A Miller	
In-Class	4	Quiz In-class Graded	iRAT and tRAT (Mod 4)		Kathryn Smith	
In-Class	4	In-class Activity- Ungraded	Group Activity: Practicing Documentation		Kathryn Smith	
In-Class	4	In-class Activity- Ungraded	Individual Activity: Practicing Documentation		Kathryn Smith	
08/29/2019 DUE at 7:00pm	4	Assignment Graded	Assignment: Reflection on Documentation		Kathryn Smith	8
	5	Module	Module 5: Patient-Centered Communication: Introduction to Motivational Interviewing and Shared Decision Making		Richard Segal	8, 10

Date [Recommended Date for Independent Study]	Mod#	Activity	Unit Topic	Contact Time [min]	Responsible	Syllabus Learning Objectives
08/29/19	5	Reading	Read: Text 3, Chapter 4 (Stop at Section called "The What, Why, and How of Presentations")	45	Richard Segal	
08/29/19	5.1	Video Other	Watch: Module Lecture Part 1: The SHARE Approach	15	Richard Segal	
08/29/19	5.2	Video Lecture	Watch: Introduction to comMlt Modules	15	Amber Connelly	
08/29/19	5	Video Other	Watch: The Power of Empathy	15	Richard Segal	
08/30/19	5	ALS Prep	comMlt Module 1: Introduction and Background to Motivational Interviewing	60	Richard Segal	
08/30/19	5	ALS Prep	comMlt Module 2: The Human Brain and Threat	60	Richard Segal	
08/30/19	5	ALS Prep	Watch Vignettes (see Canvas At-Home Activity)		Richard Segal	
08/30/2019 DUE at 7:00pm	5	Assignment Graded	Assignment: Vignette Assessment Questions		Richard Segal	
	6	Module	Module 6: Communication Principles: Motivational Interviewing		Amber Connelly	6-10
09/03/19	6	Reading	Read: Motivational Interviewing and Diabetes: What Is It, How Is It Used, and Does It Work? (Welch, Rose, and Ernst 2006)	15	Amber Connelly	
09/03/19	6	Reading	Read: Motivational Interviewing and Specialty Pharmacy (Berger and Bertram 2015)	30	Amber Connelly	
09/03/19	6	Video Other	Watch: Vignettes (see Canvas)	30	Amber Connelly	
09/03/19	6	ALS Prep	comMlt Module 4: Developing Rapport and the Synergy of MI	90	Amber Connelly	
09/03/19 DUE at 7:00pm	5	Assignment - Graded	Assignment DUE: Vignette Peer Evaluations		Richard Segal	
09/05/19 JAX/ORL 10:40-12:35pm GNV 1:55-3:50pm	5 6	Active Learning - Session--Async	Active Learning Session 5: Motivational Interviewing	120	Amber Connelly, Eric Free Egelund, Richard Segal, Shannon A Miller	
In-Class	5	Quiz In-class - Graded	iRAT and tRAT (Mod 5-6)		Amber Connelly	
In-Class	5	In-class Activity- Ungraded	Small Group Activity: Using Principles of Motivational Interviewing to Identify Issues Related to Medication Use Application Case		Amber Connelly	
	6					
09/06/19 2:00-4:00pm	1	Exam	Midterm Exam	120	Richard Segal	
	7	Module	Module 7: Communication Principles: Addressing Patient-Specific Barriers to Medication Adherence with Patient-Centric Interventions		Amber Connelly	9-10

Date [Recommended Date for Independent Study]	Mod#	Activity	Unit Topic	Contact Time [min]	Responsible	Syllabus Learning Objectives
09/10/19	7	Reading	Read: Development of the DRAW Tool (Print DRAW tool for class)	30	Amber Connelly	
09/10/19	7	Reading	Read: PDC as the Preferred Method of Measuring Medication Adherence	15	Amber Connelly	
09/10/19	7.1	Video Lecture	Watch: Addressing Patient-Specific Barriers to Medication Adherence	30	Amber Connelly	
09/10/19	7	ALS Prep	Explore: 1.Script Your Future 2.epill - Medication Reminder 3.Millionhearts		Amber Connelly	
09/10/19 1:55-3:50pm	7	Active Learning Session--VC	Active Learning Session 6:	120	Amber Connelly, Eric Free Egelund, Richard Segal, Shannon A Miller	
In-Class	7	Quiz In-class Graded	iRAT and tRAT (Mod 7)		Richard Segal	
In-Class	7	In-class Activity- Ungraded	Small Group Activity: Communication Principles: Addressing Patient-Specific Barriers to Medication Adherence with Patient-Centric Interventions		Richard Segal	
09/10/2019 DUE at 7:00pm		Assignment Graded	Assignment: Patient Interview Due to Canvas		Kathryn Smith	
09/12/19 Group 1 (GNV 1-8; ORL 42-48) 8:30-10:25am Group 2 (GNV 9-16; ORL 34-41) 10:40-12:35pm Group 3 (GNV 17-24; JAX 25-33) 1:55-3:50pm	1 7	Active Learning Session--Async	Active Learning Session 7: Wrapping Up - Putting It All Together	120	Amber Connelly, Eric Free Egelund, Kathryn Smith, Richard Segal, Shannon A Miller	
In-Class	1	In-class Activity- Ungraded	In-Class Activity: Bring sufficient copies of the DRAW tool to class.		Richard Segal	
In-Class	1 7	In-class Activity- Ungraded	Group Activity: Case Discussion (Lynda Blake) and team role plays that bring together all elements learned in this course (e.g., the patient care process, principles of communication) the patient care process, principles of communication).		Richard Segal	

Date [Recommended Date for Independent Study]	Mod#	Activity	Unit Topic	Contact Time [min]	Responsible	Syllabus Learning Objectives
09/19/19 2:00pm - 4:00pm	1 - 7	Exam	Exam: Modules 1-7 (Cumulative)	120	Richard Segal	
				1952		
				32.5		