

Class: Aspects of Patient Care

Grade Level: Graduates

Number of Students: We have 28 students in Tuesday's class and 26 students in Thursday's class.

Areas of Study: College of Pharmacy

Assignment or Research to Review: OTCs: Cultural sensitivity and bias; herbal & alternative meds with literature search

Class Description: The first in a series of six courses, students focus on the Pharmacists' Patient Care Plan involving prescription medications, patient history and more complex patient cases.

Framework to map to:

1. Authority is constructed and contextual
 - a. recognize that authoritative content may be packaged formally or informally and may include sources of all media types
 - b. acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice
 - i. develop awareness of the importance of assessing content with a skeptical stance and with a self-awareness of their own biases and worldview
 - ii. question traditional notions of granting authority and recognize the value of diverse ideas and worldviews
2. Research as Inquiry
 - a. use various research methods, based on need, circumstance, and type of inquiry
 - b. synthesize ideas gathered from multiple sources
 - c. draw reasonable conclusions based on the analysis and interpretation of information
 - i. maintain an open mind and a critical stance
 - ii. value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
 - iii. seek multiple perspectives during information gathering and assessment
 - iv. seek appropriate help when needed
3. Searching as Strategic Exploration

- a. identify interested parties, such as scholars, organizations, governments, and industries, who might produce information about a topic and then determine how to access that information
- b. match information needs and search strategies to appropriate search tools
- c. design and refine needs and search strategies as necessary, based on search results
 - i. understand that first attempts at searching do not always produce adequate results
 - ii. persist in the face of search challenges, and know when they have enough information to complete the information task

Objectives for class:

1. Students will feel comfortable with analyzing and evaluating different types of resources, beginning to confront critical issues within research, such as who writes the prevalent narrative and how implicit bias and cultural norms are represented within said research.
2. Students will understand research as an iterative process, with various search locations to find context to assist their patients through academic voices and lived experiences of those outside of academia. This will also require understanding how to evaluate the search mechanisms and resources they find.
3. Students will be able to manage their searches and research.

Activities/Exercises:

- Kahoot to establish where the students are
 - This activity asks about basic search knowledge regarding Boolean operators and where to search for materials.
- Padlet for their searching activity
 - This activity is based on herbalism as a route to reclaim agency for 2spirit and trans patients, especially those who have the intersecting identity of being BIPOC. Each group will get the same prompt and then we will discuss how they found the results they did and what might have been a challenge and what might have been easy about the research.
 - Scenario: You have a Transgender woman patient come to you with concerns over their anxiety. They don't want to start taking additional medications with their current hormones. They are interested in trying milky oats to help relieve some of the stress before they try another medication. As a group please...
 - Find a resource that discusses the necessary components to help your group make a decision on what advice to give the patient from each of the following:
 - An academic voice
 - The news media
 - The lived experience of a person sharing similar identities
 - A patient centered healthcare resource

- A drug information portal source that gives options for possible medications they can utilize

Resources: Their guide <https://libguides.health.unm.edu/phrm813>

Outline

1. Introduction (5 min)
2. Kahoot (20 min)
 - a. Discussion of Kahoot answers as we go
 - b. If students seem unclear on any of the questions make sure to review more in-depth
3. Evaluating Resources Video (10 min)
 - a. Discuss that today we will be taking a patient asking about a specific type of plant for a specific type of need and translating that into a question to search for and then finding various type of information to assist in answering the question and informing yourselves.
 - b. In order to do this we need to understand how to evaluate resources, both the results we find and the search engines we use to search for the materials.
 - c. Watch the video - ask what questions there are.
4. Padlet activity (40 minutes)
 - a. Explain the activity and make sure the students understand how to use Padlet to enter their results.
 - b. Explain that I will be reviewing the answers as they come in and discussing with each group items that they might want to report out on.
5. Break (5 minutes)
6. Class discussion (15 minutes)
 - a. Discuss the Padlet activity and everything we have learned/reviewed today. What stood out from the group work, how can we teach our fellow peers about what we thought was useful?
7. Saving your searches and using a citation management tool (10 minutes)
 - a. Show how to save searches, keeping track as you go is very important
 - b. Discuss citation management tools to assist with tracking and with citing
8. Reflection (5 minutes)