PHR 175P
Pharmacotherapeutics II Lab Syllabus
Spring 2013

Coordinators:
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Neha Thakore, PharmD nehathakore@utexas.edu

Objectives of the Course:

1. To illustrate real-life cases seen in the practice of pharmacy and to practice solving basic pharmaceutical problems,

2. To encourage the processes of group discussion, teamwork, and synergy in finding answers to basic and clinical questions arising from case study,

3. To demonstrate the process of problem solving around basic and therapeutic questions arising from structured case situations,

4. To aid students’ independent problem-solving abilities through learning about how to find and use existing resources, and

5. To encourage long-term learning of pharmaceutical information that may or may not be covered in the didactic Pharmacotherapeutics course(s),

6. To encourage life-long learning.

Textbooks and Materials:

The **required text** for this course is:

Optional, but very useful:

- Stedman’s Medical Dictionary for the Health Professions and Nursing, 5th ed., Lippincott, Williams and Wilkins (2005); or other Medical Dictionary
Course Details:

1. These laboratories are designed to facilitate the process of team building by making the basic knowledge taught in the Pharmacotherapeutics courses “come alive” in structured case studies.

Nota Bene: The Pharmacotherapy Laboratory is a separate course from the didactic Pharmacotherapeutics courses. It is NOT the purpose of the labs to help students prepare for examinations in the Pharmacotherapeutics courses. Although cases are usually scheduled after didactic lectures, it is not possible to schedule the cases so that they will precede an exam in the pharmacotherapy courses. Likewise, it is probable that cases in this semester and the next semester of lab will cover material covered in previous semesters, whereupon students are encouraged to check current references to aid in understanding laboratory cases. This is especially true when cases depict multiple therapeutic problems.

2. Faculty facilitators will be present at each class period. It is the responsibility of the facilitator to take attendance, to encourage discussion, and to grade students on their performance. It is NOT the facilitator’s responsibility to lecture, to correct erroneous information, or to make sure that everyone participates. Students are expected to participate on their own initiative. Some facilitators (on their own) might add extra facts or personal experiences to the case discussion. On the other hand, some facilitators believe that promoting student independence in discussion is a desirable trait.

3. Attendance is mandatory in this course. Attendance will be taken at the beginning of every session. No unexcused absences are permitted. Excused absence requests are only accepted in the case of an emergency, illness, or College function approved by the Dean. In ALL cases the student should attempt to contact the Course Coordinator and TAs BEFORE missing a lab. It is not acceptable to contact your facilitator or make the facilitator responsible for contacting the Course Coordinator/TAs in the event of an emergency. There will be a lowering of one letter grade for each unexcused absence. Making up material covered in the lab session is the student’s responsibility, and you
will be required to complete an alternate assignment to be determined by the Course Coordinator and TAs or make-up the lab on another day. Students should attempt to attend their regularly scheduled laboratory at all times. Switching to another lab section will only be permitted when there is a valid reason. Switching laboratories produces a hardship on the facilitators, other students, and TAs who are attempting to keep track of lab reports and grades. Permission to switch lab must be obtained in advance from the course coordinator.

**Religious Holy Days**

By UT Austin policy, you must notify me of your absence at least fourteen days prior to the date of observation of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence. The UT policy is appended to the syllabus.

If you are attending a professional state or national meeting that conflicts with your lab day, you must contact the course coordinator a minimum of two weeks before the meeting to make arrangements for a makeup lab. For all other absences, please contact the course coordinator as soon as you know you will need to schedule a makeup lab.

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

- Process  (individual grade; determined by facilitator)  \( \text{50 \%} \)
  (each facilitator grade is weighted equally)

- Case Report Completion
  SOAP or Care Plan (group grade)  \( \text{50 \%} \)
  (each report is weighted equally)

Grades will be posted in Blackboard®.

As noted, 50% of your grade is from facilitator grading of your input into the case discussion. Your participation is of the utmost importance. You don't always have to be 100% correct in your clinical informational input, but you MUST participate. Many things define participation in the eyes of your facilitators – including but not limited to:

a) Relevant clinical information;
b) Comments on other students' input, which can be in the form of agreement or constructive disagreement;
c) Helping the group stay focused if it moves off track;
d) Asking questions when you are unclear about something; and
e) Suggesting methods for organization of pertinent clinical information.
f) Professionalism
See the FACILITATOR GRADING SHEET posted in Blackboard to see how this will be implemented.

The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
<td>This scale may be adjusted downward (i.e., greater ranges for A, B, etc.), but not upward, at the discretion of the Course Coordinator.</td>
</tr>
<tr>
<td>85-91</td>
<td>B</td>
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<tr>
<td>75-84</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>65-74</td>
<td>D</td>
<td></td>
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<tr>
<td>Below 65</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

5. **SOAP notes, Drug Therapy Assessments or Care Plans** must be written for each case based upon current, published guidelines. These reports are due to the TA VIA EMAIL 48 hours after then end of lab. TAs will grade the reports based upon the criteria provided. These criteria are included on Blackboard. We suggest you refer to the SOAP, Care plan grading sheets (at the end of the syllabus) each week while completing your work. A sample SOAP note and Care plan will be posted on BlackBoard® prior to lab sessions requiring them. Note: Brevity in SOAP, Drug Therapy Assessments and Care Plans is strongly encouraged. Drugs recommended in the SOAP or Care Plan will require a prescription (both RX and OTC) or Hospital Orders depending on the setting. Templates for the RX and Orders will be posted on BB.

Reports turned in late will receive a one letter grade deduction (8 points) for that assignment for each late day for everyone in the section.

If a SOAP note, Drug Therapy Assessment or Care Plan has multiple mistakes or omissions, you may be asked to rewrite your work. The TAs and the course coordinators will make this decision.

Drug Therapy Assessment: Students are expected to work together to discuss the case and write up the note. One note is to be turned in for the group, and all members of your group will receive this grade. The format for the Drug Therapy Assessment is similar to the ASHP Clinical Skills Competition. Instructions, a sample DTA and other details will be posted on BlackBoard®

Care Plan: Students are expected to work together to discuss the case and write up the note. One note is to be turned in for the group, and all members of your group will receive this grade. The format for the Care Plan is similar to the ASHP Clinical Skills Competition format. Instructions, a sample care plan and other details will be posted on BlackBoard®

SOAP note: Students are expected to work together to discuss the case and write up the SOAP note. One SOAP note is to be turned in for the group, and all members of your group will receive this grade. Initially, SOAP notes will cover a single problem, later they will cover multiple problems (all the issue a given patient has).
6. **There may be Course, Facilitator and TA evaluations** conducted mid-semester and at the end of the semester. All students are strongly encouraged to fill out these evaluations, as an aid to improving the course.

7. **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.

If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you’re given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

8. **Practice in Professionalism.**

Professionalism comprises several important traits, particularly collegiality and participation.

1. Collegiality refers to
   a. collaborative interaction with your instructor and peers,
   b. constructive conversation with your peers, and
   c. mature, respectful attitude and behavior overall.

2. Participation refers to
   a. consistent involvement in all aspects of class,
   b. meaningful oral and written contributions to examination of course concepts, and
   c. insightful investigation, asking questions as necessary for clarification and edification.

3. Both of the above aspects require regular discussion and attendance.

4. Aside from the above aspects, the main questions I ask myself regarding your professionalism grade are whether or not someone would write a letter of recommendation or be willing to serve as a reference for you at the end of class. Hence, this part of the grade is meant to remind you that your performance here has ramifications beyond the classroom.

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

Men: full length slacks, dress shirt or polo shirt  
Women: pants or skirts with blouses or dresses  
Clean, white lab jacket with your name clearly identified  
No shorts (pant length must remain below the knee at all times)  
No denim clothing or jeans of any color  
No backless or muscle shirts  
No athletic shoes  
No flip-flops

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

9. **Reconsideration Requests**

If there is a disagreement over the answer to a specific question, one representative from the group should present the group's assignment plus a written explanation (with appropriate documentation) to the TA within 48 hours of when the graded assignment was given back to the group. Documentation may include statements from textbooks, handouts, packets, or current scientific reprints; lecture notes are NOT authoritative documentation. The explanation must be clear, rational, and concise. (This policy does not apply to addition or other grading errors). Resubmitted

10. **Scholastic Dishonesty (From the Ombudsman's Office):**

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

11. **ADA (Americans with Disabilities) Statement**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone) or [www.utexas.edu/diversity/ddce/ssl](http://www.utexas.edu/diversity/ddce/ssl)
12. Behavioral Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual’s behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal

13. Use of E-mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence; therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently—I recommend daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin’s policies and instructions for updating your e-mail address at http://www.utexas.edu/its/help/utmail/1564

14. Blackboard*

In this class I use Blackboard – a Web-based course management system with password-protected access at http://courses.utexas.edu – to distribute course materials, to communicate and collaborate online, to post grades, and surveys. You can find support in using Blackboard at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly

15. UT Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect towards peers and community.”

Therefore, cheating (such as in falsely signing attendance sheets) will not be tolerated. Likewise, plagiarism on case reports is a major form of academic dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course and dismissal from the University. Policies of scholastic dishonesty are strictly enforced. The Honor Code of the College of Pharmacy governs this laboratory.

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

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

2. **With respect to lab reports**: The Pharmacotherapy Labs are intended to promote team building. It is OK to study together in preparing for the laboratory cases, and it is OK (and expected) to agree among you about those items to be included in the SOAPs, Drug Therapy Assessments and Care Plans (also known as reports).

   Prohibited activities include:

   a. Using the reports of others as an aid in writing your team reports. This includes not only the reports from the present semester, but the reports from previous semesters.

   b. Having the same words in your reports as the words in an article, textbook or another group’s report, without citation. If you choose to copy phrases or sentences from an article or text for accuracy purposes, you must place those words in quotation marks and tell the source, either in parentheses or as a footnote. (In general, such citations should not be longer than a few phrases or a sentence or two.) Always strive to put ideas in your own words - this is a learning experience!

   c. Copying portions of textbook material and listing global citations at the end of the report. Just because you have a book or source listed in your bibliography, this doesn’t mean you can copy portions of the source to your report without specific citation of the source in the body of your report.

Other items not covered above: It is the student’s responsibility to know all forms of plagiarism and to work independently where required.

**WHAT IS NOT PLAGIARISM?**

It is often easier to identify what is not plagiarism. It is not plagiarism when a report or document is written independently, using other published sources for information, placing the new information in your own words, and citing the sources for the new information at the appropriate places within the document. A bibliography listed at the end of the document can be used conveniently for citation referral, or footnotes at the bottom of each page of the document can be used in place of a bibliography. (Note that a bibliography is recommended for pharmacotherapy lab reports.)
Note: Plagiarism, as indicated in the course syllabus, is a major form of scholastic dishonesty. Each student must decide whether failing the course or being dismissed from the College is worth the risk involved in plagiarism.
# Pharmacotherapeutics II lab 175P
## Spring 2013

<table>
<thead>
<tr>
<th>Day and Section</th>
<th>Facilitator</th>
<th>email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon Section I (61160)</td>
<td>Scott Strassels</td>
<td><a href="mailto:scotts@austin.utexas.edu">scotts@austin.utexas.edu</a></td>
</tr>
</tbody>
</table>
| Mon Section II (61165) | Jim Wilson & Holli Temple | wilsonj@mail.utexas.edu
holli.temple@austin.utexas.edu |
| Mon Section III (61170) | Tom Guidry & Jim Karboski | thomas.guidry@pfizer.com
karboski@austin.utexas.edu |
| Tues Section I (61190) | Leticia Smith & Liza Paul | LVSmith@seton.org
LPaul@seton.org |
| Tues Section II (61195) | Scott Strassels | scotts@austin.utexas.edu |
| Tues Section III (61200) | Bill McIntyre & Mitch Lestico | bill.mcintyre@austin.utexas.edu
mitch.lestico@communitycaretx.org |
| Wed Section I (61175) | Sharon Rush & Suzanne Novak | sharon.rush@austin.utexas.edu
snovak@mail.utexas.edu |
| Wed Section II (61180) | Kristie Besonis & Phillip Lai | kabesonis@seton.org
phillip.lai@communitycaretx.org |
| Wed Section III (61185) | Donna Burkett | donna.burkett@austin.utexas.edu |
| Thurs Section I (61205) | Saadia Ali | saadia.ali@utexas.edu |
| Thurs Section II (61210) | Stephanie Garrett | sdgarrett@seton.org |
| Thurs Section III (61215) | Mitzi Stansberry & Jennifer Ridings-Myhra | mzstansberry@gmail.com
jennifer.ridings-myhra@austin.utexas.edu |
| Fri Section I (61220) | Rich Wilcox & Jim Wilson | wilcoxrich@mail.utexas.edu
wilsonj@mail.utexas.edu |
| Fri Section II (61225) | Cindy Luu & Jenny Ngo | cindy.luu@communitycaretx.org
jenny.ngo@communitycaretx.org |
| Fri Section III (61230) | Sarah Meyer & Alice Yang | sarahrm@utexas.edu
ayang@utexas.edu |

Updated: 1/23/13 12:36 PM

**Room numbers:**
Section I - PHR 3.114A
Section II - PHR 3.114B
Section III - PHR 3.114D

**Course Times:**
M,W 1:30-4:30pm
T,Th, F 2:00-5:00pm

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### TA Assignment

- M: Tatiana Makhinova
- T: Buzz Olotu
- W: Neha Thakore
- Th: Buzz Olotu
- F: Tatiana Makhinova
<table>
<thead>
<tr>
<th>Week of:</th>
<th>CASE / TOPIC</th>
<th>PRIOR TO LAB</th>
<th>IN LAB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 28</td>
<td>Case 14 Hypertensive Crisis</td>
<td></td>
<td>Drug Therapy Assessment done in lab with facilitator</td>
</tr>
<tr>
<td>Lab 1</td>
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<tr>
<td>Feb 4</td>
<td>Case 14 Hypertensive Crisis</td>
<td>Drug Therapy Assessment done <strong>in</strong> prior lab</td>
<td>DTA as the basis for the Pharmacist’s Care Plan done in lab with facilitator</td>
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<tr>
<td>Lab 2</td>
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<tr>
<td>Feb 11</td>
<td>Case 28 Acute Asthma</td>
<td>Drug Therapy Assessment done <strong>prior to</strong> lab</td>
<td>Pharmacist’s Care Plan &amp; Prescriptions</td>
</tr>
<tr>
<td>Lab 3</td>
<td></td>
<td></td>
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<tr>
<td>Feb 18</td>
<td>Case 105 Gout</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Pharmacist’s Care Plan &amp; Prescriptions</td>
</tr>
<tr>
<td>Lab 4</td>
<td></td>
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<tr>
<td>Feb 25</td>
<td>Case 107 Allergic Rhinitis</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Single problem SOAP note, only “SOAP” Allergic Rhinitis &amp; Prescriptions</td>
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<tr>
<td>Lab 5</td>
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<tr>
<td>March 4</td>
<td>Case 21 Deep Vein Thrombosis</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Single problem SOAP note &amp; Prescriptions</td>
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<tr>
<td>Lab 6</td>
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<tr>
<td>March 11</td>
<td><strong>NO LABS: Spring Break</strong></td>
<td></td>
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<tr>
<td>March 18</td>
<td>Case 15: Heart Failure</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Multi-problem SOAP (day 1)</td>
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<tr>
<td>Lab 7</td>
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<tr>
<td>March 25</td>
<td>Case 15: Heart Failure (Continued)</td>
<td>Part of the lab done last week</td>
<td>Multi-problem SOAP (day 2) &amp; Prescriptions</td>
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<tr>
<td>Lab 8</td>
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<tr>
<td>April 1</td>
<td>Case 24: Ischemic Stroke</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Multi-problem SOAP &amp; Prescriptions</td>
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<tr>
<td>Lab 9</td>
<td></td>
<td></td>
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<tr>
<td>April 8</td>
<td>Case 132: Pyelonephritis</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Multi-problem SOAP &amp; Prescriptions</td>
</tr>
<tr>
<td>Lab 10</td>
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<td></td>
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<tr>
<td>April 15</td>
<td>Case 127: Endocarditis</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Multi-problem SOAP &amp; Prescriptions</td>
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<tr>
<td>Lab 11</td>
<td></td>
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<tr>
<td>April 22</td>
<td><strong>NO LABS: Alcaldé and TSHP meeting</strong></td>
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<tr>
<td>April 29</td>
<td>Case 119: Community Acquired Pneumonia</td>
<td>Drug Therapy Assessment done prior to lab</td>
<td>Multi-problem SOAP &amp; Prescriptions</td>
</tr>
<tr>
<td>Lab 12</td>
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</tbody>
</table>

You Must Notify the Course Coordinator of Travel Plans for the APhA Meeting by 2/15/2013
This schedule may be changed (cases added or deleted) throughout the semester if required. This has occurred in the past to allow more time for more difficult cases.