

PHA5103 Principles of Patient Centered Care

Fall, 2020

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 Leaders

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

- Email: segal@cop.ufl.edu
- Office: HPNP 4332C
- Phone: 352-273-6265

Please see the Canvas course site for posted office hours.

Shannon Miller, Pharm.D.

- Email: sMiller@cop.ufl.edu
- Office: 424 Orlando Campus
- Phone: 407-313-7005

Please see the Canvas course site for posted office hours.

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.

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. Apply the pharmacists' patient care process in solving a basic patient adherence problem.
7. Practice documenting information collected during a patient interview.
8. Identify the socio-cultural relationships in the pharmacists' patient care process and clarify their importance in the overall system
9. Employ strategies for successfully accomplishing active listening and empathy as core communication principles during a patient interview and why each is important.
10. Employ effective communication and rapport building techniques that empower patients to consider and accomplish health behavior change (i.e., use of Motivational Interviewing).
11. Describe conflict resolution and assertiveness strategies that may be used when communicating with a patient who has medication adherence issues.
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.

Course Co-requisites

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

Course Outline

See Appendix. 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

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

[The Canvas® gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	Grade Percentage
iRATs [6 @ 1.667% ea.] (Each iRAT will include 5 questions.)	10%
tRATs [6 @ 2.5% ea.]	15%
Practice Patient Interview Assignment	10%
Motivational Interviewing Assignment	10%

Assessment Item	Grade Percentage
Midterm Exam (Mod 1, Mod 5,6, some on Mod 2,3,4)	20%
Final Exam (Cumulative)	35%
Total	100%

Table 1.1 Evaluation and Grading Above

Table 1.2 grading scale

Percentage	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

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."

Makeup Assignments

Makeup assignments will be required for excused absences from all Active Learning Sessions. Students will be required to complete the makeup assignment within one week of the missed session.

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/>

Pharm.D. Course Policies

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

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/>.

Appendix A. Course Directory

Teaching Partnership Leader/Course Director(s):

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

- Email: segal@cop.ufl.edu
- Office: HPNP 4332C
- Phone: 352-273-6265

Office Hours: Please see the Canvas course site for posted office hours.

Shannon Miller, Pharm.D.

- Email: siller@cop.ufl.edu
- Office: 424 Orlando Campus
- Phone: 407-313-7005

Office Hours: Please see the Canvas course site for posted office hours.

Questions to Ask:

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

Other Teaching Partnership Faculty Members:

Eric Egelund, Pharm.D.

- Email: eegelund@ufl.edu
- Office: Jacksonville campus
- Phone: 904-244-9876

Teresa Roane, Pharm.D.

- Email: TRoane@cop.ufl.edu
- Office: Gainesville campus
- Phone: 352-273-9625

Jessica Reid, Pharm.D.

- Email: jessicacreid@cop.ufl.edu
- Office: Jacksonville campus
- Phone: (904) 244-9590

Instructional Designer:

Name: Holly Fremen

- Email: holly.fremen@cop.ufl.edu
- Office: HPNP 4309
- Phone: 352-273-5558

Academic Coordinator Gainesville Campus:

Name: Nicole Marlowe

- Email: nicolemarlowe@cop.ufl.edu
- Office: HPNP 4312
- Phone: 352-273-6523

Absence/Tardy Email: absent1pd@cop.ufl.edu (Visit the course policy site for further instructions)

Educational Coordinators

Name: McKenzie Wallen

- Email: mwallen@cop.ufl.edu
- Office: Jacksonville Campus

Name: 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 Exemplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.

Appendix: Course Outline: See Link Below

<u>Dates for Independent Study</u>	<u>Mod #</u>	<u>Activity</u>	<u>Unit Topic</u>	<u>min</u>	<u>Objective</u>	<u>Responsible</u>
08/18/20	0	Module	Module 0: Introduction to the Course			Richard Segal
08/18/20	0.1	Video Lecture	Watch: Introduction to Course	30		Richard Segal
08/18/20	0	Reading	Read: Text 1, Chapter 4 "Stop at Section called Adherence as a Test of Patient Centeredness"	45		Richard Segal
08/18/20	0	Quiz Self-Assessment	Course Introduction Quiz			Richard Segal
08/19/20	1	Module	Module 1: Medication Management and Medication Safety		1-3	Richard Segal
08/19/20	1.1	Video Lecture	Watch: Medication Use System, Medication Management & Safety	45		Richard Segal
08/19/20	1	Reading	Read: Text 2, Chapter 1, select pages (see Canvas)	45		Richard Segal
08/19/20	1	Reading	Read: Text 2, Chapter 2, select pages (see Canvas)	45		Richard Segal
08/19/20	1	Reading	Read: Text 2, Chapter 3, select pages (see Canvas)	45		Richard Segal

08/19/20	1	Reading	Read: Background Therapeutics Primer	15		Richard Segal
08/19/20	1	ALS Prep	Student Study Guide			Richard Segal
08/20/20 GNV 8:30- 10:25am ORL 10:40- 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, Jessica Reid, 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
08/20/20	2	Module	Module 2: The Pharmacists' Patient Care Process		6-7	Shannon A Miller
08/20/20		Video Lecture	Watch lecture video 2.1 - Introduction to Pharmaceutical Care	30		Richard Segal
08/20/20		Video Lecture	Watch lecture video 2.2 - The Pharmacists Patient Care Practice	30		Shannon A Miller
08/20/20		Optional/Supplemental	Read Chapter 1: The Patient Care Process Pharmacotherapy : A Pathophysiologic Approach, 11e (available on accesspharmacy)			Shannon A Miller
08/21/20 1:55pm - 3:50pm	2	Active Learning Session--VC	Active Learning Session 2: Pharmacists' Patient Care Process	120		Eric Free Egelund, Jessica Reid, Richard Segal,

						Shannon A Miller Teresa Roane
In-Class	2	Quiz In-class Graded	iRAT and tRAT (Mod 2)			Shannon A Miller
In-Class	2	In-class Activity- Ungraded	Group Activity: Working through the Pharmacists Patient Care Process/ Mr. Hammer Case			Shannon A Miller
	3	Module	Module 3: The Care Plan			Shannon A Miller
08/25/20	3.1	Video Lecture	Watch: Introduction to Patient Care Documentation (PPCP)	30		Shannon A Miller
08/25/20	3.2	Video Lecture	Watch: Assignment Patient Interview Video	15		Shannon A Miller
08/25/2020 DUE at 11:59pm		Assignment Graded	Assignment: Patient Interview,			Shannon A Miller
08/26/20 1:55pm - 3:50pm	3	Active Learning Session--VC	Active Learning Session 3: Documentation	120		Jessica Reid, Richard Segal, Shannon A Miller
In-Class	3	Quiz In-class Graded	iRAT and tRAT (Mod 3)			Shannon A Miller
In-Class	3	In-class Activity- Ungraded	Group Activity: Practicing Documentation			Shannon A Miller
08/27/20	4	Module	Module 4: Patient-Centered Communication: Introduction to Motivational Interviewing and Shared Decision Making		8-10	Richard Segal, Teresa Elaine Roane
08/27/20	4	Reading	Read: Text 3, Chapter 4 (Stop at Section called "The What, Why, and How of Presentations")	45		Richard Segal
08/--/20	4.1	Video Other	Watch: Module Lecture Part 1:	15		Richard Segal

			The SHARE Approach			
08/27/20	4.2	Video Lecture	Watch: Introduction to comMlt Modules	15		Teresa Elaine Roane
08/27/20	4	Video Other	Watch: The Power of Empathy	15		Richard Segal
08/27/20	4	ALS Prep	comMlt Module 1: Introduction and Background to Motivational Interviewing	60		Richard Segal
08/27/20	4	ALS Prep	comMlt Module 2: The Human Brain and Threat	60		Richard Segal
08/27/20	4	ALS Prep	Watch Vignettes (see Canvas At-Home Activity)			Richard Segal
08/28/2020 DUE at 7:00pm	4	Assignment Graded	Assignment: Vignette Assessment Questions			Richard Segal
09/01/20	5	Module	Module 5: Communication Principles: Motivational Interviewing		6-10	Teresa Elaine Roane
09/01/20	5	Reading	Read: Motivational Interviewing and Diabetes: What Is It, How Is It Used, and Does It Work? (Welch, Rose, and Ernst 2006)	15		Teresa Elaine Roane
09/01/20	5	Reading	Read: Motivational Interviewing and Specialty Pharmacy (Berger and Bertram 2015)	30		Teresa Elaine Roane
09/01/20	5	Video Other	Watch: Vignettes (see Canvas)	30		Richard Segal
09/01/20	5	ALS Prep	comMlt Module 4: Developing Rapport and the Synergy of MI	90		Teresa Elaine Roane
09/01/20 DUE at 7:00pm	5	Assignment Graded	Assignment DUE: Vignette Peer Evaluations			Richard Segal

09/02/20 1:55pm - 3:50pm	4-5	Active Learning Session--VC	Active Learning Session 4: Motivational Interviewing	120		Eric Free Egelund, Richard Segal, Shannon A Miller, Teresa Elaine Roane
In-Class	4-5	Quiz In-class Graded	iRAT and tRAT (Mod 4-5)			Teresa Elaine Roane
In-Class	4-5	In-class Activity- Ungraded	Small Group Activity: Using Principles of Motivational Interviewing to Identify Issues Related to Medication Use Application Case			Teresa Elaine Roane
09/02/20	6	Module	Module 6: Communication Principles: Addressing Patient-Specific Barriers to Medication Adherence with Patient-Centric Interventions		9-10	Teresa Elaine Roane
09/02/20	6	Reading	Read: Development of the DRAW Tool (Print DRAW tool for class)	30		Teresa Elaine Roane
09/02/20	6	Reading	Read: PDC as the Preferred Method of Measuring Medication Adherence	15		Teresa Elaine Roane
09/02/20	6.1	Video Lecture	Watch: Addressing Patient-Specific Barriers to Medication Adherence	30		Teresa Elaine Roane
09/02/20	6	ALS Prep	Explore: 1. Script Your Future 2. epill - Medication Reminder 3. Millionhearts			Teresa Elaine Roane

09/03/20 JAX/ORL GNV 8:30am - 10:25am	6	Active Learning Session--VC	Active Learning Session 5: Adherence	120		Eric Free Egelund, Richard Segal, Shannon A Miller, Teresa Elaine Roane
In-Class	6	Quiz In-class Graded	iRAT and tRAT (Mod 6)			Teresa Elaine Roane
In-Class	6	In-class Activity- Ungraded	Small Group Activity: Communication Principles: Addressing Patient-Specific Barriers to Medication Adherence with Patient-Centric Interventions			Teresa Elaine Roane
TBA		Virtual Office Hours	Virtual Office Hours (attendance optional)			Richard Segal, Shannon A Miller
09/04/20 2:00- 4:00pm	1-6	Exam	Midterm Exam	120		Richard Segal
09/08/20	7	Module	Module 7: Communication in Difficult Situations		9-12	Shannon A Miller
09/08/20	7	Video Lecture	Watch: Communication in Difficult Situations	30		Shannon A Miller
09/09/20 8:30-10:25	7	Active Learning Session--Async	Active Learning Session 6: Difficult Conversations	120		Eric Free Egelund, Jessica Reid, Richard Segal, Shannon A Miller, Teresa Elaine Roane
In-Class		Quiz In-class Graded	iRAT and tRAT (Mod 7)			Shannon Miller
09/11/20	8	Module	Module 8: Wrap Up			Rich Segal, Shannon A Miller

09/11/20 Group 1 (GNV) 8:30-10:25am Group 2 (ORL) 10:40-12:35pm Group 3 (JAX) 1:55-3:50pm	1-7	Active Learning Session--Async	Active Learning Session 7: Wrapping Up - Putting It All Together	120		Eric Free Egelund, Jessica Reid, Richard Segal, Shannon A Miller, Teresa Elaine Roane
In-Class	1-7	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
TBA		Virtual Office Hours	Virtual Office Hours (attendance optional)			Richard Segal, Shannon A Miller
09/17/20 10:30am - 12:30pm	1-7	Exam	Exam: Modules 1-7 (Cumulative)	120		Richard Segal, Shannon A Miller
			Total Minutes	1935		
			Total Hours	32.25		