PREFACE

Welcome to *Patient Communication for Pharmacy*! As the authors of this text, we would like to congratulate you on taking this very important step toward building communication competency, which we believe is a highly necessary skill for pharmacists. Every day that you interact with patients, colleagues, and other healthcare providers, you are essentially using communication to positively influence someone's life. In this Preface, we hope to orient you toward the key features of this text in order to prepare you for this very exciting journey towards becoming more competent in your communication.

A COMMUNICATION SKILLS APPROACH

We believe that an abstract understanding of communication can be taught through principles and theories, but applicable communication skills must be learned through practice, reflection, and repetition. This text provides chapters that mesh theory, principles, and application all in one. Each chapter provides an introduction to important patient communication topics with theory and principles, followed by the opportunity for students to develop applicable communication skills through real patient case scenarios. By focusing on communication skills, we hope to help students understand not only the *what* and *why* of patient communication, but also provide them with the opportunity to learn the *how* of using communication to improve patient care.

A FOCUS ON PATIENT-CENTERED CARE

Patient-centered care is illustrated throughout this book. The American Pharmacists Association (APhA) defines *pharmaceutical care* as "a patient-centered, outcomesoriented pharmacy practice that requires the pharmacist to work in concert with the patient and the patient's other healthcare providers" (n.d., p.1). It further identifies five practices that are key to delivering patient-centered care, including:

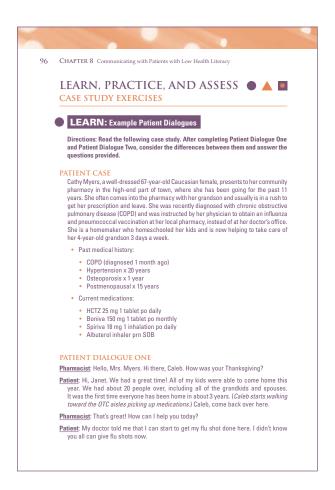
- 1) data collection,
- 2) information evaluation,
- 3) formulating a plan,
- 4) implementing the plan,
- 5) monitoring and modifying the plan and assuring positive outcome.

The success of each practice depends on the pharmacist's communication. Practices 1 and 4, for example, revolve mostly around the patient and quality communication is of the utmost importance. When formulating a plan or modifying it, the pharmacist should work with other healthcare providers as well as communicate the plan effectively to patients.

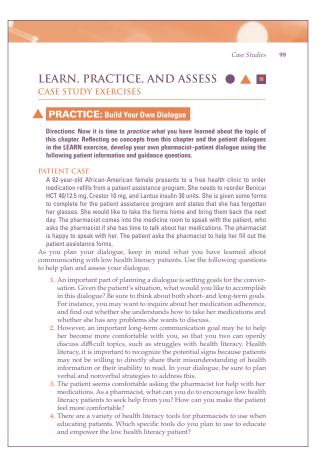
The pharmacy profession has fully embraced its departure from the dispensing role to one of patient-centered care at its core, and communication is a must-have tool for pharmacists in order to fulfill this role. While pharmacists may find themselves communicating in different contexts—including in small groups, to a general public, or via different media outlets—this text focuses primarily on the interpersonal communication dynamics between pharmacists and their patients. Successful communication is the only way to understand one's patients, win their trust, engage them in self-care behavior, and ultimately achieve patient care goals.

A MODEL OF REPETITION THROUGH THE LEARN, PRACTICE, AND ASSESS CASE APPROACHES

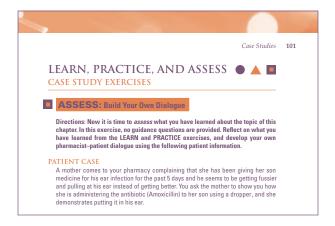
The LEARN, PRACTICE, and ASSESS patient cases at the end of each chapter are designed to help students hone communication skills through repetition.



The LEARN section includes a patient case and two patient dialogue scenarios, one that features an ineffective patient dialogue related to the case, followed by an improved, more appropriate communication during the pharmacist–patient interactions. Instructors can use the discussion questions to invoke class discussion on the differences between the two dialogues and to help students make the connection between concepts in the chapters and the dialogues, while observing how patient communication makes a difference in patient outcomes.



In the PRACTICE section, students apply what they have learned from the chapters and the LEARN dialogues by developing their own patient communication dialogue based on a provided patient case scenario. In this section, students are provided a set of guidance questions to ensure that they address key communication challenges and needs while designing the dialogue. Students transition from learning abstract concepts through observation to developing communication skills through guided application. Students can develop the PRACTICE dialogues in pairs or teams, and if possible, instructors should invite some students to role-play their dialogues. This can help facilitate a class discussion about the differences among the dialogues, and about the dynamic nature of pharmacy-patient communication.



The ASSESS section includes a final patient case scenario, and students are asked to create a communication dialogue based on what they have learned so far in the chapter. This section is designed to mimic real-life patient encounters, in which a pharmacist quickly gauges a patient's needs and responds with the appropriate communication strategies. Instructors can use this section to assess what students have learned in the chapter and whether they can translate what they have learned into actual patient care behavior. Through this repetition of practice and reflection, we believe the students can hone their communication skills in an expedient manner.

ADDITIONAL KEY FEATURES

Key terms are clearly defined in the text where the term first appears to help enhance comprehension and expand students' professional vocabulary.

End of Chapter Discussion Questions are intended to facilitate individual reflections or class discussions of each chapter's materials after students have completed the reading and the LEARN PRACTICE ASSESS exercises. Instructors can use these questions when they assign reflective essays, or to facilitate further discussion in certain areas of patient communication.

FOR THE INSTRUCTOR

The **Test Bank** includes true/false questions and multiple-choice questions of varying difficulty levels to assess student learning. Instructors can use the questions to test the student's recall of key information from the chapter, as well as assess their ability to apply these concepts in hypothetical scenarios.

Web Links of YouTube Videos provide two to three YouTube links that help illustrate concepts addressed in each chapter. A brief description of each video's content, source, and its connection to the course concepts is included to help instructors navigate this resource.

Slides in PowerPoint format for each chapter provide a starting template of key concepts to discuss during class lectures.