PHR 186P Advanced Pharmacotherapeutics Lab
Syllabus, Spring 2020

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Pre-Lab: Monday — 1:00 pm–2:00 pm (Austin PHR 3.106; San Antonio McD 2.108)

Lab Sections: (see Canvas for Lab Facilitator Information)

<table>
<thead>
<tr>
<th>City</th>
<th>Unique #</th>
<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Austin</td>
<td>57690</td>
<td>T</td>
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<td>McD 3.516</td>
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<td>McD 3.516</td>
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Revised 01/08/2020
Course Description: Advanced pharmacotherapy lab provides a safe, structured, and supportive setting for the P3 student to develop excellent presentation skills necessary for patient-centered pharmacy practice.

The presentations include development of one brief data-driven drug therapy algorithm, two very brief case presentations, and three journal clubs. See additional materials on Canvas for detailed descriptions of each type of presentation. These include handouts, videos, and examples.

Course Prerequisites: Credit for Pharmacy PharmD 685F (or Pharmacy 695F), 385G (or Pharmacy 395G), and 185P (or Pharmacy 185P); or credit or registration for Pharmacy PharmD 185P, 291, 292, and 193; or consent of the dean.

Course Learning Objectives (CAPE Objectives):

1. Foundational knowledge that is integrated throughout pharmacy curricula
   1.1.1 Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, and clinical sciences. (Reinforced)
   1.1.3 Integrate knowledge from foundational sciences to explain how specific drugs or drug classes, drug products, and dosage forms work and evaluate their potential value in individuals and populations. (Reinforced)
   1.1.4 Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care. (Reinforced)
   1.1.5 Access appropriate drug information resources and critically analyze scientific literature related to drugs and disease to enhance clinical decision making. [Exp] (Applied)
   1.1.6 Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population-based care. (Reinforced)
   1.1.7 Articulate how normal physiological and biochemical functions relate to changes that occur in the disease states, how laboratory values, signs, and symptoms relate to those changes, how specific therapeutic interventions reverse or ameliorate the diseases. (Reinforced)
   1.1.8 Apply knowledge in foundational sciences, and effectively synthesize and communicate this knowledge to patients and other healthcare providers. (Applied)
   1.1.9 Demonstrate foundational knowledge in quality improvement and patient safety processes that aim to deliver patient-centered and community/population-oriented care that is safe, timely, efficient, effective, and equitable. [IPE Sub] (Applied)

2. Essentials for practicing pharmacy and delivering patient-centered care
   2.1.1 Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, laboratory tests, pharmacist records and patient/family interviews. [Exp] (Applied)
   2.1.2 Interpret and assess evidence and patient data. (Applied)
   2.1.3 Prioritize patient needs and health-related issues in a holistic manner. [Exp] (Applied)
   2.1.4 Formulate evidence-based patient-specific assessments, care plans and recommendations [Exp] (Applied)
   2.1.5 Implement patient care plans. (Reinforced)
   2.1.6 Monitor the patient and adjust care plan as needed. (Reinforced)
2.1.7 Document patient care related activities. (Reinforced)
2.2.6 Apply standards, guidelines, best practices, and established processes related to safe and effective medication use. (Applied)
2.3.1 Describe and demonstrate systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations. (Applied)
2.4.1 Assess the healthcare status and needs of a targeted patient population. (Reinforced)

3. Effective approaches to practice and care

3.1.1 Identify and define the primary problem. (Applied)
3.1.2 Define goals and alternative goals. (Applied)
3.1.3 Explore multiple solutions by organizing, prioritizing, and defending each possible solution. (Applied)
3.1.4 Assess the advantages/limitations of possible solutions, and anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences. (Applied)
3.1.5 Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences. (Reinforced)
3.1.6 Analyze and improve on the solution implemented and its effects in order to achieve better outcomes. (Reinforced)
3.2.4 Ensure instructional content contains the most current information relevant for the intended audience, and at an appropriate learning level for that audience. (Reinforced)
3.2.5 Adapt instruction and delivery to the intended audience. (Reinforced)
3.6.3 Use available technology and other media to assist with communication as appropriate. (Applied)
3.6.4 Use effective interpersonal skills to establish rapport and build trusting relationships.
3.6.5 Communicate assertively, persuasively, confidently, and clearly, through effective verbal and written modalities. (Applied)
3.6.8 Develop professional documents, formal and informal presentations pertinent to individual and organizational needs (e.g., monographs, policy documents, etc.) that are target-audience appropriate. (Applied)

4. The ability to develop personally and professionally

4.1.1 Use metacognition to regulate one’s own thinking and learning. (Reinforced)
4.1.2 Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities. Develop skills and attitudes necessary for life-long learning. (Applied)
4.1.7 Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors. (Reinforced)
4.1.9 Seek personal, professional, or academic support to address personal limitations. (Reinforced)
4.1.10 Display positive self-esteem and confidence when working with others. (Applied)
4.3.1 Demonstrate creative decision making when confronted with novel problems or challenges. (Applied)
4.4.1 Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions. (Applied)
4.4.2 Display preparation, initiative, and accountability consistent with a commitment to excellence. (Applied)

4.4.4 Recognize that one’s professionalism is constantly evaluated by others, informally through public and other healthcare professional’s perceptions, and formally through licensing and accrediting bodies (e.g., State Board). (Applied)

4.4.5 Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement. (Applied)

**Course Success:** The student will identify topics or journal articles for their upcoming presentations and have them approved by their lab facilitator to be sure that they are in compliance with course requirements prior to working on their presentation. At a minimum, they will review the handout and video for each type of presentation on Canvas. Successful students will additionally review the supporting materials and examples on Canvas. Course grades are based upon Canvas surveys to be completed prior to working on each presentation and after receiving their lab facilitator’s critique their presentation, the presentations and supporting documentation when required, and active participation in discussions following their lab-mates presentations.

**Course Website:** 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. 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

**Course Communications:** Official course communications will take place in class, through email and on the course Canvas website. Students are advised to configure their Canvas settings to forward course announcements to their official e-mail address. Canvas uses only the e-mail address listed on the official University of Texas directory, so please check the University’s online directory to ensure your e-mail address is listed correctly.

Dr. Saklad is available most of the time by email (both Canvas email and UTHSA email), while presenting in the pre-lab, via telephone, or FAX. He has an “open door” office hours policy and will schedule additional face-to-face or Webex meetings 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.

To permit rapid identification of email about this course, please include in all Subject lines of your emails “PHM 186P”. 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 not sent through Canvas are not considered “official” communications about this course to the course director. Any email that is not responded to within one business day, likely has been missed. Please contact me again.

Comments, constructive criticism, and suggestions by students, lab facilitators, or local course coordinators (etc.) to improve the educational content and delivery of this course material are always welcomed and desired 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.
Course Video Recordings: A video capture system will be used in this course for the pre-labs. The video streams are offered as a supplement to pre-lab attendance, not as a substitute. Therefore, if technical problems preclude recording the lecture, the pre-lab will not be re-recorded, but students are still responsible for the content of the pre-lab. Pre-lab recordings will be available to you for the balance of the semester unless otherwise specified. Do not expect to have access after the semester is over. You are expected to attend the Orientation pre-lab and potentially any other you are notified are identified as mandatory.

Faculty and students utilizing class video 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. 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 students identifiable on the recording. Likewise, all course materials developed by the faculty member (handouts, PowerPoints, etc.) are the intellectual property of that faculty member and cannot be distributed further without the permission of that faculty member.

Viewing video-streamed recordings of lectures can be streamed on campus or can be viewed off-campus using a broadband connection. Your faculty are not in a position to troubleshoot your video-streaming problems, so please do not ask them to do so; rather, you should access the LRC’s help website at https://www.utexas.edu/pharmacy/help/ to address those problems. You will find additional information about the lecture capture system or can report technical issues at http://sites.utexas.edu/phr-lrc/

Course Grading Policies

<table>
<thead>
<tr>
<th>Assigned Grade</th>
<th>Final Score Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100</td>
</tr>
<tr>
<td>A-</td>
<td>&lt;94</td>
</tr>
<tr>
<td>B+</td>
<td>&lt;90</td>
</tr>
<tr>
<td>B</td>
<td>&lt;87</td>
</tr>
<tr>
<td>B-</td>
<td>&lt;84</td>
</tr>
<tr>
<td>C+</td>
<td>&lt;80</td>
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<td>C</td>
<td>&lt;77</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>&lt;64</td>
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<tr>
<td>F</td>
<td>&lt;61</td>
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</table>

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:

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, detailed notes explaining why any points were not earned.

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 pre-
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 facilita-
tor will score only the handout version that was used during the in-lab Presentation (not the ver-
sion turned loaded into Canvas).

Before beginning work on the presentation the students will complete a brief survey. Following
each presentation after receiving the lab facilitator’s rubric score evaluation, the student should
edit their handout to incorporate the constructive criticism received following their in-lab presen-
tation and then complete a survey and upload the handout into Canvas. Taking the time to make
any (typically minor) changes prior to uploading the handout will substantially improve retention
by the student of where they need to change to make improvements in future presentations. Stu-
dents would be wise to additionally use this revised version in their ePortfolio and other purpos-
es. There are no graded or uploaded versions of any presenter’s notes used during Case Presenta-
tions (these are only verbal presentations). All survey points are awarded when completed, not
based upon your survey answers or content, however surveys that are completed too late or are
incomplete may have the credit for that survey deducted from the student’s point total.

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 Pre-
sentation Reconsideration Requests.

**Point Assignment Weighting by Lab Component**

<table>
<thead>
<tr>
<th>Lab Evaluation Components</th>
<th>Points</th>
<th>Grade Weight</th>
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<tbody>
<tr>
<td>Algorithm</td>
<td>150</td>
<td>12.346%</td>
</tr>
<tr>
<td>Case Presentation Level II</td>
<td>150</td>
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</tr>
<tr>
<td>Case Presentation Level III</td>
<td>150</td>
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<tr>
<td>Journal Club #1 (“Classic”)</td>
<td>150</td>
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<tr>
<td>Journal Club #2 (“CONSORT” Updated)</td>
<td>150</td>
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<tr>
<td>Journal Club #3 (“CONSORT” Updated)</td>
<td>150</td>
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<tr>
<td>Before Presentation Survey (6 × 10 points/presentation)</td>
<td>60</td>
<td>4.938%</td>
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<td>After Presentation Survey (6 × 15 points/presentation)</td>
<td>90</td>
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<tr>
<td>Active Participation in Lab (11 × 15 points/week)</td>
<td>165</td>
<td>13.580%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1,215</strong></td>
<td><strong>100.000%</strong></td>
</tr>
</tbody>
</table>

**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”,
the yellow-green “A-”, and the green-yellow “B+”.

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 above.

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.

Ideally, there should be no differences if all lab facilitators would strictly use the the rubric-based scoring.

However, last year (and all previous years) there were statistically significant differences between sections (see the results from last year before and after this correction, below; ANOVA $F = 21.81$, df $= 11,105$, P $< 0.0001$). I have rounded all grades to three decimal places to obscure individual scores. The course grand mean is the gray horizontal line with box plots (red) and mean (green) for each section, as well as the individual student scores as points (black). 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 individual section mean lines shown are very close to the course grand mean after the correction. Individual section means are all exactly equal to the grand mean when the actual scores used for grading are not rounded (max of 100%).

This adjustment 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 using Excel with five significant figures (two guard digits). Since there is a statistical adjustment being made to equalize the means 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 determine your exact final grade using your individual grades as posted in Canvas due to:

1. different presentations in the lab being done at different times by different students,
2. possible schedule compression altering the participation grade weighting per session, and
3. the end of semester adjustments up or down for systematic grading differences between sections.

If you have any concerns about your grades, please discuss them with the Course Director as soon as possible. My goal is your success in this lab, on rotations as a P4, and beginning your career as a pharmacist.
## Scheduled Presentations by Type and Week

<table>
<thead>
<tr>
<th>Week #</th>
<th>Monday's Date</th>
<th>Journal Club</th>
<th>Algorithm</th>
<th>Case Presentation</th>
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<td>#2</td>
<td>#3</td>
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<td>1</td>
<td>01/20/2020</td>
<td>None [MLK Day]</td>
<td><a href="https://www.nationalservice.gov/serve-your-community/mlk-day-service">https://www.nationalservice.gov/serve-your-community/mlk-day-service</a></td>
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<tr>
<td>2</td>
<td>01/27/2020</td>
<td>Orientation to Course (Mandatory Pre-lab)</td>
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<tr>
<td>3</td>
<td>02/03/2020</td>
<td>First Lab Sessions: Assign Student #s; Discussion of Presentations</td>
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<tr>
<td>4</td>
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<td>9 / 10 / 11 / 13</td>
<td>12 / 14</td>
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</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 01/28/2019 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 an Announcement from Canvas. The pre-lab discussions are in addition to any individual appointments that you may schedule with Dr. Saklad or your lab facilitators.

* Absence is only excused due to illness, genuine family emergency or life-cycle events, or participation in a university-sanctioned activity such as attending a professional meeting.
PHM 186P – Advanced Pharmacotherapeutics Lab — Spring 2020

• 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:

All topic selections for your presentations 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 local time. At the discretion of your lab facilitators, 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. Please send your requests to all lab facilitators for your section so that they all know all of the topic assignments and avoid last minute topic changed to avoid duplications, which are forbidden.

Student exposure to as broad a range of disease states and patient types is important, therefore overlap of subject areas between presentations by the same student should not occur (i.e. you may not have a theme). Similarly, Lab Facilitators will not be asking you to focus on any specific area. Therefore, you should not select Journal Club articles in the same area, and the Algorithm should be on a different topic as well. Similarly, you should select your Case Presentations on other unique disease states. This is too early in your career to have a narrow focus.
Required Textbook: You may use either or both the 9th and 10th editions of Pharmacotherapy Casebook: A Patient-Focused Approach


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.

Examinations: There will be no formal written examinations in this laboratory course. 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 on Canvas.

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 all supplements, not an excerpt). Personal lecture notes are not authoritative documentation. The explanation must be focused, clear, rational, and concise. If there is still a disagreement, the laboratory facilitator should forward all of the materials to Dr. Saklad for discussion. After the laboratory facilitator’s review with Dr. Saklad, the decision of the laboratory facilitator will be final.

Academic Integrity: 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 penalties. 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.

Copying other’s work or ideas, published or not, and presenting it as your own is plagiarism. Accidental or unintentional plagiarism, a claim of not knowing or understanding what constitutes plagiarism, or failure to have detected previous incidents of plagiarism is irrelevant. Plagiarism is a broad concept and the means of obtaining the plagiarized material is not important. Copy and paste of a reference’s material or ideas is obviously explicitly forbidden. Slight wording changes
do not make previously presented material different: it is still plagiarism. Copying from material from others that is not referenced or your own previous work(s) and presenting it as original is plagiarism. Use of multiple cited references and making the wording and concepts your own to make a point is not plagiarism. If there is a part of a reference that you wish to include verbatim, it should be in quotes for short phrases, or indented for longer passages and the source indicated. For example, see the quotation included above. If there is any doubt, you should employ correctly referenced quotations to present the information.

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: Section 11-402.

Any student that is dishonest or believes that they witnessed dishonesty and does not report it appropriately and confidentially to Dr. Saklad in a timely manner (~24 hours) will be minimally given a score of “zero” on any presentation(s) and class discussion for that day. Substantially greater penalties can, and have been, 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 office of 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 what constitutes scholastic dishonesty and the procedures and penalties for violation.

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 your 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 rubric-based 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 session at a different day, time, or location with the permission of both sessions’ lab facilitators and your local coordinator. All presentations must be given in the student’s original section. 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 avoid having two presentations by the same student on the same day, a variety of presentation types each week, and never exceed three hours in length.

The schedule allows for up to 14 presentation slots, so in most sections there will be at least three “empty slots” that can be used to improve the flow of the presentations, as needed, 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 re-assigned an alternate student number that avoids the conflict. This must be done before any presentation would be due in either student number (the one being switched from and the one being switched to). Student numbers may not be changed after any presentation is given or was 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 or confirmed by email or Canvas and Cc’d to your local coordinator and Dr. Saklad. 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. Each student will always present all presentations in the sequence specified by their student number. Each student must present Journal Clubs (1 → 2 → 3) and Case Presentations (II → III) in order.

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

Unexcused absence: Any scheduled presentation that is missed for an unexcused absence will receive a zero score for the presentation that can not be made up. Review of the course grading policy shows that a zero on any presentation will likely reduce your final letter grade.

Schedule Compression: The lab facilitator and students have compressed the presentation schedule to reduced the number of lab sessions if there were less than 14 students in that section. This effectively would have that section’s lab end earlier in the semester.

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). If anyone is not comfortable with a section’s decision to compress the schedule, they could confidentially email Dr. Saklad as soon as possible.

The compressed schedule may not: (1) change any student’s sequence of presentations, (2) schedule two presentations by the same student on the same day, or (3) result in more than three hours of presentations on any single day.

Dr. Saklad and your local coordinator need to be informed in advance and receive their 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. The original schedule weights each lab session to be 15 points. As an example, if the schedule was compressed from the original 11 weeks to 10 weeks, then each lab session would be 16.5 points.
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 Texas-licensed intern pharmacist on clinical rotations next semester: Texas State Board of Pharmacy Rules September 2017, §283.5. Therefore, appropriate dress for this laboratory is obligatory. 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)].

As a pharmacist, your patients, subordinates, employers, and colleagues, expect you to dress and behave 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, pharmacists professional dress in most clinical settings 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 instead of a white coat, wearing nitrile gloves with only scrubs or gowns will be allowed eventually…and the gloves, 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 a pharmacist is preparing chemotherapy, then an appropriate environment and protective clothing are obviously essential. See Beans BE. USP <800> Adds Significant Safety Standards: Facility Upgrades Needed to Protect Employees From Hazardous Drugs P&T. 2017;42(5):336–339.

In most mental health, pediatric, and 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. Typically, I have recently observed the physician or pharmacist in business attire without a tie while nursing staff and clerical staff are in scrubs. See Bearman G, Bryant K, Leekha S, et al. Healthcare Personnel Attire in Non-Operating-Room Settings. Inf Control Hosp Epidemiol. 2014;35(2):107–122 for an interesting review of professional and patient expectations.

For purposes of this laboratory course, the appropriate professional dress is business attire. This means that for men 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. Your lab facilitator might decide that lab coats might be required for all presenters and optional for non-presenters. 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 score(s) 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 notify me to make the list in this paragraph any longer.

**Emergency Evacuation:** The following has been requested to be added to all UT Austin syllabi. [Supplementary information can be found here.](#) While this information does not directly apply to students located in San Antonio, similar advice should apply to the UTHSA campus 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.

- 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. **Do it now, before you need it.** Consider how many emergency situation watches (might happen), warnings (happening nearby), or actual events (happening to you) have impacted you and people you know in just the past year.