

PHRD 5068, CRN 44453, Lifestyle Modifications for Disease Management and Prevention**I. Contact Information*****Preferred method(s) of communication****Course Coordinator**

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Office hours: Mon-Fri 9-11 am

II. Course Prerequisites/Corequisites

Co-requisite or successful completion of PHRD 4072

III. Course Description

3 credit hours. This course will expand the students' knowledge of selective methods of lifestyle modification in order to manage or prevent selected disease states.

IV. Curricular Objectives and Outcomes**Domain 2 – Skills**

2.2. Communication (Communicator) – Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.

2.4. Person-centered Care (Provider) – Provide whole person care to individuals as the medication specialist using the Pharmacists' Patient Care Process.

2.8. Population health and wellness (Promoter) – Assess factors that influence the health and wellness of a population and develop strategies to address those factors.

V. Course Topics

Potential course topics and activities include but are not limited to:

- Health and wellness fundamental knowledge
- Physical fitness measurements
- Community engagement activity planned by students
- Health and wellness goal setting
- Benefits of a healthy lifestyle
- Weight management and obesity care
- Physical activity
- Cardiometabolic disease prevention/management (AHA recommendations)
- Stress management/burnout
- Mindfulness
- Reflections
- Perception of health and wellness versus actual weight/lifestyle
- Basic nutrition (including portions), reading food labels
- HTN prevention and management (DASH diet, food journal, salt substitute, calculate salt intake per day, etc.)
- Diabetes prevention and management (carbohydrate counting, ADA plate method, SMBG)
- Food and activity journal
- Gluten free diet
- Language to use/avoid when counseling patients

- Eating disorders

VI. Instructional Methods and Activities

Instructional methods may include: Group work and active learning through participation and involvement in activities and assignments; learning through involvement and direct interaction with topics

VII. Evaluation and Grade Assignment

Grading Scale:

89.5 – 100%	A
79.5 – 89.49%	B
69.5 – 79.49%	C
59.5 – 69.49%	D
≤59.49%	F

Grades are assigned base on faculty assessment of participation in activities and quality of work on assignments. Total points for course will come from point value of all assignments.

Mid-term grades will be posted online 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.

Grade components:	
Professionalism, attendance, participation	10 points per week
Reflective writings	10 points each
Physical activity journal	100 points (submitted at midpoint and final)
Food journal	10 points each
Focused meal plan/menu assignments	10 points each
Other quizzes and activities	Point value TBD; added to total available course points

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

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

VIII. 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:

- Step tracking device
- No single text is required. Students must use a variety of literature sources, including appropriate textbooks, journals, and credible online information sources (including primary literature). Students must have adequate computer hardware/software for information retrieval and electronic communication.

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.

Make-up Policy:

Make-up will be determined on an individual basis by the course coordinator. If a student anticipates missing an assignment deadline or scheduled meeting, they MUST contact the course coordinator prior to the graded exercise. If a student cannot contact the course coordinator prior to the graded exercise, they must contact the coordinator within 24 hours of the graded exercise.

Academic Integrity:

Faculty and students must observe the ULM published policy on Academic Dishonesty (see page 4 in the ULM Student Policy Manual – <http://www.ulm.edu/studentpolicy>) and the COP published policy on Professional and Ethical Conduct (<http://www.ulm.edu/pharmacy/currents.html>).

Students will be permitted to use Artificial Intelligence (AI) in this course only for specified assignments/tasks designated by the instructor(s) and/or explicitly stated in the directions. Additionally, the instructor(s) is at liberty to indicate the specific AI tool that students can use. The goal of allowing the use of AI for specific assignments is to make space for critical engagement and practice with these tools. Please note that while we may use AI for some in-class activities, students may not use AI tools for any other assignment submissions unless explicitly stated by the instructor(s) and/or directions.

Citation: Students should also include in-text citations of any AI-informed information using guidelines approved by course instructors. For assignments where AI has been permitted, students must include the citation in the following format at the end of the document with references or works cited.

- Tool name and version, date (YYYY, MM, DD). Prompt with explanation. Company name and URL.
- Ex: (Claude 3.0. (2024, Mar 14). Please help me write research survey questions on water usage in San José with the target population of people living in working class neighborhoods. This iterative process, working with Sage's Blue Book on Interview Questions, helped me craft survey 10 questions based on the area. *Anthropic*, URL)

In this course, misuse of AI consists of failing to cite information provided by AI tools, failing to check for accuracy, or falsely presenting ideas or products as their own. Inaccuracies, made-up citations, or any other false information found in an assignment is the responsibility of the student and may be classified as academic misconduct - even if the original errors are the fault of generative AI outputs.

Censures (Penalties):

Academic dishonesty will result in a referral to the Academic Standards and Ethics Committee. If the student is found guilty of Ethical and Professional misconduct by the committee, they will receive a zero for the assigned points (graded assignment or test) and up to an "F" in the course from the course coordinator in addition to any disciplinary action recommended by the Academic Standards and Ethics Committee. 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, ec.), collaboration on take home exams, or the use of unapproved information or electronic devices to assist in obtaining answers.

Course Evaluation Policy:

At a minimum, students are expected to complete an online course evaluation as well as any evaluation administered in class by the School of Pharmacy. 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/studentpolicy.pdf>). 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, posted to social media group for course, and/or sent to their ULM email account. Students are expected to check these sources regularly to access class materials, required readings, assignments, and other information necessary for this course.

Other:

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. Students should do this by the end of the first week of classes.

This course may be a major requirement for the PharmD 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.

The course coordinator reserves the right to adjust the syllabus or schedule, in accordance with University and College policies and procedures.

IX. Tentative Course Schedule (Note: This section should appear on a separate page.)*The instructor reserves the right to adjust the schedule as needed.*

Date	Week	Topic	Activities/Assignments
*Longitudinal activities: physical activity, physical activity journal, step tracking, patient education presentation All classes will be held in the active learning classroom (B201) except on 10/9, 10/23, and 11/6.			
8/26 & 8/28	1	Introduction	Baseline physical assessment
9/4	2	Basic Nutrition; Dietary Guidelines	Baseline food diary; create personal My Plate Daily Checklist on www.myplate.gov
9/9 & 9/11	3	Dietary Guidelines	Healthy eating plan; reflective writing; food journal
9/16 & 9/18	4	Dietary Guidelines	Class/group discussion
9/23 & 9/25	5	Nutrition Labels	Portion Distortion; class discussion
9/30 & 10/2	6	Physical Activity Guidelines	Group assignments/presentations
10/7 & 10/9	7	Behavior Change/Motivational Interviewing/Patient Education	Class discussion; cases
10/14 & 10/16	8	Lifestyle Modifications for Patients with Diabetes	1 week meal plan for a diabetic patient; Follow plan for one day; reflective writing; food journal
10/21 & 10/23	9	Lifestyle Modifications for Patients with Hypertension	1 week DASH diet menu; reflective writing; food journal
10/28 & 10/30	10	Lifestyle Modifications for Patients with High Cholesterol	Class discussion; investigate types of dietary fats
11/4 & 11/6	11	Eating Disorders	Select presentation topics
11/11 & 11/13	12	Diet Trends & Patient Education Presentation Planning	Group work
11/18 & 11/20	13	Presentations	Presentations/discussion
11/25	14	Presentations	Presentations/discussion
12/2	15	Presentations	Presentations/discussion