PHM 281L – Personnel Management and Patient Behavior
SPRING 2020

Course Coordinator: Carolyn M. Brown, PhD
  Pronouns: She/ her/hers
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  Phone: 512-471-2374
  Office: PHR 3.209D
  Office Hours: TBD or by appointment

Course Unique Number(s): 57480

Classroom(s): PHR 2.110

Class Days/Times: Monday and Wednesday, 10:00 – 10:50 AM

Course Faculty Guests:
  Instructor: Leticia Moczygemba, PharmD, PhD
  Email: lrmoczygemba@austin.utexas.edu

  Instructor: Skyller Walkes, PhD
  Email: skyller.Walkes@austin.utexas.edu

  Instructor: Helen E. Smith, RPh, MS, PhD
  Feik School of Pharmacy, University of the Incarnate Word
  Email: hsmith@uiwtx.edu

Course Information

Course Description:
This course is designed to introduce students to patient-centered issues that impact health outcomes, health equity and population health. This is the foundational course for cultural proficiency and its overarching themes are cultural awareness and knowledge, which are reinforced throughout all course topics. The course objectives are listed at the end of the syllabus.

Diversity, Equity and Inclusion Statement: One of our primary goals at the College of Pharmacy is to produce culturally competent pharmacy practitioners who are responsive to the needs of a diverse population. As a faculty member, I am committed to improving students’ knowledge about inclusion, diversity, equity and accessibility issues as they relate to patient care. This course is intended to be a foundational class in facilitating students’ understanding of individual and social determinants of health which will shape their approach to the delivery of effective, patient-centered care.
**Cultural Diversity Flag:** This course carries the flag for Cultural Diversity in the United States, which is a University requirement for graduation. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

**Course Prerequisites/Co-Requisites:**
Admission to the professional pharmacy curriculum and credit or registration for Pharmacy PharmD 181P (or Pharmacy 144P).

**Course Learning Objectives (CAPE Objectives):**

**Domain 1—Foundational Knowledge**
1.1.2 Articulate how knowledge and discovery in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.
1.1.6 Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population-based care.
1.1.8 Apply knowledge in foundational sciences, and effectively synthesize and communicate this knowledge to patients and other healthcare providers.

**Domain 2—Essentials for Practice and Care**
2.2.8 Describe the role of the pharmacists as an integral member of an interprofessional team addressing issues of quality improvement and patient safety that impacts health care delivery.
2.3.4 Evaluate personal, social, cultural, health literacy, economic, and environmental conditions to maximize health and wellness.
2.4.1 Assess the healthcare status and needs of a targeted patient population.

**Domain 3—Approaches to Practice and Care**
3.3.1 Empower patients and/or families to be an active member of their healthcare team by taking responsibility for, and control of, their health.
3.4.2 Demonstrate respect, trust, integrity, and appreciation for cultural diversity and individual differences among patients/families and members of the interprofessional team to meet patient care needs, including addressing ethical dilemmas.
3.5.1 Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
3.5.2 Demonstrate an attitude that is respectful of different cultures.
3.5.3 Assess a patient’s health literacy and modify communication strategies to meet the patient’s needs.
3.5.4 Safely and appropriately incorporate patients’ cultural beliefs and practices into health and wellness care plans.

**Domain 4—Personal and Professional Development**
4.1.1 Use metacognition to regulate one’s own thinking and learning.
Course Success:
Substantial detail is presented in class and active participation in class discussions are encouraged so that students can have the opportunity to seek clarification and more readily apply and understand the material. Although attendance is not mandatory, it is strongly encouraged. Students should complete assignments (available on Canvas) by their due dates.

Course Website:
This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. Canvas will be used to distribute course materials, to communicate, and to post grades. Canvas is available at http://canvas.utexas.edu. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm.

Course Communications:
Official course communications will take place in class, through e-mail and on the course Canvas website. Students are advised to configure their Canvas settings to forward course announcements to their official e-mail address. Canvas uses only the e-mail address listed on the official University of Texas directory, so please check the University’s online directory to ensure your e-mail address is listed correctly.

Course Video Recordings:
A video capture system will be used in this course. The video streams are offered as a supplement to lecture attendance, not as a substitute. Therefore, if technical problems preclude recording the lecture, the lecture will not be re-recorded, but students are still responsible for the content of the lecture. Lecture recordings will be available to you for the balance of the semester unless otherwise specified. Do not expect to have access after the semester is over.

Faculty and students utilizing class video recordings should be careful to not compromise the privacy of either themselves or other users (http://registrar.utexas.edu/students/records/ferpa), or the rights of the presenter. Students are free to make their own recordings of lectures unless specifically prohibited from doing so by the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording. Likewise, all course materials developed by the faculty member (handouts, PowerPoints, etc.) are the intellectual property of that faculty member and cannot be distributed further without the permission of that faculty member.

Viewing video-streamed recordings of lectures can be streamed on campus or can be viewed off-campus using a DSL broadband connection. Your faculty are not in a position to troubleshoot your video-streaming problems, so please do not ask them to do so; rather, you should access the LRC’s help website at https://www.utexas.edu/pharmacy/help/ to address those problems. You will find additional information about the lecture capture system or can report technical issues at http://sites.utexas.edu/phr-lrc/
Course Policies

Course Grading Policies:

Course Grade:
Grades for this course will be based on the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Exam I (March 11th)</td>
<td>100</td>
</tr>
<tr>
<td>Exam II (May 6th)</td>
<td>100</td>
</tr>
<tr>
<td>Assignments (4 @ 20 points each)</td>
<td>80</td>
</tr>
<tr>
<td>Total</td>
<td>280</td>
</tr>
<tr>
<td>Final Exam (optional) (if Opt-In the Final Exam)</td>
<td>100</td>
</tr>
<tr>
<td>Total (if Opt-In the Final Exam)</td>
<td>380</td>
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</tbody>
</table>

No exam or assignment grades will be dropped. No re-examinations or additional work will be assigned to make up for missed exams or assignments or to raise grades.

Letter Grades
Letter grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93% to 100%</td>
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<tr>
<td>A-</td>
<td>90% to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% to 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% to 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>68% to 69%</td>
</tr>
<tr>
<td>D</td>
<td>66% to 67%</td>
</tr>
<tr>
<td>D-</td>
<td>65%</td>
</tr>
<tr>
<td>F</td>
<td>below 65%</td>
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</tbody>
</table>

Final course grades ≥ xx.5% at the letter grade cut-off points will be rounded to the next higher whole percent for assignment of the letter grade.

Assignments:

Examinations
Examinations may consist of true/false, matching, multiple choice, and short answer/essay questions. Examinations will be given in class as noted on the schedule.

Topic Assignments
Four topic assignments are planned for the semester. The purpose of the topic assignments is to apply concepts covered in class to real world scenarios.

Attendance:
Class Attendance:
Please attend all scheduled class meetings and arrive on time. Late arrivals and early departures are disruptive. You are responsible for all material covered and all announcements made in your absence.
Excused Absences:
The only absences that will be considered excused are for religious holy days or extenuating circumstances due to an emergency. If you plan to miss class due to observance of a religious holiday, please let the course coordinator know at least two weeks in advance, preferably at the beginning of the semester. You will not be penalized for this absence, although you will still be responsible for any work you will miss on that day if applicable. Check with the course coordinator for details or arrangements.

Attendance at Professional Meetings:
It is the student’s responsibility to ASK permission IN ADVANCE if they plan to attend a professional meeting that would necessitate missing an exam, assignment, or other required course activity. It is at the discretion of the course coordinator as to whether to grant permission and allow the student to make up any missed work.

Required Materials:
There is no required text for this course. Lecture notes, handouts, assignments, and readings will be available on Canvas or distributed in class. Please check Canvas frequently.

Recommended Materials:
Recommended materials will be identified as ‘Recommended’ and will be available on Canvas or distributed in class.

Posting Course Materials:
Posting course materials (handouts, slides, exams, and any other course-related documents provided by the instructors) to websites (e.g., Coursehero) is not permitted.

Classroom Expectations:
Cell Phones: Cell phones must be put away during class.

Laptops: Laptop computer use during class is strictly limited to viewing lecture handouts and taking notes.

Important Safety Information:
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns. The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/ Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency
CARE Counseling:
The College of Pharmacy, in partnership with the Counseling and Mental Health Center, has a CARE counselor located on site. It’s common to need support when dealing with feelings and problems that seem beyond your control. CARE counselors support students in a number of different ways. Sometimes we help through a one-time meeting to talk about a specific concern. Other times we might offer short-term counseling. For students who want ongoing support, we can help you navigate connecting to other on-campus and off-campus resources.

Your CARE Counselor for the College of Pharmacy is Gretchen Rees, LCSW-S, located in PHR 2.102a.
You can schedule with Gretchen in the following ways:
• Call 512.232.5923 and ask to schedule a CARE appointment. Please leave a voicemail if no answer.
• Come by Gretchen’s office. If her door is open, you are welcome to ask her about services.
• Regularly scheduled office hours (time set aside for students to ask questions about CARE) are Fridays from 1pm to 2pm.

Services are confidential. None of your information will be shared without your written consent.

Emergency Procedures: (utexas.edu/emergency)
1. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated or an official announcement is given.
2. Evacuation procedures require orderly exiting and assembly outside.
3. Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
4. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
5. During an evacuation — follow the instructions of faculty or class instructors.
6. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or the Fire Prevention Services.

7. 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.

8. LOCKDOWN:
The directive “Lockdown” is used to protect occupants in proximity of an immediate threat by limiting access to buildings and rooms. If no specific locations are given, all buildings should initiate lockdown procedures. Should you discover that there is a violent or potentially violent person in your building or area, DO NOT CONFRONT THE PERSON UNLESS THERE IS NO OTHER OPTION TO SAVE YOUR LIFE.

9. SHELTER-IN-PLACE:
   For weather:
   1. Go to the lowest level of the building if possible.
   2. Stay away from the windows.
   3. Go to interior hallways and rooms.
   4. Use arms to protect head and neck in a “drop and tuck” position.
   5. Monitor emergency communications for specific instructions (www.utexas.edu/emergency).

   For environmental incidents (chemical, biological, or radiological releases):
   1. Go inside the nearest building.
2. Close all doors, windows, and other inlets from the outside.
3. Shut down the fresh air intake or HVAC system if possible.

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**Exam Policies**

**ExamSoft®:**
Students are responsible for the maintenance of their approved personal devices and Examplify® software. Students are required to bring approved personal devices and privacy screens for all exam and indicated assignments. Lack of preparation may result in an inability to take the exam, adjustments to course grades at the discretion of course coordinators, and/or an unprofessional conduct referral.

Any problems with Examplify® or ExamSoft® should be addressed via phone to Student Tech Support at 866.429.8889, email to support@examsoft.com, or live chat at www.examsoft.com. Do not expect your faculty to troubleshoot your technology issues.

Students found improperly using ExamSoft® or Examplify® to gain unfair academic advantage are violating the College of Pharmacy Honor Code. Violations such as “academic dishonesty” and/or “professional misconduct” would include, but are not limited to using a classmate’s login/password, tampering with exam files, and falsifying upload or download information, or any attempt to circumvent the security features of the software.

Students should refer to the ExamSoft® Policies Handbook for a complete listing of policies related to exams, quizzes and assignments.

**Exam Format:**
Exam questions will cover learning objectives given at the beginning of each topic. Exam questions may include: multiple choice, true/false, fill-in-the-blank, matching and/or short answer.

**Exam Administration:**
There will be two in-class examinations (50 minutes allowed for each). Students must arrive on time for examinations. Examinations will begin promptly at the designated hour. Instructions and exam question corrections will be announced at the beginning of the examination period and will not be repeated. **Students should place their backpacks at the side or front of the room before the exam is distributed. Caps should be removed or the bill turned to the back.**

Students arriving after any students have submitted their completed exam and left the exam room may not be allowed to sit for the exam and may receive a score of zero for that exam.

**Exam Grading:**
Grading of exams, along with statistical analysis and review of exam questions, will be the responsibility of the course coordinator and faculty, who may choose to grant credit for statistically poor questions.

**Exam Return:**
No examinations will be returned. Exam scores will be posted on the course Canvas site.

**Exam Review:**
Secure delayed review
Exam Reconsideration Requests:
During exam review session

Final Exam Review of Old Exams:
Old exams will be not available for review prior to the final. Students should attend the review sessions for the individual exams during the semester.

Final Exam Re-Examination Policy:
There is no final exam reconsideration requests or re-examinations allowed for this course.

Request for an Alternate Exam Time:
No allowances will be made for an exam being missed, other than documented illness or emergency, or by prior approval by the Course Coordinator. An unexcused absence from an exam may result in a grade of "zero" for that exam. Any student requesting accommodation for an upcoming exam must submit the request to the course coordinator using the online form posted on Canvas® at least one month prior to the exam.

Note the new policy that an alternate exam time will be considered only if the student documents that they can’t be physically present on the date the exam is already scheduled.¹

Academic Integrity:
Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. See College Policies and Information, and University Policies and Information for more details.

Religious Holy Days:
If you will miss a class, an examination, a work assignment or a project in order to observe a religious holy day, you must notify the course coordinator the first week of class so that arrangements for all such students can be made for the full semester.

Services for Students with Disabilities:
Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or https://diversity.utexas.edu/disability/. 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, it 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.

Please provide a copy of the letter to the course coordinator and the office of the Associate Dean for Academic Affairs as soon as possible after receipt.
## Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 January</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td>27 January</td>
<td>Health in Multicultural Populations</td>
<td></td>
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<tr>
<td>29 January</td>
<td></td>
<td></td>
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<tr>
<td>3 February</td>
<td>Social Determinants of Health</td>
<td></td>
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<tr>
<td>5 February</td>
<td></td>
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<tr>
<td>10 February</td>
<td>Medication Use Process</td>
<td>Assignment #1</td>
</tr>
<tr>
<td>12 February</td>
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<tr>
<td>17 February</td>
<td>Health, Illness and Sick Role Behaviors</td>
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<tr>
<td>19 February</td>
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<tr>
<td>24 February</td>
<td>Conceptual Models of Patient Behavior</td>
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<tr>
<td>26 February</td>
<td>Multiple Chronic Conditions (MCC)</td>
<td></td>
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<tr>
<td>2 March</td>
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<tr>
<td>4 March</td>
<td>Self-Care Practices</td>
<td>Assignment #2</td>
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<tr>
<td>9 March</td>
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<tr>
<td>11 March</td>
<td>EXAM I</td>
<td></td>
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<tr>
<td>16-21 March</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>23 March</td>
<td>Medication Adherence</td>
<td></td>
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<tr>
<td>25 March</td>
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<tr>
<td>30 March</td>
<td>Pharmacy in Public Health</td>
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<tr>
<td>1 April</td>
<td>Environmental Health <em>Guest: Dr. Smith</em></td>
<td>Assignment #3</td>
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<tr>
<td>6 April</td>
<td></td>
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<tr>
<td>8 April</td>
<td>Disabilities and Health <em>Guest: Dr. Walkes</em></td>
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<tr>
<td>13 April</td>
<td>Homeless Population <em>Guest: Dr. Moczygemba</em></td>
<td></td>
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<tr>
<td>15 April</td>
<td>Access to Care in the U.S. Health Care System</td>
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<tr>
<td>20 April</td>
<td>Health Equity and Vulnerable Populations</td>
<td></td>
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<tr>
<td>22 April</td>
<td>Research in Multicultural Populations</td>
<td></td>
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<tr>
<td>27 April</td>
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<td></td>
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<tr>
<td>29 April</td>
<td>Patient Engagement in Health Care</td>
<td>Assignment #4</td>
</tr>
<tr>
<td>4 May</td>
<td>Healthcare Triple Aim for Populations</td>
<td></td>
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<tr>
<td>6 May</td>
<td>EXAM II</td>
<td></td>
</tr>
<tr>
<td>May 13-16, 18-19</td>
<td>Final Exam (OPTIONAL)</td>
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</tbody>
</table>

## Course Objectives

**Overarching Diversity-related Objectives:** All topics will address the following diversity objectives where appropriate:

1. Understand how one’s personal beliefs and identity may impact their perceptions of others (Community/Cultural Awareness);
2. Develop awareness, understanding, support and respect of diverse communities’ health beliefs, health behaviors (e.g., role of families in decision making process), health inequities and community-related issues (Cultural Knowledge); and
3. Begin to develop patient care skills through cross-cultural learning (Cultural Knowledge).
Note that communities can be broadly applied to ethnicity, religion, gender and gender identity, sexual orientation, age, culture, language spoken, socioeconomic status, physical and mental disabilities; often diversity or cultures is used synonymously.

Health in Multicultural Populations
1. Describe health-related cultural and religious concepts and their effect on health behaviors and patient outcomes.
2. Understand socioeconomic and cultural/religious issues related to health promotion and disease prevention among ethnic-minority populations.

Social Determinants of Health
1. Define the social determinants of health (SDoH) and understand why they are important.
2. Understand health in all policies (HiAP) approach and its meaning to population health.
3. Understand how the social determinants of health influence patients’ access to and use of health care services.

Medication Use Process
1. Describe and understand the medical care process.
2. Understand the pervasiveness of medication use in American society.
3. Describe the eight steps in the medication use process.
4. Identify and discuss the sociodemographic factors (e.g., gender identity and sexual orientation, poverty, age) that influence the medication use process.
5. Describe factors that contribute to suboptimal medication use.

Health, Illness and Sick Role Behaviors
1. Understand and describe how sociodemographic factors influence access to and use of health care services.
2. Briefly describe Suchman’s Stages of Illness and how it applies to health and illness behavior.
3. Describe Parsons’s sick role model and understand its limitations.
4. Compare and contrast Parsons’s sick role model and the new sick role model.

Conceptual Models of Health Behavior
1. Understand and describe individual cognitive and behavioral theories used in medical and health care research.
2. Briefly describe concepts and models of health behavior (e.g., Health Belief Model, Theory of Reasoned Action) and understand how they may apply to patients’ health and illness behavior.
3. Identify practical issues in health care that could be better understood by employing models of health behavior.

Multiple Chronic Conditions (MCC)
1. Describe the prevalence and scope of MCC.
2. Understand the health care needs of persons living with MCC.
3. Identify the challenges of managing MCC among the growing population of older adults.
4. Describe the disparities of access to care and health outcomes in the MCC population.

Self-Care Practices
1. Understand the history of self-care and reasons why self-care practices have been increasing.
2. Identify types of self-care practices and the benefits and barriers to self-care.
3. Describe the role of the pharmacist in self-care.
Medication Adherence
1. Describe the scope of medication nonadherence and its consequences.
2. Understand the wide range of issues – patient-, provider-, and system-related – that affect medication adherence and nonadherence and effective strategies for combating nonadherence.
3. Identify reliable measures of medication adherence and the best ways to ask patients questions about adherence.

Pharmacy in Public Health
1. Recognize the definition and model of public health.
2. Recognize how epidemiology and statistics are used in public health.
3. Describe the evolving role of pharmacists in public health promotion and planning.

Environmental Health
1. Recognize the principles and concepts used in guideline development for environmental and occupational exposures and how they may be used for counseling communities about public health issues.
2. Describe the importance of pharmacists as a community resource for concerns and questions about environmental and occupational health.

Disability and Health
1. TBA

Homeless Population
1. Describe health issues in persons who are homeless and how their unique circumstances present challenges in health care.
2. Understand how health inequities in the homeless population can be addressed.

Access to Care in the U.S. Health Care System
1. Understand the importance access to care plays in overall health and well-being.
2. Identify the major barriers to healthcare access.

Health Equity and Vulnerable Populations
1. Describe health disparities and vulnerable populations.
2. Describe the root causes of disparities in health outcomes and health care systems use.
3. Analyze the roles of culture and health literacy in public health and pharmacy practice.

Research in Multicultural Populations
1. Describe health outcomes research and its application to diverse populations in pharmacy practice.
2. Understand the implications of diverse research populations and generalizable results.

Patient Engagement in Health Care
1. Introduce the concept of shared decision making (SDM) in health care.
2. Identify patient engagement tools in SDM.
3. Explore how pharmacists can use SDM to improve patient health outcomes.

Healthcare Triple Aim for Populations
1. Describe the Triple Aim framework and its importance in health care.
2. Identify pharmacists’ role in achieving the Triple Aim.