



SCHOOL OF PHARMACY

## SYLLABUS

**Course Title: Drug Information and  
Communication Skills**

**Course number PHAR 622**

**Fall 2014**

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy reserves the right to change the course syllabus. *The School should notify the students through the course notification system or by an email preferably through the Blackboard system.*

*Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.*

Course meeting days and time	Monday, 2pm-4:15pm
Location	L10
Team Leader	Robert B. Stanton, MBA, PharmD, BCPS
Office	138A (Stanton)
Phone	304-696-7350 (Stanton)
Email	<a href="mailto:rstanton@marshall.edu">rstanton@marshall.edu</a>
Office hours (Appointments Accepted?)	Stanton: Monday noon- 1 PM (Yes)

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Chris Gillette, PhD	<a href="mailto:gillettec@marshall.edu">gillettec@marshall.edu</a>	148A	304-696-7395	Monday, 10am-11am/Yes

**Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.**

**Course Description: Topics covered include skills in obtaining and utilizing drug information references and foundational skills required in patient counseling, such as, the Indian Health method of counseling.**

**Prerequisites: P-2 status**

**Text Books:**

**Required: N/A**

**Recommended:**

- 1. Drug Information: A Guide for Pharmacists, Fourth Edition, McGraw-Hill, by Malone, Patrick, Kier, Karen and Stanovich, John**

**2. Communication Skills for Pharmacists: Building relationships, Improving Patient Care, 3<sup>rd</sup> ed. American Pharmacists Association, by Bruce A. Berger**

**Course Objectives:**

<b>Number</b>	<b>Objective</b>	<b>Linkage to MUSOP Abilities (list ability numbers)</b>	<b>How Assessed</b>
<b>1</b>	Discuss different types of pharmacist-patient relationships	<b>48, 50, 51, 52</b>	Exam
<b>2</b>	Demonstrate effective patient counseling skills	<b>18, 19, 20, 22, 48, 67</b>	Exam, Final exam
<b>3</b>	Evaluate and select appropriate communication theories to apply to different patient counseling scenarios	<b>1, 10, 19, 20, 54, 55, 56</b>	Exam, Final exam
<b>4</b>	Demonstrate the ability to use professional drug information references and articles	<b>1,19, 54, 62</b>	Exam
<b>5</b>	Evaluate and present a journal article in the format of a professional journal club	<b>1, 52, 54, 62</b>	
<b>6</b>	Develop a drug information module in the format recommended by the American Society of Health-systems Pharmacists (ASHP)	<b>1, 52, 54, 62</b>	Written drug monograph

**Schedule of Activities:**

<b>Date</b>	<b>Meeting Location</b>	<b>Meeting Topic</b>	<b>Course Student Learning Outcomes</b>	<b>Instructor</b>
08/25	L10	<b>Course Introduction/Citation Managers, Journal Club format, ASHP Drug Monograph format, factors that direct your search before you answer</b>	<ul style="list-style-type: none"> <li>• Define course structure and expectations (Dr. Stanton)</li> <li>• Demonstrate the ability to download the citation reference into the citation manager</li> <li>• Demonstrate the use of citation manager to organize articles (1, 62)</li> <li>• Create a brief, referenced drug information monograph (54, 62)</li> <li>• Demonstrate the ability to download the citation reference into the citation manager (54, 62)</li> </ul>	<b>Dr. Stanton</b>

09/08	L10	<b>Drug Information Resources. Differentiation of resource types Primary, Secondary, Tertiary. Tertiary references: FDA-approved indications vs. evidenced-based clinical guidelines. Review articles and Meta-analysis articles. Drug Information programs.</b>	<ul style="list-style-type: none"> <li>• Distinguish among the different types of information (1, 54)</li> <li>• Demonstrate use of IDIS (54)</li> <li>• Demonstrate use of Micromedex (54)</li> <li>• Demonstrate use of Lexicomp (54)</li> <li>• Demonstrate use of eAnswers (54)</li> <li>• Describe the differences among primary, secondary, and tertiary drug information sources (54)</li> </ul>	<b>Dr. Stanton</b>
09/15	L10	<b>Shared Decision Making (SDM) &amp; Motivational Interviewing (MI)</b>	<ul style="list-style-type: none"> <li>• Demonstrate the key components of Shared Decision-Making (SDM) and Motivational Interviewing (MI) in a discussion with patients (48, 56)</li> <li>• Apply the key components of SDM and MI in a discussion with patients (48, 56)</li> <li>• Value the key components of SDM &amp; MI and their contributions to patient care (48, 55, 56)</li> <li>• Want to apply SDM &amp; MI in discussions so patients experience better health outcomes (48, 55, 56)</li> </ul>	<b>Dr. Gillette</b>
09/22	L10	<b>Secondary Sources: Extensive Bibliographies, meta-analysis, Micromedex, Review articles. Clinical Guidelines.</b>	<ul style="list-style-type: none"> <li>• Reference (1, 54)</li> <li>• Demonstrate selection of a secondary article source</li> <li>• Provide a written answer to drug information question using secondary sources.</li> </ul>	<b>Dr. Stanton</b>
09/30, 6-8pm	L05 & L10	<b>EXAM</b>	<b>MATERIAL FROM 08/25-9/22</b>	
10/06	L10	<b>Social Cognitive Theory (SCT) and other Behavioral Theories Applicable to Health-Related Communication</b>	<ul style="list-style-type: none"> <li>• Define Social Cognitive Theory (SCT) (48, 56)</li> <li>• Apply SCT and other behavioral theories in discussions with patients (48, 56)</li> <li>• Value the tenets of SCT and other behavioral theories in discussions with patients (48, 56)</li> <li>• Understand the impact of tenets of behavioral theories on discussions with patients (48, 56)</li> </ul>	<b>Dr. Gillette</b>

10/13	L10	<p><b>Primary Sources. Observational Studies vs. Interventional studies</b></p> <p><b>Article evaluation: Extrapolate: Exclusion Criteria, Population Studied. Distinguishing the strength of article types NEJM editorials</b></p>	<ul style="list-style-type: none"> <li>• Explain the importance of single-site studies vs. multi-site studies</li> <li>• Discuss the importance of exclusion criteria.</li> <li>• Categorize the strength of epidemiological, meta-analysis, randomized, &amp; blinded trials.</li> <li>• Describe the attributes of a clinical trial</li> <li>• Explain the difference between clinical significance and statistical significance</li> <li>• Explain the purpose of editorials that accompany major article publications.</li> </ul>	Dr. Stanton
10/20	L10	<p><b>Communicating with patients who have low health literacy</b></p>	<ul style="list-style-type: none"> <li>• Understand the term ‘health literacy’</li> <li>• Apply appropriate communication with a patient who has low health literacy</li> <li>• Apply an appropriate behavioral theory in communicating with a patient who has low health literacy</li> <li>• Understand and value the role health literacy plays in health outcomes</li> <li>• Learn how to improve communication with patients who have low health literacy</li> </ul>	Dr. Gillette
10/27	L10	<p><b>Cultural Competency</b></p>	<ul style="list-style-type: none"> <li>• Understand the impact of culture on medication taking behavior (22, 45, 48)</li> <li>• Be able to communicate with diverse patients (19)</li> <li>• Understand others’ health decisions in terms of their culture (20)</li> <li>• Value others’ differences (20)</li> </ul>	Dr. Gillette
11/03	L10	<p><b>Answer Drug Information Questions. Patient, Nurse, Physician</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to answer Drug Information Questions</li> <li>• To Patient</li> <li>• To Healthcare Professional</li> </ul>	Dr. Stanton

11/04, 6-8pm	L05 & L10	EXAM	MATERIAL FROM 10/6-11/03	
11/10	L04	<b>Internet use and Pharmacist-Patient Communication</b>	<ul style="list-style-type: none"> <li>• Understand the role the internet has come to play in patients' information-seeking behavior</li> <li>• Be able to communicate to patients in a way that helps manage complex health information from the internet</li> <li>• Understand why patients seek health information from the internet</li> <li>• Value the role the internet can play in helping patients seek information about a disease</li> <li>• Identify sources of high quality medical/health information on the internet and help patients locate</li> </ul>	<b>Dr. Gillette</b>
11/17	L10	<b>Enabling Patient Self-Management</b>	<ul style="list-style-type: none"> <li>• Recognize and understand the role of patient self-management in improving health outcomes (18, 48, 50, 56)</li> <li>• Apply a behavioral theory to enhance patient's self-efficacy in managing a condition (18, 22, 48, 50, 56)</li> <li>• Define locus of control (LOC) and how to measure LOC (18, 48, 51)</li> <li>• Value the process through which patients progress through to manage their health condition (18, 48, 50, 56)</li> </ul>	<b>Dr. Gillette</b>
12/01	L10	<b>Drug Evaluation Monograph for presentation to Pharmacy and Therapeutics Committee</b>	<ul style="list-style-type: none"> <li>• Write a referenced, ASHP drug monograph suitable to present to the Pharmacy and Therapeutics committee.</li> </ul>	<b>Dr. Stanton</b>
12/12, 11am	<b>Skills Alcoves</b>	OSCE	<ul style="list-style-type: none"> <li>• Cumulative</li> </ul>	OSCE

**Course Evaluation (grading):**

**Point or Percentage Distribution: Tests (2)\* (25% each)  
Final exam (30%)**

**ASHP Drug Monograph\* (10%)**

**IRAT (7%)**

**GRAT (3%)**

**Letter grades distribution:** A = 89.50 to 100%  
B = 79.50 to less than 89.50%  
C = 69.50 to less than 79.50%  
F = Less than 69.50%

**Course Evaluation (assessment):**

**Student Evaluation:**

Survey: each student will have the opportunity to evaluate each instructor as well as course content via the school's universal evaluation survey

**Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.**

**Attendance policy:** *Each student is required to attend class. Attendance is mandatory at graded events. Only excused absences accepted – see university and school policies.*

**UNIVERSITY POLICIES**

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment** can be found at <http://www.marshall.edu/wpmu/academic-affairs/policies/>.

**School of Pharmacy Policies**

**SOCIAL JUSTICE POLICY STATEMENT**

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

**ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT**

Student expections for academic, ethical, and professional conduct are defined within the school's Ethical and Professional Conduct Policy and the university's Academic Dishonesty Policy.

**Second Chance and Remediation Policy**

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These

processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy.

## **Test Security Policy**

In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

### 1. Test Administration

#### A. Non-electronic testing

- a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.

#### B. Electronic testing

- a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
- b. Students enrolled within courses using electronic testing must download and install the Respondus Lockdown Browser. The installation will require an installation code that must be acquired from Computing Services.

### 2. Test Review

- A. Students will not be allowed to view any exam without direct supervision of course faculty or site facilitator
- B. Students must review tests within time specified by the course faculty.
- C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.
- D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
- E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!
- F. Individual student printouts for exams are to be retained by the faculty.
- G. Faculty have the right to place further restrictions on test review as deemed necessary.