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## PHA 6250 Patient Responsibility in Health Care

3 Semester Credit Hours

### Course Purpose:

This course is designed to explore and understand the role of the patient in the maintenance of their health. The course will use the patient-provider communicative dynamic as the platform for our journey, but a number of critical perspectives on this issue, from health outcomes to patient safety, will be explored. The psychology of the patient-provider relationship is paramount to the success of patient engagement/involvement, but such a perspective may be a shift for some students away from the traditional “doctor as expert” model of care. Students must be willing to question core assumptions of how care should be delivered.

### Course Faculty and Office Hours

#### *Course Coordinator:*

Kraig Schell, Ph.D.

Email: [kschell@angelo.edu](mailto:kschell@angelo.edu), [schellkg@ufl.edu](mailto:schellkg@ufl.edu)

#### *Teaching Assistant:*

TBA

#### *Office Hours*

As I am not local to Gainesville, I do not have office hours. I tend to be quickly responsive via email, however, especially if you use the ASU email above. However, for all academic matters, please use the UFL email address.

### Place and Time of Class Sessions

Classes will be held online **ONCE weekly, on Sunday afternoons as listed in the UF schedule.**

### Course Objectives

Upon completion of this course, the student will be able to:

1. Expertly discuss the meaning of “patient responsibility” and “patient-centered care,” specifically with respect to how this concept fits into the current social, industrial, and political climate surrounding health care.
2. Describe the psychological factors that contribute to our understanding of why patients may (or may not) choose to engage health care professionals in dialogue about their health.
3. Explain from a theoretical perspective why a participative patient has the potential to improve safety outcomes while engaging in the health care system.

4. Analyze the “fit” between patient participation, the concept of “just culture,” and current beliefs about the appropriate placement of responsibility for negative outcomes.
5. Discuss the nature of human communication and how it plays a role in both the quantity and quality of patient /practitioner dialogue, and whether patients should be “trained”.
6. Expertly consider the issue of “health literacy” among consumers of the health care system, and describe psychological and social reasons why many consumers are so poorly educated regarding the impact of medical care on their bodies.
7. Define patient-reported outcomes (PROs) and discuss their role in the evaluation of quality in health care.

## Pre-Requisite Knowledge and Skills

None, although a background in basic psychological principles and concepts will prove useful.

## Course Structure & Outline

**Course Structure.** PHA 6250 is a graduate seminar, and as you know, such a course design is dependent on self-regulation and participation from students. Because of what I believe will be a relatively unique angle on the topic (since I am a psychologist by training), I will be a little more directive than perhaps other POP faculty might be, but you still need to be engaged. Attendance at the online session each week is paramount; it will be difficult for you to really “get it” without that time. All materials posted in Sakai are to be digested BEFORE the weekly class session. Come prepared.

**Course Outline/Activities.** See Appendix A.

## Textbooks

Liu, M., & Butler, L.M. (2017). **Patient communication for pharmacy: A case-study approach on theory and practice.** Burlington, MA: Jones & Bartlett.

Other readings as assigned – course discussion in the Adobe Connect sessions may or may not cover all assigned readings due to time constraints.

## Active Learning Requirements

**Participation in Discussion Boards:** Discussions provide an opportunity for student interaction in an online course, especially given the diverse schedules that students in this program often have. However, I would like to make the discussion area more than just a forum for expressing opinions and random thoughts. In my experience, it often tends to degenerate in that way.

Each week, every student is responsible for sharing something with the class on the discussion board that will augment the week’s topic(s). This augmentation must be relevant to the course goals and add

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to the information base of the course beyond what the text and the instructor offer. Consider the following as examples:

- Posting a research article and commenting on its relevance to the course goals
- Posting information about legal, regulatory or policy changes that impact the patient provider relationship and align with course goals
- Posting an article about a patient engagement intervention from a trade organization (i.e., ASHP, AHRQ, etc.) and commenting on its relevance to the course goals
- Conveying an anecdote about an activity that you personally or vicariously experienced that was intended to enhance patient-provider dynamics, commenting on how that event fits with the course goals
- Sharing a personal anecdote about an experience that is clearly relevant to the stated goals of the course, commenting on how the event fits with the course goals • Responding to a question or observation that the instructor posts

The forum will be graded on:

- 1) The content and relevance of your contributions, and;
- 2) The quality of your comments on the contribution.

You may post more than one time each week, but you must reply to what someone else has contributed as well. There are no minimums beyond this, but the more engaged you are in the course, the better your grade will be. Grades will be assigned on a “descending” system – everyone starts with maximum credit, which can be reduced if the activity is not completed.

**Participation in Class Discussions:** Participation credit will be given based on attendance and contributions to the online class session. Scores will be assigned using a tally system of participative events and then forcing a class distribution along the parameters of the course grading scale.

**Case Studies:** As the text title implies, case studies will be due each week. Specific guidelines and instructions will be provided. You may use the text, class discussions, and/or other sources to support your answer. If you choose to formally cite, please use superscripted footnotes to do so and list references at the end. If you only use materials from the course (i.e., book, posted readings, etc.), formal references are not necessary.

## Student Evaluation & Grading Evaluation

### Methods

Use the following checklists as a rubric for grade assignments.

#### Discussion Boards

- Did you post a contribution and replies each week according to the course policies?
- Were your contributions relevant to the course and did they augment the information base for students?

#### Case Studies

- Does your response clearly align with the purpose of the case study? Is it well-organized and logical? Is your language succinct? Is the paper free of grammar and spelling errors?
- Is your answer based in the materials/discussions in the course, and if you chose to use other literature, is it relevant and have you cited appropriately?

#### Other Components

- Final Exam → there will be a final examination to finish the course. It will provide an opportunity for you to demonstrate basic familiarity with the core concepts from the course. Questions will be presented in a format that will require open-ended answers.

#### Weighting Factors

(15%) – Class participation

(35%) – Case Studies

(25%) – Discussion boards

(25%) – Final Exam

#### Grading Scale:

95-100 =A	80-82 = B-	66-69 = D+
90-94 = A-	76-79 = C+	63-68 = D
86-89 = B+	73-75 = C	60-62 = D-
83-85 = B	70-72 = C-	<60 = E

## **Class Attendance Policy**

There are only a finite number of classes and they are important. Notify either me or the TA if you must miss. Missing more than one class without explicit communication with us MAY affect your grade.

## **General College of Pharmacy Course Policies**

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies
2. Academic Integrity Policy
3. How to request learning accommodations
4. Faculty and course evaluations
5. Student expectations in class
6. Discussion board policy
7. Email communications
8. Religious holidays
9. Counseling & student health
10. How to access services for student success

Please see the following URL for this information: <http://www.cop.ufl.edu/wp-content/uploads/dept/studaff/policies/General%20COP%20Course%20Policies.pdf>

## **Complaints**

Should you have any complaints with your experience in this course please visit:

<http://www.distancelearning.ufl.edu/student-complaints> to submit a complaint.

**Appendix A. Schedule of Course Activities/Topics. PHA 6250 – Summer 2020**

<b>Week/Topic</b>	<b>Learning Activities/Topic</b>
<b>Building the Patient-Provider Relationship</b>	Liu/Butler, Chapters 1-2 (Case Studies p.18, p. 20 <b>due 8/23</b> )
<b>Individual-Level Variables Affecting the Relationship</b>	Liu/Butler, Chapters 3-5 (Case Studies p. 32, p. 46, p. 59 <b>due 8/30</b> ) Discussion Board 1 ( <b>due 8/31</b> )
<b>Social Factors Affecting the Relationship</b>	<u>CLASS WILL NOT BE LIVE</u> Liu/Butler, Chapters 6-8 (Case Studies p. 70, p. 86, p. 99 <b>due 9/5</b> )
<b>Age and Gender in the Relationship</b>	Liu/Butler, Chapters 9-10 (Case Studies p. 111, p. 122 <b>due 9/12</b> ) Discussion Board 2 ( <b>due 9/14</b> )
<b>Other Barriers Affecting the Relationship</b>	Liu/Butler, Chapters 11-12 (Case Studies p. 135, p. 151 <b>due 9/19</b> )
<b>Managing the Emotions in Patient-Provider Relationships</b>	Liu/Butler, Chapters 13-14 (Case Studies p. 162, p. 174 <b>due 9/26</b> ) Discussion Board 3 ( <b>due 9/28</b> )
<b>Patient Relationships with Multiple Providers</b>	Liu/Butler, Chapters 15-16 Final Exam ( <b>due 10/5</b> )