PHM 284M: Pharmacy Professional Communications
Fall 2017 Syllabus

Lecture (PHR 2.108):
Wednesday, 10:00-11:00am

Lab/Discussion Sections (PHR 5.214):
Monday, 1:00-4:00pm
Tuesday, 1:30-4:30pm
Wednesday, 1:00-4:00pm
Thursday, 1:30-4:30pm
Friday, 3:00-6:00pm

Course Faculty and Teaching Staff:
Laura E. Brown, Ph.D. Erin E. Donovan, Ph.D.
Contact: laura.brown@austin.utexas.edu Contact: erindonovan@utexas.edu

Pharmacy Faculty Consultant:
Sharon Rush, R.Ph. (College of Pharmacy)
Chair of Communications Subgroup

Please note that you can also message course faculty and TAs via Canvas.

Course Text (required): Course packet to be picked up from Jenn’s Copy & Binding at 2518 Guadalupe, 512-482-0779, info@jennscopies.com

Course description: The purpose of this course is for students to understand, apply, analyze, evaluate, and create verbal and nonverbal forms of successful human interaction in pharmacist-patient and inter-professional contexts. Topics include, but are not limited to, overcoming communication apprehension, fundamentals of communication theory (e.g., interaction goals, rapport building, active listening, nonverbal signals, persuasion), collaborative decision-making, teamwork, ethics, and leadership. Students will use this knowledge to develop, practice, and reflect upon their existing professional communication strengths, areas for improvement, and actionable goals. This course provides 0 Patient Care IPPE hours, 2 hours of simulation, and 0 hours of reflection toward the student’s overall IPPE requirement.

Learning objectives: Upon successful completion of this course, students will be able to fulfill each of the following learning objectives across diverse populations (e.g., across differences of ethnicity, religion, gender and gender identity, sexual orientation, age, culture, language, socioeconomic status, and dis/ability status), across diverse channels (e.g., face-to-face, telephone, e-mail, and social media), and across diverse contexts (e.g., communication with patients and their caregivers and loved ones, and communication with other healthcare professionals, including nurses, physicians, and other pharmacists):

- Explain the relevance of communication, as teachable and learnable, to pharmacy practice.
- Develop the self-awareness necessary for continuous improvement based on an ability to summarize and critique one’s own areas of expertise and areas for improvement.
• Execute and implement communication strategies that demonstrate interpersonal competence when being observed and analyzed by peers, and when observing and analyzing one’s peers.
  o That is, to be able to assess successful communication and areas for improvement in others (including comparing two different peers with one another and assessing a single peer’s skills), and adeptly receive and provide well-informed feedback to others.
• Produce audience-focused messages tailored to colleagues, patients, subordinates, and supervisors.
• Create and perform fundamental professional communication skills such as impression management, managing uncertainty, rapport building, and active listening.
• Encode and decode nonverbal signals, including reflecting upon common misconceptions and cultural misunderstandings (e.g., para-verbal communication via telephone, eye contact in clinical face-to-face settings).

Assignments:

Quizzes: There will be four quizzes, each taking place during Wednesday lecture, over the course of the semester. Quizzes will include a variety of question types (e.g., multiple choice, true/false, etc.), and questions will be based on information from the textbook and from lectures. Quizzes must be completed independently and will be closed-book, closed-note. Quizzes will begin promptly at the beginning of class. Students arriving to class after any student has completed the quiz or has left the room may not be allowed to sit for the quiz, thereby receiving a score of zero. Missed quizzes cannot be taken at a later date.

Participation and lab/discussion activities: A course in pharmacy professional communication not only encourages active participation in class discussion and exercises, but also requires it. Participation will be evaluated by the quality and quantity of contributions and involvement in class activities, constructive input during class, the degree of preparation for class, demonstrated efforts to successfully apply the material, and demonstrated efforts to skillfully and ethically evaluate interactions. Throughout the semester, students will partake in activities related to class. Examples of such activities will include: breaking into groups to produce a written/oral report on a communication issue, role play, improvisational exercises including impromptu speaking, completing short writing assignments, and other activities. If you are absent, you CANNOT make up class participation.

Observation report: This written assignment will allow each student to report on some of the many ways communication topics and issues surface in the world in which we live. Unobtrusive observations in a pharmacy setting will provide fertile ground for this report. Each student will choose a pharmacy in which to observe communication “in the wild” in order to sensitize them to the presence and relevance of communication in everyday life.

Audio recorded lab: There will be two audio recorded lab interactions. The purpose of these role-play based labs is twofold: 1) to provide an opportunity for each student to apply and practice material from lecture; 2) to ensure that each student finishes the course with improved skills in patient and interprofessional communication. Prompts and scripts will include a variety of communication issues (e.g., managing patient uncertainty, designing persuasive messages, skillfully interacting with gender and/or sexual orientation minority patients, supervisory role or team dilemmas, social media in the workplace, and ethical quandaries).
**Peer-coaching:** The peer-coaching assignment provides students an opportunity to practice observing and evaluating a colleague, and successfully communicating that descriptive and evaluative feedback. This assignment has an oral component and a written component.

**Pre-Communication Simulation (CS) observation:** In order to prepare for a successful Communication Simulation (see below) experience, students will observe and evaluate a sample, video-recorded Communication Simulation.

**Communication Simulation (CS):** In order to assess professional communication skill development and expertise, one Communication Simulation will be administered in November. This assignment will be video recorded.

**Reflection report:** Each student, using self-generated evidence, will complete a multi-part written report analyzing their own professional communication processes, skills, and areas for improvement. Students will complete a variety of self-analysis exercises in lab/discussion throughout the semester, and these exercises will serve as self-generated evidence for the eventual written portion of the report. In part, the report prompt will direct students to consider their specific, actionable professional communication goals for the Spring 2018 semester.

**Evaluation components:**

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes (4)</td>
<td>25 points each; 100 points</td>
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<tr>
<td>Lab participation + activities</td>
<td>100 points</td>
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<tr>
<td>Observation report</td>
<td>25 points</td>
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<tr>
<td>Audio recorded labs (2)</td>
<td>50 points each; 100 points</td>
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<tr>
<td>Peer Coaching</td>
<td>50 points</td>
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<tr>
<td>Pre-CS observation</td>
<td>25 points</td>
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<tr>
<td>Communication Simulation</td>
<td>75 points</td>
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<tr>
<td>Reflection report</td>
<td>25 points</td>
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<td><strong>TOTAL</strong></td>
<td><strong>500 points</strong></td>
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**Extra credit:** You will have an opportunity to earn up to 15 points of extra credit by participating in two surveys—One at the beginning of the semester and one at the end of the semester. You must complete BOTH surveys to receive extra credit.

**Grading scale:**

- 90-100%  A
- 80-89%  B
- 70-79%  C
- 60-69%  D
- 0-59%  F

**Course policies:**

**Course readings:** Readings must be completed on the days that they are due on the course schedule. Course readings, located in the required course packet, will include textbook chapters, academic...
journal articles, and popular press or news media articles. Please bring your course packet to class. This will help you succeed in all of the graded areas of the course.

**Course communication:** Course information and grades will be posted to the Canvas course website. Please check Canvas and your UT email regularly for updates, course material, and grade postings. Please contact the ITS helpdesk if you encounter technological issues with Canvas. If you need to contact me or the TAs outside of class, please send an email. We will make every effort to respond to you within 48 hours. Remember that your classmates are also excellent resources for you.

**Classroom climate:** Throughout the semester, we will work together to create a classroom climate conducive for active participation and group learning. This includes paying attention to others, showing respect, expressing opinions and thoughts in ways that are tactful, and avoiding the use of denigrating language.

**Submitting assignments:** Assignments, unless they are completed during class time, must be typed (and stapled or clipped, if applicable). Failure to type any written portion of an assignment results in a 10% point deduction off the whole point value of the assignment. It is your responsibility to make sure the instructional team receives your assignments. You should keep a backup copy of all of your typed assignments. All work should be Times New Roman, 12 pt. font, 1 in. margins. All written assignments must conform to APA style. If you are not familiar with APA style, you can visit the Purdue Online Writing Lab (OWL) for guidance or ask for additional resources.

**Late assignments:** All assignments must be turned in on time, and quizzes must be taken as scheduled. Late assignments will be given a penalty of one letter grade per day. If an assignment is more than two days late, it will not be accepted. If you know you are going to be absent, you need to turn in the assignment early to avoid the late penalty. You CANNOT make up missed presentations, quizzes, or in class activities.

**Discussion of graded assignments:** Success in this course requires thoughtful self-evaluation of your performance. A student wishing to contest a grade must present the instructor with a typed (either email or hard copy), well-considered petition regarding the evaluation within one week of having received the evaluation of the assignment in question, but not before 24 hours have passed. The petition must be related to the assignment as presented, and based on how it compares with the criteria for the assignment (not how it compares with someone else’s work or how it will affect a student’s GPA). Once the student has submitted their petition to the instructor, the instructor will respond in writing within seven days. Student and instructor may then decide to meet face-to-face to discuss ways to improve future assignments.

**Grade calculations:** Grades are determined on a straight percentage scale based on the number of points earned out of a maximum of 500 points. It is the prerogative of the faculty to round or curve grades.

**Academic integrity:** You are responsible for producing original work in this class. Any case of plagiarism or academic dishonesty, including failure to work independently on quizzes, will be investigated as a case of violation of academic integrity. Consequences may include failure of the assignment or course. Please see the UT Catalog, Appendix C, Chapter 11 for additional information. Academic dishonesty includes, but is not limited to:
1. **Cheating.** Intentionally obtaining or attempting to use unauthorized materials or information (notes, texts or study aids) or unauthorized help from another person in any work submitted for evaluation toward academic credit including quizzes, exercises, or other assignments.

2. **Plagiarism.** Representing someone else’s work as your own or providing materials for such a representation. To avoid plagiarism, students must acknowledge the source whenever:
   a. quoting another person’s actual words;
   b. using another person’s idea, opinion or theory;
   c. borrowing facts, statistics or other illustrative material – unless the information is common knowledge.

3. **Bribes, favors, threats.** 1) Threatening, bribing, or attempting to bribe any person with the intention of affecting an evaluation of academic performance; 2) conspiring to bribe or threatening a person with the intention of affecting an evaluation of academic performance.

4. **Grade tampering.** Tampering or attempting to tamper with grades.

5. **Recycling.** Re-using or duplicating work you did for another course.

If you have any questions regarding academic integrity, the student honor code, or standards of conduct, please ask a member of the instructional team.

**Technology policy:** Phones should be turned off or put away on “silent” during class. Technology including iPads and laptop computers are permitted when used explicitly for engagement and participation in class. Failure to adhere to this policy will result in the student being counted as absent for that class session.

**Attendance policy:** Attendance is mandatory in lecture and lab/discussion sections. This course and one’s grade rely upon classroom participation. Lecture and classroom discussion will provide theoretical information that will appear on quizzes, and classroom exercises are designed to provide learning opportunities. You cannot make up missed time in class, missed quizzes, missed participation opportunities, or missed presentations. You are responsible for any missed notes or handouts. **Please ask a peer for missed notes and other information.** Unexcused absences will result in a reduction of your final grade. Legitimate excuses are **medical emergencies** (this excludes notes for doctors’ appointments, dentist appointments, etc.) and religious observances. Medical emergencies must be documented. If you need to miss class for a religious observance, you must inform me of the day(s) you will be absent during the first week of the class. A **roll sheet will be passed around each day of lecture and lab/discussion. It is your responsibility to sign in.** Being present but not signing the roll is the same as being absent. Your first two unexcused absences are without attendance policy penalty. If you miss class, it is your responsibility to get the information about that class period from a peer. Your third unexcused absence will lower your final point total by 3 points (e.g., if you have 450 points, your grade will be reduced to 447 points). Each subsequent unexcused absence will lower your course point total by 3 points.

**Accessibility:** In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must register with the office of Services for Students with Disabilities (SSD). SSD can be reached by phone number at 512-471-6259 or by email at ssd@austin.utexas.edu. Please do not request accommodations directly from the instructional staff without a formal letter from SSD.

**Campus carry:** Students should familiarize themselves with the information provided by the University regarding the implementation of campus carry legislation. Information sheets can be found at http://campuscarry.utexas.edu/information.
Changes to the course schedule may be made at the instructor’s discretion and if circumstances require it. It is your responsibility to note these changes when announced.
Weekly readings (see course packet) should be completed before Wednesday lectures.

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<thead>
<tr>
<th>Week #, Wednesday date</th>
<th>Lecture &amp; Lab/Discussion Topics</th>
<th>Assignments &amp; Quizzes</th>
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<tbody>
<tr>
<td>Week 1, 8/30</td>
<td>No lab</td>
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<tr>
<td>Week 2, 9/6</td>
<td>No lab</td>
<td>Communication apprehension</td>
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<td>Week 3, 9/13</td>
<td>Mediated communication</td>
<td>Due: Observation report Audio recorded lab #1</td>
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<td>Week 4, 9/20</td>
<td>Multiple goals</td>
<td>Quiz 1</td>
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<td>Week 5, 9/27</td>
<td>Impression management and rapport building</td>
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<td>Week 6, 10/4</td>
<td>Feedback and leadership</td>
<td>Peer coaching</td>
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<td>Week 7, 10/11</td>
<td>Listening</td>
<td>Quiz 2</td>
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<td>Week 8, 10/18</td>
<td>Nonverbal communication</td>
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<td>Week 9, 10/25</td>
<td>Uncertainty</td>
<td>Pre-CS observation</td>
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<td>Week 10, 11/1</td>
<td>Persuasion and social influence</td>
<td>Quiz 3</td>
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<td>Week 11, 11/8</td>
<td>Collaborative decision-making</td>
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<td>Week 12, 11/15</td>
<td>Inter-professional communication</td>
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<td>Week 13, 11/22</td>
<td>No lab</td>
<td>No class meeting</td>
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<tr>
<td>Week 14, 11/29</td>
<td>Cultural competence: Dis/ability</td>
<td>Quiz 4 on 11/30 7-8pm; Video recorded CS</td>
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<td>Week 15, 12/6</td>
<td>Workshop: Gender, gender identity, and sexual orientation</td>
<td>Audio recorded lab #2</td>
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<tr>
<td>Week 16, 12/13</td>
<td>Course debrief</td>
<td>Self-analysis portfolio Extra credit: Qualtrics survey due by 12/12 at 11:59pm</td>
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