



NOTRE DAME  
OF MARYLAND  
UNIVERSITY

SCHOOL OF PHARMACY



**PHRD 510/512**  
**IPPE: Longitudinal Care I & II**  
**2020-2021**

**BrightSpace™ Access**

# **Section One**

## **Course Syllabus**

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**Course Title**

PHRD 510/512 Longitudinal Care – 1 credit; **30 IPPE hours**

**Class Time**

M, W, or F: 8 am – 1 pm (1-hour zoom meeting time during this block of time)

**Course Description**

This service-learning course is designed to provide students with opportunities to deliver pharmaceutical care to an ambulatory patient population and to develop an understanding of patient-specific and psychosocial issues surrounding an individual's ability to be adherent with health-related instructions. Additionally, this course will provide students with a "caring" foundational experience as part of the professionalization process that inculcates the values and ethics of treating people as both humans and individuals. Each pair of pharmacy students will make arrangements for a telephone or zoom meeting with their assigned resident (health mentor) on a regular basis for at least one hour and will be required to attend weekly or bi-weekly zoom discussion group meetings for a total of approximately 10 visits/year. Students are required to write reflections of their health mentor experiences and document health mentor interactions through SOAP notes and other assigned group projects. This course will provide students with an opportunity to apply didactic knowledge to real life health mentors in order to meet the needs of individuals within the community.

**Learning Outcomes**

This course will contribute to the mastery of the following terminal learning outcomes, which will be achieved at the conclusion of the professional program. Please refer to the Student Learning Outcomes Document for detailed information. The numbers correspond to the actual number of the outcome in the Student Outcomes Document.

2. Evaluate and apply scientific and clinical literature to patient care.
3. Display professional behavior when interacting with patients, caregivers, other health care professionals and the public.
4. Develop treatment plans to ensure optimal therapeutic and disease outcomes.
5. Communicate with patients, caregivers, health care professionals and the lay public to provide safe and optimal use of medications and related devices.
6. Provide individual and population-based care that considers the ethnic, cultural, socioeconomic, physical, and psychosocial influences on patient care outcomes.
11. Lead the profession to promote safe medication use and to improve health care.

## Course Objectives

The following course objectives were designed to support the mastery of the knowledge and skills needed for achievement of terminal student learning outcomes listed above. In turn, all student activities and assignments will support the achievement of the course objectives listed below.

### Professionalism

1. Display professional behavior when interacting with patients and other health care professionals.
2. Provide ethical patient care.
3. Demonstrate the actions needed for life-long learning abilities.

### Patient Care and Communication

4. Demonstrate effective communication skills when interacting with diverse patient and professional populations.
5. Identify, retrieve, and evaluate clinical literature to solve patient care problems and make evidence-based medication therapy decisions.
6. Interpret and evaluate patient and medication data to identify and resolve potential medication therapy problems.
7. Accurately and completely reconcile medications across the continuum of care.
8. Develop a medical and medication therapy problem list and a patient-specific care plan.
9. Monitor and adjust a patient's care plan based on patient and drug-specific factors.
10. Counsel patients regarding drug therapy.
11. Document patient care interventions.
12. Communicate with patients, caregivers, and health care professionals to provide safe and optimal use of medications and related devices.
13. Display sensitivity towards ethnic and cultural preferences when providing patient care.
14. Identify and apply the physical, mental and psychosocial factors that influence patient health.
15. Demonstrate sensitivity to patient health literacy, literacy or cognitive abilities.

### Leadership and Professional Competency

16. Lead the profession to promote safe medication use and to improve health care.

Empathy: The Human Connection to Patient Care

■ [http://youtu.be/cDDWvj\\_q-o8](http://youtu.be/cDDWvj_q-o8)

### Learning Strategies/Methodologies:

This service-learning course is designed to provide students with opportunities to deliver pharmaceutical care to an ambulatory patient population and to develop an understanding of patient-specific and social issues surrounding an individual's ability to be adherent with health-related instructions.

This course will also provide students with a 'caring' foundational experience that will build upon principles learned in Foundations of Pharmacy Practice and Care of Diverse Populations. It is intended to integrate the values and ethics of treating people as both humans and individuals as part of the professionalism socialization process.

Students will be assigned to a health mentor in the community for the academic year. Each student pair will make arrangements to telephone or meet via zoom with assigned health mentor on a regular basis for a total of 5 meetings/semester (10/year). There will be specific tasks that must be completed at some visits and routine follow-up or screenings at others. Because this course does not take place in a controlled classroom environment and students are working with real 'patients', students must be flexible and handle situations as they arise.

### Virtual Zoom Group Discussions

In addition to scheduled health mentor remote meetings, students will be required to attend weekly or bi-weekly Zoom discussion groups. These discussion groups provide students with opportunities to further explore relevant topics and to learn from each other's experiences. The students will be evaluated by the assigned faculty instructor for these discussions throughout the course.

### Related Student Assessment Techniques

All students are expected to be prepared for on-campus discussions and activities each week. Prior reading and preparation are to be completed outside of class. All information intended to be communicated to health mentors **must first** be reviewed by the faculty instructor. Assignments are expected to be submitted on time. Submission of late assignments will result in a lowering of the assignment grade by 10 points (**e.g. 95 to 85**) for each day the assignment is late at the discretion of the instructor.

The faculty instructor is responsible for assigning the course grade.

### **Fall Semester**

Patient medical history form	10%
SOAP notes	30%
Group Journal club	15%
Participation in discussion groups	15%
Guided reflections	30%
• Cultural Awareness Reflection	
• Mental Health or Nutritional assessment reflection	
• Telehealth reflection	

### **Spring Semester**

SBAR	15%
Case presentation	20%
Patient visit journal	20%
Participation in discussion groups	15%
Guided reflections/activities	30%
• Fall risk assessment	
• Social determinants of health	

### **Final Course Grade Scale**

93 - 100	= A
87 - 92	= B <sup>+</sup>
80 - 86	= B
75 - 79	= C <sup>+</sup>
70 - 74	= C
60 - 69	= D
≤ 59	= F

### **Fall Required Readings**

1. Berger B. Assertiveness. US Pharmacist, 1999; June: 16-23.
2. Berger B. Effective patient counseling. US Pharmacist, 1999; Feb: 64-73.
3. Berger B. Listening & empathetic understanding. US Pharmacist, 1998; Oct: 69-76.
4. Communication and effective listening videos: End of Life Care
5. Coping with Grief and Loss: Understanding the Grieving Process
6. Berger B. Managing the angry patient. US Pharmacist, 1999; May 78-86.
7. Berger B. Pharmacist-Patient-Provider: Building effective relationships with your patients. US Pharmacist, 1998; Aug: 52-64.
8. Berger B. Types of verbal responses. US Pharmacist, 2000; Jan: 61-7.

After having read the assigned articles for the fall semester, address the following questions in a small group discussion:

- How did the articles/videos help you throughout your patient encounters?
- Which of the articles/videos did you relate to most with regard to your patient encounters? Why? Provide specific patient examples.



## **Section Two**

### **Course Guidelines Longitudinal Care Schedule**

## **1. Time Requirements**

This is a two-semester course. All students are expected to meet with their assigned health mentor for 1 hour per week for a **minimum of 5 visits** per semester and 10 for the year. Students will also attend routine Zoom discussion groups. Due to the nature of this course, communication between the student, faculty member, health mentor and agency is critical. It is the student's responsibility to ensure that communication is accurate, clear and continual among all these parties.

The student will not receive financial or other considerations from the agency or health mentor for services rendered during the rotation. Any exchange of money between student and health mentor is strictly prohibited. In addition, students are not permitted to transport their health mentor for any reason. Students should ask the faculty instructor if they are unsure what they can or cannot do for the health mentor.

## **2. Attendance**

Students are required to conduct their remote meetings a total of 5 times per semester. All missed time must be made up.

## **3. Health mentor Selection**

- All rotation requirements are to be completed at agencies that are currently affiliated with the Notre Dame of Maryland University School of Pharmacy.
- Students will be randomly assigned to health mentors.
- Students CANNOT be assigned to relatives and immediate family members.
- Students are responsible for travel to the assigned health mentor's home and any expenses related to parking of vehicles.

#### **4. Agency Contacts**

##### Catholic Charities Facilities

Aberdeen Court  
Aberdeen, MD  
Inez Dexter  
410-273-6021  
[idexter@cc-md.org](mailto:idexter@cc-md.org)

Basilica Place  
Baltimore, MD  
Donnet Lawrence  
410-539-0418  
[dlawrenc@cc-md.org](mailto:dlawrenc@cc-md.org)

Joachim House Apartments  
DePaul House Apartment  
Baltimore, MD  
Tiffany Mack  
410-646-5793  
[tmack@cc-md.org](mailto:tmack@cc-md.org)

Reister's Cleaning and Reister's View Apartments  
Reisterstown, MD  
Jan Pennington  
410-517-0709  
[jpennington@cc-md.org](mailto:jpennington@cc-md.org)

Village Crossroads  
Nottingham, MD  
Theresa Watson  
Karvis Higgins  
[twatson@cc-md.org](mailto:twatson@cc-md.org)  
[khiggins@cc-md.org](mailto:khiggins@cc-md.org)  
410-882-5436

## **Fall Course Schedule**

It is the student's responsibility to make arrangements to meet with their health mentor. You must spend approximately 1 hour with the health mentor at each weekly or bi-weekly meeting during each semester. These visits may occur on weekends, evening, etc. There is a minimum of 5 one-hour health mentor meetings required for each student.

<u>Week 1 (August 28<sup>th</sup>)</u>	Longitudinal Care Orientation
<u>Week 2/3 (Aug 31/Sept 7<sup>th</sup>)</u>	Remote Meet and greet with students and health mentors at Health Mentors
<u>Week 4 (Sept. 14<sup>th</sup>)</u>	Have health mentor sign consent (may need to walk residents through completing the form) and email to Mrs. Maher in the OEE Meet with faculty instructors via Zoom Review of course syllabus, expectations, set ground rules Baseline questionnaire Begin gathering data for patient medical history form
<u>Week 5 (Sept. 28<sup>th</sup>)</u>	Meet with health mentor Meet with faculty instructors and discuss PPCP and application in course (PPCP process in manual) Continue gathering data for patient medical history form

Remaining Fall Semester - complete remaining meetings and assignments

## **Spring Course Schedule**

It is the student's responsibility to make arrangements to meet with their health mentor. You must spend approximately 1 hour with the health mentor at each weekly or bi-weekly meeting during each semester. These visits may occur on weekends, evening, etc. There is a minimum of 5 one-hour health mentor meetings required for each student.

<u>Week 1 (February 1st)</u>	Meet with health mentor for the first time since holiday break
<u>Week 2 (January 15<sup>th</sup>)</u>	Meet with health mentor Meet with faculty group

Remaining Spring Semester – complete remaining meetings and assignments

**Section Three**

**Policies and Procedures**

## **Policies and Procedures**

### **Attendance Policy**

Attendance is mandatory for this course. Students will be expected to attend all Zoom discussion group meetings. In the case of illness or unforeseen circumstances, contact your faculty instructor immediately. All assignments due for that day must be submitted within 24 hours of the absence or per instructor discretion. In the case of unexcused absence, you will receive a zero for participation for the missed day. There will be a **drop in letter grade** (e.g. A to B+) from the final grade for each unexcused absence.

In order to establish credibility, trust and rapport with your health mentor, it is critical that you are on time with your appointments with your health mentor. In the case of illness or unforeseen circumstances and you cannot make your appointment, the health mentor and your faculty instructor are to be notified immediately. Time missed **MUST** be made up. If you are going to be late, contact the health mentor.

Students who do not regularly meet with their health mentor and do not notify the faculty member and the OEE regarding the difficulty in contacting the health mentor for appointments but continue to submit work as if they were meeting with their health mentor, WILL receive a grade of F for the course.

### **Professionalism Policy**

Professionalism is defined as the active demonstration of the attributes of a professional. These attributes include but are not limited to: commitment to self-improvement of skills and knowledge, pride in the profession, consciousness and trustworthiness, and building relationships with patients, caregivers, and other health care professionals. Self-awareness, which is the ability to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions, is an especially important skill and is required for life-long learning and continuous professional growth. Professional socialization is the process by which an individual develops the attitudes, values and beliefs of a professional. The goal of professional socialization is to develop professionalism as described below and this process must begin at the beginning of an individual's professional education. Therefore, as consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in the School.

Emotional intelligence (EQ) is a set of emotional and social skills that collectively establish how well we perceive and express ourselves, develop and maintain social relationships, cope with challenges, and use emotional information in an effective and meaningful way. It is proven that emotional intelligence accounts for leadership success more than cognitive intelligence. The

expected professionalism attributes are linked to emotional intelligence elements below. (EQ-i 2.0)

Emotional Intelligence Elements per EQ-I 2.0	Professionalism Assessment Area
<p style="text-align: center;"><b>Self-Actualization</b></p> <p>The ability and tendency to want to grow, to stretch and to strive—to see your full potential, set meaningful goals and work toward your betterment and fulfillment.</p>	<ul style="list-style-type: none"> <li>• <b>Student is self-motivated</b> (is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student accepts constructive criticism and modifies behavior if necessary</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student demonstrates a desire to exceed expectations</b> (goes “above and beyond the call of duty”, attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities)</li> </ul>
<p style="text-align: center;"><b>Self-Regard</b></p> <p>The ability and the tendency for you—in light of both your positive and negative qualities—to both like and have confidence in yourself.</p>	<ul style="list-style-type: none"> <li>• <b>Student demonstrates confidence</b> (acts and communicates in a self-assured manner, yet with modesty and humility)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student maintains good hygiene and grooming habits</b> (refer to dress code policy)</li> </ul>
<p style="text-align: center;"><b>Independence</b></p> <p>Your ability and tendency to be self-directed in your thinking, feeling, and actions—to go at it alone when needed.</p>	<ul style="list-style-type: none"> <li>• <b>Student utilizes time efficiently</b> (allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student is punctual</b> (arrives to class/practice setting and meetings on time, meets deadlines, etc)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student takes responsibilities for one’s own actions</b> (does not try to blame others for insufficient or untimely work)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student is reliable, dependable and follows through with responsibilities</b> (can be counted on; if task is left incomplete or problem is left unresolved, student seeks aid)</li> </ul>
<p style="text-align: center;"><b>Interpersonal Relationships</b></p> <p>Your ability and tendency to give and receive trust and compassion, and to establish and maintain satisfying personal relationships.</p>	<ul style="list-style-type: none"> <li>• <b>Student is respectful</b> (demonstrates regard for patients, peers, superiors, other personnel and property)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student is cooperative</b> (non-argumentative; willing and helpful)</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Student displays honesty and integrity in all interactions with patients and other health care professionals</b> (truthful and straightforward; behaves in an ethical manner)</li> </ul>

<p style="text-align: center;"><b>Empathy</b></p> <p>Your ability and willingness to take notice of and be sensitive to other people's needs and feelings.</p>	<ul style="list-style-type: none"> <li>• <b>Student is non-judgmental</b> (demonstrates an attitude of open-mindedness towards others and situations; does not "stereotype" others or prejudge situations)</li> <li>• <b>Student is compassionate and empathetic</b> (demonstrates appreciation of others' positions; attempts to identify with others' perspectives; demonstrates consideration towards patients and others)</li> </ul>
<p style="text-align: center;"><b>Social Responsibility</b></p> <p>Your ability and tendency to cooperate and contribute to the welfare of a larger social system, to have and act in accordance with a social conscience and to show concern for the greater community.</p>	<ul style="list-style-type: none"> <li>• <b>Social awareness and responsibility</b> (takes responsibility for adapting and providing quality patient care to diverse patient populations)</li> </ul>
<p style="text-align: center;"><b>Emotional Self-Awareness</b></p> <p>The degree to which you are in touch with your feelings and emotions, are able to distinguish one emotion from one another and understand why that emotion has resulted</p> <p style="text-align: center;"><b>Impulse Control</b></p> <p>The ability to resist or delay a drive or temptation to do or say something or to decide too quickly or rashly.</p>	<ul style="list-style-type: none"> <li>• <b>Student is diplomatic</b> (fair and tactful in all dealings with patients, superiors, peers, and other personnel; Avoids inappropriate comments and gestures)</li> <li>• <b>Student displays self-control</b> (thinks through thoughts before speaking; control emotional responses and recognizes how one's own beliefs, biases and motivation and can impact interpersonal interactions)</li> </ul>
<p style="text-align: center;"><b>Stress Tolerance</b></p> <p>Your ability and tendency to live your life effectively in the face of stress.</p>	<ul style="list-style-type: none"> <li>• <b>Student appropriately handles stress</b> (remains calm, levelheaded, composed in critical or difficult situations)</li> </ul>
<p style="text-align: center;"><b>Optimism</b></p> <p>Your ability and tendency to look at the brighter side of life and to maintain a positive attitude even in the face of adversity. You are hopeful and are enabled to see the future as a positive, inviting place.</p>	<ul style="list-style-type: none"> <li>• <b>Student leads the profession to promote safe medication use and to improve health care; Student maintains professional competence</b> (advocates for the profession; promotes life-long learning)</li> </ul>

Students who violate any part of the professionalism policy as determined by the session /course instructor will incur a **1.0-point deduction from the final course grade for each occurrence within a course**. Faculty members have the prerogative of including additional



penalties. All violations of the professionalism policy that incurs a penalty will also be filed in the Office of the Dean.

### **Professional Dress Policy**

This course is a professional practice course. As consistent with the expectations of the practice environment, professional dress and attention to personal hygiene are mandatory. This policy is in effect for face-to-face and remote classes and activities. The following is considered appropriate professional attire:

- Students must wear his/her Notre Dame of Maryland University School of Pharmacy nametag and have his/her ID badge with him/her at all times. **(Students should not wear white coats when meeting with health mentors)**
- Men: slacks, collared shirt with tie, dress shoes and socks.
- Women: slacks, skirts, dresses, dress shoes
- Hair (including facial hair) is to be neatly trimmed and styled
- Fingernails are to be neat, clean and well maintained
- Body piercings should have limited visibility and tattoos should be covered

Miniskirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, baseball caps, etc. are **NOT** professional dress. Students should note the difference between professional attire and fashionable attire. In addition, students will be spending a great deal of time standing and walking, please wear appropriate shoes.

The following types of clothing are not allowed at any time:

- Hats, caps or other headgear are not to be worn indoors. Head covers that are required for religious purposes or to honor cultural tradition are permitted.
- Tank tops, tube tops, halter tops, spaghetti string or off the shoulder tops
- Clothes that are sheer, low cut, revealing or tops that do not cover to the waist; slacks, skirts or pants that expose skin below the waist
- Short shorts, miniskirts, pajama bottoms
- Flip flops, thong sandals, shower shoes
- Clothing with obscene or lewd text or pictures, depictions of alcohol, drugs or other smoking materials

*\* See course syllabi and School dress code policy to determine if professional dress is required and if additional requirements are in effect.*

Students who violate any part of the professionalism policy as determined by the session/course instructor will incur a **1.0-point deduction** (e.g. 93% to 92%) from the final course grade for each occurrence within a course. Faculty members have the prerogative of including additional penalties. All violations of the professionalism policy that incurs a penalty will also be filed in the Office of the Dean.

*(This description of professionalism is adapted from Hammer D. from University of Washington, American Pharmacists Association, American Board of Internal Medicine)*

### **Cell Phones, Pagers & Other Communication Devices Policy**

All cell phones, pagers etc. are to be on silent mode or turned off during on campus or online discussion groups or when meeting with your health mentor. Cell phones, pagers, and text messages should **NOT** to be answered during class or meeting time. Laptops should be used for teaching and learning activities only during class periods.

### **Academic Honesty Policy**

Any student who violates the Honor Code as stated in the Notre Dame of Maryland University School of Pharmacy Handbook and/or Catalog. Violators will be subject to disciplinary action, which may include failure of the course.

### **Safety Policy**

The professional practice experiences will be offered in Baltimore City and its surrounding suburbs. These are urban environments, which require students to be aware of and take responsibility for their safety. Being alert, proactive, and using common sense are ways in which to maintain safety. As with any city environment, using good judgment is always recommended. Listed below are a few safety suggestions to keep in mind during professional practice experiences:

- Walk with others (when possible) while entering or leaving a rotation site.
- Use cash machines wisely, in groups, and during the day if possible.
- Locate the security/police station nearest the rotation site and keep the phone number with you at all times.
- When parked at or near rotation sites, keep your vehicle locked and any valuables located in your car out of sight.
- Use a car alarm or wheel-locking device.
- When available, use the institution's shuttle service to area parking lots, public transportation, etc.
- Carry your cell phone and keep it accessible.
- Avoid isolated and dark areas.
- Immediately report any violations of safety to the site's security office/police station and to the OEE (Keep a list of makes, models, and serial numbers to assist law enforcement with tracking).

### **Accessibility & Accommodations Statement:**

Accessibility services and accommodations are available to students in accordance with the Americans with Disabilities Act. If you require accommodations in this course, you are strongly encouraged to contact the Director of Accessibility and Health Promotion at **410-532-5401** who will meet with you, review the documentation of your disability or medical condition, and discuss the services offered and any accommodations you seek for specific courses.

It is extremely important that you begin this process at the beginning of **each** semester as accommodations are not retroactive; please do not wait until the first test or paper. Please note that it is the student's responsibility to share any determined arrangements or accommodation plan with the course instructor as soon as possible within the semester to assist in your success.

Best practice dictates that you should notify your instructor(s) as soon as you receive your accommodations letter from the Director of Accessibility & Health Promotion. **It is your responsibility to submit your accommodation letter to an instructor(s) no later than 48 hours prior to an exam or assessment**, so that appropriate preparations can be made. It is important that you are on time for your exam or assessment, to ensure that accommodations can be implemented as documented.

The University also recognizes that students who are experiencing temporary medical conditions may also require accommodations. Students who are pregnant, nursing, or those with other temporary medical conditions should also contact the Office of Accessibility and Health Promotion to discuss any accommodations requests.

### **Emergency Closure Procedures**

In the case of severe weather or other emergency, the campus might be closed and classes cancelled. Information regarding closings, cancellations, and the re-opening of campus is available from several sources. Students should check the University's Web site ([archive.ndm.edu](http://archive.ndm.edu)) or call 410-532-5151. In addition, a voice mail message will be sent to all campus phone extensions if there is a change in the University's opening status. Students should also sign up for the College's notification system, which sends messages to registered text-message-capable cell phones, PDAs, pagers, smart or satellite phones, and e-mail addresses. Register for this service at [archive.ndm.edu/CampusLife/Security/E2campust.cfm](http://archive.ndm.edu/CampusLife/Security/E2campust.cfm).

The schedule, requirements, and procedures in this course are subject to change if the college closes for inclement weather or other emergency. In such a case, the date for exams, presentations or assignments due during the closure period may be postponed. If changes to graded activities are required, students will not be penalized as a result of the adjustments, but will be responsible for meeting revised deadlines and course requirements.

If an emergency were to close the University for an extended period of time, the course would be continued or completed as follows: **Students will continue to visit their assigned health mentor and complete their assignments through the Joule platform.**

### **Inclement Weather Policy**

If the University is closed as a result of inclement weather, on campus discussion groups will be canceled for the day and health mentor appointments scheduled for that day should be rescheduled. If there is no official announcement for closing of the University and driving conditions are hazardous, students should contact the health mentor and faculty member to determine if the student should travel to the home. **Any missed appointments for any reason MUST be rescheduled.**

### **Remediation Policy**

Pharmacy Law and Ethics follows the School of Pharmacy Remediation Policy (see course catalog for further details). Students who earn a grade of D or F at the end of the course may be eligible for end of course remediation. Eligibility is determined on a case by case basis and is contingent on the recommendation of the course instructor to the Student Promotion and Graduation Committee (SPGC) who makes the final decision. Students who are granted an opportunity to complete end of course remediation will do so at the end of the semester. End of course remediation activities and assessments will be determined by the course coordinator and are described in students' Individual Academic Plan (IAP). A grade of C will be posted on transcripts of students who successfully complete end of course remediation. Students who fail end of course remediation will have a grade of D or F posted (the grade that was earned prior to end-of-course remediation) posted on their transcripts."

### **Course Correspondence Policy**

Students must use the email account provided through the Notre Dame of Maryland University for all course correspondence. The faculty will use the University email accounts only.

The instructor assigned to each class period will be available during designated office hours, via email or by appointment for any course related questions, concerns, or problems regarding the course. Faculty will respond to email questions within 48 hours and should not be expected to respond immediately. If you should need to contact the faculty member urgently, please call their School extension or email them indicating the urgency in the subject line. Be sure to include the course number in the subject line as well.

All assignments must be received no later than the start of class of the due date. Late assignments will not be accepted and a grade of zero will be given. Feedback on assignments and grades will be sent to students electronically unless otherwise stated.

Materials and announcements for this course will be in the course Joule site.

### Student Responsibilities:

#### Email Correspondence

- Students must use the email account provided through the Notre Dame of Maryland University for all course correspondence. Messages emailed to the faculty member with a non-University email address (e.g. hotmail) will be automatically deleted and not read.

#### Use of Joule

- Assignments should be uploaded to Joule and will not be accepted after the due date (due to individual faculty instructor's discretion). A grade of zero will be given for the assignment. It is the student's responsibility to be aware of all due dates for assignments.

## **Requirements for Longitudinal Care**

**It is the student's responsibility to fulfill these requirements.**

### Criminal Background Check

It is common practice for agencies and/or clinical sites to have policies requiring criminal background checks for their employees, volunteers, and students who are assigned to the facility. Notre Dame of Maryland University, School of Pharmacy will comply with these requirements in placing students at such facilities or agencies. As a condition for enrollment and continued matriculation in academic programs involving external placements, clinical rotations, internships, or service learning experiences, students are required to participate in a criminal background prior to matriculation. Criminal background checks will be required annually and additional drug screening tests may be required during the professional curriculum. This will be at the discretion of the School of Pharmacy or the agency sponsoring the external placement.

Notre Dame of Maryland University, School of Pharmacy will assist students in understanding and complying with the requirements; however, the responsibility for providing such information and the associated costs rests with the student- not the School of Pharmacy. Failure to submit to such testing or to provide such information as required as a condition for admission and clinical placement by the designated due dates may result in inability to complete program requirements and/or delay in completion of the program. Similarly, results from the drug screening tests or criminal background check may result in denial of clinical placement and/or disciplinary action on the part of the School of Pharmacy, including, but not limited to disqualification from further studies at the School.

### Cardiopulmonary Resuscitation (CPR) Certification

Students are required to obtain and maintain CPR certification for the healthcare provider from the American Heart Association. The students must upload proof of a current CPR certification to e-value in order to participate in Longitudinal Care. If the CPR certification expires before you complete your academic program, you must recertify and a copy of the certification card must be uploaded to e-value. Students will be responsible for the cost of the certification program and all renewals. Students will be required to maintain the CPR certification card and have it in their possession while on experiential learning experiences.

### Health Information

As a condition of enrollment, all Doctor of Pharmacy students must maintain and upload to e-value proof of health insurance coverage that includes effective date and renewal date at the beginning of each academic year. If the student is no longer covered under their parents' plan, they may purchase a University-sponsored health insurance plan. Personal health insurance covers illness and injury in the classroom and lab situations as well as any off campus injuries/illnesses.

### HIPAA and OSHA Training

Students are required to complete HIPAA and OSHA training and upload certifications to e-value before reporting to the rotation site. Training will be arranged through the OEE. Proof of HIPAA and OSHA training and examination records will be maintained in the OEE.

### Immunizations

Students are required to have proof of immunization prior to the start of the Pharmacy Practice Experiences. Proof of immunization or certificate of waiver must be uploaded into e-value under *Immuns and Certs*. Required immunizations upon admission to the School of Pharmacy include tetanus DPT, polio, MMR, Tb test, meningococcal, completion of the hepatitis B vaccine series, Varicella (chicken pox) and influenza. In order to prevent the spread of influenza, documentation of this immunization or proof of contraindication must be submitted seasonally by **October 31st**. Vaccinations are at the student's expense. Students who fail to submit documentation of the required immunizations will not be permitted to participate in the Pharmacy Practice Experiences.

**Students failing to submit appropriate documentation will not be permitted to continue meeting with their health mentor and thus may result in failure of the course.**

### Student Professional Liability Insurance

Students are required to carry student professional liability insurance through the group School policy. This insurance premium is included in student fees and is renewed on an annual basis. This policy covers students during all approved IPPE, Longitudinal Care and APPE experiences while in the program. The policy also requires appropriate student supervision while in the experiential setting.

### Confidentiality

All data reviewed or discussed during the course must be kept confidential. Cases should only be discussed with the faculty member, peers in the course or members of the agency. Any breach of patient confidentiality, however minor, will result in failure of the rotation (i.e. discussions in common spaces, elevator etc.). In any descriptions of health mentor situations or reflective journal or written report, health mentor initials should be used instead of the health mentor's full name. Every attempt needs to be made to de-identify your health mentor.

## **Section Four**

### **Course Information and Resources**



### **Pharmacist's Patient Care Process**

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes. An essential first step is the establishment of a patient–pharmacist relationship that supports engagement and effective communication with patients, families, and caregivers throughout the process. In addition, at the core of the process, pharmacists continually collaborate, document, and communicate with physicians, other pharmacists, and other health care professionals in the provision of safe, effective, and coordinated care. This process is enhanced through the use of interoperable information technology systems that facilitate efficient and effective communication among all individuals involved in patient care.

Students will be expected to utilize the Pharmacist's Patient Care Process when communicating with their health mentor and documenting interactions/interventions.

### **SOAP Note Documentation**

Each typed visit entry must be separate with the date of the visit, patient initials, agency name, student name and faculty name clearly indicated at the top of each page. After the faculty member has reviewed the entry with comments, the student must correct the entry and provide a corrected copy within the time frame determined by the faculty member. The copy may be forwarded to the appropriate agency for filing.

Your progress note should be written using the SOAP format you have used in Pharmacy Care Lab and PT.

### **Fall 2020**

#### **Journal Club**

Each group will do one group Journal Club. The faculty instructor will choose an article from the Pharmacist's Letter preceptor resources. One of the discussions will be devoted to this article, however, each group member will submit an individual Journal Club document on TurnItIn before the group discussion which will be graded using the Journal Club rubric. The group discussion will count toward the student's participation grade.

### **Guided Reflection #1 – Cultural Competence**

Utilize the Kleinman explanatory model approach (you may need to refer to page 260 in “When the spirit catches you, you fall down”) to solicit information from a patient about one of their medical conditions. See Section 5 of this manual for the list of questions.

Be sure to include the following information in your reflection:

- Document the medical condition, the prescribed treatment, and your comments about the interaction/conversation.
- Describe how the patient’s health beliefs influenced his/her perception of the medical condition, your ability to provide patient counseling regarding the medical condition, and prescribed treatment.

### **Guided Reflection #2 – Telehealth reflection**

- Review the following resources in Joule:
  - Data collection techniques: empathetic inquiry and the communication rubric.
- Based on the above resources, what were some positive aspects of conducting your meetings using Telehealth? Consider your response from both your perspective and your resident’s perspective.
- Which areas do you feel were most challenging for Telehealth communication and how did you work on improving/overcoming these over the semester?
- Compare a live interaction(s) you’ve had with a patient(s) with the telehealth interactions you had with your resident.
  - Which method of patient interaction does your resident prefer and why?
  - Which method do you prefer and why?

### **Guided Reflection #3 – Geriatric depression scale assessment or nutritional assessment reflection**

- One student in a pair will complete the geriatric depression scale assessment while the other student completes the short nutritional assessment questionnaire. Record the score or outcome from the assessment in your reflection but you do not have to upload the actual assessment form.
- In your guided reflection, provide the assessment score, your assessment and recommendations based on the information you collected from the assessment questionnaire and your health mentor. Discuss the results during your group discussion. Be sure to include how you feel COVID may be impacting the results/score of the assessment.
- In the event that the questionnaire yields an alarming/concerning result, please be sure to inform your faculty instructor immediately for further guidance which will likely

include contacting the service coordinator and/or the health mentor's emergency contact.

### **Spring 2021**

#### **SBAR (Situation, Background, Assessment, Recommendation)**

Students will be expected to present an SBAR on their patient stating the primary problems/chief complaints and how these are affecting their quality of life and will make an assessment and recommendation based on the information they collect. Your faculty instructor will give you further instructions about this assignment.

#### **Patient Case Presentation**

Students will be expected to two brief patient case presentation (10-15 minutes) outlining all pertinent medical information about their health mentor as well as reviewing one of the patient's major medical conditions. Your faculty instructor will give you further instructions about this assignment.

#### **Guided Reflection Activity #1 – Fall Risk Assessment**

- Complete the falls assessment and record the score in your reflection – you do not have to upload the actual assessment form.
- In addition, inventory your health mentor's home for things that will increase the risk of falls (e.g. throw rugs, poor lighting) – utilize the CDC checklist below
- In your guided reflection, provide the falls assessment score and the recommendations that you will discuss with your health mentor based on the falls inventory risk to improve his/her safety and decrease the risk of falls. Be sure to include an assessment of the medications that may be contributing to falls.

#### **Guided Reflection Activity #2 – Social Determinants of Health (SDH) Assessment**

- Refer to and complete the SDH Activity ensuring that you've completed all steps in the process in order to create the most relevant flyer for your health mentor.
- Upload the PREPARE tool to Joule.
- Upload a de-identified flyer to Joule.

#### **Patient Visit Journal**

- Utilizing the patient visit journal template in Joule, upload a journal entry following every patient visit in the spring.

- Address changes in your patient's status, reflection of the visit and any concerns or questions that you'd like to address during group discussions.

### **Tips for Getting Started:**

- Your initial goal should be getting to know your health mentor and in the process, develop a trusting/supportive relationship.
- Ask about your health mentor's family background that is relevant to current interests and/or important memories of the person.
- Ask about key interests and activities he/she enjoys doing.
- Listen for evidence of expressed personal concerns and think of questions to learn more about them to add to your perspectives.
- Listen for evidence of positive feelings as well as negative feelings about current events/current developments in our community, state, nation, and world.
- Begin building an understanding of your health mentor's health problems, health concerns.
- Listen and observe about types of strategies and personal mindset of your health mentor that facilitates as well as hinders his/her approach to health care.
- Gain a growing perspective on your health mentor's social support (e.g. family, friends, caregivers) and the apparent value that this has for the person.
- Look around the room(s) to observe pictures, decorations, other mementos, which appear to have personal significance to your health mentor. Ask about them and listen carefully to what and how the person responds to your inquiries.
- Listen carefully and return to things of positive importance to your health mentor on subsequent visits. This will/should be enjoyable to your health mentor

### **Overall Advice – Prescription for Success!!!**

- Your initial encounter will probably be uncomfortable for both you and your health mentor. Be friendly and work on developing a relationship!
- Remember, your health mentor is a person and someone's loved one. Treat him/her, as you would want some strange pharmacy student treating your grandpa, grandma, aunt etc.
- Encourage and enjoy the stories! The life and times of your companions may be fascinating.
- Make it a point to remember things from visit to visit. Your health mentor will appreciate it, especially if they remember too.
- Never make promises you do not plan on keeping.
- Find out about your client's hobbies and interests and work from the common ground. Do not falsify our interests to fit in with your companions'. Observe your client's environment for clues about their interests, and ask about objects hanging on the wall or lying around.

- Discern activities the person likes to do in the home and offer to share in them as well as discerning what small tasks you might do in the home to help. You could ask your health mentor near the end of a visit what he/she would like to do when you next visit.
- Find something your health mentor likes that you could bring as a no cost or minimal cost item during a subsequent visit. This would be a great icebreaker and socializing gesture. Be sure to note in advance if there are any dietary restrictions. Possible ideas include: flowers, a simple craft item, fruit, cookies you made, ice cream. Do Not Make Promises that You Cannot Keep.
- If your health mentor looks bored or uninterested in the conversation, SPEAK UP. They might not be able to hear you.
- Everyone has bad days – do not take a bad encounter with your health mentor personally. There may be many other circumstances of which you are unaware. Some diseases may wax and wane; this could easily affect your health mentor's mood.
- Watch sports, read the paper, and listen to the news. Remember both natural disasters and politics affect everyone and people generally can complain about either. These may be good conversation starters.
- **Be patient! Your patients are not your age.**

#### **AARP Disrupt Aging Video**

<https://youtu.be/TYdNjrUs4NM>