Philosophy: Science and Virtue

Vision: CEU is the University of first choice – the leading higher education institution fostering excellence in the pursuit of knowledge while engendering personal integrity and social responsibility

Mission: CEU is committed to:
- Provide a rich and stimulating academic environment in order to promote creative and scholarly academic pursuits among its faculty and equip students with the knowledge, skills, sound moral values, and an appreciation of arts and culture that will prepare them to become productive and innovative professionals with a commitment to nation building in the context of one world.
- Enhance the development of higher education in the Philippines through its exemplary academic programs and practices, leadership in professional organizations, and participation in academic consortia; and
- Contribute to the promotion of human health and well-being through high-quality programs in health professional education, research, and community service.

CEU Expected Graduate Attributes (CEEGA):

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<th>Graduates Attributes</th>
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<tr>
<td>Lifelong Learner</td>
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<td>Reflective and Creative Thinker</td>
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<tr>
<td>Caring and Trustworthy Citizen</td>
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<td>Proficient Communicator</td>
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<td>Competent and Productive Professional</td>
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Skills, Knowledge, Attitudes that Escolarian Graduates Possess:
- Learns and works independently as well as collaboratively
- Translates knowledge generated from research and other sources to improve quality of life
- Creates new ideas to better understand society
- Evaluates own thinking, behavior and spirituality for self-growth
- Thinks critically and creatively
- Open-minded
- Solves problems systematically
- Loves art and shows artistic sensibility
- Values people and acts in unity with others
- Commits to social justice and principles of sustainability and respect for diversity
- Practices good stewardship and accountability
- Manifests social responsibility by helping improve conditions of those who have less in life or circumstance
- Articulates ideas clearly for varied purposes and audiences of diverse culture.
- Listens attentively, engages in meaningful exchange and shares knowledge, values, attitudes and intentions
- Utilizes effectively appropriate media and information technologies
- Initiates, innovates better ways of doing things
- Promotes quality and productivity

CORE VALUES:

V - Valuing others, caring for them and empowering them
A - Accountability, integrity and trustworthiness
L - Lifelong learning as individuals and as an organization
U - Unity, teamwork and loyalty
E - Excellence in all endeavors
S - Social responsibility as citizens of the Filipino nation and of the world
### School Vision / Mission

**Vision**
To become the top provider of professionally competent pharmacist.

**Mission**
Guided and inspired by the University’s maxim "CIENCIA Y VIRTUD" the School of Pharmacy is committed to provide its students the necessary knowledge, skills, values and competencies, so they will be professionally competent, legally qualified, morally upright, population and patient-oriented and globally competitive pharmacists.

### School Objectives
The CEU School of Pharmacy is committed to the pursuance of the university’s philosophy of cultivating the student’s mind, spirit and body for service of God, country and family. The school is committed to the development of graduates who:

1. manifest a sense of national identity, cultural consciousness, moral integrity, and spiritual vigor;
2. possess the required knowledge, skills and competencies in the practice of pharmacy;
3. are committed to safeguard the integrity of the pharmacy profession in order to provide leadership for the nation;
4. are committed to safeguard the integrity of the pharmacy profession in order to provide leadership for the nation;
5. are committed to safeguard the integrity of the pharmacy profession in order to provide leadership for the nation;
6. possess the research skill needed to advance knowledge for the improvement of the quality of life; and
7. respond effectively to changing societal needs and conditions.

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### Program Outcomes
The graduates of the Bachelor of Science in Pharmacy program must be able to:

1. Demonstrate a working knowledge of concepts and principles to focus on patient-centered pharmacy practice;
2. Use problem solving skills to prevent or resolve problems within the practice of Pharmacy;
3. Demonstrate effective interpersonal and communication skills in providing pharmaceutical care and patient counselling;
4. Design pharmaceutical care services program with the integration of innovative business/entrepreneurial strategies;
5. Effectively utilize information and communication technology and demonstrate the ability to retrieve and analyse data to assist in drug information provision, patient care and safety;
6. Evaluate scientific papers on research that lead to the development of drugs for prevention, diagnosis, mitigation and treatment of diseases of man;
7. Practice the profession consistent with ethical, legal, social, economic standards of the pharmacy profession.

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### Course Description:
This course is based on the elements of interpersonal and professional communication that pharmacists require to communicate proficiently, meeting the responsibilities of patient-centered practice; addressing and promoting the public’s health-care needs.

### Pre-Requisite/s:
Com. Skills 13 (Speaking Skills for Effective Communication and Oral Presentation)

### Course Objectives:
At the end of the course, the students should be able to:

1. 1. Cognitive:
   1.1. discuss how interpersonal communication competency relates to the new paradigm of pharmacy practice;
   1.2. recognize/identify, and discuss the facets and dynamics of the communication process;
   1.3. Recognize/identify the need of the patients through their non-discursive expressions
   1.4. Device a personalized comprehensive approach to applying concepts of communication skills in pharmacy practice
2. Psychomotor:
   2.1. Adapt effective communication skills when interacting with patients in varied areas of pharmacy practice especially where direct, patient-centered care is needed;
   2.2. Adapt an effective approach in communicating to patients with varying age groups, conditions and needs.
   2.3. Explain and demonstrate communication competency in dispensing (selected, most frequently dispensed medicines) and patient medication counseling.
   2.4. Demonstrate an effective patient interview and assessment skill for better health outcomes;
   2.5. Design a tactical approach in coordinating with patients to improve their understanding and behavior towards medication adherence.

3. Affective:
   3.1. Examine, analyze and resolve ethical concerns in patient counseling.
   3.2. Appreciate the pharmacist’s social and professional responsibilities in helping restore or maintain the health of men and animals, and of the high moral and ethical standards that are required of the Pharmacy profession.
   3.3. Review ineffective course of action or technique that hinders interpersonal communication in order to improve on rendered Pharmaceutical care services.
   3.4. Resolve any barriers to an effective communication between pharmacist- patient/health professionals to create a nurturing and healthy environment.

Course Plan:

<table>
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<tr>
<th>Program Outcomes</th>
<th>Specific Objectives</th>
<th>Course Content</th>
<th>Suggested Teaching/ Learning Methodologies / Strategies</th>
<th>Time Allotment</th>
<th>Resources</th>
<th>Assessment Tasks</th>
<th>Assessment Tools</th>
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<tr>
<td>PO1</td>
<td>At the end of the chapter, the students should be able to:</td>
<td>Unit I. INTRODUCTION TO COMMUNICATION SKILLS IN PHARMACY PRACTICE</td>
<td>Collaborative Learning</td>
<td>4 hours</td>
<td>Books</td>
<td>Assignment</td>
<td>Quizzes</td>
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<td></td>
<td>1. Discuss the new paradigm of patient-centered approach in the pharmacy profession.</td>
<td>1. Patient – Centered Care: The New Paradigm</td>
<td>Discussion</td>
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<td></td>
<td>Graded Role Plays/ Debates/ Simulations/ Presentations</td>
<td>Unit Test</td>
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<td>2. Explain the functions that communication process serves between (and among) health professionals and patients.</td>
<td>2. Importance of Communication in Meeting Patient Care Responsibilities</td>
<td>Debate on: Patient Centered vs Pharmaceutical Centered Care</td>
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<td></td>
<td>Graded Recitation</td>
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<td>3. Demonstrate the benefits of analyzing medication use from the patient’s perspective and how effective communication relates to it.</td>
<td>3. Patient – Centered View of the Medication Use Process</td>
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<td>Peer observation(s) evaluation by teacher/peer</td>
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<td>4. Design an effective methodology in understanding medication use through patients’ perception.</td>
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<td>Oral Examinations</td>
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<tr>
<td>PO1</td>
<td>At the end of the chapter, the students should be able to: 1. Discuss and apply the principles and elements of interpersonal communication; how interpersonal communication competency relates to other facets of pharmacy practice 2. Examine the differences in nonverbal and verbal skills in pharmacy practice. 3. Apply and observe non-verbal and verbal skills exhibited by groupings 4. Resolve problems or barriers to effective communication and suggest feasible ways of preventing or minimizing them 5. Demonstrate active listening and emphatic responding skills; demonstrate assertiveness skills in contrast with passive and aggressive behavior</td>
<td>Unit II. THE COMMUNICATION PROCESS 1. Principles and Elements of Interpersonal Communication 2. Nonverbal Communication (vs Verbal; including written communication) 3. Barriers to Effective Communication 4. Practical Skills for Pharmacists: Listening and Emphatic Responding; Assertiveness</td>
<td>Group discussion  Demonstration  Role Playing in effective telephone &amp; personal conversations  Basic letter writing (application, request, leave etc.)  Video presentation on non-verbal communication of top world leaders  Video recording (peer grouping)  Peer grouping observation  Debate on: Assertive vs Aggressive behavior</td>
<td>14 hours</td>
<td>Books</td>
<td>Assignment  Graded Role Plays/ Debates/ Simulations/ Presentations</td>
<td>Quizzes  Unit Test  Graded Recitation  Peer observation(s) evaluation by teacher/peer  Oral Examinations PRELIM EXAMINATION</td>
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<td>PO3</td>
<td>At the end of the chapter, the students should be able to: 1. Execute proper interviewing and patient assessment skills. 2. Develop techniques on ensuring better patient understanding towards medication use and administration. 3. Demonstrate communication strategies to meet specific needs of various patient groups. 4. Develop the proper disposition and attitude towards collaborative partnerships with physicians and other healthcare professionals. 5. Create an effective communication technique suited to an individual’s personality in order to achieve positive outcomes.</td>
<td>Unit III. COMMUNICATION SKILLS IN PHARMACIST–PATIENT RELATIONSHIPS 1. Interviewing and assessment 2. Helping Patients Manage Therapeutic Regimens 3. Communicating with Children about Medicines 4. Communication Strategies to meet Specific Patient Needs 5. Communication Skills and Inter-professional Collaboration</td>
<td>Lecture  Group discussion  Demonstration  Role Playing  Video recording on: 1. Interview with children about medicines 2. Role playing RPh/Doctor RPh/Patient RPh/Special Needs Patient Cs)</td>
<td>18 hours</td>
<td>Books</td>
<td>Assignment  Graded Role Plays/ Debates/ Simulations/ Presentations</td>
<td>Quizzes  Unit Test  Graded Recitation  Peer observation(s) evaluation by teacher/peer  Oral Examinations MIDTERM EXAMINATION</td>
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| PO3              | At the end of the chapter, the students should be able to:  
1. Demonstrate effective dispensing and patient medication counseling.  
2. Evaluate the validity and appropriateness of a prescription and medication order.  
3. Demonstrate dispensing skills in compliance to the laws.  
4. Discuss the importance of the GPP standards set by FIP and WHO.  
5. Demonstrate the basic procedures to be followed in conducting a counseling session and act out pharmacist's role in simulated counseling situation. | Unit IV. DISPENSING AND PATIENT MEDICATION COUNSELING BASICS  
1. Dispensing and Patient Medication Counseling skills  
2. Prescription and Medication Order  
3. Laws Governing Dispensing in the Philippines  
4. FIP-WHO Good Pharmacy Practice (GPP) Standards  
5. ASHP Guidelines on Pharmacist-Conducted Patient Education and Counseling (as applied to selected, most frequently dispensed medicines) | Group discussion  
Demonstration  
Role Playing  
Debate: Good Pharmacy Practice  
Local vs International Group Video Presentation on Dispensing & Patient Counseling  
Collation and Evaluation of Actual prescription Local and International Setting (via internet) | 18 hours | Books | Assignment  
Graded Role Plays/Debates/Simulations/Presentations | Quizzes  
Unit Test  
Graded Recitation  
Peer observation(s) evaluation by teacher/peer  
Oral Examinations  
FINAL EXAMINATION |

Grading Scheme:  
cut off: 70%  
Class Participation: recitation, unit tests, quizzes, projects, reports, assignments, etc) weight of 2.00  
Comprehensive / Summative Examination (first, second and third) – weight of 1.00

Books:  
Purtill, R. Health Professional & Patient Interaction, USA, 2007.*  
*available in CEU Malolos library

Electronic References:  
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1636963/

Prepared by:  
CHARMAINE M. SANCHEZ, MS Pharmacy, Pursuing Ph. D Pharmacy  
MARIA RHEGEL DE JESUS, MBA  
JOAN GARBIN, Pursuing MS Pharmacy

Date:  
APRIL 28, 2015  
APRIL 28, 2015

Approved by:  
DR CECILIA D. SANTIAGO  
DEAN, SCHOOL OF PHARMACY

Date:  
APRIL 28, 2015