INTRODUCTION TO CLINICAL SKILLS

PHM 289P Spring 2019

Meeting Times

Class:
9:00-9:50am Friday in PHR 3.106

Lab:
1:30-4:30pm Monday in PHR 3.110 (unique number 59140)
1:30-4:30pm Tuesday in PHR 3.110 (unique number 59145)
1:30-4:30pm Wednesday in PHR 3.110 (unique number 59150)
1:30-4:30pm Thursday in PHR 3.110 (unique number 59155)

Contact Information

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Ashley Castleberry, PharmD, MEd</td>
<td>2.222D</td>
<td><a href="mailto:Ashley.Castleberry@austin.utexas.edu">Ashley.Castleberry@austin.utexas.edu</a></td>
<td>512.232.3494</td>
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<td>512.232.7832</td>
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<td>2.222BA</td>
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<tr>
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<td>2.222BB</td>
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<tr>
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<td>512.232.3463</td>
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*Course Coordinator

<table>
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<tr>
<th>Teaching Assistants</th>
<th>Email</th>
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Office Hours
By appointment. Instructors are typically available immediately prior to and following the lecture and laboratory periods. If you should need to speak at other times, they can be contacted via phone and/or e-mail.

Course Description

University Catalog Course Description
Designed to develop the practical skills necessary in a pharmacy setting, with a focus on patient histories, how to read and interpret patient charts, adult immunizations (including APhA certification), and training and certification in CPR from the American Heart Association. Laboratory includes practical application of pharmacy clinical skills.

What will I learn?
Main skills and attitudes to be developed:
- Clinical reasoning skills
- Patient interview techniques
- Drug therapy assessments
- Documentation of interventions
- CPR for healthcare providers
- Vaccine administration

Course Learning Objectives:
Upon completion of this course, the student will be able to:
1. Recall and describe the essential elements of the pharmacist’s patient care process.
2. Collect and interpret evidence in order to provide patient-centered care.
3. Document activities of prioritization, assessments, recommendations, and monitoring plans.
4. Effectively communicate verbally and nonverbally when interacting with patients and other healthcare professionals.
5. Exhibit professional behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
6. Perform basic life support as certified by the American Heart Association.
7. Administer immunizations as certified by the American Pharmacists Association.
Program Learning Outcomes:

**Domain 1 - Foundational Knowledge**

1.1 Learner (Learner) - Develop integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

**Domain 2 - Essentials for Practice and Care**

2.1. Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

**Domain 3 - Approach to Practice and Care**

3.1. Problem Solving (Problem Solver) - Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.

3.6. Communication (Communicator) - Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

**Domain 4 - Personal and Professional Development**

4.1. Self-awareness (Self-aware) - Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

How will I learn?

This course is modeled after the Joint Commission of Pharmacy Practitioners (JCPP) Pharmacists’ Patient Care Process (PPCP). The process is applicable to any practice setting where pharmacists provide patient care and for any patient care service provided by pharmacists. The model describes the 5 main steps in the pharmacists’ thought process (Collect, Assess, Plan, Implement, and Follow Up).
How is the course structured?
The one-hour lecture session will serve as the foundational knowledge for the laboratory session where you will practice and apply the information. Attendance is expected at both sessions to ensure optimal learning.

You will obtain your CPR certification from the American Heart Association and your Pharmacy Based Immunization Provider certificate from the American Pharmacists Association.

What are the pre-requisites for the course?
A. Current intern registration with the Texas State Board of Pharmacy
B. Pharmacy PharmD 284M (or Pharmacy 266P) and 392P (or Pharmacy 392S)
C. Credit or registration for Pharmacy PharmD 685E (or Pharmacy 675E) and 184P (or Pharmacy 175P)

What are my responsibilities?
This course consists of a 1-hour lecture and a 3-hour laboratory session weekly. Students are expected to actively participate in class and laboratory activities. The laboratory sessions are to be utilized to practice the skills discussed in lecture.

How will I succeed in this course?
In this course, you will begin to learn to think and act like a clinician. It is your responsibility to learn to care for patients, not to just earn points or pass assessments. Examples from other courses in the PharmD curriculum will be used to connect typical didactic material to patient outcomes. You should participate in both lecture and lab as a professional.

Course Requirements

Required Materials
1. Basic Life Support for Healthcare Providers, AHA, Current edition. AHA requires that students have a copy of the text in the classroom during the class. All students will be charged a certification fee that covers the cost of the book, training, and AHA processing of the certificate. The cost is $50 and will be billed via ‘What I Owe’.

2. Pharmacy Based Immunization Delivery, APhA, Current edition, Download only. This download will be available later in the semester from a link in Canvas®, estimated price $95. This cost will be billed to you via ‘What I Owe’. All students must obtain their own account as APhA ties the cost of the book to the cost of the certification. If you are already certified by APhA, contact Dr. Castleberry and provide a copy of your certificate and you will not be charged this amount.

Devices
Electronic device for testing and labs. Students are responsible for the maintenance of these devices.
Canvas
This course uses Canvas, a Web-based course management system in which a password-protected site is created for each course. Canvas will be used to distribute course materials, to communicate, and to post grades.

You will be responsible for checking the Canvas course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Canvas login page.

Canvas is available at http://canvas.utexas.edu. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm.

Official course communications will take place in class, through e-mail and on the course website (see above). Only the e-mail address listed on the official University of Texas directory will be used. Please check the online directory to insure your address is correct.

Classroom Expectations

Attendance:
As a required course in a professional curriculum, attendance is required for all lecture and laboratory sessions. You must attend all CPR and Immunization lectures and lab sessions to become certified by these agencies. You must attend the IPPE orientation to begin rotations.

Participation:
Student are expected to have consistent involvement in all aspects of the course. Students should make meaningful oral and written contributions to laboratory concepts and engage in the content during lecture. Asking questions as necessary for clarification is encouraged.

Behavior Expectations:
As a future pharmacist, your patients, employees, employers, and colleagues expect you to dress in a professional manner. Dress should be appropriate to the clinical environment. Patient’s expectations for professional dress differ depending upon the setting where they receive their care. Most clinical settings will require professional dress with a clean, white lab coat with your name clearly identified. Therefore, for this lab all participants should abide by a business casual dress code:

- Men: full length slacks with dress shirt or polo shirt
- Women: Pants or skirts with blouses or dresses
- Everyone: Clean, unwrinkled white lab coat with your name clearly identified
- No denim clothing or jeans (of any color)
- No flip flops or athletic shoes
Inappropriate dress, based on the above criteria or the facilitator's judicious discretion, will result in a warning and/or no credit for that day's work. If you are unsure if your dress is appropriate, do not wear an item without asking first.

**Grading for this Course**

**Attendance**

Lecture attendance will be taken each week. Each student is allowed two absences during the semester without penalty. Each additional absence will result in a reduction in the final grade of 2.5%. Perfect lecture attendance will result in a bonus of 2.5% in the final course score.

A pass/fail quiz will be administered at the beginning of each lab session covering material from the previous lecture. Each student is allowed one excused missed quiz during the semester without penalty. (Excused absences are only accepted in the case of an emergency or illness. The TA must be contacted in advance where circumstance permits.) Any unexcused missed quiz will result in a 5% reduction in the final course score. Each student is allowed one quiz score <60% without penalty. Each additional quiz score <60% will result in a 2.5% reduction in the final course score. Each student who achieves a score of ≥60% on all administered quizzes will receive a 2.5% bonus on their final course score.

*In the case of a lecture or laboratory absence, it is the student's responsibility to master the material covered. Due to space limitations in laboratory sections, students will only be allowed to attend the laboratory session to which they are assigned unless otherwise allowed by the course coordinator.*

**Assessments**

**Electronic Exams:** Two electronic exams will be administered during the regularly scheduled lecture time covering material from the lectures.

**OSCE:** Two objective structured clinical examinations (OSCEs) will be administered during the regularly scheduled lab sessions to assess the application of the skills learned to real-life scenarios. Students will be randomly scheduled to complete the exam. All students are required to score ≥70% on each OSCE. Failure to do so will result in a repeated examination. Students scoring <70% on the second attempt will fail the course. *If a student is required to repeat an OSCE, the original score will be used in the calculation of the final grade.*

**Weekly Quizzes:** The weekly quizzes will be administered at the beginning of each laboratory session. The 5-item quizzes are pass/fail (60% will be used as the cut off point for scores).

**Lab Assignments:** Weekly assignments will be completed during lab. The instructor will determine what type of assignment is best for their content. Assignments could include but are not limited to quizzes, reflections, demonstrations, presentations, and/or participation.
Basic Life Support: Students will obtain certification in Basic Life Support (CPR) from the American Heart Association. Students must meet ALL requirements from the AHA to become certified. These include attendance in all required CPR lecture and lab sessions. Completion of this certification does not count toward the overall course grade.

Immunization Certificate: Students will participate in the Pharmacy-Based Immunization Delivery Certificate Program for Pharmacists. Students must meet ALL requirements from APhA to become certified. These include attendance in all required immunization lecture and lab sessions. Completion of this certification does not count toward the overall course grade.

Grading Policy
The final course grade will be calculated based on:

- Exam 1 (20%)
- OSCE 1 (20%)
- Exam 2 (20%)
- OSCE 2 (20%)
- Lab Assignments (20%)

Letter grades will be assigned according to the following scale:

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<thead>
<tr>
<th>Score</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>&lt;60</td>
<td>F</td>
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NOTE: It is a requirement to pass both the CPR and Immunization trainings. Exams scores from these trainings do not contribute to the overall course score. It is possible to pass the certifications and fail the course. It is not possible to pass the course if you do not obtain the certifications.

Final Grade Adjustments

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<tr>
<th>Lecture Attendance</th>
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<tr>
<td>Perfect Attendance</td>
<td>2.5% Bonus</td>
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<tr>
<td>First and Second Absence*</td>
<td>No Penalty</td>
</tr>
<tr>
<td>Third and Each Subsequent Absence*</td>
<td>2.5% Penalty</td>
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<table>
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<tr>
<th>Lab Quiz</th>
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<tbody>
<tr>
<td>Pass All Quizzes (&gt;60%)</td>
<td>2.5% Bonus</td>
</tr>
<tr>
<td>First Failed Quiz (&lt;60%)</td>
<td>No Penalty</td>
</tr>
<tr>
<td>Second and Each Subsequent Failed Quiz</td>
<td>2.5% Penalty</td>
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<table>
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<tr>
<th>Unexcused Lab Absence</th>
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<tbody>
<tr>
<td>Each Unexcused Absence</td>
<td>5% Penalty</td>
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*unless for pre-approved professional meeting attendance (one time exception)
Testing Policy
Students are expected to arrive on time for examinations/OSCEs. Exams/OSCEs will begin promptly as scheduled. Students arriving late will not be allowed to take the exam/OSCE if a student has already completed the exam. Additionally, they will not be given additional time to complete the exam material.

Examinations will be in electronic format. Questions may include short discussion, short answer, fill-in-the-blank, multiple choice, matching and/or true-false type questions.

No examinations or OSCE rubrics will be returned. Exam scores will be posted on Canvas. Students may review their exams during a designated time period, but exams may not be removed from the room or photocopied.

Exam day absences must be approved by the course coordinator prior to the scheduled event.

Missed Exams and Assignments
Students missing a regularly scheduled examination and having an official University excuse will be given an opportunity to take a make-up examination at a time convenient to both student and instructor(s). If a valid reason exists for an individual to take an examination at other than the scheduled time, it may be possible to take the examination late, but examinations will not be given early. All students should be aware that the preparation of a make-up examination is a difficult task, and ensuring that original and make-up examinations are truly comparable is virtually impossible. Additionally, make-up examinations may consist of question formats that are different from the original examination. For example, if the original examination is all multiple choice type questions, the make-up examination may consist entirely of short answer or essay type questions and could include oral examination.

Additional Information

Special Accommodations
The College provides special accommodations to students with appropriately documented requirements. Students with special accommodations should contact the course coordinator within the first week of class to prepare for the course.

Concerns and Questions
Any concerns, questions, or procedural matters related to this course should be addressed in the following order of progression: the Instructor or Course Coordinator, Department Chair, and finally the Dean’s Office.

Syllabus Modifications
This course syllabus is a general plan for the course; the syllabus may be modified at any point during the semester and deviations communicated to the class via e-mail, verbal announcement during class, replacement pages for the syllabus, etc.
Course Schedule

Changes to the schedule may be made at the discretion of the course coordinator if circumstances require. It is the student’s responsibility to note these changes when announced.

University Policies

Academic Integrity
Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address: http://deanofstudents.utexas.edu/sjs/acint_student.php

University Resources for Students
Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we’ll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

Services for Students with Disabilities
This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329-3986 (video phone). http://ddce.utexas.edu/disability/about/

Counseling and Mental Health Center
Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.
All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. http://www.cmhc.utexas.edu/individualcounseling.html

**The Sanger Learning Center**
Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit http://www.utexas.edu/ugs/slc or call 512-471-3614 (JES A332).

**Undergraduate Writing Center**: http://uwc.utexas.edu/
**Libraries**: http://www.lib.utexas.edu/
**ITS**: http://www.utexas.edu/its/
**Student Emergency Services**: http://deanofstudents.utexas.edu/emergency/

**BeVocal**
BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: wellnessnetwork.utexas.edu/BeVocal.

**Important Safety Information:**
If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn’t feel right – it probably isn’t. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/
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.

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. Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

**Title IX Reporting**
Title IX is a federal law that protects against sex and gender based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:
Intervene to prevent harmful behavior from continuing or escalating.
Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
Investigate and discipline violations of the university’s relevant policies.

Faculty members and certain staff members are considered “Responsible Employees” or “Mandatory Reporters,” which means that they are required to report violations of Title IX to the Title IX Coordinator. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you want to speak with someone for support or remedies without making an official report to the university, email advocate@austin.utexas.edu For more information about reporting options and resources, visit titleix.utexas.edu or contact the Title IX Office at titleix@austin.utexas.edu.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

**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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Lecture</th>
<th>Leader</th>
<th>Lab</th>
<th>Leader</th>
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<tbody>
<tr>
<td>1</td>
<td>1.25.19</td>
<td>Course Intro, Clinical Reasoning</td>
<td>Castleberry</td>
<td>Practice OSCEs</td>
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<tr>
<td>2</td>
<td>2.1.19</td>
<td>Drug Therapy Assessment, JCPP PPCP Model, Drug Use Process</td>
<td>Latiolais</td>
<td>Diabetes Introduction and Injections</td>
<td>Hill</td>
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<tr>
<td>3</td>
<td>2.8.19</td>
<td>Collect: Patient Chart</td>
<td>Janzen</td>
<td>Exploring the Electronic Health Record</td>
<td>Castleberry</td>
</tr>
<tr>
<td>4</td>
<td>2.15.19</td>
<td>Collect: Patient Interviewing, Med History</td>
<td>Rush</td>
<td>Mock Patient Interviews</td>
<td>Rush</td>
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<tr>
<td>5</td>
<td>2.22.19</td>
<td>Assess: Building Your Assessment Toolkit, Interpreting Labs</td>
<td>Rush</td>
<td>Practice Using Various Assessment Worksheets (DTAW, ASHP Clinical Skills, SCUT Sheet, APhA)</td>
<td>Rush</td>
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<tr>
<td>6</td>
<td>3.1.19</td>
<td>Plan: Drug Resources</td>
<td>Latiolais</td>
<td>Practice Using Drug Resources</td>
<td>Latiolais</td>
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<td>7</td>
<td>3.8.19</td>
<td>Implement: Creating Care Plans and Documenting Care</td>
<td>Castleberry</td>
<td>Practice Documenting Care Activities</td>
<td>Castleberry</td>
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<tr>
<td>8</td>
<td>3.15.19</td>
<td>Exam 1</td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>8</td>
<td>3.22.19</td>
<td>SPRING BREAK</td>
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<tr>
<td>9</td>
<td>3.29.19</td>
<td>Follow Up: Prescription Monitoring Programs</td>
<td>Hill</td>
<td>4.1.19 – 4.4.19</td>
<td>Contentious Conversations and Referrals</td>
</tr>
<tr>
<td>10</td>
<td>4.5.19</td>
<td>CPR: Lecture</td>
<td>---</td>
<td>4.8.19 – 4.11.19</td>
<td>CPR: Hands On</td>
</tr>
<tr>
<td>14</td>
<td>5.3.19</td>
<td><strong>Exam 2</strong></td>
<td>Latiolais</td>
<td>5.6.19 – 5.9.19</td>
<td><strong>OSCE 2</strong></td>
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<tr>
<td>15</td>
<td>5.10.19</td>
<td>IPPE Orientation</td>
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