

## PHRD 5061 – Women’s Health and the Pharmacist

### Contact Information:

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### Office Hours:

Monday and Wednesday: 9:00 – 11:00 am

Friday by appointment only; Email is preferred method of contact.

\*Please email me to schedule an appointment if there is a specific meeting time you would like.

**Course Requirements:** Current P2 or P3 standing

**Course Description:** This course will cover practical information necessary to provide optimal pharmaceutical care to women in a wide variety of practice settings and will include discussions of both social and therapeutic issues, with emphasis on the three major life stages in women: adolescence, pregnancy, and menopause. Some course material will be presented via distance teaching technology, supported by in-class and online discussions, assignments, and reflective writing.

### Course Specific Objectives and Outcomes

At the conclusion of this course, students should be able to:

- Identify, discuss, and become actively engaged in health and social issues that affect women disproportionately, when compared to men.
- Describe the selection of drugs in pregnancy and lactation and women with chronic conditions.
- Compare the treatment of presented conditions between women and men.

### Curricular Objectives and Outcomes

**Provide Comprehensive Patient Specific Pharmaceutical Care.**

3. Develop and implement an evidence-based care plan. (pharmacology, med chem., physiology, pathology, etc.)

**Communicate Effectively.**

6. Counsel and educate patients regarding medication use, disease-state management, and health maintenance.
8. Collaborate with other healthcare professionals using appropriate effective communication in both written and oral forms.
9. Read, write, speak, listen, and use data, media, and computers to send and respond effectively to communications for varied audiences and purposes.

**Identify, Interpret, and Evaluate Literature Needed for the Provision of Drug Information and Pharmaceutical Care**

13. Define the question that needs to be answered.
14. Distinguish among lay, professional and scientific literature.
15. Identify appropriate literature search engines for lay, professional, and scientific literature.
20. Draw appropriate conclusions from research results.
21. Assess the potential impact and implication of published information on current practices.

**Promote Health Improvement and Self-Care.**

23. Collaborate with policy makers, health care providers, members of the community, administrative and support personnel to identify and resolve health problems and evaluate health policy.

**Think Critically.**

24. Identify, retrieve, understand, analyze, synthesize, and evaluate information needed to make informed, rational, and ethical decisions.
25. Solve complex problems that require an integration of one's ideas and values within a context of scientific, social, cultural, legal, clinical, and ethical issues.
26. Display habits, attitudes, and values associated with mature critical thinking.

**Demonstrate Appropriate Interpersonal, Professional, and Ethical Behaviors.**

29. Identify, analyze, and resolve ethical problems involved in pharmacy practice.
31. Collaborate proactively with other healthcare professionals.
33. Accept the responsibilities embodied in the principles of pharmaceutical care.
34. Demonstrate appropriate interpersonal, intergroup, and cross-cultural behaviors that promote respect and trust from peers, patients, and community members.

**Course Topics**

Topics to be included in this course include social issues in the care of women, such as health disparities, research issues, and abuse. Pregnancy and lactation will be stressed, as will contraception, infertility, and menopause. Also included will be a number of disease states that are unique to women, or that require different treatment modalities in women and drugs that have documented gender differences in their efficacy, safety pharmacokinetic profiles, etc.

**Instructional Methods and Activities:**

Much of the course will utilize assigned readings, videos, or podcasts, in-class discussions, assignments, or out-of-class projects. Most will be supplemented with didactic lectures, video lectures or webinars throughout the semester to reinforce material. Teaching methods may include, but are not limited to: case/scenario based teaching; problem-based learning; service learning; individual/group exercises; self-directed learning; errors and omissions; role playing; online teaching; applied learning; point-of-care testing; projects/presentations; assignments/exercises; traditional lectures and the use of technology such as Power Point, Human Patient Simulation, Distance Learning, and Moodle.

**Evaluation and Grade Assignment:**

Course grading will be based on the following:

Class Participation	10%
Topic Reflections	25%
Seminar Poster Presentation	30%
Case studies/assignments	25%
Final Reflection	<u>10%</u>
<b>Total</b>	<b>100%</b>

The course is based on a 10-point grading scale:

A = 89.5 – 100
B = 79.5 – 89.4
C = 69.5 – 79.4
D = 59.5 – 69.4
F = ≤ 59.4

Class Participation: The course faculty and coordinator will assess students' professionalism and class participation. Students will be evaluated on several factors, including punctuality and respectful participation among in-class discussions and active learning activities.

Topic Reflections: Students will complete several reflective statements over the course of the semester. The purpose of these statements is for the student to apply what they have learned to real practice, and to contemplate the impact of the information, both on a personal and professional level. Time will be given in class to complete these assignments, and guidelines with guiding questions will be provided.

Poster Seminar Presentation: Students will research, develop, post and present a scientific seminar poster containing information pertinent to a specific topic affecting women's health. A topic list will be provided for students to choose from, or students may submit choices for presentation topics to the course coordinator. Students will create and present a poster presentation to convey information about the specific topic and answer any follow up questions from students/instructors.

Case Studies and Assignments: Cases/assignments will be made available to students at the beginning of class and may include both social and pharmacotherapeutic issues to be addressed. These assignments will reinforce or augment the material covered in-class and may be completed individually or in groups, as determined by the instructor. These assignments may be graded or may be pass/fail.

Final Reflective Essay: A reflective essay will be completed as a culminating experience in the course. Each student will describe important concepts and insights obtained through the course and the projected impact on his/her professional practice. Guiding questions will be provided.

Undergraduate mid-term grades will be posted on-line for students to view via Banner. Mid-term grades indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student. Any student earning a non-passing grade of "D" or "F" on an exam will be required to participate in mandatory tutoring sessions offered by the course instructor(s) until such a time that they obtain a passing average in the course.

#### **Class Policies and Procedures:**

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed.

(See <http://www.ulm.edu/studentpolicy/>).

- A. **Textbook and Materials:** Recommended: DiPiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM. *Pharmacotherapy: A Pathophysiologic Approach*. 11<sup>th</sup> Ed, New York, McGraw-Hill, Inc., 2020. Available Online through COP Moodle Toolbox: Library Resources (Access Pharmacy).  
\*\* Additional REQUIRED reading materials may be posted on Moodle by course faculty.
- B. **Attendance Policy:** Class attendance is regarded as an obligation as well as a privilege, and students are expected to know attendance regulations and to attend regularly and punctually at classes in which they are enrolled. Failure to do so may: (1) prevent access to the classroom during regularly scheduled times; (2) jeopardize a student's scholastic standing; and (3) lead to suspension from the School or University. Students must submit excuses for class absences to course coordinators within three class days after returning to classes.

Professors shall accept an official University excuse. With the following exceptions, professors are to determine whether absences are excused or unexcused: 1) Absences arising from authorized trips away from the University or from special duties at the University shall be excused. 2) Absences arising from a student's confinement in a hospital or other in-patient facility or doctor's excused absences shall be excused. Students are responsible for verifying providing documentation to the faculty, which will be verified. 3) Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law or father-in-law.

- C. **Make-up Policy:** Each student is expected to attend each exam at the date and time specified. If a student cannot attend an exam due to valid University excuse, he/she must speak directly with the course coordinator, as soon as possible. The course coordinator must be notified **prior** to an examination if a student misses an exam. The ULM COP Excused Absence Policy must be followed. Please refer to the official document for details. In case of emergency, the course coordinator must be notified within 48 hours of the emergency. Failure to do so will result in a zero (0) grade for that exam.  
The coordinator reserves the right to handle makeup exams/assignments in the best way he/she deems. Failure to attend/submit a scheduled make-up exam/assignment will result in a zero (0) grade for that exam. Students missing an exam/assignment due to a university approved excuse

will take the make-up exam/assignment during the week of finals, or as determined by the course coordinator.

<http://www.ulm.edu/pharmacy/currents.html>

- D. **Academic Integrity:** Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - <http://www.ulm.edu/studentpolicy/>). All professional students will adhere to the standards set forth in the College of Pharmacy's Code of Conduct (<http://www.ulm.edu/pharmacy/currents.html>).

Censures (Penalties)

Academic dishonesty will result in a referral to the Committee on Ethical and Professional Standards with a recommendation for a grade of "F" for the course and expulsion from the College of Pharmacy. Academic dishonesty includes, but is not limited to, the use of information taken from others' work or ideas, the provision of help to others on non-collaborative evaluations (tests, quizzes, etc.), collaboration on take home exams, or the use of unapproved information or electronic devices to assist in obtaining an answer to the question

- E. **Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation.

- F. **COVID-19 Policy:** The University's policies and protocols for responding to the COVID-19 pandemic are focused on maintaining a safe and healthy campus environment. The plans align with federal, state and local guidelines. For more information, please refer to the University policy at <https://www.ulm.edu/coronavirus/>.

- G. **Student Services:** Information concerning student services in the College of Pharmacy can be found in the College of Pharmacy Student Handbook. In particular, students should pay special attention to the University's technical standards and policies concerning students with special needs (<http://www.ulm.edu/studentpolicy/studentpolicy.pdf>). ULM student services, such as the Student Success Center (<http://ulm.edu/cass/>), Counseling Center (<http://ulm.edu/counselingcenter/>), and Student Health Services, is available at the following Student Services web site <http://ulm.edu/studentaffairs/>. Students with special needs requiring accommodations MUST follow the process described at <http://rxweb.ulm.edu/pharmacy/student/specialneeds.pdf>.

Mental Wellness on the ULM Campus

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.

- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

*Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit [www.ulm.edu/titleix](http://www.ulm.edu/titleix).*

- H. **Emergency Procedures:** Please review the emergency escape plan in the classrooms and hallways of the Bienville building. Move quickly and in an orderly manner to the appropriate stairwell and exit the building. The meeting place for this class will be the far end of the north parking lot between the Bienville building and Broadmoor Blvd. Under no circumstances is the elevator to be used for emergency evacuation. Any student needing assistance should notify the professor immediately. For emergencies, to contact University Police, call 1-911 from landlines and **342-5350 from cell phones**. **The course coordinators reserve the right to adjust the syllabus or schedule, in accordance with University and School policies and procedures.**
- I. Federal Regulations require determination and verification of every students' physical location while enrolled in classes (where they are physically located while taking classes), regardless of the delivery method (on campus, online). At the beginning of every semester and whenever physical location changes, students must update or verify their current location through banner [https://ssb-prod.ec.ulm.edu/PROD/bwgkogad.P\\_SelectAtypUpdate](https://ssb-prod.ec.ulm.edu/PROD/bwgkogad.P_SelectAtypUpdate). Students should do this by the end of the first week of classes.
- J. This course is a major requirement for the Doctor of Pharmacy degree. Completion of degree requirements leads to eligibility for professional licensure and/or certification in Louisiana upon graduation. Federal Regulations require universities to provide information to students about the alignment between Louisiana's requirements and those of other states. ULM has created a web page with discipline-specific information containing hyperlinks to Licensure Boards in the United States <https://www.ulm.edu/professional-licensure-disclosures/index.html>. Program Directors and/or faculty will discuss this information with you during advising or other program meetings but is also available to answer questions and address any concerns you might have. It is also important to note that licensure or certification requirements are subject to change. Although ULM Program Directors annually review and update licensure information for every state, the faculty recommends that before enrolling in a program and throughout enrollment, students communicate with the applicable state board to confirm understanding and whether upon completion of ULM's program, they will meet requirements.

- K. **Course Specific Policies:** All students enrolled in the course will be expected to check Moodle daily for assignments, readings, and communications from course faculty. Students are responsible for all information received via email and posted to Moodle.

## 2023 Women's Health and the Pharmacist Course Schedule

\*\*The instructor reserves the right to adjust the schedule as needed AND classroom and hours of class\*\*

Meeting Dates & Times: *Tuesday and Thursday 3PM – 4:15PM* in Room B110

<b>Date</b>	<b>Topic</b>	<b>Instructor</b>
8/21	Intro Class Overview	Below
8/24	PK and PD differences in women Health disparities	Below
8/29	Autoimmune Diseases – MS/SLE	Below
8/31	GI issues – Celiac Disease and IBS	Below
9/5	Follow Up Q/A & Poster Seminar Intro/Overview	Below
9/7	Adolescent Health	Tice
9/12	Women's Legal and Ethical Issues	Evans
9/14	Women's Health Research/Clinical Trials	Donald
9/19	Work-related Health Issues	Terrell
9/21	NO In-Class Meeting; Asynchronous activity	Below
9/26	Mental Health	Below
9/28	Cardiovascular Disease in Women	Miller
10/3	Women's Self Care/OTC Health/Diagnostic Screening	Below
10/5	Female life stages/hormonal cycle/reproduction	Below
10/10	Contraception and Family Planning	Below
10/12	<b>FALL BREAK</b>	
10/17	Endometriosis/PCOS/Infertility	Below
10/19	Miscarriage/Pregnancy & Infant Loss	Below
10/24	Labor & Delivery	Brady/Below
10/26	Diseases in pregnancy & lactation: Diabetes/HTN/Mental Health Issues	Below
10/31	Breastfeeding/Postpartum Care/Infant Care	Below
11/2	Menopause/Aging	Rotundo
11/7	Breast Cancer and Research	Sylvester
11/9	Cancer Survivorship	Comeau
11/14	Cancer Survivorship	Comeau
11/16	Virtual Poster Presentations/Seminar	Below
11/21	Virtual Poster Presentations/Seminar	Below
11/23	<b>THANKSGIVING BREAK</b> Course recap/conclusion	Below