

PHM 185P - Fall 2016

Pharmacotherapeutics III Lab Syllabus

Executive Summary of the course and how it differs from the previous semester.

1. One week after the group works up the case(s), rotating student presenters will present the case to the members of the group and the facilitator. This case presentation will be in a SOAP'IM format. The time limit for this presentation is 12 minutes and will be strictly enforced (aim for 10 minutes). You each will receive *an individual grade* for your presentation. In addition, the *group will receive a grade based on the average of the individual presentations* (it is in your best interest that everyone in your group perform well). For the sake of constructive critique and your improvement, we will video record these presentations each week.
2. The group will submit a SOAP'IM note that will be a *group grade*.
3. The presenting student will also write a short "chart style" SOAP'M Note. This will be an *individual grade*.
4. The presenting student will be required to review the video recording in the week following your presentation, and write a short critique of your work. This critique turned into your TA by 5:00 pm two working days after your presentation. (Thursday group due on Monday, Friday's due on Tuesday, etc.). *Failure to turn in the document will result in a 20% grade loss all work that week.*
5. An example of what we expect for your oral presentation will be given to you at the lab orientation session. The first week of presentations will be practice sessions where random students will be called upon to present sections of the case. A trial Q&A session will also be conducted.
6. After each case presentation, there will be a Q&A period. The student who presented will be expected to answer questions about the case that will include the latest drug- and therapy-related information about the case topic. If the presenter cannot answer these questions the members of the group may provide assistance. Any questions that cannot be satisfactorily answered by the presenter or the group will become learning points, which will be answered as a separate report submitted the following week.
7. As part of the Q&A period, each member of the group, excluding that week's presenter(s), will be asked at least one individual question. These questions will relate to the cases presented. You will each receive a grade based on your response. An outline of the type of questions you should expect is posted in Canvas.
8. On two occasions during the semester, each student will have the opportunity to assess and grade the members of their group with regard to their participation in the lab. This grade will be included in the overall semester grade.
9. During the first portion of the course, there will be one case per week and one student will present. This will be followed by 2 hours to "work up" the next case as a group with the facilitator present. During the final weeks of the course, multiple cases will be presented each week. These cases will be "worked up" outside of lab. By using these two different approaches students will gain experience in group work, individual work and have two opportunities to present cases.

The Bottom Line: Each week you will have to prepare case presentations and research a range of questions relating to the topics to be presented. Your group must learn to work effectively as a group to complete these assignments.

PHM 185P - Fall 2016

Pharmacotherapeutics III Lab Syllabus

Course Coordinator:

J. Nile Barnes, PHR 2.222, 512-232-3494, jnbarnes@austin.utexas.edu

Local Coordinators:

Austin: J. Nile Barnes, PharmD, jnbarnes@austin.utexas.edu 512-232-3494

Jim Wilson, PharmD, PhD james.wilson@austin.utexas.edu

San Antonio: Bryson Duhon, PharmD, duhon@uthscsa.edu 210-567-8365

Pan Am: Emily Christenberry, PharmD, cmvinluan@utep.edu 915-747-5675

El Paso: Yasar Tasnif, PharmD, yasar.tasnif@utrgv.edu 956-665-7421

Objectives of the Course:

1. To illustrate real-life cases seen in the practice of Pharmacy, and to practice solving basic pharmaceutical problems;
2. To stimulate the processes of group discussion, teamwork, and synergy in finding answers to basic and clinical questions arising from case study;
3. To continue to use the process of group-based problem solving for basic and therapeutic questions arising from structured case situations;
4. To aid students' independent problem-solving abilities through learning how to find and use existing resources with a particular emphasis on the use of current literature;
5. To stimulate long-term learning of pharmaceutical information that may or may not be covered in the didactic Pharmacotherapeutics course(s);
6. To learn to give effective patient presentations; and
7. To learn to answer questions in an effective, and professional style.

Textbooks and Materials: (prices are estimates)

The required text for this course is:

Schwinghammer, T.L., Pharmacotherapy Casebook - A Patient-Focused Approach, 9th Edition, McGraw-Hill, New York, 2014. Also available on www.accesspharmacy.com.ezproxy.lib.utexas.edu

Optional, but very useful:

- Mary Lee, Interpreting Laboratory Data, 5th Edition (2013).
- Stedman's Medical Dictionary for the Health Professions and Nursing, 5th ed., Lippincott, Williams and Wilkins (2005); or other Medical Dictionary
- Washington University School of Medicine Department of Medicine, The Washington Manual of Medical Therapeutics, 34th ed.; **Students should NOT buy both this and Pocket Medicine.**
- Marc S. Sabatine, Pocket Medicine, 5th ed. **Students should NOT buy both this and the Washington Manual.**

PHM 185P - Fall 2016 Pharmacotherapeutics III Lab Syllabus

- Neil M. Davis, Medical Abbreviations: 30,000 Conveniences at the Expense of Communications and Safety, 14th ed. (Paperback – November, 2008).
- Charles F. Lacy et al., Lexi-Comp's Drug Information Handbook, 22th ed. 2013, (Paperback), free on Library web site.
- Karen J Tietze, Clinical Skills for Pharmacists, 2nd ed. (2004) on Reserve in the LRC.
- Richard Maxwell, Maxwell Quick Medical Reference, 6th ed. (2011).
- The Sanford Guide to Antimicrobial Therapy 2013 (43th edition).

An additional reference site which provides useful information on patient assessments and presentations is: <http://meded.ucsd.edu/clinicalmed/oral.htm>

Course Times:

Lab sessions meet for three hours according to the official course registration listings.

Course Details:

1. Group-facilitated discussion has been proven to be an aid in learning for students in the health professions. These laboratories are designed to facilitate the process of team building by making the basic knowledge taught in the Pharmacotherapeutics courses I, II, III, and IV “come alive” in structured case studies. Thus, the didactic lecture material will be expanded, reinforced, and made practical by the case-based learning method. **NB:** *The Pharmacotherapy Laboratory is a separate course from the didactic Pharmacotherapeutics courses. It is not the purpose of the labs to help students prepare for examinations in the Pharmacotherapeutics courses. Although cases are scheduled after didactic lectures, it is not always possible to schedule the cases so that they will precede an exam in the pharmacotherapy courses. Likewise, it is probable that cases will cover material covered in previous semesters, whereupon students are encouraged to check current guidelines and literature to aid in understanding laboratory cases. This is especially true when cases depict multiple therapeutic problems.*
2. There may be no facilitator present for the “working up” portion of the lab after the first few weeks. You will be expected to work as a group in preparing the cases. It is suggested that a student “team leader” be assigned on a rotating basis. It is the responsibility of the team leader to pass the attendance sheet, to encourage discussion, and to keep the discussion on track. It will not be the student leader’s responsibility to lecture, to correct erroneous information, and to make sure that everyone participates. Students are expected to participate on their own initiative. The facilitator will be there for you to present cases and ask questions regarding the case.
3. **Attendance is mandatory in this course.** Attendance will be taken at the beginning of every session. No unexcused absences are permitted. Excused absences are only accepted in the case of an emergency, illness, or College function approved by the Dean. *In all cases the student should attempt to contact the Course Coordinator by email before missing a lab. There will be a lowering of one letter grade in the course for each unexcused absence in the course.* Making up material covered in a session is the student’s responsibility, though under special circumstances, this may be negotiated with the Course Coordinator. Students should

PHM 185P - Fall 2016
Pharmacotherapeutics III Lab Syllabus

attempt to attend their regularly scheduled laboratory at all times. Switching to another lab section will only be permitted when there are extenuating circumstances. Switching laboratories produces a hardship on the facilitators, other students, and T.A.s who are attempting to keep track of lab reports and grades (please note that a single lab change affects THREE weeks of lab). *Permission to switch lab must be obtained in advance from the course coordinator: Dr Barnes: jnbarnes@austin.utexas.edu.* If you are attending a professional state or national meeting that conflicts with your lab day, you must contact the course coordinator and lead TA *at least two weeks before the meeting* to make arrangements for a makeup lab. For all other absences, please contact the course coordinator and lead TA *as soon as you know* you will need to schedule a makeup lab.

4. The laboratory will be graded using the following criteria:

Average of your Individual presentations:	30 points
Average of your Individual SOAP'M Note	10 points
Average of the individual presentations for your group for the semester:	15 points
Average of the group SOAP'IM grades for the semester	15 points
Average of your individual weekly question grades for the semester:	20 points
Average of your peer-reviewed assessments for the semester:	<u>10 points</u>
Total semester points for each student:	<u>100 points</u>

The following grading scale will be used:

92-100	A	This scale may be adjusted downward (i.e., greater ranges for A, B, etc.), but not upward, at the discretion of the Course Coordinator.
85-91	B	
75-84	C	
65-74	D	
Below 65	F	

5. The only material allowed for your oral SOAP presentation is *the one page (2-sided) clinical note form (scut sheet)*. With the exception of your lab manual, no additional reference material (including texts, personal computers and PDAs) may be brought to the presentation session. You may include as little or as much information on this clinical note as you choose. Please note though, that this sheet is intended to be used strictly as a reference sheet, not as a life-support line! *Three (3) copies of your clinical form must be given to the TA/Faculty at the beginning of your presentation.* This clinical note will NOT be graded. It will however be inspected to ensure that you have not written out your presentation verbatim.

The one page clinical note should be handwritten; typed pages will not be allowed to be used during the presentation.

6. The maximum time limit for the SOAP presentation is **12 minutes**. This will be strictly enforced. Two points will be deducted from your presentation grade for each minute you go over this time limit. Presentations that are unduly short (<8 minutes) may also be penalized. As a rule of thumb, you should aim to *spend less than 50% of your time presenting the subjective and objective information* for the case and *devote the majority of the time to the assessment and plan*. The key to success in this area is **PRACTICE**. You will not

PHM 185P - Fall 2016

Pharmacotherapeutics III Lab Syllabus

accidentally arrive at a time of 10-12 minutes. Practice your presentation aloud in front of the mirror, to your peers or any willing audience you can locate.

7. The questions asked during the Q&A period of your presentation will come from your facilitator(s). They may cover multiple current topics such as information about the primary disease state and associated disease states. In addition, you should be very familiar with the current pharmacologic assessment, and all aspects of the drug plan, including possible drug interactions and side effects of the medications. The presenter should also be prepared to explain any of the technical terms presented in the case.
8. The facilitator will grade the oral presentation each week. The grading form will be posted in Canvas. Grades will be posted online in the Canvas during the week following your lab.
9. Each person in the group will have the opportunity to present a case that the group worked up together and wrote a SOAP'IM note. Each person will also write a shorter SOAP'M note when they present. Later in the semester, each person will write a short SOAP'M note and present a case that is completely individual work.
10. You will be required to view your video in the week following your presentation and turn in a brief written critique of your work. The critique form is included in on Canvas. The video will be given to you on completion of the lab period. This critique and the recording must be turned into the **electronically** (details on Canvas). (Completion of this critique is worth 10% of your presentation grade (100 points total). Five points will be deducted from your individual presentation for each day that this is late. This video recording is private; it may not be shared with anyone or posted for outside viewing. Sharing the video recording is considered academic dishonesty.
11. Because a large portion of the final grade is based on the average of the individual presentations for the group, it is imperative that all team members help the group leader in preparing for his/her presentation as well as answering the questions during the Q&A period.
12. At the beginning of the semester a group presentation schedule will be organized by your group. The presentations will be rotated so no one group is always in the first or last position.
13. A Q&A session for the group members not presenting that week will follow each presentation. Each student will be asked at least one question. You will be graded out of a possible 10 points in accordance with the rubric in Canvas
 - Students who correctly answer their individual question or who provide a partially correct answer will receive a maximum of 7/7 points for section A.
 - Students who fail to answer their question, or give an incorrect response can gain partial credit (a maximum of 3/7) if they can correctly identify the best information source that could be used to answer the question.
 - Section B assesses the style of question answering and professionalism. A maximum of 3 points may be assigned to students who respond in a clear,

PHM 185P - Fall 2016 Pharmacotherapeutics III Lab Syllabus

concise, authoritative and professional manner. *Additionally, violation of dress code policy may result in a loss of all points for Section B.*

- A third section will grade participation in the work of the group.

Grades will be posted in Canvas each week. The questions posed in this section will be pharmacy / drug related questions based on the medications prescribed or referred to in your case for that week. An outline of these types of questions is in Canvas. It is strongly recommended that you work as a team to prepare the answers for these questions.

14. To encourage each student to contribute to their team effort, there will be two scheduled peer evaluations in the semester where each student gets the opportunity to grade their group members. Students will receive the average of the individual grades assigned by their peers which will be posted on the e-grade book in the week subsequent to the evaluation week. This component of the course will account for 10 percent of your final grade.
15. The first week of presentations will be a practice week. Students will be called upon at random to present sections of the case. A practice Q&A session will also be conducted. While this lab will not be graded, it is in your interest to prepare and participate fully.

Practice in Professionalism. As a pharmacist, you are expected by your patients, subordinates, employers, and colleagues, to dress in a professional manner. Professional dress needs to be appropriate to the clinical environment. Patient's expectations for professional dress differ depending upon the setting where they receive their care. In general, for a pharmacist in most clinical settings, professional dress means a clean, white lab coat with your name clearly identified. In any setting, the pharmacist should always be clean, well kept, and present a professional image.

Dress Code for Pharmacotherapy Labs:

Clean, white lab jacket with your name clearly identified

Men: full length slacks, dress shirt or polo shirt

Women: pants or skirts with blouses or dresses

No shorts (pant length must remain below the knee at all times)

No denim clothing or jeans of any color

No backless or muscle shirts

No athletic shoes

No flip-flops

Not all possibilities can be included in any set of rules. Inappropriate dress, **based on the above criteria**, may result in a warning, dismissal from the lab, no credit for that day's work, or a grade reduction. If there is any doubt, as to the correct dress for that laboratory setting, do not wear the item without asking first.

PHM 185P - Fall 2016

Pharmacotherapeutics III Lab Syllabus

College of Pharmacy's Statement on Scholastic Dishonesty:

The "Statement on Scholastic Dishonesty 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".

Required Statement on Policy on Scholastic Dishonesty (From the Ombudsman's Office):

"Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Also, you should refer to the Student Judicial Services website at <http://www.utexas.edu/depts/dos/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty." In addition, see the comments on plagiarism above.

ADA Statement

"Any student with a documented disability (physical or cognitive who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 as soon as possible to request an official letter outlining authorized accommodations." (Dr. James Vick, Associate Vice President for Student Affairs and Dean of Students, August 2000.)

Please contact the course coordinator regarding disability accommodations as soon as possible. These cannot be retroactive and must be approved by Services for Students with Disabilities.

WHAT IS PLAGIARISM?

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course and dismissal from the University. Policies of scholastic dishonesty are strictly enforced. (This laboratory is governed by the Honor Code of the College.)

As is always the case for such things, this document arose following certain incidents occurring in a previous year's lab. For reasonable, professional people, operating under an honor code, such carefully drawn, legalistic definitions may not be necessary; however, prudence is the better part of valor.

According to the dictionary: "Plagiarize: To steal and use (the ideas or writings of another) as one's own. Or: To appropriate passages or ideas from (another) and use them as one's own. Or: To take and use as one's own the writings or ideas of another."

Prohibited activities:

PHM 185P - Fall 2016
Pharmacotherapeutics III Lab Syllabus

- a. Using the work of others students that has been done earlier in the week including viewing video recordings
- b. Using the work of other students done in the previous semesters.

Note: Plagiarism, as indicated in the course syllabus, is a major form of scholastic dishonesty. Each student must decide whether failing the course or being dismissed from the College is worth the risk involved in plagiarism.

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/info-sheets>