Patient Assessment in Pharmacy
Patient Assessment in Pharmacy
A Culturally Competent Approach

Edited by

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Dedication

This book is dedicated to my patients. Thank you for allowing me to participate in the management of your care. I’ve learned something from each of you. You have inspired me and have helped me to become a better practitioner. Thank you.
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Preface

With the increasing diversity of our patient population, the importance of achieving health equity in our healthcare system, the ever-increasing responsibility of the pharmacist as a provider of patient care, and my own experience as a patient and a provider of care, it seemed only natural that a book created to help prepare pharmacists for the provision of care to patients of different backgrounds was valuable and needed. Hence, this book—Patient Assessment in Pharmacy: A Culturally Competent Approach—was created. This book is intended to help pharmacy students, pharmacy residents, and practicing pharmacists learn not only how to properly assess patients, but also how to do so in a culturally appropriate manner. This book was designed using a practical and engaging approach to cover those topics that pharmacists can encounter at any time during practice.

I created this book in part to serve as a text for Patient Assessment or Physical Assessment courses in any level of the pharmacy curriculum. Students who are early in their pharmacy career can benefit from the use of this text because it provides them with key questions to ask in order to perform basic triage. Students who are further along in their pharmacy career can benefit from this book because it provides them with skills that can be integrated into therapeutics-based courses and practicum experiences.

Organization of the Text

This text is unique because it is organized in a manner that mirrors the approach to a patient visit. First, as practitioners, we prepare for the visit prior to seeing the patient. Once we see the patient, we typically begin with the patient interview, incorporating physical assessment techniques when appropriate. Last, we take into consideration all the information we have gathered and create our care plan.

The text is divided into four units that highlight each of these steps. Unit I, “Preparing for the Provision of Culturally Competent Pharmaceutical Care,” readies the learner by discussing why culturally competent care is needed. In addition, this unit provides an overview of cultural competency models.

Unit II, “The Culturally Competent Patient Interview and History,” discusses the process for conducting a patient history and interview with an emphasis on integrating explanatory models in order to gather the patient viewpoint on disease processes and management.

Unit III, “The Culturally Competent Physical Assessment,” focuses on physical assessment as well as key interview questions that can help gather more culturally appropriate information from the patient. Each chapter in this unit focuses on an organ system and discusses common medical conditions that the pharmacist may encounter, with an emphasis on medical conditions that may be particular to certain cultures.
Each chapter includes a review of the clinical presentation of disease, questions to ask during the patient interview, and physical assessment techniques used to further assess the disease state. In addition, each chapter contains a review of the clinical presentation of drug-induced processes. Chapters in this unit end with a discussion on cultural considerations related to the assessment of disease processes.

The book brings these threads together in Unit IV, “The Culturally Competent Care Plan,” which discusses how explanatory models can be used to help create the care plan.

**Features and Benefits**

To assist the learning process, each chapter begins with a list of objectives and key terms to focus student learning. Case studies and examples appear throughout the text to help learners apply the information they have just read. Numerous color photographs and illustrations accompany the text so that learners can familiarize themselves with how a disease, sign, or symptom may appear on persons with different skin tones. Finally, each chapter concludes with a series of review questions that the student can answer for self-study or as an assignment.

**Instructor Resources**

This text is accompanied by ancillary materials that will aid in the teaching and learning process. These materials are designed to reinforce concepts learned from the textbook. Instructor materials include:

- Test Bank, including more than 300 questions
- Instructor’s Manual, containing Lab Worksheets, Sample Syllabus, and an Answer Key for end-of-chapter Review Questions
- Lecture Outlines in PowerPoint format, featuring more than 350 slides
Acknowledgments

It was an exciting journey writing this book, and it is my hope that you will find this book informative and enjoyable. I would like to thank all of the contributing authors who shared the vision for creating this text—it certainly would not have been possible without your dedication and expertise! I would also like to thank the students, faculty, and staff at Chicago State University College of Pharmacy for being supportive and inspirational during this process. Last, I would like to thank my family for being patient and supportive during this endeavor, especially my nephew, who told me to make sure that the “book isn’t boring.”
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