



COURSE UNIT (MODULE) DESCRIPTION

| Course unit (module) title | Code |
|--|------|
| Pharmaceutical Care and Communication | |

| Annotation |
|--|
| The course aims to acquire and master and be able to apply knowledge about the basic principles of pharmaceutical care, general and special communication knowledge, as well as the organization of the work of a pharmacist and a pharmacy in providing pharmaceutical care services to patients. Students will be able to analyze and critically evaluate their daily pharmaceutical activities and the individualized consultation provided to the patient, noticing and responding to the verbal and non-verbal signals displayed by the patient and effectively recognizing and resolving communication barriers. |

| Academic staff | Core academic unit(s) |
|--|--|
| Coordinating: Assoc. Prof. Dr. Jonas Grincevičius | Faculty of Medicine, Institute of Biomedical Sciences, Centre of Pharmacy and Pharmacology, Geležinio Vilko str. 29A, Vilnius Coordinating lecturer's e-mail: jonas.grincevicius@mf.vu.lt |

| Study cycle | Type of the course unit |
|--------------------------------------|-------------------------|
| Integrated studies (cycles I and II) | Mandatory |

| Mode of delivery | Semester or period when it is delivered | Language of instruction |
|---|---|-------------------------|
| Lectures and seminars in the auditorium | Spring semester | Lithuanian/English |

| Requisites | |
|---|--|
| Prerequisites: the student must have completed the following subjects: social pharmacy, general pharmacology | Co-requisites (if relevant): English language skills |

| Number of ECTS credits allocated | Student's workload (total) | Contact hours | Individual work |
|----------------------------------|----------------------------|---------------|-----------------|
| 10 | 270 h | 128 | 142 |

| Learning outcomes of the study programme | Learning outcomes of the course unit | Teaching and learning methods | Assessment methods |
|--|--|--|-------------------------------------|
| 1.1. 1.2. 2.3. 2.4. 3.6. 3.8. | Will know and be able to apply the fundamental knowledge and terminology of the health and | Lectures, interactive lectures, practical exercises in the | Formative assessment - team project |

| | | | |
|---|--|--|--|
| <p>3.10. 4.1. 5.3. 5.4. 5.5. 6.1. 6.2. 6.3. 6.4. 6.5.</p> | <p>pharmaceutical sciences in their professional practice; Will be able to search for and analyse information sources and organise data in Lithuanian and English; Will be able to apply the latest research-based knowledge of medicinal products and the substances used in their manufacture; Will be able to evaluate the latest information on pharmaceutical technology and physical, chemical, biological and microbiological testing of medicinal products; Will be able to evaluate research data on medicinal products and provide information and advice on medicinal products to patients and other healthcare professionals, including information on rational use of medicines; Will be able to apply specific legal and other requirements related to pharmaceutical practice in health promotion programmes; Will be able to provide pharmaceutical care services; Will be able to think creatively and to act on the basis of democratic and ethical principles for the benefit of patients and society; Will be able to work in a constantly changing environment, anticipate and manage change, and find solutions; Is able to think analytically, apply the latest research findings in professional activities, and be creative working at the junction of pharmaceutical and various other fields of science; Will be able to make innovative decisions independently in the field of pharmacy, to assess the potential societal and ethical implications of their activities, and to understand and take responsibility for the impact of their</p> | <p>classrooms, case study method, discussions, focused learning, project-based learning, role-playing and simulations.</p> | |
|---|--|--|--|

| | | | |
|--|---|--|--|
| | <p>activities on patients, society, science development, welfare and the environment;</p> <p>When working in a team, a graduate of Vilnius University (hereinafter the 'graduate') must be able to perform various teamwork roles, formulate teamwork goals and create a collaborative environment based on interpersonal trust, support and shared commitment to objectives and success;</p> <p>The graduate, in addition to understanding the importance of personal leadership in group work, creating an appropriate environment and setting ambitious common objectives, must also be able to take responsibility for the success and/or failure of the group as well as for the planning of activities and the effective management of resources;</p> <p>The graduate must exhibit respect, openness and interest towards people from other cultures and subcultures which manifest through the understanding of the specifics and cultural contexts of various cultures and subcultures, the ability to appreciate them fully and the capacity to create an appropriate environment for effective learning and work in an intercultural environment;</p> <p>The graduate must use critical, systemic and creative thinking in solving different issues and making decisions, try to anticipate the most problematic areas and take preventive measures, and, when problems arise, develop unique problem-solving algorithms in order to find the best solutions to issues;</p> | | |
|--|---|--|--|

| | | | |
|--|---|--|--|
| | In addition to being open to potential change and understanding its importance, the graduate must also be an initiator of change and be able to manage it by employing a creative and systemic approach and devising strategic change directions. | | |
|--|---|--|--|

| Content | Contact hours | | | | | | | Individual work: time and assignments | |
|--|---------------|-----------|----------|-----------|-----------------|------------|----------------------|---------------------------------------|---|
| | Lectures | Tutorials | Seminars | Workshops | Laboratory work | Internship | Contact hours, total | Individual work | Tasks for individual work |
| Pharmaceutical care course: | | | | | | | | | |
| 1. Introduction to pharmaceutical care. Pharmacist and his/her surrounding environment I. | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 2. Introduction to pharmaceutical care. Pharmacist and his/her surrounding environment II. | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 3. Theoretical foundations and practical assumptions of patient safety in public pharmacies | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 4. Historical aspects of pharmaceutical care. Minnesota project | 2 | | 2 | 4 | | | 8 | 5 | Prepare for pharmaceutical care seminars. |
| 5. Pharmaceutical services and basic principles of pharmaceutical care, their comparison. Providing pharmaceutical care in a pharmacy: information collection, filling in pharmaceutical and medical databases, preparing a pharmaceutical care plan | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 6. Organizational aspects of pharmaceutical care | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 7. Reorganization and adaptation of a pharmacy to the provision of pharmaceutical care services | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 8. Providing pharmaceutical care in Lithuania and the world: current situation and future prospects | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |

| | | | | | | | | | |
|--|-----------|--|-----------|-----------|--|--|-----------|------------|---|
| 9. Collection, accumulation and analysis of information about the patient | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 10. Pharmaceutical care case analysis part I | 2 | | 2 | 4 | | | 8 | 10 | Prepare for pharmaceutical care seminars. |
| 11. Pharmaceutical care case analysis part II | 2 | | 2 | 4 | | | 8 | 7 | Prepare for pharmaceutical care seminars. |
| Total | 22 | | 22 | 44 | | | 88 | 102 | |
| Communication course: | | | | | | | | | |
| 1. Communication and social communication. Feedback. Communication functions. Effective communication. Communicative competence | 1 | | 1 | | | | 2 | 4 | Literature analysis |
| 2. Listening (stages of listening, active listening methods). Social perception, empathy, memorization, response, evaluation. Listening barriers. | 1 | | 1 | 2 | | | 4 | 4 | Reading literature. Case studies |
| 3. Nonverbal communication (body language, space, eye contact, gestures, facial expressions, touch, paralanguage, time, etc.). Barriers to nonverbal communication | 1 | | 1 | 2 | | | 4 | 4 | Reading literature. Case studies |
| 4. Verbal communication. Individual and cultural differences in verbal communication. Barriers to verbal communication | 1 | | 1 | 2 | | | 4 | 4 | Reading literature |
| 5. Audience analysis. Audience demographics. Audience analysis strategies Communication problems (content problems, form problems). Communication barriers | 1 | | 1 | 2 | | | 4 | 4 | Analysis of practical situations |
| 6. Public speaking. Elements of speech content and structure (interrelationship of content and form), correctness of speech, persuasiveness, speaker and his image, ensuring the harmony of verbal and non-verbal means. | 1 | | 1 | 4 | | | 6 | 4 | Public speaking preparation. Reading literature |
| 7. Persuasion and argumentation Proof and justification. Argumentation strategies and their application | 1 | | 1 | 2 | | | 4 | 4 | Analysis and imitation of practical situations |
| 8. Conflict resolution. Disputes and conflicts (causes, types, types, levels, course of conflicts). | 1 | | 1 | 2 | | | 4 | 4 | Analysis of practical situations |
| 9. Visual aids. Advantages and types of visual aids. Use of visual aids in public speaking | 1 | | 1 | 2 | | | 4 | 4 | Literature analysis |
| 10. Communication problems (content problems, form problems). Communication barriers | 1 | | 1 | 2 | | | 4 | 4 | Literature analysis |

| | | | | | |
|--------------|-----------|-----------|-----------|-----------|-----------|
| Total | 10 | 10 | 20 | 40 | 40 |
|--------------|-----------|-----------|-----------|-----------|-----------|

| Assessment strategy | Weight % | Deadline | Assessment criteria |
|---|-----------------|---------------------|--|
| Pharmaceutical care reporting and assessment (accounts for 69% of the final score): | | | |
| Work in the classroom during exercises | 70% | During the semester | The student receives the maximum grade for active participation in exercises and completion of assignments. |
| Exam | 30% | During the semester | <p>Answers to the given closed and open-ended questions of different difficulty are evaluated; completeness of the answer and logic and correctness of the information presentation. It is evaluated in points.</p> <p>10 - excellent knowledge and skills. Correct or partially correct answers in the system are evaluated with 9.46-10 points.</p> <p>9 - very good knowledge and skills. Correct or partially correct answers in the electronic system are evaluated with 8.46-9.44 points.</p> <p>8 - good knowledge and skills. Correct or partially correct answers in the system are evaluated with 7.46-8.44 points.</p> <p>7 - average knowledge and skills. Correct or partially correct answers in the system are evaluated with 6.46-7.44 points.</p> <p>6 - satisfactory knowledge and skills. Correct or partially correct answers in the system are evaluated with 5.46-6.44 points.</p> <p>5 - weak knowledge and skills. Correct or partially correct answers in the system are evaluated with 4.46-5.44 points.</p> <p>4-1 - minimum requirements are not met. Correct or partially correct answers in the system are evaluated with less than 4.44 points. Such an assessment is included in the cumulative score with a value of 0.</p> |
| Reporting and evaluation of the communication part (accounts for 31% of the final score) | | | |
| Public speaking assessment | 50% | During the semester | <p>The task is graded on a scale of 0 -10.</p> <p>10 points: excellently prepared language and properly used visual aids; aspects of verbal and non-verbal communication complement each other.</p> <p>9 points: the language is prepared and visual aids are used very well, but has some shortcomings.</p> <p>8 points: the language is prepared and visual aids are used well, but has significant shortcomings.</p> <p>7 points: the language is prepared and the aids are used averagely, has a number of shortcomings.</p> <p>6 points: the language is prepared and the aids are used satisfactorily.</p> <p>5 points: the prepared language and the aids used meet the minimum requirements.</p> |

| | | | |
|------|-----|--------------------|---|
| | | | 4 - 0 points: the language and the use of aids do not meet the minimum requirements and are assessed negatively. If the public speech and presentations are not completed or if a negative assessment is received, the exam will not be allowed. |
| Exam | 50% | During the session | Computerized test with open and closed questions. The final assessment consists of the summed scores of the public speaking and test evaluation. 10 - excellent knowledge and skills. Correct or partially correct answers in the system are evaluated with 9.46-10 points. 9 - very good knowledge and skills. Correct or partially correct answers in the electronic system are evaluated with 8.46-9.44 points. 8 - good knowledge and skills. Correct or partially correct answers in the system are evaluated with 7.46-8.44 points. 7 - average knowledge and skills. Correct or partially correct answers in the system are evaluated with 6.46-7.44 points. 6 - satisfactory knowledge and skills. Correct or partially correct answers in the system are evaluated with 5.46-6.44 points. 5 - weak knowledge and skills. Correct or partially correct answers in the system are evaluated with 4.46-5.44 points. 4-1 - minimum requirements are not met. Correct or partially correct answers in the system are evaluated with less than 4.44 points. Such an assessment is included in the cumulative score with a value of 0. |

| Author (-s) | Publishing year | Title | Issue of periodical volume of publication | Publishing house or web link |
|--|-----------------|---|---|---------------------------------|
| Required reading | | | | |
| Rickles NM, Vertheimer AI, Smith MC | 2010 | Social and Behaviour Aspects of pharmaceutical care | | Jones and Bartlett Publishers |
| Robert J. Cipolle, Linda M. Strand, Peter C. Morley. | 1998 | Pharmaceutical care practice. | | McGraw-Hill Education |
| Robert J. Cipolle, Linda M. Strand, Peter C. Morley. | 2004 | Pharmaceutical care practice the clinician's guide | | McGraw-Hill Medical |
| Alison Blenkinsopp, Rhona Panton, Claire Anderson | 1999 | Health Promotion for Pharmacists | | Oxford University Press |
| Bruce A. Berger | 2005 | Communication Skills for Pharmacist | | American Pharmacist Association |

| | | | | |
|---|------|--|--|--|
| John P. Rovers, Jay D. Currie, Harry P. Hagel, Randal P. McDonough, Jenelle L. Slobotka | 2003 | A practical guide to pharmaceutical care, second edition | | McGraw-Hill Medical |
| Beardsley R et al. | 2008 | Communication skills in pharmacy practice | | |
| Hugman B. | 2009 | Healthcare communication | | |
| Kavookjian J. | | Motivational Interviewing | | |
| Sporrong SK, Kaae S. | 2019 | Communication in Pharmacy Practice | | |
| Rickles NM, Vertheimer AI, Smith MC | 2010 | Social and Behaviour Aspects of pharmaceutical care | | Jones and Bartlett Publishers |
| Recommended reading | | | | |
| | | | | |
| Katzung B. | 2004 | Bendroji ir klinikinė farmakologija | | Charibdé |
| Addison, Brian; Brown, Alyson; Edwards, Ruth; and Gray, Gwen | 2012 | Minor Illness or Major Disease? | | Pharmaceutical Press |
| William N. Tindall, Marsha K. Millonig | 2002 | Pharmaceutical care: insights from community pharmacists | | CRC Press Inc |
| C. Smith, Albert I. Wertheimer | 1996 | Social & behavioural aspects of pharmaceutical care. | | Haworth Press Inc |
| Calvin H Knowlton, Richard P Penna | 2003 | Pharmaceutical care, 2 nd ed. | | American Society of Health System Pharmacist |