Note that all underlined and blue text is a hyperlink.

This syllabus is likely to be updated or corrected during the semester. If it is, you will be notified via email from Canvas. Check the Change Log on the course home page for the details of updates.

Pre-Lab: Monday — 1:00 PM – 2:00 PM (Central Time).

Lab: See specific section by city below. Activities vary weekly.

Course Director: Stephen R Saklad, Pharm.D., BCPP
Office: UT Health Science Center San Antonio
Pharmacotherapy Education and Research Center (PERC)
McDermott Clinical Sciences Building
7703 Floyd Curl Drive, MSC 6220
San Antonio, TX 78229-3900
Office Telephone: 210-567-8355
Mobile/Text: 210-326-9086 (Emergencies 24/7)
FAX: 210-567-8328
Email: Saklad@uthscsa.edu (preferred)

Austin Coordinator: James Wilson, Ph.D.
Office: PHR 3.210A
University of Texas at Austin
College of Pharmacy
Austin, TX 78712
Telephone: 512-471-6978
FAX: 512-471-8762
Email: WilsonJ@austin.utexas.edu

El Paso Coordinator: Sweta Andrews, PharmD, MBA
Office: UTEP/UT Austin Cooperative Pharmacy Program
1101 Campbell St, Rm 715
El Paso, TX 79902
Telephone: 915-747-8183
Email: SAndrews@utep.edu

Revised 01-14–2017
PHM 186P – Advanced Pharmacotherapeutics Lab
Spring 2017

RGV Coordinator: Bianca Cruz, Pharm.D.
Office: Assistant Professor
UT Rio Grande Valley/UT Austin
Cooperative Pharmacy Program
1201 W. University Dr.,
E-RAHC 1.100
Edinburg, TX 78539-2999
Telephone: (956) 665-3761
Email: Bianca.Cruz@utrgv.edu

SA Coordinator: Bryson Duhon, PharmD, BCPS
Office: Clinical Assistant Professor, and Assistant Division Head
UT Health Science Center San Antonio
Pharmacotherapy Education and Research Center (PERC)
McDermott Clinical Sciences Building
7703 Floyd Curl Drive, MSC 6220
San Antonio, TX 78229-3900
Telephone: (210) 567-8365
Email: Duhon@uthscsa.edu

Course Director Accessibility: Dr. Saklad is available most of the time by email, while tutoring lab, presenting in the pre-lab, via telephone, FAX, and additional face-to-face, or Canvas Blue Button meetings may be scheduled as needed. Please contact your lab facilitator about your section’s schedule or approval of a presentation before contacting Dr Saklad. Please contact Dr. Saklad if you have a question about the overall lab course or another topic of concern to you.

Comments, constructive criticism, and suggestions by students, lab facilitators, or local course coordinators to improve the educational content and delivery of this course material are always welcomed by Dr. Saklad. The structure and content of this course has changed every year based upon student and faculty input. Frequently, very helpful student input has been received during their P4 year while on clinical rotations.

To permit rapid identification of email about this course, please include in all Subject lines of your emails “PHM 186P” and sent to the course director at: Saklad@uthscsa.edu.

If the Subject line of your email does not include “PHM 186P” email filters may not bring your message to Dr. Saklad’s attention.

Messages without “PHM 186P” in the Subject line or sent through Canvas are not considered “official” communications about this course to the course director.
### PHM 186P – Advanced Pharmacotherapeutics Lab
#### Spring 2017

#### Lab Sections:

##### Austin

<table>
<thead>
<tr>
<th>Unique #</th>
<th>Day</th>
<th>Time (CT)</th>
<th>Location</th>
<th>Lab Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60320</td>
<td>T</td>
<td>3:30 - 6:30</td>
<td>PHR 2.214</td>
<td>Jasmine Peterson, Diana Loffgren</td>
</tr>
<tr>
<td>60325</td>
<td>W</td>
<td>3:30 - 6:30</td>
<td>PAR 210</td>
<td>Alejandra Ibarra, Sana Qureshi</td>
</tr>
<tr>
<td>60330</td>
<td>W</td>
<td>3:30 - 6:30</td>
<td>PHR 2.208</td>
<td>Justin Shanks, Luke Weber</td>
</tr>
<tr>
<td>60335</td>
<td>W</td>
<td>3:30 - 6:30</td>
<td>PHR 2.214</td>
<td>Brette McDonald, Jennifer Brasher</td>
</tr>
<tr>
<td>60340</td>
<td>TH</td>
<td>3:30 - 6:30</td>
<td>PHR 2.214</td>
<td>Catlin Grisham-Takac, James Wilson</td>
</tr>
<tr>
<td>60345</td>
<td>T</td>
<td>4:00 - 7:00</td>
<td>PHR 2.208</td>
<td>Erin Pilcher, Sarah Cho</td>
</tr>
<tr>
<td>60350</td>
<td>TH</td>
<td>4:00 - 7:00</td>
<td>PHR 2.208</td>
<td>Steven Braun</td>
</tr>
</tbody>
</table>

##### San Antonio

<table>
<thead>
<tr>
<th>Unique #</th>
<th>Day</th>
<th>Time (CT)</th>
<th>Location</th>
<th>Lab Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60360</td>
<td>T</td>
<td>3:30 - 6:30</td>
<td>McD 3.348</td>
<td>John Lyons, Ellen Robinson</td>
</tr>
<tr>
<td>60365</td>
<td>TH</td>
<td>3:30 - 6:30</td>
<td>McD 3.516</td>
<td>Dana Boeck, Melissa Reilly</td>
</tr>
<tr>
<td>60370</td>
<td>TH</td>
<td>3:30 - 6:30</td>
<td>McD 3.348</td>
<td>Joel Moore</td>
</tr>
<tr>
<td>60372</td>
<td>T</td>
<td>3:30 - 6:30</td>
<td>McD 3.516</td>
<td>Erin Yeung, Amber Gossett</td>
</tr>
</tbody>
</table>

##### El Paso

<table>
<thead>
<tr>
<th>Unique #</th>
<th>Day</th>
<th>Time (MT)</th>
<th>Location</th>
<th>Lab Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60355</td>
<td>T</td>
<td>2:30 - 5:30</td>
<td>TBD</td>
<td>Sweta Andrews</td>
</tr>
</tbody>
</table>

##### Rio Grande Valley

<table>
<thead>
<tr>
<th>Unique #</th>
<th>Day</th>
<th>Time (CT)</th>
<th>Location</th>
<th>Lab Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60375</td>
<td>W</td>
<td>1:00 - 4:00</td>
<td>TBD</td>
<td>Bianca Cruz</td>
</tr>
</tbody>
</table>

#### Course Competencies:

Advanced pharmacotherapy lab provides a safe, structured, and supportive setting for the P3 student to develop excellent presentation skills necessary for professional practice.

The presentations include three journal clubs, a drug therapy development of a brief data-driven algorithm, and two very brief case presentations that are intended as practice for presenting your patients as you will commonly find yourself doing during work rounds on acute inpatient clinical rotations.
PHM 186P – Advanced Pharmacotherapeutics Lab
Spring 2017


Additional materials (readings, videos, etc.) may be provided to cover recent advances in pharmacotherapy and pathophysiology. You will be notified by an announcement through Canvas.

Prerequisite: Admission to the Doctor of Pharmacy program, completion of the Pharmacotherapeutics sequence, or consent of the instructor and dean.

Web Resources: The official Canvas web site for this course is UTEID-protected. You must visit this site for additional resources associated with this course (syllabi, rubrics your grades, submitting handouts, discussions, contacting faculty and lab facilitators by email, prerecorded modular lectures, etc.).

The email sent from the Canvas website is the official method for course-related announcements and for exchanging class information and questions. Be sure to check the email account that you have registered with the university for important announcements. If you are not receiving any emails from Canvas, check with your classmates. If they are receiving emails and you are not, you have a problem with your email address registered in Canvas. You can check all of your addresses that are associated with you at the Registrar’s Office website. You can verify your email and contact methods used by Canvas as well.

Beware of “link decay” where the target of the URL has changed and you are confronted with the always disappointing “404 Page Not Found” error, or even worse, the URL points to outdated or incorrect information. If you read the article that I just linked, you will perhaps be able to estimate, as I did, that the half-life of “medical” URLs is ~3.3 years. If you find any broken URLs in any of this course’s materials, please notify Dr Saklad to repair the link.

Library resources are available to all students in this course. ClinIC provides you with access to most of the resources you will need. However, your need for secondary and tertiary references will be minimal for this lab. You will usually need to obtain direct access to the full text articles of primary literature. Remember that primary literature contains the original data, not a review or compilation of previously collected or reported data. This might be found in journal articles, poster presentations or abstracts, or conference proceedings. The rules dividing types of literature are sometimes inadequate in edge cases. Review articles can be considered similar to a chapter in a text book: a secondary reference. Meta-analyses, particularly the recently developed network meta-analysis, can provide new data and might be considered primary literature.

If you are at one of the non-Austin clinical rotation sites, do not forget that you may have free access to “Get A Scan” services, if you are more than 50 miles from Austin. To see if you qualify, you can go to the LIS page and select Remote Delivery. In addition to the library resources of UT Austin, those students located on another campus have access to that campus’ library.

Recordings of Lectures: Recordings of pre-labs are intended to facilitate learning for those students who find this type of supplementation useful; they are not a substitute for attending pre-lab. Although recordings of these pre-labs will be available to you for the semester, this is for supplementation only; you are expected to attend any pre-labs identified as mandatory. If an individ-
ual faculty member chooses to not make lectures available by videostreaming, it is that faculty member’s responsibility to so inform you. The lack of availability of any videostream materials due to technical malfunction or other cause is never the responsibility of the presenter. Reasonable precautions have been taken to prevent problems, but a student relying on there being a recording to view is not prudent.

Viewing video-streamed recordings of lectures is primarily intended for on-campus computer facilities (e.g., LRC Library, 3.116 computer lab, or other computer facilities available on your specific campus). However, it should be possible to view the streaming video off-campus using commonly available internet connections with adequate bandwidth. Faculty are not in a position to troubleshoot your connection problems, so please do not ask them to do so; rather, you should access the LRC website to address those problems. Any other questions should be go to the Director of the LRC, Oliver Gomez

Redistribution of Class Recordings: If recordings of a class are made available by the College of Pharmacy for any course, they are intended solely for the purpose of review by student currently enrolled in the that class. Faculty and students utilizing class recordings should be careful to not compromise the privacy of either themselves other users or the rights of the presenter. Students are free to make their own recordings of lectures unless specifically prohibited from doing so by the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and any students identifiable on the recording. See FERPA.

Examinations: There will be no formal written examinations. You will receive rubric-derived scores based upon your presentations and your active participation in discussions in the lab sections. All grades are earned individually based upon the lab-section adjusted scores. There are no group grades.

Lab Presentation Score Reconsideration Requests: If there is a disagreement over a presentation or participation rubric-derived score, the student should send their exposition with appropriate documentation to their laboratory facilitator within one week of posting the scored rubric. Appropriate supporting documentation may include statements from required or optional textbooks, class handouts / packets, or current scientific literature (attach readable image or full text PDF or accessible link of the entire article including references and supplements, not an excerpt). Personal lecture notes are not authoritative documentation. The explanation must be clear, rational, and concise. If there is still a disagreement, the laboratory facilitator should forward the materials to Dr. Saklad for discussion. After the laboratory facilitator’s review with Dr. Saklad, the decision of the laboratory facilitator is final.

Academic Dishonesty: The “Statement on Scholastic Dishonesty of the College of Pharmacy” (November 8, 2010) from the College of Pharmacy’s Codes of Conduct and Professionalism reads in part:

Pharmacy practitioners enjoy a special trust and authority based on the profession’s commitment to a code of ethical behavior in its management of patient-centered pharmaceutical care. 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 and faculty. Violators of University rules on scholastic dishonesty are subject to appropriate disciplinary penal-
ties. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of Pharmacy, policies on scholastic dishonesty must be strictly enforced.

Students shall work independently on all presentations. Practicing your presentations with your classmates as a live audience is allowed, but there shall not be any prearrangement of specific questions and answers that will be used in the final lab presentation. This would be collusion: see Institutional Rules on Student Services and Activities; Sections 11-402(c)(4) & 11-402(e).

Any student that is dishonest or believes that they witnessed dishonesty and does not report it appropriately (confidentially to Dr. Saklad) in a timely manner (~24 hours) will be minimally given a score of “zero” on any presentation and class discussion for the day. Substantially greater penalties can be levied when appropriate. Unintentional violations that are reported as soon as possible may be corrected without penalty, if no harms have occurred. Any student suspected of dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. 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.

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations prior to each class where needed. In the absence of such prearrangement by the student, it will be assumed that the student is not requesting special accommodations for that class, and will be expected to participate with the rest of the class at the regularly scheduled time. For more information, contact the Office of the Dean of Students at 512-471-6259, 512-471-4641 TTY. If you are requesting accommodations, please arrange this with Dr. Saklad.

Lab Sections: A faculty member or pharmacist post-doctoral trainee (post-Pharm.D. graduate student, PGY1 / PGY2 pharmacy resident, or fellow), will be assigned as your laboratory facilitator for each lab section to support and guide the students in the planning and development of their presentations, and provide the timely grading of in-class written and verbal presentations as well as active participation when not presenting. While the lab facilitator is responsible for your evaluations and coordination of the lab section, students are ultimately responsible for their own education. If you are unable to attend your scheduled lab session for a legitimate reason, you might be able to attend a different session with the permission of both sessions’ lab facilitators and your local coordinator. Any changes that are agreed to by the student and lab facilitators should be copied by email or Canvas to Dr. Saklad in advance. The purpose of providing this electronic, date and time stamped, documentation to Dr. Saklad is to avoid any disagreements or misunderstandings.

Student Number Assignment: On the first day of the lab section meeting (Week 3), each student will be assigned a sequential integer by their laboratory facilitator from one through 14, based on the alphabetical order of the student’s name (Last, First, MI). This will determine the order of presentations given during the class as shown on the class presentation schedule. The sequence was designed to front-load Journal Club 1 and to avoid having two presentations by the same student on the same day. The schedule allows for up to 14 presentation slots, so there will be at least three “empty slots” that can be used to improve the flow of the presentations, as need-
ed, in the opinion of the lab facilitator following a written student request. If a student has a known conflict with a presentation date, they may request by email or Canvas to their lab facilitator that they be reassigned an alternate student number that avoids the conflict. This must be done before any presentation would be due in either student number. Student numbers may not be changed after any presentation is given or scheduled to be given.

In addition to the above permanent change in a student’s number, students may switch individual presentation dates with another student with the consent, at least one week in advance, of their laboratory facilitator. This should be done by email or Canvas and Cc’d to your local coordinator and Dr. Saklad. Each student must present Journal Club 1 before either Journal Club 2 or 3 (these are the same and some students will present one before the other) their Level II Case Presentation before their Level III Case Presentation. This flexibility is intended to allow students attending special events to not miss a presentation date. It is not to be used to postpone a presentation because of lack of preparation. Unexcused absence from a scheduled presentation will receive a zero score for the presentation. Review of the course grading policy will show that a zero on a presentation will result in a decreased final letter grade.

In the event that two or more students make unresolvable conflicting requests, the earliest server time stamp on the message header will prevail.

In some past lab sections, the lab facilitator and students have compressed the presentation schedule and reduced the number of lab sessions. This must be an unforced and unanimous decision of everyone affected using a secret ballot of some kind (for example, small pieces of folded paper with Yes / No on them, folded and placed in a jar). The compressed schedule may not change any student’s order of presentation of Journal Clubs (1 must be before 2 or 3) or Case Presentations (II must be before III). Dr. Saklad and your local coordinator need to be informed in advance and receive approval before the schedule can be compressed. Please note that decreasing the number of lab meetings will have an impact on grading as the relative weight of each participation grade will be proportionally increased.

**Dress Code:** This laboratory is intended to be a dress rehearsal for part of your role as a pharmacy student in the capacity of a state-registered intern pharmacist on clinical rotations next semester. Therefore, appropriate dress for this laboratory is obligatory.

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. At this time, for a pharmacist in most clinical settings, professional dress includes a clean, pressed, white lab coat with your name clearly identified. Specifically, you should look the way that you are expected to look in that environment. Your clothing should not be the first thing that should call attention to you.

A growing body of evidence shows that wearing clothing that is not changed between patients may be a source of cross-patient contamination and is becoming prohibited in some settings (see Weber RL, Kahn PD, Fader RC, and Weber RA. Prospective study on the effect of shirt sleeves and ties on the transmission of bacteria to patients. *J Hosp Infect. 2012;80(3):252-4*). I expect that only scrubs or gowns will be allowed eventually…and the scrubs or gown will be changed between every patient.
Not every pharmacist should be expected to wear the exact same professional attire. At the Texas Center for Infectious Disease (TCID), the pharmacist wears a respirator and scrubs while on the units where patients with infectious cases of tuberculosis are located. If the pharmacist is preparing chemotherapy, then an appropriate environment and protective clothing are obviously essential. In most mental health, some pediatric, and some family practice settings, a lab coat and tie are intentionally not worn, as these are believed to represent a barrier to communication with the patient and family. See Bearman G, Bryant K, Leekha S, et al. Healthcare Personnel Attire in Non-Operating-Room Settings. *Inf Control Hosp Epidemiology*. 2014;35(2):107–122 for an interesting review of professional and patient expectations.

In all clinical settings, the pharmacist should always be clean, well kempt, and present a professional image.

All pharmacist-interns shall wear an identification tag or badge which bears the person’s name and identifies him or her as a pharmacist-intern [TAC 22.15 §283.4e(3)]. Name tags may be ordered through pharmacy student organizations. Most organized health care settings will provide their staff with photo identification including their name and title.

For purposes of *this* laboratory course, the appropriate professional dress for men is slacks, shirt, and perhaps a tie (lab facilitator’s discretion). Women may wear slacks, or skirts and blouses, or dresses. Lab coats may be required or not, depending upon the preference of the lab facilitator. All clothing, including lab coats if worn, must always be correctly sized, neat, clean, and unwrinkled. Key point is that you should look professional and trustworthy.

Based upon previous incidents reported to me in this lab by lab facilitators, I am distressed to be explicitly informing you that no swimsuits, shorts, jeans, backless or muscle shirts, tennis shoes, or thongs may be worn. *Not all possibilities can be included in any set of rules, but inappropriate dress, in the opinion of your lab facilitator, may result in dismissal from the lab and zero scores for that day*. If there is any doubt as to the correct dress in any setting, always ask well in advance. Please do not give any of your lab facilitators a reason to make the list that begins this paragraph any longer.

**Emergency Evacuation**: The following has been requested to be added to all UT Austin syllabi by Dr. Robert Harkins, Associate Vice President for Campus Safety and Security. Supplementary information can be found here. While this information does not completely apply to students located in San Antonio, El Paso, or Edinburg, similar advice is to be implemented on those campuses and has been linked. Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.
PHM 186P – Advanced Pharmacotherapeutics Lab
Spring 2017

• Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

• Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

• In the event of an evacuation, follow the instruction of faculty or class instructors.

• Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

• On other campuses, the corresponding emergency services, or the designated incident commander, will provide permission to re-enter an evacuated building.

It is now common for government units (country, state, county, city, etc.), university campuses, health-care facilities, and agencies responsible for public safety and welfare to have emergency alert notification systems, usually sending email or text messages. Please sign up for those where you are located. To find these, just do a search for emergency alert or emergency notification system and where you live and have rotations. If you have signed up previously, please take the time to verify that your registration is current.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Monday's Date</th>
<th>Journal Club</th>
<th>Algorithm</th>
<th>Case Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#1</td>
<td>#2</td>
<td>#3</td>
</tr>
<tr>
<td>1</td>
<td>01-16-2017</td>
<td>None [MLK Day]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>01-23-2017</td>
<td>Orientation to Course (Mandatory Pre-lab)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>01-30–2017</td>
<td>First Lab Sessions: Assign Student #s; Discussion of Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02-06-2017</td>
<td>1 / 2 / 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>02-13-2017</td>
<td>4 / 5 / 10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02-20-2017</td>
<td>6 / 12 / 13</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>02-27-2017</td>
<td>7 / 8 / 14</td>
<td>1 / 2</td>
<td>3 / 6</td>
</tr>
<tr>
<td>8</td>
<td>03-06-2017</td>
<td>9 / 11</td>
<td>3 / 4</td>
<td>5 / 8</td>
</tr>
<tr>
<td>9</td>
<td>03-13-2017</td>
<td>None [Spring Break]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>03-20-2017</td>
<td>5 / 6</td>
<td>7 / 10</td>
<td>2 / 3</td>
</tr>
<tr>
<td>11</td>
<td>03-27-2017</td>
<td>7 / 8</td>
<td>12 / 14</td>
<td>4 / 5</td>
</tr>
<tr>
<td>12</td>
<td>04-03-2017</td>
<td>9 / 14</td>
<td>1 / 11</td>
<td>6 / 7</td>
</tr>
<tr>
<td>13</td>
<td>04-10-2017</td>
<td>None [Celebrating Pharmacy Research Excellence Day]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>04-17-2017</td>
<td>12 / 13</td>
<td>2 / 4</td>
<td>9 / 11</td>
</tr>
<tr>
<td>15</td>
<td>04-24-2017</td>
<td>None [Alcalde Meeting / TSHP Annual Meeting]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>05-01-2017</td>
<td>10 / 11</td>
<td>9 / 13</td>
<td>12 / 14</td>
</tr>
</tbody>
</table>
PHM 186P – Advanced Pharmacotherapeutics Lab  
Spring 2017

Presentations by Student Number and Week

<table>
<thead>
<tr>
<th>Week #</th>
<th>Student #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

Class Attendance:

Attendance in every laboratory session is **mandatory**.

Attendance will be taken in each lab, and your active participation graded every week. *You cannot pass this course without attending laboratory sections.*

There will be one mandatory pre-lab session given during pre-lab on 01-23-2017 providing an orientation to the course and reviewing each type of presentation. There will be *optional* pre-lab sessions most subsequent weeks that are opportunities to discuss issues and ask questions about your presentations from Dr. Saklad. Depending upon circumstances, some or all of the optional pre-lab sessions will be made mandatory or skipped. If a change is made, you will be notified in advance through and Announcement from *Canvas*. The pre-lab discussions are in addition to any

Course Grading and Student Evaluation

---

- **Student #**
  - JC 1
  - JC 2
  - JC 3
  - CP II
  - CP III
  - Alg

---

- **Week #**
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10
  - 11
  - 12
  - 13
  - 14

---

- **Class Attendance:**
  - Attendance in every laboratory session is mandatory.

  Attendance will be taken in each lab, and your active participation graded every week. *You cannot pass this course without attending laboratory sections.*

  There will be one mandatory pre-lab session given during pre-lab on 01-23-2017 providing an orientation to the course and reviewing each type of presentation. There will be *optional* pre-lab sessions most subsequent weeks that are opportunities to discuss issues and ask questions about your presentations from Dr. Saklad. Depending upon circumstances, some or all of the optional pre-lab sessions will be made mandatory or skipped. If a change is made, you will be notified in advance through and Announcement from *Canvas*. The pre-lab discussions are in addition to any
individual office hour appointments that you may schedule with Dr. Saklad or your lab facilitators.

- Absence is only excused due to illness, *bona fide* family emergency or *life-cycle events*, or participation in a university-sanctioned activity such as attending a professional meeting.
- Documentation will be required for the absence to be excused.
- Contact your lab facilitator, your local coordinator, or Dr. Saklad (see beginning of this syllabus for contact info) by Canvas or email in advance for a university-sanctioned activity, or *as soon as possible* if you are absent from class for another reason.
- It is the policy of this course to be as flexible as possible in accommodating *legitimate* problems in attending lab sections consistent with fairness to all students.
- Depending upon your individual circumstances, the *excused* absence may be made up by attending another section’s lab that week (needs prior consent of both lab facilitators), replacement of the missing assignment with the average of similar assignments (imputation), or additional assignments. Which option(s) is / are most appropriate will be decided by Dr. Saklad, after consultation with impacted lab facilitators and / or local coordinators as appropriate. *Unexcused* absences will result in zero scores that can’t be made up.
- Multiple excused absences will be addressed by a discussion among all local coordinators to determine appropriate ways to permit course credit to still be awarded, if possible.
- To be clear, you must attend *all* lab sessions, even if you are not presenting that day: your active participation is essential. *Unexcused absence from lab sessions may result in a lower grade in the course.* Lab facilitators are requested to notify the local coordinator and Dr. Saklad by Canvas or email if anyone is absent as soon as possible, but no longer than 24 hours after the end of the missed session, other than a previously arranged excused absence.

**Topic Selections:**

Exposure to as broad a range of clinical states as possible is important, overlap of subject areas between presentations by the same student should not occur (students may *not* have a theme). Therefore, you should not select Journal Club articles on the same topic, and the Algorithm on yet another. Similarly, you should have your Case Presentations on unique disease states. *This is too early in your career to focus to narrowly.*

All topic selections for your presentation must be made no later than one week in advance of your presentation. At the latest, the day of the lab session the week before you present, before Midnight. At the discretion of your lab facilitator, earlier deadlines may be required. The earliest request for a selection made by two students in the same section will be permitted to have their choice. However, with the lab facilitator’s permission, you may be able to change your selection for a presentation as long as it is still at least one week prior to your presentation.
Point Assignment:

You will be evaluated on your presentation skills, written work, and active participation in lab discussions. All of the rubric-derived scores will be individually earned; there are no group scores. The distribution of points awarded is based upon your performance in the lab sections as shown:

<table>
<thead>
<tr>
<th>Lab Evaluation Components</th>
<th>Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Club #1</td>
<td>150</td>
<td>14.085%</td>
</tr>
<tr>
<td>Journal Club #2</td>
<td>150</td>
<td>14.085%</td>
</tr>
<tr>
<td>Journal Club #3</td>
<td>150</td>
<td>14.085%</td>
</tr>
<tr>
<td>Algorithm</td>
<td>150</td>
<td>14.085%</td>
</tr>
<tr>
<td>Case Presentation Level II</td>
<td>150</td>
<td>14.085%</td>
</tr>
<tr>
<td>Case Presentation Level III</td>
<td>150</td>
<td>14.085%</td>
</tr>
<tr>
<td>Active Participation in Lab (15 points/week)</td>
<td>165</td>
<td>15.493%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,065</strong></td>
<td><strong>100.000%</strong></td>
</tr>
</tbody>
</table>

All presentations should be graded by the laboratory facilitator *strictly and consistently* according to the requirements of the appropriate rubric. During the lab, the lab facilitator will use a paper version of the rubric to take brief, but detailed notes.

The online version of the rubric in *Canvas* will be completed by assigning scores for each component of the rubric including comments explaining any points that were not earned in that component due to missing, incomplete, or incorrect information presented during the in-lab presentation either verbally or in the handout that was distributed. The official rubric in *Canvas* should be entered within one week of the presentation. The lab facilitator will only score the handout version used during the in-lab Presentation.

Following their presentation, the student should edit their handout to incorporate the constructive criticism received following their in-lab presentation and then upload it into the appropriate assignment in *Canvas*. Taking the time to make usually minor changes prior to uploading the handout will improve retention by the student of where they need to make improvements in future presentations. Students would be wise to additionally use this revised version in their ePortfolio and other purposes. There are no graded or uploaded versions of any presenter’s notes used during Case Presentations.

Any questions or challenges must be submitted by *Canvas* or email to the lab facilitator within one week from when the graded rubric is scored in Canvas. See the previous section on *Lab Presentation Reconsideration Requests*. 

Page 13 of 15
Grade Assignment

Historically, the letter grades assigned in this course are typically quite high. See the corrected percentage of points earned and grade distribution for last year below. The green represents “A” and the yellow-green “A-”.

The high scores reflect that almost everyone did a very good job.

Grades in this course will be assigned to students based upon the corrected total points earned in class (see Point Assignment) using the table shown at the right.

Before the overall course grade is assigned, there needs to be an adjustment for having multiple sections where scores are assigned by several different laboratory facilitators in different regions. In part, some of the differences are compensated for by strictly using the the rubric-based scoring assignment.

<table>
<thead>
<tr>
<th>Assigned Grade</th>
<th>Point Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100.000</td>
</tr>
<tr>
<td>A-</td>
<td>93.332</td>
</tr>
<tr>
<td>B+</td>
<td>89.999</td>
</tr>
<tr>
<td>B</td>
<td>86.666</td>
</tr>
<tr>
<td>B-</td>
<td>83.332</td>
</tr>
<tr>
<td>C+</td>
<td>79.999</td>
</tr>
<tr>
<td>C</td>
<td>76.666</td>
</tr>
<tr>
<td>C-</td>
<td>73.332</td>
</tr>
<tr>
<td>D+</td>
<td>69.999</td>
</tr>
<tr>
<td>D</td>
<td>66.666</td>
</tr>
<tr>
<td>D-</td>
<td>63.332</td>
</tr>
<tr>
<td>F</td>
<td>59.999</td>
</tr>
</tbody>
</table>
However, as in previous years, there were statistically significant differences between sections (see examples from last year before and after this correction, above); ANOVA $F = 14.46$, $df = 11,114$, $p < 0.0001$). The box plots (red) and mean (green) of each section are shown. Therefore, the grades in each section will be proportionately adjusted (up or down) to the same course mean percentage of total points earned. Notice that the mean lines are equal after the correction. This method compensates for any systematic differences in laboratory facilitator’s grading between sections, based on two assumptions:

1. the sections are composed of academically similar students due to random assignment, and
2. each lab section’s facilitator(s) use the rubrics consistently throughout the semester.

Calculations will be made with five significant figures (two guard digits). Since there is a statistical adjustment being made to equalize the mean between sections, no other adjustments will be made. **There is no rounding prior to assigning the letter grade.**

It will be difficult for you to easily determine your final grade in Canvas due to the different presentations in the lab being done at different times by different students, and the end of semester adjustments for systematic grading differences between sections.

If you have any concerns, please discuss them with the Course Director as soon as possible.