I. Contact Information (*preferred method(s) of communication)

Course Coordinators

Hanna Welch, PharmD, BCACP  
Assistant Professor, Clinical Sciences  
New Orleans 237  
318-342-6602  
*hawelch@ulm.edu  
Office hours: M-W 1-5pm, Th 8-11:30am (by appointment)

Courtney Robertson, PharmD, BCPS  
Assistant Professor, Clinical Sciences  
Bienville 119  
318-342-1171  
*robertson@ulm.edu  
Office hours: M-Th 8-11am

Course Instructors

Jessica Brady, PharmD, BCPS  
Professor, Clinical Sciences  
*Bienville 115  
318-342-1697  
*brady@ulm.edu  
Office hours: M, T, W, Th 1-4pm

Stephen Hill, PharmD, BCPS  
Assistant Professor, Clinical Sciences  
Bienville 117  
318-342-1730  
*shill@ulm.edu  
Office hours: M-Th 1-4pm, Fri by appointment

Shawn Manor, PharmD, BCPS  
Professor, Clinical Sciences  
Shreveport 112  
318-342-1801  
*manor@ulm.edu  
Office hours: Office hours: M-Th: 8-9am & 1-2pm by appointment

Laurel Sampognaro, PharmD  
Associate Professor, Clinical Sciences  
*Bienville 176B  
318-342-1721  
*sampognaro@ulm.edu  
Office hours: M-F 9-11am
II. Course Prerequisites/Corequisites
Successful completion of PHRD 4079

III. Course Description
Basic patient assessment skills required in the delivery of pharmaceutical care and principles of self care including: determining if self care is appropriate and recommending appropriate self care treatment. (2 credit hours)

IV. Curricular Objectives and Outcomes
Domain 1 – Foundational Knowledge
1.1. Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Domain 2 – Essentials for Practice and Care
2.1. Patient-centered care (Caregiver) – Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities.)

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Domain 3 – Approach to Practice and Care
3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.4. Professionalism (Professional) – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

ACPE APPENDIX 1

Toxicology: Pharmacodynamics, mechanisms, prevention, and treatment of the toxic effects of drugs and poisons, including poisons associated with bioterrorism.

Natural Products and Alternative and Complementary Therapies: Evidence-based evaluation of the therapeutic value, safety, and regulation of pharmacologically active natural products and dietary supplements. Cultural practices commonly selected by practitioners and/or patients for use in the promotion of health and wellness, and their potential impact on pharmacotherapy.

Patient Assessment: Evaluation of patient function and dysfunction through the performance of tests and assessments leading to objective (e.g., physical assessment, health screening, and lab data interpretation) and subjective (patient interview) data important to the provision of care.

Pharmacotherapy: Evidence-based clinical decision making, therapeutic treatment planning, and medication therapy management strategy development for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Emphasis on patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Self-Care Pharmacotherapy: Therapeutic needs assessment, including the need for triage to other health professionals, drug product recommendation/selection, and counseling of patients on non-prescription drug products, non-pharmacologic treatments and health/wellness strategies.

V. Course Specific Objectives and Outcomes

- Systematically gather and generate relevant information using a variety of methods and research tools.
- Synthesize information in order to draw conclusions, hypothesize, conjecture alternatives, or decide a course of action.
- Make and defend rational, ethical decisions.
- Promulgate a philosophy of care within healthcare settings.
- Demonstrate interaction behaviors that are appropriate for a particular interpersonal situation.
- For the disease states covered, the students should practice and refine the following abilities:
  - Recommend appropriate non-pharmacologic therapy based upon patient- and disease specific information.
    - Identify appropriate patients to benefit from non-pharmacologic therapy.
    - Non-pharmacologic therapy recommendations are based on patient-specific information (age, weight, height, lifestyle, occupation, etc).
    - Non-pharmacologic therapy recommendations are based on disease-specific information (pathophysiology, disease severity).
  - Recommend pharmacotherapeutic regimens based upon patient-, disease-, and drug specific information.
    - Identify correct drug, dose, route, frequency and duration
    - Drug dose, route, and frequency are justified based on drug-specific data (pharmacology, pharmacokinetics, pharmacodynamics)
Drug dose, route, frequency and duration are based on patient-specific data (age, weight, renal function, hepatic function, history, signs and symptoms).
Drug dose, route, frequency and duration are based on disease-state specific data (pathophysiology, disease severity)
Recommendations include identifying endpoints for treatment based on the history of the underlying disease, desired clinical endpoints, and/or standard guidelines for therapy

Monitor pharmacotherapy for efficacy, toxicity, and adverse events.
- Monitoring parameters take into account drug specific data (pharmacology, pharmacokinetics, pharmacodynamics)
- Monitoring parameters take into account patient-specific data (age, weight, renal function, hepatic function, history, signs and symptoms).
- Monitoring parameters take into account disease specific data. (pathophysiology, disease severity)
- Identify pertinent subjective and objective parameters for efficacy
- Identify pertinent subjective and objective parameters for toxicity/adverse effects
- Establish intervals and frequencies for monitoring (e.g., check temperature twice daily, measure intake and output every 8 hours)
- Identify potential drug interactions and monitors accordingly.

Educate patients and caregivers regarding the appropriate use of medications
- States the name of the drug, dose, route, frequency and duration
- Explain to the patient why the medication has been taken
- Explain appropriate administration regarding drug usage, dosage, timing, technique, and missed doses.
- Explains expected response to therapy both subjectively and objectively
- Explains potential adverse effects and their management
- Explains potential drug interactions with the therapy as they apply to the specific patient.
- Summarizes information as needed.

Evaluate the appropriateness of patient-specific therapy and modify therapy as needed.
- Determine if the regimen includes the correct drug, dose, route, frequency and duration based on drug-specific data. (pharmacology, pharmacokinetics, pharmacodynamics)
- Determine if the regimen includes the correct drug, dose, route, frequency and duration based on patient-specific data. (age, weight, renal function, hepatic function, history, signs and symptoms)
- Determine if the regimen includes the correct drug, dose, route, frequency and duration based on disease-specific data. (pathophysiology, disease severity)
- Justification is provided to support the evaluation, selection of the most appropriate drug and is based on drug-, patient-, and disease-specific data.
- Justification for ruling out other therapies is provided and takes into account drug-, patient-, and disease specific data.
- Therapeutic plan is modified as needed. (e.g., discontinuing inappropriate or ineffective drugs, selecting the most appropriate drug.)

VI. Course Topics
Topics to be covered include physical assessment techniques for the cardiovascular system, chest and lungs and appropriate self care for diabetes mellitus, first aid, special populations, and herbal/homeopathic remedies. Home testing, monitoring devices and durable medical equipment will also be covered.

VII. Instructional Methods and Activities
Instructional methods may include: traditional lectures, internet-based lectures with in-class discussion, distance learning, in-class discussion of patient cases, small group discussion, problem-based learning, case-based learning, use of SimMan, demonstration of various self care accessories and/or physical assessment technique, and individual projects. Case studies may be an application of principles of physical assessment and self care. Quizzes may also be administered.
VIII. Evaluation and Grade Assignment

Grading/Class
- Three written exams will be given throughout the semester for a total of 252 points. The final exam will not be comprehensive.

Grading/Other Assignments
- Quizzes/assignments will be given as deemed necessary by each faculty member. The points available from these quizzes and assignments will be added into the denominator for the total number of points available from this section, and course grade determined accordingly.

Exams
Exam dates will remain as stated in the syllabus, and exam questions may consist of any combination of multiple choice, true/false, short answer, and clinical situations.

The use of programmable calculators and electronic devices capable of storing, receiving or transmitting data are prohibited during an exam or quiz unless expressly authorized by the course instructor. Such devices must be turned off and left with your belongings in the front of the room.

Total Grade
The total grade will be determined, for both class and other assignments, on a ten-point scale.

Grading Scale:
- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- Below 60% = F

The percentage grades will be determined from points earned, as described above. When averaging partial percentage points, 0.5% and above will be rounded up (ex. 89.5% = A); 0.4% and less will be rounded down (ex. 89.4% = B).

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.

Students scoring <70% on any exam and an overall exam average <70% (excludes quizzes, assignments, bonus, etc.) will be required to submit to the coordinator written, narrative responses to select lecture objectives that will be provided within 24 hours of the posting of their exam grade to Moodle. These objectives will be in the form of a Moodle assignment and represent unit--- or lecture---level objectives to be tested upon in the next scheduled course exam.

Written responses must be submitted no later than one calendar week before the next scheduled exam. Responses must be written in complete sentences and may not be copied or pasted from any source, including class notes, treatment guidelines, textbooks, or any internet site. Submissions found to contain responses that have not been written in a student’s own words will be considered a failure to submit.

In addition, students will be required to review each failed exam’s ExamSoft---generated missed item report with the course coordinator or instructor responsible for each section of material. The discussion should include the student’s reasoning for the incorrect answer as well as the reason for the correct answer.

Failure to submit this required assignment will result in ineligibility to remediate.

IX. 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/). Additional class policies include:

**Textbook(s) and Materials:**

**Required:**
- Stethoscope with bell and diaphragm

**Suggested:**

**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. The University attendance policy will be followed during this course and can be located here: http://catalog.ulm.edu/content.php?catoid=23&navoid=2875&hl=attendance&returnto=search#Class_Attendance_Regulations_Excused_Absences. 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 this information to the faculty. 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.

**Make-up Policy:**

If the student cannot attend an exam, **ADVANCE NOTICE MUST BE GIVEN** to the instructor. If the student has a University approved excuse for missing the exam, an opportunity will be given for a make-up exam during the appropriate final exam period (finals week). Failure to attend a scheduled make-up will result in a grade of zero (0) for that exam. A missed midterm or final exam that is not excused will be treated as an incomplete and will be handled within the guidelines set forth in the University Catalog. Excused make-ups will be within one week of the student’s return to class at the convenience of the instructor. Excused absences will be determined using the guidelines stated in the University Catalog.

**Academic Integrity:**

Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 in ULM Student Policy Manual - http://www.ulm.edu/studentpolicy/).

Cheating, plagiarism, or other inappropriate conduct will not be tolerated. Academic cheating includes but is not limited to the accomplishment or attempted accomplishment of the following:

1. Copying or obtaining information from another student's test paper.*
2. Using, during a test, materials not authorized by the person giving the test.**
3. Collaborating, conspiring, or cooperating during an in-class or take-home test with any other person by giving or receiving information without authority.
4. Stealing, buying, or otherwise obtaining all or part of an unadministered test.
5. Selling or giving away all or part of an unadministered test or any information concerning specific questions and items on an unadministered test.
6. Requesting, bribing, blackmailing, or in any other way causing any other person to obtain an unadministered test or information about an unadministered test or a test in the process of being administered.
7. Substituting for another student, or permitting any other person to substitute for oneself to take a test.
8. Submitting as one’s own, in fulfillment of academic requirements, any work prepared totally or in part by another person.
9. Any selling, giving, or otherwise supplying to another student for use in fulfilling academic requirement any work.
10. Submitting artificially produced data or information in the place of descriptive, experimental, or survey results.
11. Any other devious means of securing an unearned grade in a non-credit course or in a course offered for credit.
12. Using, during a test, any electronic storage device, wireless and/or internet-based technology, or any other means that provides information not authorized for use during the testing period.

*A student looking on another student's paper is considered cheating.

**The presence on one's person (or in close proximity thereto) of a condensation of test information which could be regarded as a "cheat sheet" will be considered adequate evidence to establish cheating.

Plagiarism is the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered for credit.

Censures (Penalties)
Academic dishonesty will result in a referral to Committee on Ethical and Professional Standards with a recommendation for a grade of "F" for the course and expulsion from the College. 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.

Course Evaluation Policy: Students are expected to complete the on-line course evaluation. It is requested that they also complete the College of Pharmacy course and instructor evaluations, including providing comments. In addition, individual feedback is encouraged throughout the course.

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 Colleges technical standards and policies concerning students with special needs (http://www.ulm.edu/studentpolicy/). ULM student services, such as 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/.

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.

Emergency Procedures:
Please review the emergency escape plan in the classrooms and hallways of the Bienville building. Move quickly and orderly 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 Bienville 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.

Discipline/Course Specific Policies:
Students are responsible for all information on Moodle® and/or instructor websites. Students are expected to check these sources regularly to access class materials, required readings, assignments, and other information necessary for this course.
X. **Tentative Course Schedule** *(The instructors reserve the right to adjust the schedule as needed.)*

**PHRD 5008 Self Care/Patient Assessment II**  
Thursday 10:00-11:50am  
Bienville Room 202

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<tr>
<th>Lecture</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Points/Exam</th>
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<td>1</td>
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<td>01/16</td>
<td>Review of Self Care Assessment Technique</td>
<td>Sampognaro</td>
<td>12 pts/Exam 1</td>
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<td>Assessment of Peripheral Vasculature</td>
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<td>R</td>
<td>01/23</td>
<td>Interpretation of Lab Values</td>
<td>Robertson</td>
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<td>Assessment of CV System</td>
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<td>3</td>
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<td>01/30</td>
<td>Assessment of Chest and Lungs</td>
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<td>Home Testing and Monitoring Devices</td>
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<td>4</td>
<td>R</td>
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<td>Durable Medical Equipment</td>
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<td>Urinary Incontinence Supplies</td>
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<td>02/13</td>
<td>Exam 1 (84 points)</td>
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<td>Diabetes</td>
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<td>Prevention of Pregnancy and STIs</td>
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<td>OTC Products in Pregnancy and Lactation</td>
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<td>R</td>
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<td>Vaginal and Vulvovaginal Disorders</td>
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