

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.

Course Prerequisites: -- Admission to the Doctor of Pharmacy program.

Course Corequisites: -- N/A

Course Faculty and Staff	
Course Director	Instructional Designer
Rich Segal, R.Ph., Ph.D. Email: segal@cop.ufl.edu Office: Malachowsky Hall 6304 Phone: 352-273-6265 Jessica Huston, Pharm.D. Email: jessicahuston@cop.ufl.edu Office: Jacksonville Campus, Tower 2 Phone: 904-244-9590	Holly Fremen, M.S. Email: holly.fremen@cop.ufl.edu Phone: 352-273-5558
Academic Coordinators	
Marcus Hagins (GNV) Email: mhagins@ufl.edu	Jessica Linares (ORL) Email: Jnoriegalinaires@ufl.edu
Jaime Welsh (JAX) Email: jaimewelsh@ufl.edu	Nadja Rivera (ORL) Email: nl.riverarivera@ufl.edu
Teaching Faculty	
Teresa Roane, Pharm.D. Email: TRoane@cop.ufl.edu Phone: 352-273-9692	

[Faculty and Staff: Who to Contact and Questions to Ask](#)

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

Faculty Locations:

Gainesville	PTR: MSB 0445, PG-22
-------------	----------------------

Course Objectives and Educational Outcomes	
Course Objectives	Linked Educational Outcome
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 (PDRM), medication errors, and other system failures.	Steward
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.	Provider
3. Evaluate scenarios that illuminate problems related to medication management and medication safety and explain how these problems happened.	Problem-solver
4. Define pharmaceutical care, the role of the pharmacy profession in helping to fulfill a societal need, and a pharmaceutical care system.	Learner Professional
5. Describe the elements of an ideal pharmaceutical care system that responds to a quality problem and explain how this affects patient outcomes and costs of care.	Problem-solver
6. Describe the Pharmacists' Patient Care Process (PPCP) steps and apply the PPCP in solving a basic patient adherence problem.	Provider
7. Practice documenting information collected during a patient interview.	Provider
8. Identify the socio-cultural relationships in the Pharmacists' Patient Care Process (PPCP) and clarify their importance in the overall system.	Ally
9. Employ strategies for successfully accomplishing active listening and empathy as core communication principles during a patient interview and why each is important.	Communicator
10. Employ effective communication and rapport-building techniques that empower patients to consider and accomplish health behavior change (i.e., Motivational Interviewing).	Communicator
11. Describe conflict resolution and assertiveness strategies that may be used when communicating with a patient who has medication adherence issues.	Communicator
12. Respond humanely to patient concerns within the framework of shared decision-making using a patient- centered approach.	Leader Communicator

Course Resources and Fees

Course Outline

See Appendix A. Please routinely check your Google 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

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](http://www.library.health.ufl.edu/) at this URL:<http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Recommended readings will be posted on Canvas.

Other Required Learning Resources

N/A

Materials & Supplies Fees

N/A

Evaluation and Grading

Student Evaluation & Grading

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

Assessment Item	Grade Percentage
iRATs [6 @ 2.50% ea.] (Each iRAT will include 5 questions.)	15%
tRATs [6 @ 1.66% ea.]	10%
Practicing Documentation Assignment (team)	5%
Practice Patient Interview Assignment (individual)	2.5%
Motivational Interviewing Assignment (team)	7.5%
Midterm Exam (Mod 00, 01, 02, 03)	25%
Final Exam (Cumulative)	35%
Total	100%

Grading Scale

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

University of Florida Honor Pledge and Academic Dishonesty

UF students are bound by The Honor Pledge which states "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Expectations for Artificial Intelligence and when use constitutes academic dishonesty is outlined below.

Tendering information (giving your work to another to be copied, giving someone answers to assessment questions, informing another person in a later section about the questions that appear on an assessment that you have taken, or giving or selling a paper to another student), is considered academic dishonesty.

Students are required to report any condition that facilitates academic misconduct to appropriate personnel. Failure to report is also considered academic dishonesty. If you have any questions or concerns, please consult the course's Teaching Partnership Leader/Course Director or Assistant Dean for Curricular Affairs.

See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Assignment Descriptions

See Canvas course site for assignment descriptions and instructions.

Course-Related Policies

UF Resources and Policies

University of Florida resources and policies can be found at this URL: <https://go.ufl.edu/syllabuspolicies>

PharmD 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/>

Attendance Policy

Attendance is mandatory for active learning sessions such as team-based learning sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required. This course has 7 required sessions. A student who misses greater than 2 session(s) for this course will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

Makeup Assignments

Makeup assignments will not be required for excused absences from Active Learning Sessions; however, students are responsible for the subject matter covered during Active Learning Sessions regardless of attendance.

Late Assignments

Assignments submitted for credit after the assigned due date will not be accepted and a grade of zero will be given for the respective assignment.

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/>

Artificial Intelligence Use

The use of generative AI in assessments is prohibited, unless explicitly allowed by the course instructor. Assessments include any submitted work, graded or ungraded, that will be evaluated. These include, but are not limited to, quizzes, exams, assignments, writing projects, etc. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

When authorized by the course director/course instructors, students may use AI technologies in the completion of an assessment if they acknowledge all use by naming the technology, describing how it was employed, and adhering to any other requirement stipulated in the assessment's instructions. Failure to acknowledge the use of AI technology or disregarding instructions related to the use of AI for assessments is considered academic misconduct. Students must disclose the use of AI and AI-assisted technologies by following the instructions below.

Application of AI technology must be done with human oversight and control, and students should carefully review and edit the result, as AI can generate outputs that can be incorrect, incomplete, or biased. **Students assume full responsibility for all content, including errors and omissions, if AI is employed.** Additionally, privacy is a concern with AI-generated content. Most commercially available AI systems are not compliant with [HIPAA](#) or FERPA protections, inputting patient or student information is prohibited by federal law.

Instructions to acknowledge the use of AI:

Statement: During the preparation of this assignment I/we, [INSERT NAME/S], used [INSERT TOOL / SERVICE] in order to [INSERT REASON OR PURPOSE]. After using this tool/service, I/we reviewed and edited the content as needed and take full responsibility for the content of the submission.

Penalties for unauthorized use:

Unauthorized use of AI text generators for assessments is considered evidence of academic dishonesty (see [policy on academic dishonesty](#)).

Disability Resource Center

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [Get Started with the DRC webpage](#) on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Appendix A: Course Outline

Appendix A. Course Outline

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (min)	Responsible Faculty
	0	Module	Module 0: Introduction to the Course			Richard Segal
08/18/25	0.1	Lecture Video	Watch: Introduction to Course		28	Segal
08/18/25	0	Reading	Read: Chapter 4 “Stop at Section called Adherence as a Test of Patient Centeredness.” Pharmaceutical care practice: the patient-centered approach to medication management (available on accesspharmacy)		38	Segal
08/18/25	0	Quiz (Self-Assessment)	Course Introduction Quiz			Segal
	1	Module	Module 1: Medication Management and Medication Safety	1-3		Segal
08/18/25	1.1	Lecture Video	Watch: Medication Use System, Medication Management & Safety Part I		27	Segal
08/18/25	1.2	Lecture Video	Watch: Medication Use System, Medication Management & Safety Part II		45	Segal
08/18/25	1	Video Other	Listen: Insulin’s High Cost Leads to Lethal Rationing (see Canvas)		5	Segal
08/18/25		Video Other	Read and Watch Video: Millions of Americans in insulin deserts worry that recent price reductions could one day disappear. https://www.wdbj7.com/2024/06/17/millions-americans-insulin-deserts-worry-that-recent-price-reductions-could-one-day-disappear/		4	Segal
08/18/25	1	Reading	Read: How Many Die from Medical Mistakes in U.S. Hospital (see Canvas)		5	Segal
08/18/25	1	Reading	Read: Disturbing New Study Finds Medication Errors in Half of all Surgeries (see Canvas)		5	Segal
08/18/25	1	Reading (PDF)	WHO Issues New Guidance for Reducing Avoidable Harm from Medicines		3	Segal
08/18/25	1	Reading (Web)	Medication-Related Hospital Readmissions Within 30 Days of Discharge: Prevalence, Preventability, Type of Medication Errors and Risk Factors. https://www.frontiersin.org/articles/10.3389/fphar.2021.567424/full		8	Segal
08/18/25	1	Reading	Read: Background Therapeutics Primer		3	Segal
	1	Recommended	Hepler and Segal text. Preventing Medication Errors and Improving Drug Therapy Outcomes through Systems Management			Segal

	1	ALS Prep	Student Study Guide			Segal
08/19/2025 GNV: 8:00-9:50am ORL:10:00-11:50am JAX 1:00-2:50pm	0-1	Active Learning Session--Asynch	Active Learning Session 1: DTP/DRM, Drug Therapy Scenarios		110	Segal
	1	Quiz (iRAT/tRAT)	iRAT and tRAT (Mod 1)			Segal
	1	In-class Activity	Group Activity 1: DTP vs DRM Warmup			Segal
	1	In-class Activity	Group Activity 2. Drug Therapy Scenarios - what they are and how did they happen			Segal
	2	Module	Module 2: The Pharmacists' Patient Care Process	6-7		Huston, Segal
08/19/25	2	Lecture Video	Watch lecture video 2.1 - Introduction to Pharmaceutical Care		33	Segal
	2	Recommended	Read Opportunities and responsibilities in pharmaceutical care (see Canvas).			Segal
08/19/25	2	Lecture Video	Watch lecture video 2.2 - The Pharmacists Patient Care Process		32	Huston
	2.2	Optional/Supplemental	Module 2.2 Practice Quiz			Huston
08/19/25	2	ALS Prep	Module 2 Study Guide			Huston, Segal
	2	Recommended	Read Chapter 1: The Patient Care Process Pharmacotherapy: A Pathophysiologic Approach, 12e (available on accesspharmacy)			Huston
	3	Module	Module 3: Documenting Patient Care			Huston
08/19/25	3.1	Lecture Video	Watch: Documenting Patient Care		29	Huston
08/19/25	3.2	Lecture Video	Watch: Assignment Patient Interview Video		17	Huston
	3	Optional/Supplemental	Practice Quiz: Knowledge Check SOAP Notes			Huston
	3	Optional/Supplemental	Module 3 Study Guide			Huston
		Optional/Supplemental	Read: The Pharmacists' Patient Care Process			Huston
08/21/2025 at 1:00 - 2:50pm	2	Active Learning Session	Active Learning Session 2: Pharmacists' Patient Care Process		110	Huston, Segal
	2	Quiz (iRAT/tRAT)	iRAT and tRAT (Mod 2)			Huston
	2	In-class Activity	Group Activity: Working through the Pharmacists Patient Care Process/ Mr. Hammer Case			Huston, Segal

08/22/2025 at 12:59pm (PRIOR to Start of ALS 3)		Assignment (Graded)	Assignment: Patient Interview			Huston
08/22/2025 at 1:00-2:50pm	3	Active Learning Session	Active Learning Session 3: Documentation		110	Huston, Segal
	3	Quiz (iRAT/tRAT)	iRAT and tRAT (Mod 3)			Huston
	3	In-class Activity	Group Activity: Practicing Documentation			Huston
08/22/2025 before 2:40pm (Note: BEFORE the end of the ALS session)	3	Assignment (Graded)	Practicing Documentation			Huston
	4	Module	Module 4: Patient-Centered Communication: Introduction to Motivational Interviewing and Shared Decision Making	8-10		Segal, Roane
08/25/25	4	Reading	Read: Chapter 4 (Stop at Section called "The What, Why, and How of Presentations" Pharmacy Student Survival Guide. 3rd Edition. McGraw Hill Professional. (Available via Access Pharmacy)		38	Segal
08/25/25	4.1	Video Other	Watch: Module Lecture Part 1: The SHARE Approach		10	Segal
08/25/25	4.2	Lecture Video	Watch: Introduction to comMI Modules		34	Roane
08/25/25	4	Lecture Video	Watch: The Power of Empathy		3	Segal
08/25/25	4	Lecture Video	comMI Module 1: Introduction and Background to Motivational Interviewing		50	Segal, Roane
08/25/25	4	Other	Read directions to Vignette assignment. Watch Vignettes (see Canvas At-Home Activity). Note upcoming due date for Part I of the graded assignment.			Segal, Roane
08/25/25	4	Video Other	Watch: Vignettes (see Canvas At-Home Activity in Module 04)			Segal, Roane
08/26/2025 at 9:00 am		Virtual Office Hours	(Attendance optional)			Huston, Segal
08/27/2025 2:00pm - 4:00pm	0-3	Exam	Midterm Exam Modules 0-3		120	Huston, Segal
	5	Module	Module 5: Communication Principles: Motivational Interviewing	6-10		Roane
08/27/25	5	Recommended	Read: Motivational Interviewing and Diabetes: What Is It, How Is It Used, and Does It Work? (Welch, Rose, and Ernst 2006)			Roane
08/27/25	5	Lecture Video	comMI Module 4: Developing Rapport and the Synergy of MI		90	Roane

08/29/2025 at 10:00am - 11:50am	4-5	Active Learning Session	Active Learning Session 4: Motivational Interviewing		110	Segal, Roane
	4-5	Quiz (iRAT/tRAT)	iRAT and tRAT (Mod 4-5)			Roane
	4-5	In-class Activity	Small Group Activity: Using Principles of Motivational Interviewing to Identify Issues Related to Medication Use Application Case			Segal, Roane
	6	Module	Module 6: Communication Principles: Addressing Patient-Specific Barriers to Medication Adherence with Patient-Centric Interventions	9-10		Roane
08/29/25	6	Reading	Read: Development of the DRAW Tool		34	Roane
	6	Recommended	Read: PDC as the Preferred Method of Measuring Medication Adherence			Roane
08/29/25	6.1	Lecture Video	Watch: Addressing Patient-Specific Barriers to Medication Adherence		39	Roane
	6	ALS Prep	Explore: 1. Script Your Future 2. epill - Medication Reminder 3. Millionhearts			Roane
09/02/2025 by NOON		Assignment (Graded)	Assignment: Part 01 of Vignette Assessment Questions due. Note: Read actions required in Canvas Module04 page once the assignment is turned in for the purpose of completing Part II of the assignment.			Segal
09/02/2025 at 1:00pm - 2:50pm	6	Active Learning Session	Active Learning Session 5: Adherence		110	Segal, Roane
	6	Quiz (iRAT/tRAT)	iRAT and tRAT (Mod 6)			Segal
	6	In-class Activity	Small Group Activity: Communication Principles: Addressing Patient-Specific Barriers to Medication Adherence with Patient-Centric Interventions			Segal, Roane
	7	Module	Module 7: Communication in Difficult Situations	9-12		Huston
09/02/25	7	Lecture Video	Watch: Communication in Difficult Situations		30	Huston
09/02/25		Reading	The Power of the Patients Voice ; select pages only: 1-13 https://cssjs.nejm.org/landing-page/cj-ebook-2021/The-Power-of-the-Patient-Voice.pdf		30	Huston
09/02/25	7	Optional/Supplemental	Module 7 Study Guide			Huston
09/04/2025 at 8:00am - 9:50am	7	Active Learning Session	Active Learning Session 6: Difficult Conversations		110	Huston, Segal
		Quiz (iRAT/tRAT)	iRAT and tRAT (Mod 7)			

09/05/2025 at 9:00 am		Virtual Office Hours	Virtual Office Hour (Attendance optional)			Huston, Roane
09/05/2025 Part II DUE By Noon	4	Assignment (Graded)	Assignment: Part II of Vignette Assessment Questions due. Note: Read actions required in Canvas Module04 page.			Segal
	8	Module	Module 8: Putting It All Together			
09/09/2025 (Group 01) 8:00am - 9:50am and (Group 02) 3:00pm - 4:50pm 	8	Active Learning Session-- Async	Active Learning Session 7: Wrapping Up - Putting It All Together		110	Segal, Roane
	1-7	In-class Activity	In-Class Activity: Bring sufficient copies of the DRAW tool to class.			Segal, Roane
	1-7	In-class Activity	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).			Segal, Roane
09/12/2025 at 11:50am - 12:15pm		Course Evaluation	Course Evaluation Due			
09/17/2025 at 9:00 am		Virtual Office Hours	Virtual Office Hours (Attendance optional)			Huston, Segal, Roane
09/19/2025 at 9:00am - 11:00am	1-7	Exam	Exam: Modules 0-8 (Cumulative)			Huston, Segal, Roane
			Total Min		153 0	
			Total Contact Time (hr)		30.6	