

**Self Care/Patient Assessment I**

**PHRD 4079**

**CRN# 61355**

**I. Contact Information**

**\*Preferred method(s) of communication**

**Course Coordinators:**

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## II. Course Pre-requisites/Co-requisites

None

## III. Course Description

**4 cr.** Basic assessment skills required in the delivery of pharmaceutical care including: determining if self care is appropriate and recommending appropriate self care treatment.

## 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.

**2.4. Population-based care (Provider)** – Describe how *population-based care* influences *patient-centered care* and influences the development of practice guidelines and evidence-based best practices.

### 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.

**3.2. Educator (Educator)** – Educate all audiences by determining the most effective ways to impart information and assess understanding.

**3.3 Patient Advocacy (Advocate)** – Assure that patients’ best interests are represented.

**3.5. Cultural sensitivity (Includer)** – Recognize *social determinants of health* to diminish disparities and inequities in access to quality care.

**3.6. Communication (Communicator)** – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

### Domain 4 – Personal and Professional Development

**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

### Cultural Awareness

Exploration of the potential impact of cultural values, beliefs, and practices on patient care outcomes.

### Natural Products and Alternative and Complementary Therapies

Evidence-based evaluation of 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.

### **Patient Safety**

Analysis of the systems- and human-associated causes of medication errors, exploration of strategies designed to reduce/eliminate them, and evaluation of available and evolving error-reporting mechanisms.

### **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**

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

- 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 and appropriate self care for dermatologic, Head, Eyes, Ears, Nose, and Throat (HEENT), and foot disorders, as well as, GI disorders, allergy, cough and cold, pain, fever, and nutrition.

## 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 PA technique, and individual projects. Case Studies may be an application of principles of physical assessment, self care, and accessories. Quizzes may also be administered. Moodle and ExamSoft/Examplify will be used in this course for posting materials and for assessments.

## VIII. Evaluation and Grade Assignment

There will be two exams, a practical activity, and a final exam. The final exam will not be comprehensive. Each 1 hour and 50- minute class period will be represented by 12 points on the exam.

**Exam 1:** 26.67%

**Exam 2:** 26.67%

**Exam 3 (Final exam):** 26.66%

**Activities/TBL:** 20%

**Total percent: 100%**

\*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 activities/PBL percentage, and course grade determined accordingly. Exam and assignment grades will be posted to Moodle in a timely manner.

- Exam dates are scheduled in the course syllabus and will only be changed in the event of University closure.
- Exams may be multiple-choice, fill-in-the-blank, short-answer, case- or scenario-based discussion, essay, or any other format deemed necessary by the faculty members and Course Coordinators.
- Normal laboratory values will be provided for all questions, unless otherwise specified during class. Lab values that are specific to a disease state will generally not be provided.
- Information acquired from previous portions of the course and from other courses in the professional pharmacy curriculum may be needed in preparing for these examinations.
- Exams may cover material (readings, outside assignments) not covered in class.
- Exams will NOT be returned to the student. All instructors will have copies of the exam and students' results, and students may view their exam results (inc. right/wrong) in instructors' offices, at times convenient for all involved. At this time, they may also discuss exam questions with the instructors who wrote them; however, any official "challenges" of questions must be done in writing. (See below)
- Exams will be issued using Exam Soft; all students are required to download the exams prior to the date of the scheduled exam. If a student cannot take the exam on the scheduled date the student must reverse download the exam to Exam Soft. Under no circumstances should a student open an examination, except during the scheduled time and at the scheduled location. Scratch paper will be issued on the day of the exam and all students are required to sign the scratch paper and return it to the exam proctor prior to leaving the room. No other paper items will be allowed during the exam unless supplied by the faculty administering the exam. All exams must be uploaded before leaving the classroom; in the event of a power outage or loss of Wi-Fi connection all students are required to upload the exam at the earliest possible reconnection time, however proof of exam closeout will be required prior to leaving the classroom.
- Students wishing to review their exams with the course coordinators or with a specific faculty member must do so within 2 weeks of when the exam scores are posted, or within 1 week of the time that the score for the final exam is posted.
- Problems or issues with a question should be first directed, via e-mail, to the person who wrote it. The course coordinator(s) should be copied on this email, but it is the responsibility of the question's author to address the concern(s). If the student is unsure which faculty member wrote a specific question, then he or she may ask the course coordinator. In the written challenge, the student is expected to include references or rationale to support their challenge of the question. The challenge will be reviewed by the faculty member, and his or her decision will be shared with the course coordinator(s). Discussion of a dispute will occur only after the written query is submitted. Challenges of test questions for the first 4 exams will only be considered within 2 weeks of when the test scores are posted. For the final examination, challenges of test questions will only be considered within 1 week of the time that the scores are posted.
- In the event that there is an issue with a particular test question, adjustments to scores will be made based on discussions between the test question writer and the course coordinator.
- 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.
- 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 missing an assignment due to a University-approved excuse will email the course coordinator and instructor whose assignment was missed. The instructor will determine the due date and nature of the make-up assignment. Missed assignments should be submitted to the faculty member and the course coordinator.

#### Grading Scale:

89.5 – 100%	A
79.5 – 89.49%	B
69.5 – 79.49%	C
59.5 – 69.49%	D

**Student Success Policy:** <http://www.ulm.edu/pharmacy/currents.html>

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

## 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:

### a. Textbook(s) and Materials (required):

- Krinsky D, Ferreri S, et al. Handbook of Nonprescription Drugs: An Interactive Approach to Self-Care, 20th edition, Washington, DC, American Pharmaceutical Association, 2020.
- Jones R. Patient Assessment in Pharmacy Practice, 3<sup>rd</sup> edition, 2016.
- Stethoscope with bell and diaphragm

- 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 SOP 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. Make-up exams will be prepared at the same or higher level than the original exam. The format of the make-up exam may be written or oral. Failure to attend a scheduled make-up exam will result in a zero (0) grade for that exam. *Students missing an exam due to a University approved excuse will take the make-up exam 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 Page 4 of the ULM *Student Policy Manual* - <http://www.ulm.edu/studentpolicy/>). All professional students will adhere to the standards set forth in the School 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 School 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. **Student Services:** Information concerning student services in the School of Pharmacy can be found in the School 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).*

- g. **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.**

- h.** 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/bwgekogad.P\\_SelectAtypUpdate](https://ssb-prod.ec.ulm.edu/PROD/bwgekogad.P_SelectAtypUpdate). Students should do this by the end of the first week of classes.
  
- i.** 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.



X. **Course Schedule - Tentative Course Schedule \*subject to change at the discretion of the Course Coordinator.**  
**Class will meet in Bienville 340 on Tuesday and Thursday at 8:00-9:50 am**

	Day	Date	Lecture	Instructor	Points/Exam
1	Tu	01/16	Intro to Self-Care and Nonprescription Pharmacotherapy/PPCP and Quest/SCHOLAR	Sampognaro	12 pts/Exam 1
2	R	01/18	Multicultural Aspects of Self-Care	Rotundo	12 pts/Exam 1
3	Tu	01/23	Headache/Pain Disorders	Rotundo	
4	R	1/25	Headache/Pain Disorders	Rotundo	18 pts/Exam 1
5	Tu	01/30*	Case/Activity Day	Sampognaro/ Rotundo	
6	R	02/01	Allergy/Cold/Cough/Asthma	Rotundo	
7	Tu	02/06*	Allergy/Cold/Cough/Asthma	Rotundo	18 pts/Exam 1
8	R	02/08	Assessment of HEENT	Matranga	12 pts/Exam 1
	Tu	02/13	MARDIS GRAS BREAK		
9	R	02/15	Oral Pain/Hygiene/First Aid	Manor	12 pts/Exam 1
10	Tu	02/20*	Ophthalmic/Lens Care/Otic (TBL)	Sampognaro	12 pts/Exam 2
11	R	02/22	<b>EXAM 1 (84 Points) – 60 minutes</b>		
12	Tu	02/27	Heartburn & Dyspepsia/Intestinal Gas/Constipation	Manor	12 pts/Exam 2
13	R	02/29	Diarrhea/N&V/Anorectal Disorders/Pinworm Infection	Manor	12 pts/Exam 2
14	Tu	03/05*	Hair Loss (TBL)	Rotundo	12 pts/Exam 2
15	R	03/07	Vital Signs: Respiration, Pulse, Blood Pressure Temperature Fever Disorders	Rotundo	12 pts/Exam 2
16	Tu	03/12	Smoking cessation	Rotundo	12 pts/Exam 2
17	R	03/14	Insect Bites & Stings/Pediculosis/Acne	Sampognaro	12 pts/Exam 2
18	Tu	03/19*	Tent Triage	Sampognaro	
19	R	03/21	<b>EXAM 2 (84 points) – 60 minutes</b>		
20	Tu	03/26	Sun-induced Skin Disorders/Hyperpigmentation & Photoaging/Minor Burns & Sunburn	Jacobs	12 pts/Exam 3
21	R	03/28	Atopic Dermatitis & Dry Skin/Scaly Dermatoses/Contact Dermatitis/Diaper Dermatitis	Jacobs	12 pts/Exam 3
	Tu	04/02	SPRING BREAK		
	R	04/04	SPRING BREAK		
22	Tu	04/09	Overweight and Obesity	Horace	12 pts/Exam 3
23	R	04/11	Insomnia/Drowsiness Fatigue Essential Nutrients/Meal Replacement Foods	Horace	12 pts/Exam 3
24	Tu	04/16	Foot Disorders	Jacobs	12 pts/Exam 3
25	R	04/18	Vaginal and Vulvovaginal Disorders/Disorders Related to Menstruation	Book	12 pts/Exam 3
26	Tu	04/23	Dermatological Infections – Fungi/Warts	Evans	12 pts/Exam 3

27	R	04/25	Infant Nutrition/Prevention of Nutritional Deficiencies/Teething	Rotundo	12 pts/Exam 3
28	Tu	04/30*	Tent Triage Activity	Sampognaro	
		05/06	<b>EXAM 3 (FINAL EXAM) (96 points) – 75 minutes</b>		

**\*Meet in the Active Learning classroom**