

**Pharmacy Professional Communications (PHM 284M)  
Fall 2016**

Lecture: Wednesdays, 10:00 – 11:00 a.m., PHR 2.108

Discussion Sections: Monday (59490) 1:00 – 4:00 p.m., PHR 5.214  
Tuesday (59500) 1:30 – 4:30 p.m., PHR 5.214  
Wednesday (59495) 1:00 – 4:00 p.m., PHR 5.214  
Thursday (59505) 1:30 – 4:30 p.m., PHR 5.214  
Friday (59510) 3:00 – 6:00 p.m., PHR 5.214

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Office Hours: By appointment

Course Texts: **REQUIRED: STUDENTS MUST PURCHASE THIS TEXT FOR THIS COURSE.** Beardsley, R.S., Kimberlin, C.L., & Tindall, W.N. *Communication Skills in Pharmacy Practice*, Sixth edition, Wolters Kluwer/Lippincott Williams and Wilkins, 2012. *Text is available at the UT Coop*

Web-based readings and articles listed below:

Prochaska, J.O. Decision Making in the Transtheoretical Model of Behavior Change  
<http://mdm.sagepub.com/content/28/6/845.full.pdf+html>

Rollnick, S., Miller, W.R., & Butler, C.C. *Motivational Interviewing in Health Care: Helping Patients Change Behavior*, The Guilford Press, 2008

**Exam and quiz questions will come from assigned text and additional readings as well as lecture and discussion sections**

Web Resources: The *official Canvas® website* for this course can be accessed either through UT Direct or via <http://courses.utexas.edu/>. Either access point is UTEID-protected, and provides you links to the courses in which you are currently enrolled. You are strongly encouraged to visit this site for additional resources associated with this course (your grades, powerpoint presentations, the discussion board, contacting faculty by e-mail, electronic versions of **required** readings and hyperlinks).

The website will also be used for official, course-related announcements and for questions via the discussion board. Be aware that any messages posted to the discussion board are available to all enrolled students and faculty.

If you encounter problems with accessing Canvas®, please contact the ITS helpdesk at (512) 475-9400 or the FAQ's at [www.utexas.edu/academic/blackboard/answers](http://www.utexas.edu/academic/blackboard/answers).

Teaching Assistants:

Advanced Academic Assistants (AAAs):

Learning Outcomes: After taking this course you should be able to:

1. Demonstrate competency in the use of interpersonal communication skills of listening, interviewing, providing feedback, and relationship development in meeting pharmacists' patient-care responsibilities.
2. Apply appropriate communication strategies to address barriers and handle sensitive issues in interactions with patients and health care professionals.
3. Demonstrate and apply the principles of the Transtheoretical Model of Behavior Change (TTM) and Motivational Interviewing (MI) to facilitate patient behavior changes and enhance adherence.
4. Analyze the impact of elements of written, verbal, and e-communication on the practitioner image.
5. Collaborate with peers in developing effective interpersonal communication skills required of a pharmacist.

Team-Based Learning:

The Team-Based Learning (TBL) approach will be used in this course. TBL advocates self-directed learning of course content and will facilitate your application of new knowledge within small collaborative teams and full classroom discussions. TBL requires you to be prepared and attend all lecture and discussion sections. Your participation will provide you with the opportunity to learn from your peers as well as work and negotiate within your team. As this is a course in communication skills, you will be provided with multiple opportunities to apply your knowledge to real-life

scenarios during the semester. Communication skills are not only applicable to your interactions with patients and other healthcare providers. The ability to effectively communicate will enhance your interactions in all facets of your life. Working with your team members and other colleagues will provide you with multiple opportunities to apply your skills and knowledge.

TBL is NOT just group work. This is very different than other group-based work or projects that you have experienced in the past. All group work will be done in class. Your team can only help you, not hurt you.

Course Sequence:

PHM 284M has been divided into six chronological units. Information about what to read, where you can find it, and when to read it is listed below and posted on the course website in Canvas®. Each two-day unit will follow this sequence:

Day 1: Individual Quizzes, Concept Overview and Clarification

Day 2: Concept Application, “Spotlight Topic Discussions” and Questions

Course material will applied to simulated cases during the discussion sections.

Lecture/Class Schedule:

<b>Lecture</b>	<b>Date</b>	<b>Topic</b>	<b>Assigned Readings (RATs will cover assigned course readings for the day listed)</b>
1	8/24/16	<ul style="list-style-type: none"> <li>•Introduction to Pharmacy Professional Communications Course</li> <li>•Completion of Student Diagnostic Forms for Team Assignments</li> </ul>	
<b><i>Unit 1</i></b>		<b><i>Patient-Centered Communication and Elements of Basic Communication</i></b>	
2*	8/31/16	•Practice Readiness Assessment Test (RAT) Administered – Introduction to Course Topics	
3	9/7/16	<ul style="list-style-type: none"> <li>•Patient-Centered Communication in Pharmacy Practice and Principles and Elements of Interpersonal Communication</li> </ul> <p><b><i>Unit 1 Readiness Assessment Test (RAT) Administered &amp; Quiz Concepts</i></b></p>	Chapters 1 and 2 (Beardsley)

		<b>Review</b>	
4*	9/14/16	Unit 1 Follow-up & Concept Clarification <i>Spotlight Topic: Interpersonal Communication Model</i>	
<b>Unit 2</b>		<b><i>Nonverbal Communication Skills and Barriers to Effective Communication</i></b>	
5	9/21/16	Nonverbal Communication and Barriers to Effective Communication  <b><i>Unit 2 Readiness Assessment Test (RAT) Administered &amp; Quiz Concepts Review</i></b>	Chapters 3 and 4 (Beardsley) Decision Making in the Transtheoretical Model of Behavior Change Chapters
6	9/28/16	Unit 2 Follow-up & Concept Clarification <i>Spotlight Topic: Nonverbal Communication and the Impact of Body Language, Environmental Factors, and Personal Barriers to Effective Communication</i>	
<b>Unit 3</b>		<b><i>Effective Tools for Interpersonal Communication</i></b>	
7	10/5/16	Listening and Empathic Responding and Interviewing and Assertiveness Techniques  <b><i>Unit 3 Readiness Assessment Test (RAT) Administered &amp; Quiz Concepts Review</i></b>	Chapters 5 and 6 (Beardsley)
8*	10/12/16	Unit 3 Follow-up & Concept Clarification <i>Spotlight Topic: Impact of Attitude on Listening Skills and Empathic Responses</i>	
<b>9</b>	<b>10/19/16</b>	<b>Midterm Examination</b>	
<b>Unit 4</b>		<b><i>Applying Communication Strategies to Patient Situations</i></b>	
10	10/26/16	Interviewing and Assessment Helping Patients Manage Therapeutic	Chapters 7-9 (Beardsley)

		Regimens and Communication Regarding Medication Safety Issues The Transtheoretical Model for Behavior Change (TTM) & Motivational Interviewing (MI)  <b><i>Unit 4 Readiness Assessment Test Administered &amp; Quiz Concepts Reviewed</i></b>	
11	11/2/16	Unit 4 Follow up <i>Spotlight Topic: The Transtheoretical Model for Behavior Change (TTM) &amp; Motivational Interviewing (MI) Principles and Strategies</i>	
<b><i>Unit 5</i></b>		<b><i>Communication Strategies to Meet Patient Needs and Interactions with Other Healthcare Professionals</i></b>	
12*	11/9/16	Communication Strategies to Meet Patient Needs and Interactions with other Healthcare Professionals and the SBAR (Situation-Background-Assessment-Recommendation) Technique  <b><i>Unit 5 Readiness Assessment Test Administered &amp; Quiz Concepts Reviewed</i></b>	Chapters 10-12 (Beardsley)  SBAR Guidelines
13	11/16/16	Unit 5 Follow up <i>Spotlight Topic: SBAR (Situation-Background-Assessment-Recommendation) Technique &amp; Sensitive Health Issues</i>	
<b>14</b>	<b>11/23/16</b>	<b>NO CLASS – THANKSGIVING HOLIDAY</b>	
<b><i>Unit 6</i></b>		<b><i>Electronic Communication in Healthcare</i></b>	
15	11/30/16	Electronic Communication in Health Care  <b><i>Unit 6 Readiness Assessment Test Administered</i></b>	Chapter 13 (Beardsley)

		<i>Spotlight Topic: Social Networking Awareness</i>	
*		<b><i>Final Examination – Date and time to be assigned by University</i></b>	

\*Dr. Nathan Pope will lecture on these dates

**Additional Readings and Assignments:**

Additional readings may be assigned throughout the semester.

Discussion Section Schedule:

<b>Section</b>	<b>Date(s)</b>	<b>Topic</b>	
	8/24	No discussion section	
	8/29-9/2	No discussion section	
	9/5-9/9	No discussion section	
<b><i>Unit 1</i></b>		<b><i>Patient-Centered Communication and Elements of Basic Communication</i></b>	
1	9/12-9/16	<u>Unit 1 Case Discussion Topics and Roleplays:</u>	
2	9/19-9/23	Unit 1 continued	
<b><i>Unit 2</i></b>		<b><i>Nonverbal Communication Skills and Barriers to Effective Communication</i></b>	
3	9/26-9/30	<u>Unit 2 Case Discussion Topics and Roleplays:</u>	
4	10/3-10/7	Unit 2 continued <b>Peer Evaluation #1 Completed</b>	
<b><i>Unit 3</i></b>		<b><i>Transtheoretical Model for Behavior Change (TTM) and Motivational Interviewing (MI)</i></b>	
5	10/10-10/14	<u>Unit 3 Case Discussion Topics and Roleplays:</u>	
6	10/17-10/21	Unit 3 continued	
<b><i>Unit 4</i></b>		<b><i>Applying Communication Strategies to Interprofessional and Patient Care Situations</i></b>	

7	10/24-10/28	<u>Unit 4 Case Discussion Topics and Role Plays:</u>	
8	10/31-11/4	Unit 4 continued	
<b>Units 5 and 6</b>		<b><i>Communication Strategies to Meet Patient Needs and Interactions with Other Healthcare Professionals and E-Communication</i></b>	
9	11/7-11/11	<u>Units 5 and 6 Case Discussion Topics and Roleplays:</u>	
	11/14-11/18	Units 5 and 6 continued <b>Peer Evaluation #2 Completed</b>	
<b>10</b>	<b>11/21-11/25</b>	<b>NO CLASS – THANKSGIVING HOLIDAY</b>	
<b>11</b>	<b>11/28-12/2</b>	<b><i>Patient and Interdisciplinary Interactions OSCEs</i></b>	

**Course Policies:**

Course Grades:

Individual Quizzes – Readiness Assessment Tests (RATs)	10 points each	6 quizzes	60 points
Patient Interaction OSCE	50 points	1	50 points
Interdisciplinary Interaction OSCE	50 points	1	50 points
Discussion Section Assignments	25 points	10 assignments	250 points
Peer Evaluation of Team Members	20 points	2	40 points
Midterm Examination	100 points	1	100 points
Final Examination	200 points	1	200 points
<b>Total Points</b>			<b>750 points</b>

Course Grading:

94-100%    A  
90-93%     A-

87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
60-63%	D-
0-59%	F

### Examinations:

There will be a midterm examination given at the midpoint of the semester, plus a cumulative final administered during the Final Exam period. The midterm will be given on Wednesday, October 19th from 10:00 a.m. – 11:00 a.m. in PHR 2.108. Exam weighting is based on the number of lectures applying to that exam (Midterm is worth 100 points and the final examination is worth 200 points).

### Quizzes:

#### *Individual Quizzes:*

Individual quizzes (Readiness Assessment Tests – RATs) will be administered at the beginning of each unit. Students will be given a 10 question, multiple-choice quiz over the assigned readings during the first seven (7) minutes of class. Individual quiz grades will be based on the number of correct answers selected by the student.

***Students must arrive on time for examinations and quizzes.*** All instructions and corrections will be made at the beginning of the examination period and will not be repeated. Exams and quizzes will begin promptly at the designated hour and picked up at the end of the examination time period. Students arriving after any students have completed the exam or quiz and left the room may not be allowed to sit for the exam or quiz, and may receive a score of zero for the exam or quiz.

***No allowances will be made for an exam or quiz being missed, other than documented illness or emergency.*** The student must contact the course coordinator for confirmation ***prior to the exam or quiz.*** If permission is granted to delay the exam or quiz, it is the student's responsibility to complete the College Form titled "Student Request for Alternate Exam Time" for final consideration and *final approval* by the course coordinator. In this event, the nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting of the final, etc.). An unexcused absence from an exam may result in a "zero" for that exam or quiz.

The grading of objective questions will be based on scantron sheets turned in, i.e., not answers written on the exam papers. After the exams have been graded and an item analysis performed (Measurement and Evaluation Center), questions may be discarded at



the discretion of the course coordinator before arriving at final grades. Turning Point will be used for all quizzes. Students are expected to bring their clickers to every class.

#### Missed Quiz Policy:

Students are not allowed to make-up individual quizzes. One (only one, single, one-time) exception will be allowed. In such case, the student must provide the TA *written notice* of his or her expected absence at least *two days* before the scheduled quiz, and is responsible for making arrangements with the TA to make up the quiz at a time convenient for the TA. Students who take make-up quizzes will not receive team extra-credit points. Students are not allowed to make up team assignment work, peer evaluations, or participation points.

#### Reconsideration Policy:

Students may meet with the course coordinator individually to review exam grades. Students have two weeks after grades are posted in Canvas to meet with the course coordinator to review their exam. If there is disagreement over the answer to a specific question, the student should present a written explanation with appropriate documentation to the course coordinator within 72 hours after reviewing their exam with the course coordinator. Documentation may include statements from textbooks, assigned readings, and/or materials provided to students in class. The explanation must be clear, rational, and concise. (This policy does not apply to addition or other grading errors).

#### Final Exam Re-Examination Policy:

The re-examination policy for this course will follow the General Information Catalog (GIC) and College of Pharmacy policies for the University, which read as follows: *“Only a student who has a grade average of at least a C on all class work and lab work submitted before the final exam (in this course, >70% on each exam) may request a temporary delay of the final course grade because he or she failed the final examination (i.e., <65%), which is the examination given during the final exam period as printed in the official examination schedule. If the petition is denied by the instructor, the grade on the re-examination will be **substituted** for the grade on the original exam in determining the student’s final course grade, provided the student earns at least a C on the re-examination. **If the grade on the re-examination is less than a C (in this course, <70%), a final course grade of F must be recorded.”***

All students who are eligible for re-examination according to the University criteria specified above will be notified by the course coordinator within 24 hours of posting the final examination scores, and **must reply within the specified time as to whether they will be taking the re-examination.** Those students who choose to take the re-examination will be awarded a course grade of “X” until the re-examination is evaluated and the final course grade computed.

#### Objective Structured Clinical Examination (OSCE):

Two OSCEs will be administered during the semester to assess student-patient and student-healthcare provider interactions.

### Discussion Sections:

Discussion sections are designed to facilitate the process of team building by application of the information presented in assigned readings and class discussion through the use of case studies. Teaching Assistants (TA) and Advanced Academic Assistants (AAA) will be present at each discussion section. It is the responsibility of the TA to take attendance, encourage group discussion and participation, and to grade students on their performance. It is not the TA's responsibility to lecture, to correct erroneous information, nor to make sure that everyone participates. Students are expected to participate on their own initiative. Students will receive individual grades and team grades for their participation in discussion section assignments.

Attendance is mandatory and will be taken at the beginning of every session. No unexcused absences are permitted. As team participation is part of the student's course grade, the team's grade for an assignment will be detrimentally impacted for failure to attend. Excused absences are only accepted in the case of an emergency, illness, or College function approved by the Dean. ***In all cases the student should contact the course coordinator and TA to request permission before missing a lab.*** It is not acceptable to contact your TA and make them responsible for contacting the course coordinator in the event of an emergency. ***A zero will be assigned for each unexcused absence. Making up material covered in the lab session is the student's responsibility, and you will be required to complete an alternate assignment to be determined by the course coordinator and TAs.***

### Peer Evaluation:

In the professional world, your success is influenced by three things: your own effort, the effort of the people you depend upon, and the way you work together. The same is true in this course. During the course you will complete two peer evaluations for each member of your team in an effort to further improve your team's successful working relationship. Feedback should reflect your judgment in these areas:

- Preparation: Did he or she prepare well for each class and discussion section?
- Contribution: Did he or she contribute productively to the team discussion and work?
- Respect: Did he or she encourage others to contribute their ideas, and give them careful disregard?
- Flexibility: Was he or she open to new points of view when disagreements occurred?

It is important to provide positive feedback to people who truly worked hard for the good of the team and also to make suggestions to those you perceive could be working more effectively on team assignments.

### Dress Code:

You are expected to dress in a professional manner in the Discussion Sections. Professional dress includes a clean, white lab jacket with your name clearly identified. (Nametags may be ordered through UT-APhA-ASP.) The appropriate dress for men is dress slacks, shirt and tie. Women may wear dress slacks or skirts and blouses or dresses. No shorts, jeans, athletic shoes or flip-flops may be worn. Inappropriate dress may result in dismissal from the Discussion Section.

### Classroom Decorum:

#### *A Word about Decorum*

*Every student has the **right** to learn as well as the **responsibility** not to deprive others of their right to learn. Every student is accountable for his or her actions.*

In order for you to get the most out of this class, please do the following:

- a. Please attend all scheduled classes and arrive on time. Students arriving late will be asked to leave.  
Late arrivals and early departures are very disruptive and violate the first basic principle listed above.
- b. Please do not schedule other engagements during this class time.  
You probably wouldn't appreciate it if I did!
- c. If you have trouble hearing the lecture because of distractions around you, quietly ask those responsible for the distraction to stop.  
If the distraction continues, please let me know.
- d. Let me know immediately if you have any problem that is preventing you from performing satisfactorily in this class.
- e. All cell phones, PDAs (iPhones, Androids, tablets, etc.) and two-way pagers should be turned to the "off" position during all classes and laboratory sessions. Laptop computers (iPads) should only be used to review lecture materials and take notes.

### Academic Integrity:

The "Statement on Scholastic Integrity of the College of Pharmacy" reads as follows: "Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course involved and dismissal from the College and/or University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of Pharmacy, policies on scholastic dishonesty will be strictly enforced in this course.

Students are expected to work independently on all examinations. Any student caught cheating will be given a "zero" on the exam (minimum). Any student suspected of dishonesty will be reported the Dean of the College of Pharmacy and to the Dean of

Students, as per University regulations. Students are expected to have read and understood the current issue of the General Information Catalog published by the Registrar's Office for information about procedures and about what constitutes scholastic dishonesty.

Students with Disabilities:

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations *prior to each examination*. In the absence of such *prearrangement*, the student will be assumed that the student is not requesting special accommodations for that exam, and will be expected to take the exam with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

**Standards of Ethical Conduct**

Pharmacy practitioners enjoy a special trust and authority based on the profession's commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students.

Toward that end, the faculty and students of the College of Pharmacy have pledged their support to the Policy Statement on Ethical Conduct and Scholastic Integrity and the Code of Ethics that implements this Policy Statement. Upon entering the College of Pharmacy, and each academic year thereafter, students are asked to recite and sign the following pledge:

“As a student of the University of Texas College of Pharmacy, I have reviewed and hereby pledge my full support to the Honor Code. I pledge to be honest myself, and in order that the spirit and integrity of the Honor Code may endure, I pledge that I will make known to the appropriate authorities cases of dishonesty which I observe in the College of Pharmacy.”

### **Oath of Pharmacist**

Students are required to adhere to the principles that guide our profession including the oath taken by all pharmacist practitioners.

### **Oath of Pharmacist<sup>1</sup>**

“At this time, I vow to devote my professional life to the service of all humankind through the profession of pharmacy.

I will consider the welfare of humanity and relief of human suffering my primary concerns.

I will apply my knowledge, experience, and skills to the best of my ability to assure optimal drug therapy outcomes for the patients I serve.

I will keep abreast of developments and maintain professional competency in my profession of pharmacy.

I will maintain the highest principles of moral, ethical, and legal conduct.

I will embrace and advocate change in the profession of pharmacy that improves patient care.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

### **Campus Carry**

Students should familiarize themselves with the information provided by the University regarding the implementation of “Campus Carry” legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at <http://campuscarry.utexas.edu/info-sheets>.

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<sup>1</sup>Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994  
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