

## PHM 685F – Pharmacotherapeutics III (Surgical & Pain, Addiction, Psychiatry, Neurology, Oncology) Fall 2016, Monday, Wednesday, Friday

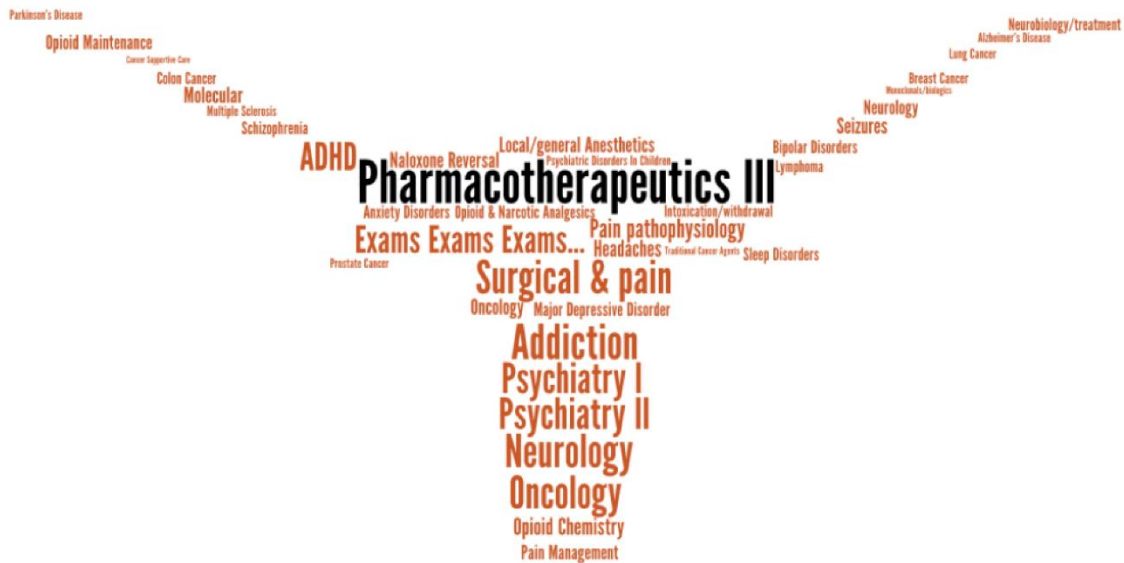
**Course description:** An integrated approach covering the biology and pharmacotherapy of cancer, and disorders of the central nervous system.

**Prerequisites:** Pharmacotherapeutics I and II

**Course coordinator:** Micky Marinelli, Ph.D. Associate Professor of Pharmacology & Toxicology  
Office: BME building, 107 W Dean Keeton; 6.114A  
Office hours: Wednesdays 8:00-8:50AM PHR 3.106  
Email: via Canvas®, Phone: 512-471-0080

Region	Section #	Classroom	Mon, Wed, Fri - Local times*
Austin (A)	59520	PHR 3.106	9:00AM – 12:00PM
El Paso (EP)	59525	237 Campbell	8:00AM – 11:00AM
San Antonio (SA)	59530	McDermott 2.108	9:00AM – 12:00PM
Rio Grande Valley (RGV)	59535	1.202	9:00AM – 12:00PM

\*Unless stated, communication is in CST



## Communication

### How we communicate with you: Canvas®

All official communications about the course are through Canvas®. Therefore, it is mandatory that you visit the Canvas® website and/or check your email a minimum of every other day. There is no excuse for missing important announcements (e.g. new exam date or location, new office hours, etc...).

Canvas® can be accessed from the UT homepage under the Resources section. If you encounter problems accessing Canvas® please contact the ITS helpdesk at: 512-475-9400 or the Canvas tutorials at <http://edutech.ctl.utexas.edu/students/>

### How you communicate with us

#### Course coordinator

You may contact the course coordinator at any time via

- Canvas® email
- Office hours Wednesdays 8:00-8:50AM PHR 3.106 (check Canvas® for any changes in office hours)

#### Individual faculty

You may contact faculty members directly regarding lecture content.

Preferred methods of communication are:

- in-person (or televised communication) during class time
- via Canvas® email (“C” in table below) or via regular email (“E” in table below)

However, it is advisable to check with each faculty member in advance, to make sure you communicate with them effectively. If you are unable to communicate with specific faculty, please contact the course coordinator (via Canvas® email).

Role	Faculty	Title	E-mail	Phone	Location	PC
	Sweta Andrews	PharmD, MBA	sandrews@utep.edu	915-747-8183	El Paso	E
L	Emily Christenberry	PharmD	ejchristenberry@utep.edu	915-747-5675	El Paso	E
	Dean Crismon	PharmD, FCCP, BCCP	lynn.crismon@austin.utexas.edu	512-471-3718	Austin - PHR 5.112G	C
M	Christine Duvauchelle	PhD	duvauchelle@mail.utexas.edu	512-471-1090	Austin - PHR 5.224D	C
	Walter Fast	PhD	walt.fast@austin.utexas.edu	512-232-4000	Austin - BME 6.202D	C
	Cynthia Gutierrez	PharmD, MS, BCPP	cynthia.mascarenas@va.gov	210-617-5300 x14185	San Antonio	E
	Lucas Hill	BCPS, BCACP	lucas.hill@austin.utexas.edu	N/A	Austin - PHR 2.222G	C
	Collin Hovinga	MS, FCCP	caHovinga@seton.org	512-324-9999 x87081	Austin	C
M	Jim Koeller	MS	Koeller@uthscsa.edu	210-567-8355	San Antonio	C
	Seongmin Lee	PhD	seongminlee@mail.utexas.edu	512-471-1785	Austin - PHR 3.206A	C
L	Micky Marinelli	PhD	micky.marinelli@austin.utexas.edu	512-471-0080	Austin - BME 6.114A	C
	William McIntyre	PharmD	bill.mcintyre@austin.utexas.edu	512-232-3407	Austin - PHR 5.112P	C
	Laurajo Ryan	PharmD	ryanl@uthscsa.edu	210-567-8320	San Antonio	C
L/M	Stephen R. Saklad	BCPP	saklad@uthscsa.edu	210-567-8355 (cell: 210-326-9086)	San Antonio	E
L	Yasar Tasnif	PharmD	yasar.tasnif@utrgv.edu	956-665-5255	UTRGV - E-RAHC Rm 1.100	E
	Carla VanDenBerg	PharmD	carla.vandenberg@austin.utexas.edu	512-471-5199	Austin - DPI 2.208	C
M	Rich Wilcox	PhD	wilcoxrich@austin.utexas.edu	512-471-5158	Austin - PHR 5.224B	C

L: Local coordinator for that campus

M: Module coordinator (for all campuses)

PC: Preferred method of communication

E: Regular email is preferred method of communication

C: Canvas® email is preferred method of communication

Staff coordinator: Linda Gordon ([lgordon@austin.utexas.edu](mailto:lgordon@austin.utexas.edu))

## Schedule

Below is a brief version of the modules, topics, and # of exam questions per topic (see Canvas® for a more detailed schedule). There will also be a brief course description during the 1<sup>st</sup> class (Sept 30)

I Surgical & Pain	Faculty	Date	Location	Tot Hours	Qs Module Exam	Qs Final Exam
Pain pathophysiology	Duvauchelle	30-Sep	Austin	1	4	2
Headaches	Andrews	30-Sep	Video	2	8	3
Local/General anesthetics (med chem)	Fast	3-Oct	Austin	1.5	6	2
Local/General anesthetics (pharmacology)	Duvauchelle	3-Oct	Austin	1.5	6	2
Pain assessment & management (non-opioids)	McIntyre	5-Oct	Austin	2	8	2
Opioid chemistry (med chem)	Fast	5-Oct	Austin	1	4	2
Opioid & narcotic analgesics	Duvauchelle	7-Oct	Austin	1	4	2
Pain management	McIntyre	7-Oct	Austin	2	8	3
<b>I Surgical &amp; Pain EXAM</b>	<b>All</b>	<b>14-Oct</b>	<b>All loc.</b>	<b>12</b>	<b>48</b>	<b>18</b>

II Addiction	Faculty	Date	Location	Tot Hours	Qs Module Exam	Qs Final Exam
Intoxication/Withdrawal	Gutierrez	10-Oct	SA	2	8	4
Neurobiology/Treatment	Wilcox	10-Oct 12-Oct	Austin	4	16	6
Naloxone reversal	Hill	14-Oct	Austin	1	4	2
Opioid maintenance	Hill	14-Oct	Austin	1	4	2
Panel discussion	Wilcox Hill Gutierrez	14-Oct	SA/Austin	1	4	none
<b>II Addiction EXAM</b>	<b>All</b>	<b>21-Oct</b>	<b>All loc.</b>	<b>9</b>	<b>36</b>	<b>14</b>

III Psychiatry I	Faculty	Date	Location	Tot Hours	Qs Module Exam	Qs Final Exam
Sleep disorders (basic)	Wilcox	17-Oct	Austin	1	4	2
Sleep disorders (clinical)	Saklad	17-Oct	SA	1	4	2
Anxiety disorders (basic)	Wilcox	17-Oct	Austin	1	4	2
Anxiety disorders (clinical)	Saklad	19-Oct	SA	2	8	3
Major depressive disorder (basic)	Wilcox	21-Oct	Austin	2	8	3
Major depressive disorder (clinical)	Saklad	21-Oct 24-Oct	SA	4	16	6
<b>III Psychiatry I EXAM</b>	<b>All</b>	<b>28-Oct</b>	<b>All loc.</b>	<b>11</b>	<b>44</b>	<b>18</b>

IV Psychiatry II	Faculty	Date	Location	Tot Hours	Qs Module Exam	Qs Final Exam
ADHD (basic)	Wilcox	19-Oct	Austin	1	4	2
Psychiatric disorders in children (clinical)	Crison	26-Oct	Austin	3	12	5
Bipolar disorders (basic)	Wilcox	28-Oct	Austin	1	4	2
Bipolar disorders (clinical)	Saklad	28-Oct	Video	2	8	3
Schizophrenia (basic)	Wilcox	31-Oct	Austin	3	12	5
Schizophrenia (clinical)	Saklad	2-Nov	SA	3	12	5
<b>IV Psychiatry II EXAM</b>	<b>All</b>	<b>11-Nov</b>	<b>All loc.</b>	<b>13</b>	<b>52</b>	<b>22</b>

V Neurology	Faculty	Date	Location	Tot Hours	Qs Module Exam	Qs Final Exam
Seizures (basic)	Wilcox	4-Nov	Austin	3	12	4
Seizures (clinical)	Hovinga	7-Nov	Austin	3	12	4
Parkinson's/Alzheimer's Disease (basic)	Wilcox	9-Nov	Austin	3	12	5
Parkinson's/Alzheimer's Disease (clinical)	Saklad	11-Nov	SA	3	12	5
Multiple Sclerosis (MS)	Ryan	14-Nov	SA	2	8	4
<b>V Neurology EXAM</b>	<b>All</b>	<b>18-Nov</b>	<b>All loc.</b>	<b>14</b>	<b>56</b>	<b>22</b>

VI Oncology	Faculty	Date	Location	Tot Hours	Qs Module Exam	Qs Final Exam
Introduction (clinical)	Koeller	16-Nov	TBA	2	8	3
Traditional cancer agents	Lee	16-Nov 18-Nov	Austin	3	12	5
Molecular	Van Den Berg	18-Nov 21-Nov	Austin	3	12	5
Hormonal agents	Van Den Berg	21-Nov	Austin	1	4	2
Monoclonals/Biologics	Koeller	28-Nov	TBA	2	8	3
Breast cancer	Koeller	28-Nov 30-Nov	TBA	2	8	3
Lung cancer	Koeller	30-Nov	TBA	1	4	2
Colon cancer	Koeller	30-Nov	TBA	1	4	2
Prostate cancer	Koeller	2-Dec	TBA	1	4	2
Lymphoma	Koeller	2-Dec	TBA	1	4	2
Cancer supportive care	Koeller	2-Dec	TBA	1	4	1
<b>VI Oncology EXAM</b>	<b>All</b>	<b>5-Dec</b>	<b>All loc.</b>	<b>18</b>	<b>72</b>	<b>30</b>

## Course policies and learning tips

### **“Live” lectures**

Attending “live” lectures (either in person, or televised) is one of the best way to learn the material in this course. Attending lectures gives you the opportunity to ask questions during class time; this facilitates learning, and avoids you feeling lost because of not understanding one particular topic/section. Learning is also enhanced by participating in faculty-student interactions during class time; this allows you to work through the material with your peers and deepen your understanding of the material. All lectures except for two (headaches) are “live”, and are held in one of our four campuses (Austin, San Antonio, El Paso, or Pan American Rio Grande Valley). When lectures are not in “your” campus, you can still interact with the instructor and the rest of the students via televised communication. It is strongly recommended that you attend all “live” lectures. Participating in the panel discussion on addiction (October 14<sup>th</sup>) is particularly recommended. Learning is enhanced when students participate in a group-learning session. Furthermore, the process of working constructively as part of a small is an important part of your professional development.

### **Video recordings of live lectures**

Video-streamed recordings of lectures are intended to facilitate learning, but are not a substitute for attending class. These recordings are solely for the purpose of review by students currently enrolled in the class. Any distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording. Finally, faculty and students utilizing class recordings should be careful to not compromise the privacy of either themselves or other users (<http://registrar.utexas.edu/students/records/ferpa>), or the rights of the presenter.

### **Professionalism**

We expect that all students demonstrate professionalism in all aspects of this course. Respect for others is to be demonstrated in class, with communication with instructors and students, during discussions, and in any completed assignment or group discussion. Unprofessional conducts will be dealt with in accordance to policies of the College of Pharmacy and The University of Texas. Failure to act professionally could result in failure of this course.

### **Learning material**

Each faculty has his/her required learning material, so make sure you check with each faculty, to be sure you know what learning material to use for each lecture. Additional learning material can come from “outside the classroom”. Below are suggested (or not suggested) resources for learning.

### **Learning from the internet**

In most cases, the internet is not a good learning resource, unless it is associated with an educational institution (i.e. see resources below). Wikipedia or similar sites are sometimes used by students. However these sites are not a reliable source. Therefore, it is recommended that you avoid using them to study for this course.

### **Learning from course texts**

These textbooks are recommended, but not required.

#### **Available online through “Access Pharmacy”**

- Goodman and Gilman, Pharmacological Basis of Therapeutics, 12<sup>th</sup> Ed., 2011
- Dipiro, Talbert, Yee, et al. Pharmacotherapy: A Pathophysiologic Approach, 8<sup>th</sup> Ed., 2011.
- Chisholm-Burnes et al., Pharmacotherapy: Principles and Practice”, 3<sup>rd</sup> Ed., 2013.

#### **Not available online through “Access Pharmacy”**

- Golan et al., Principles of pharmacology; The Pathophys. Basis of Drug Therapy. 3<sup>rd</sup> Ed., 2012.

### ***Learning from “testing yourself”***

Taking exams, tests, or quizzes is one of the best ways to assess your level of understanding of the material, and to learn what to focus on for each topic. If you get an answer wrong, make sure learn from your mistakes (see “Tips on study habits” below). Below are suggested way of testing yourself.

#### ***Course exams***

When we return your module exams, go over them carefully, and learn from your mistakes. It is not enough to look at the answers and get a “feeling” as to why things went wrong. It best to actually write down why each answer is wrong/right, or to explain it out-loud (see “Tips on study habits” below).

#### ***Practice quizzes on Canvas®***

You can take practice quizzes as many times as you wish; these are available through Canvas® and are taken from old exams. In addition, you can also take “bonus points practice quizzes”, which give you extra-credit (bonus) points (see below). It is advised that you tackle practice quizzes only *after* you have already reviewed and learned the subject. There is risk of testing yourself before having learned the subject. This is because there only a limited number of “practice questions”. Therefore, it is easy to learn the questions/answers by heart, and to lose your ability to gage your actual knowledge, versus memorization of that particular question-set.

#### ***PharmacyLibrary Active Learning***

This is an exceptional resource that is available through the College’s Clinical Information Center. This resource allows you to identify areas you want to focus on, and to take any number of quiz questions you choose. Taking the quiz gives you instant feedback on your answers, and provides further specific review information if you feel you need it. To access the resource:

- Go to the Clinical Information Center: <http://www.lib.utexas.edu/lsl/clinic/index.html>
- Access “PharmacyLibrary Active Learning Exercises”, Naplex Review Tab
- Set-up your personalized account and select your areas for testing

### ***Learning from writing exam questions***

To increase your learning, you also have the opportunity to write exam questions for extra-credit (bonus) points (see below). Writing exam questions is a great way to learn the material, and to focus on the important concepts for each lecture.

### ***Tips on study habits***

The P3 year has many hours of lectures per week. It is easy to “fall behind”. Different students have different study habits – but it has been proven over and over that “*last minute cramming*” is the *least* effective method for the long-term retention of any material. Instead, *consistent studying* yields the *best* short-term and long-term results. Therefore, it is recommended that you study consistently for this big course, and that you do not leave studying “to the last minute”. Consistent study habits could involve going over each lecture in the evening to make sure you grasped the important points, practicing quizzes once you feel you learned the material (not before), and discussing the comprehension and retention of the material with peers, out-loud, or in writing. There is a big difference between understanding something you heard or read, and between trying to explain it to others – so practice explaining things “out loud” or in writing. Doing it just “in your head” tends to make you “skip steps” and can give you the illusion that you know things, when in reality you might not. To explain things requires being able to (without references) (i) repeat what you’ve heard/read, accurately and completely; and (ii) use what you’ve learned to figure out things you’ve never seen before at all.

To explain requires familiarity with the material that cannot occur overnight. Learning takes time and repetition; it can never be done “at the last minute”. For more tips on studying habits, see <https://pharmacy.utexas.edu/students/programs-of-study/pharm-d-program/pharm-d-student-handbook/scholastic-standing/#advice>

Finally, take advantage of *office hours*, and *contact faculty* to go over material you do not understand.

## Grading

A	93 - 100%	B+	87 - 89%	C+	77 - 79%	D+	67 - 69%
A-	90 - 92%	B	83 - 86%	C	73 - 76%	D	65 - 66%
		B-	80 - 82%	C-	70 - 72 %	F	<65%

Final scores are the sum of Exam scores (see below) and Extra-credit (bonus) points (see below).

Final scores are rounded to integers to reach letter-grades; for example: 86.49  $\Rightarrow$  86 = B

86.50  $\Rightarrow$  87 = B+

## Exam scores

This course has 6 module exams and 1 final cumulative exam. The scoring scheme is shown below; the rationale for this scoring scheme will be explained during the first class (September 30<sup>th</sup>, 11AM).

6 Module exams: 4 questions per 1 hour of lecture topic; each question is worth 2 points (i.e. each question is worth approximately 0.26% of the total grade)  
**IMPORTANT: each module exam has a different duration**

1 Final cumulative exam: 1-2 questions per 1 hour of lecture topic; each question is worth 1.25 points (i.e. each question is worth approximately 0.16% of the total grade)

## Exam schedule

Date (day)	Time (hour)	Duration (hours)	Module / Topic (# / name)	Faculty (name)	Lectures (hours)	Qs (#)	Min correct (#)	Time/Q (sec)	Points (#)	Points (% Tot)
Fri 14-Oct	1:00 PM - 2:20 PM	1:20	I Surgical & Pain	Andrews, Duvauchelle*, Fast, McIntyre	12	48	34	100	96	12.45
Fri 21-Oct	1:00 PM - 2:00 PM	1:00	II Addiction	Hill, Gutierrez, Wilcox*	9	36	26	100	72	9.34
Fri 28-Oct	1:00 PM - 2:10 PM	1:10	III Psychiatry I	Saklad*, Wilcox	11	44	31	95	88	11.41
Fri 11-Nov	1:00 PM - 2:20 PM	1:20	IV Psychiatry II	Crison, Saklad*, Wilcox	13	52	37	92	104	13.49
Fri 18-Nov	1:00 PM - 2:30 PM	1:30	V Neurology	Hovinga, Ryan, Saklad, Wilcox*	14	56	39	96	112	14.53
Mon 5-Dec	9:00 AM - 10:50 AM	1:50	VI Oncology	Lee, Koeller*, Van Den Berg	18	72	51	92	144	18.68
TBA	TBA - TBA	3:00	Cumulative	All	77	124	Depends on module	87	155	20.10

\*module coordinator

Total 771 100

Note: the information in the table above is subject to change. Please check Canvas® announcements.

## Module Mastery

Because of the importance of each therapeutic module, doing very well on one module while failing another module (and having an overall average that would be passing) is not considered acceptable. There are six modules in this course, and students must pass each module with a grade of at least 70% in order to pass the course. The minimum number of correct answers to reach 70% of module mastery per module exam is marked above – see column “Min correct (#)”.

If a student does not reach 70% on a module exam, the student must earn at least 70% in that that portion of the cumulative exam. If a student does not reach 70% on that portion of the cumulative exam with this second attempt, the student will be assigned a course grade of “F”. If the student does demonstrate mastery, the score originally attained on the module exam still applies (i.e., the first score earned) and will be used to calculate the final course grade.

The best advice I can give you is to achieve a passing score on the module in the first place, and if not, make sure that you review your errors on the module exam(s) with the appropriate faculty to address any deficiencies before the final. Taking module practice quizzes and writing exam questions should also help!

### **Extra-credit (bonus) points**

In addition to the above points, students can earn up to 32 extra-credit (bonus) points during this course (32 points on top of 771 points can add approximately 4% to your total score).

Canvas® does not have an easy way to assign extra credit. So these extra-credit exercises will either be listed as “0” points, or as having points (but then I’ll revert to “0” to give points as “extra credit”). Whatever they show up as, do not be alarmed; it will ultimately work out as “extra credit!”

### **Syllabus quiz (4 points)**

The first class of this course is September 30<sup>th</sup> 11:00 AM-12:00 PM. You will listen to a brief overview of the course, and will have the opportunity to participate in a brief (and easy) “syllabus quiz”. You earn 4 points if you score at least 70% in this quiz, and take the quiz during class time (in class).

The quiz will be administered on September 30<sup>th</sup> during class time via Canvas® (you must be in class to take the quiz). You will need your dedicated laptop, tablet, or smartphone to access the quiz.

### **Participating in panel discussion on addiction plus quiz (4 points)**

There will be a panel discussion on addiction on October 14<sup>th</sup> 11:00 AM-12:00 PM. At the end of the panel, you can access a brief quiz on the main points covered in the panel. You earn 4 points if you score at least 70% in this quiz.

The quiz will be administered on October 14<sup>th</sup> during class time via Canvas® (you must be in class to take the quiz). You will need your dedicated laptop, tablet, or smartphone to access the quiz.

### **Writing exam questions (12 points)**

Writing exam questions is a good way to review material, and to focus on “what’s important” for each topic. If you write exam questions following the guidelines and if you submit these questions prior to the deadlines, you will earn 1 point per question per module. You can write 2 questions per module, so a total of 12 bonus points for all questions! If we get good questions, we might use them in the final exam!

Note: there are more bonus points for PTher III vs. IV given the extensiveness of PTher III, and given the fact that durations of module exam have been modified to be ~1.5 min per question.

Instructions on how to write questions are posted on Canvas® and are summarized here (for each Q):

What you are testing	(0.25 points)	Stem	(0.25 points)
Why it’s important	(0.25 points)	Possible answers	(0.25 points)

Exam Questions can be submitted at any time via Canvas®, but must be completed before the deadline to receive credit. Deadlines are 12.59PM, two days prior to the module exam.

You will need your dedicated laptop, tablet, or smartphone to submit the questions.

### **Bonus points practice quizzes (12 points)**

You can take practice quizzes at any time. If you complete a “Bonus points practice quiz” before the deadline, and if you also score at least 70% on the quiz, you will earn 2 bonus points per quiz. There are 6 “Bonus points practice quizzes”, so a total of 12 bonus points for all quizzes!

Quizzes can be taken at any time via Canvas®, but each quiz must be completed before the deadline to receive credit. Deadlines are 12.59PM, two days prior to the module exam. You will need your dedicated laptop, tablet, or smartphone to access the quizzes.

## **Exam policies**

### **Exam location, duration, and details**

Module exams take place in the same location as lectures. Module VI exam occurs during “ASHP midyear”. Students attending the meeting can take the exam during the meeting, but must have completed an advance request for change in examination time (see below).

Final exam location will be announced via Canvas®.

Students must arrive on time for examinations. All instructions and known corrections will be made at the beginning of the examination period and may not be repeated.

The duration of each module exam is proportionate to the number of questions for that module exam. This allows allotting approximately the same amount of time per question (see Time/Q in table above). The duration of the final cumulative exam is 3 hours (180 minutes).

Students arriving late will not be given extra time to make-up for late arrival. Students arriving after any student has already completed the exam and left the room may not be allowed to sit for the exam, and may receive a score of “zero” for the exam, at the discretion of the course coordinator.

During the exams, students are required to place their bags and other belongings in the front or side of the room. No cellphones, smartphones, any type of electronic device are allowed during exam time; all electronic devices must be on the OFF position (not on silent). There is no checking the time on your cell phone (which will be OFF), talking, whispering, or communicating with other students during exam time. Students are expected to complete their exam on their own (see Academic integrity).

### ***Advance requests for change in examination time***

Under exceptional circumstances, you may request another exam time by contacting the course coordinator prior to the exam. In this case, you must also complete the College Form titled “Student Request for Alternate Exam Time” for consideration and final approval by the course coordinator. This should be done at least two weeks prior to the exam day, but preferably as soon as you know you need to request exam re-scheduling. If permission is granted, the nature of the make-up exam will be at the discretion of the course coordinator (oral, written, increased weighting on the final, etc.).

### ***Sickness and exam absences***

No allowances will be made for an exam being missed after the fact without subsequent evidence documenting an illness or emergency that occurred immediately prior to the time of the exam. If you become sick and unable to attend the exam, you should immediately notify the course coordinator and local coordinator. You will be expected to take the exam as soon as possible. The nature of the make-up will be at the discretion of the course coordinator (oral, written, increased weighting on the final, etc.). An unexcused absence from an exam will result in a grade of “zero” for that exam.

### ***Exam grading***

Grading of exam questions is based on answers on the scantron sheets and not on answers written on your exam papers. There are no re-grades based upon mis-keying answers from the exam to the scantron (so check and recheck your answers keyed onto your scantrons). Scantrons need to include student name, signature, and UT EID. Two points will be deducted if this information is missing.

You must turn-in your scantron and your exam with your signed (or intentionally unsigned) honor pledge prior to leaving the exam.

Your scantron (or a photocopy of the scantron) will be available to you after 2-4 lecture days (locations will be posted on Canvas®). At this time, faculty will go over question statistics, to determine if some questions need reconsideration. Once this is done, we will announce and post the key on Canvas®. Within 3-5 days of this, your exam score will also be posted on the Canvas® gradebook and you will be notified that grades are posted (only you have access to your grades).

### ***Post-exam remarks and reconsideration requests***

If there is a disagreement over the answer to specific question(s), the student can ask for a reconsideration request for that (or those) question(s).

### ***When to send the request***

Requests must be sent within 72 hours of the Canvas® posting of the exam results and key. Requests



will be reviewed by the faculty member who wrote the question and by the course coordinator, and a final decision will be made within approximately one week (do not expect a response earlier).

#### To whom and how to send the request

Requests must be sent via email to the Staff Coordinator (Linda Gordon: lgordon@austin.utexas.edu).

The email's subject line must be "PHM 685F - MODULE X EXAM QUESTION RECONSIDERATION" (where X is the number of the module you are referring to).

Note that requests will be reviewed by faculty who wrote the question that is being reconsidered, but faculty are instructed not to respond to reconsideration requests sent directly to them. So please make sure you follow the instructions above (i.e. send the request to Linda Gordon, not to individual faculty).

#### How to word the requests

Each reconsideration request must restate the question and all the answers word-by-word (e.g. it is not OK to state "I think the answer to question 10 was A and not B", because this does not restate the question, nor all the answers word-by-word).

After restating the question and answers, you should explain why you believe your answer was correct, by providing documentation. Documentation may include statements from textbooks, handouts, or current scientific reprints. Notes taken in class, or excerpts from ".com" internet sites Wikipedia, or blogs are not authoritative documentation. The explanation must be clear, rational, and concise.

Rarely can old exams be used as justification. Old exam questions might have been thrown-out for a number of reasons; old exam questions may also be "old", because the information in that field may have changed (e.g. some drugs may no longer be effective, some new mechanisms of action have been discovered, etc...).

Because this is a reconsideration, it is advised to use professional and courteous language.

#### Important consideration

If you believe there is a discrepancy between what two faculty members present in class (or differences between classes), this should come up when the information is presented in class or when you are studying. Therefore, your concerns or confusion should be resolved with the faculty before the test, not used as a reason for post exam reconsideration.

#### Appeal

If you feel that your reconsideration request has not been considered fairly, you have the right to appeal the decision to the Course Coordinator (consistent with the College Grievance Policy in the Student Handbook). However, you need to fully and clearly justify the appeal (e.g. it is not OK to just forward a message or string of emails and telling the Course Coordinator that you disagree with the messages you are forwarding).

#### **Final exam re-examination policy**

There is no final exam re-examination allowed in this course.

#### **Students with disabilities requiring exam accommodations**

Upon request, the University of Texas at Austin provides appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations. Accommodations should be requested prior to any exam, preferably within the first week of class. Please submit your accommodation paperwork to your local course coordinator. In the absence of such prearrangement, the student will be assumed that the student is not requesting special accommodations for that exam, and will be expected to take the exam with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at 471-6259, 471-4641 TTY.

## Academic integrity

The "Statement on Scholastic Integrity of the College of Pharmacy" reads as follows: "Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course involved and dismissal from the college and/or the University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of Pharmacy, policies of scholastic dishonesty will be strictly enforced in this class".

Students are expected to work independently on all examinations and bonus-point assignments. In addition, students are expected to have read and understood the current issue of the General Information Catalog published by the Registrar's Office for information about procedures and about what constitutes scholastic dishonesty.

All cases of cheating will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Administration of formal disciplinary actions will proceed by University guidelines and the course faculty will generally recommend a score of "zero" for that assignment, as penalty for cheating. As per university guidelines, this penalty may be modified by the Office of Student Judicial Services.

## Technical Standards

Technical standards apply for this course. Please <http://pharmacy.utexas.edu/students/programs-of-study/pharm-d-program/technical-standards-for-pharmacy-education/>

Concerns about a student's ability to meet technical standards noted by an instructor will be forwarded to The University of Texas College of Pharmacy, Office of Student Affairs.

## Emergencies during Class

If an emergency situation occurs during class, follow University and campus procedures.

If you are asked to evacuate the classroom bring your car keys and laptops with you. You may not be returning to the classroom.

## Religious holy days

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor, course coordinator, and local coordinator within the first week of class, so that arrangements can be made to complete any assignments/quizzes/exams within a reasonable time after the absence.

## Campus Carry

Students should familiarize themselves with the information provided by the University regarding the implementation of "Campus Carry" legislation.

You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at <http://campuscarry.utexas.edu/infosheets>.

## Course objectives (common to all Pharmacotherapeutics courses)

1. Describe the pathophysiology of disease state(s) in order to identify appropriate drug targets (cellular/molecular targets, biochemical processes, and/or organ system changes) for therapeutic intervention.

### Specifically, for each disease state covered:

- a. describe the basic pathophysiology of the disease (including the 'normal' process, what is altered in the disease state, and how these alterations lead to the signs & symptoms of the disease);
  - b. identify risk factors and/or diagnostic indicators (including lab values) for the disease;
  - c. identify and rationalize the classes of drugs used in treatment of the disease state to address the underlying pathophysiology and/or amelioration of symptoms.
2. Utilize knowledge of structure-activity relationships and cellular/molecular mechanisms of action for relevant drug classes to indicate rationalize their use in the treatment of specific diseases. Compare & contrast the therapeutic and adverse effects of those drug classes, as well as individual members within the classes.

### Specifically, for each class of drug:

- a. identify the relevant therapeutic targets and, based on those targets, explain the mechanism(s) of action;
  - b. identify major pathways for metabolism and the pharmacological/therapeutic consequences of metabolism;
  - c. list common and/or serious drug interactions and adverse effects of each class and the most important precautions and contraindications; where possible, rationalize the underlying toxicity mechanism(s) based on mechanism of action;
  - d. identify any unique storage, handling, or use requirements that impact safety and/or clinical efficacy;
  - e. describe the relevant pharmacokinetics and pharmacodynamics of the specific members of the class;
  - f. given all of the properties above, identify unique properties of single agents within the drug class, and where/how this would impact therapeutic selection.
3. Apply established practice guidelines, evidence-based medicine, and population-based treatment plans to the relevant disease(s). Utilizing patient-specific parameters (including the complexities of using multiple drug classes and/or the presence of co-morbid conditions or organ dysfunction) develop patient specific regimens to treat of the relevant disease(s).

### Specifically, for the disease state(s) associated with the module:

- a. devise treatment plans based on established guidelines and evidence-based practice, including pharmacological and non-pharmacological therapeutic (e.g. lifestyle) components, and patient specific factors;
- b. define general dosing guidelines (e.g., starting dose, maximum doses, timing of doses); for narrow therapeutic index drugs, identify the dose range and limiting toxicities;
- c. identify any unique requirements for renal and/or hepatic dosing;
- d. identify relevant monitoring parameters for the treatment plan (e.g. definition of treatment success/failure and how to monitor for adverse reactions).