General Course Information

Meeting Times & Locations: April 2nd-May 4th 2018

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Duluth Room</th>
<th>Twin Cities Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>10:10-12:05 pm</td>
<td>165 Life Science</td>
<td>Moos Tower 1-451</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1:25-2:15 pm</td>
<td>165 Life Science</td>
<td>Moos Tower 1-450</td>
</tr>
<tr>
<td>Thursday</td>
<td>1:25-3:20 pm</td>
<td>L410</td>
<td>WDH 7-135</td>
</tr>
</tbody>
</table>

Course Website: [https://moodle.umn.edu](https://moodle.umn.edu)

Technology Help, Duluth: 218-726-8847 itsshelp@d.umn.edu
Technology Help, TC: 612-30-4357 help@umn.edu

Instructional Team:

<table>
<thead>
<tr>
<th>Course Directors:</th>
<th>TC: Jean Moon, PharmD, BCACP 7-103 WDH 612-730-7212; <a href="mailto:jmoo@umn.edu">jmoo@umn.edu</a> Preferred method of contact: email</th>
<th>Duluth: Megan Undeberg, PharmD, BCACP 123 Life Science 218-726-6039; <a href="mailto:undeberg@d.umn.edu">undeberg@d.umn.edu</a> Preferred method of contact: email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Instructors:</td>
<td>TC: Don Uden, PharmD 7-159D WDH 612-624-9624; <a href="mailto:udenx001@umn.edu">udenx001@umn.edu</a> Preferred method of contact: email</td>
<td>TC: Ronald Hadsall, Ph.D., MS 7-159B WDH 612-624-2487; <a href="mailto:hadsa001@umn.edu">hadsa001@umn.edu</a> Preferred method of contact: email</td>
</tr>
<tr>
<td></td>
<td>TC: Betsy Hirsch, PharmD 4-212 MTRF 612-626-4388; <a href="mailto:ebhirsch@umn.edu">ebhirsch@umn.edu</a> Preferred method of contact: email</td>
<td></td>
</tr>
</tbody>
</table>
Overview of the Course

Course Content:
The course is designed to provide students with the requisite pathophysiology and pharmacotherapeutic knowledge to care for patients with common pulmonary diseases. It will integrate concepts of pediatric and geriatric pulmonary dosing and infectious diseases. In addition, the course will include integrated with SAPh faculty content.

Course Format:
This clinical module is an interactive course that will center on case based, active learning. This format will stimulate student self-learning, increase experience in working with simulated examples related to clinical situation, and help develop critical thinking skills that will improve student retention of knowledge and skills necessary to improve patient care and outcomes. Each class typically will be 1-2 hours in length, with didactic review and applied active learning sections. Students will be expected to spend about 2 hours (on average) out of class in preparation prior to each active learning class module (e.g. recorded presentations, readings or cases from Applied Therapeutics textbook, journal article reviews). Faculty will use class lists to call on individual students and groups during the in class learning sessions.

In summary, students will be expected to spend about 6 hours a week in outside class preparation prior to active learning, lecture and case based learning sessions. Preparation time for PCLC integrated activities is not included here.

Prerequisites
* PD2 in good academic standing

Courses:
Applied Pharmaceutical Care, Foundations of Social and Administrative Pharmacy, Medicinal Chemistry and Pharmacology of Cardiovascular Agents, Pharmacokinetics and Applied Pharmacokinetics, Cardiovascular Pharmacotherapy, Molecular Metabolism and Nutrition, Foundations of Pediatrics and Geriatrics

Topics:
Phar 6758 Syllabus, Spring 2018, University of Minnesota, College of Pharmacy
• Physiology: pulmonary clearance, gas exchange (CO2/O2 exchange), IgE/protein allergen complex with mast cells, leukotrienes, PGE-D2, neutrophils, eosinophils, lymphocytes, and macrophages
• Biochemistry, molecular metabolism
• Pharmacokinetics: ADME
• Pharmacology/Medicinal Agents: antihistamines, intranasal and pulmonary inhaled corticosteroids, oral corticosteroids, short-acting and long-acting beta agonists, short-and long-inhaled anticholinergics

Course Materials

Required:

Computer / Technology Requirements:
• Moodle: This course will use Moodle to distribute resources and host course activities. See Moodle setup requirements at http://www1.umn.edu/moodle/start/technical.html
• E-Textbooks: The Koda-Kimble Applied Therapeutics textbook will be provided as an e-text.
• Email: Course instructors will communicate through email about course administrative issues. We suggest that you check your U of M email daily.
• Laptop, notebook, or iPad (device) to access Internet during active learning and case sessions.

Detailed Course Schedule

See Moodle site for a detailed course description by week and a schedule at a glance.

Course Goals and Objectives

Learning Objectives:
1. Differentiate between seasonal and perennial allergic rhinitis (AR), identify and modify AR triggers, select appropriate non-pharmacologic and pharmacologic therapy for the management of AR and develop a patient centered evidence based best practice care plan for a simulated or actual patient.

• Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6
• Scientific Foundations: 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.6, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 5.2.2, 5.8.1, 5.8.2, 5.8.3, 5.8.5, 5.8.10, 5.8.12
2. Assess, interpret, apply guidelines, and develop a patient-centered evidence based best practice care plan for a simulated or actual patient with asthma.
   ● Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 3.1, 3.6, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6
   ● Scientific Foundations: 5.1.3, 5.1.4, 5.1.5, 5.2.3, 5.3.10, 5.13.4, 5.4.1

3. Assess, interpret, apply guidelines, and develop a patient-centered evidence based best practice care plan for a simulated or actual patient with COPD.
   ● Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6
   ● Scientific Foundations: 5.2.2, 5.3.14, 5.4.1, 5.6.1, 5.8.2, 5.7.5

4. Identify the pathogenesis and pharmacotherapy of common upper respiratory tract infections (otitis media and sinusitis) and community acquired pneumonia; apply national guidelines for otitis media and develop a patient-centered evidence based best practice care plan for a simulated or actual patient.
   ● Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6
   ● Scientific Foundations: 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.6, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 5.2.2, 5.8.1, 5.8.2, 5.8.3, 5.8.5, 5.8.10, 5.8.12

5. Differentiate between seasonal and perennial allergic rhinitis (AR), identify and modify AR triggers, select appropriate non-pharmacologic and pharmacologic therapy for the management of AR and develop a patient centered evidence based best practice care plan for a simulated or actual patient.
   ● Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6
   ● Scientific Foundations: 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.6, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 5.2.2, 5.8.1, 5.8.2, 5.8.3, 5.8.5, 5.8.10, 5.8.12

6. Assess, interpret, apply guidelines, and develop a patient-centered evidence based best practice care plan for a simulated or actual patient with asthma.
   ● Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 3.1, 3.6, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6
   ● Scientific Foundations: 5.1.3, 5.1.4, 5.1.5, 5.2.3, 5.3.10, 5.13.4, 5.4.1

7. Assess, interpret, apply guidelines, and develop a patient-centered evidence based best practice care plan for a simulated or actual patient with COPD.
   ● Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6
   ● Scientific Foundations: 5.2.2, 5.3.14, 5.4.1, 5.6.1, 5.8.2, 5.7.5

8. Identify the pathogenesis and pharmacotherapy of common upper respiratory tract infections (otitis media and sinusitis) and community acquired pneumonia; apply national guidelines for otitis media and develop a patient-centered evidence based best practice care plan for a simulated or actual patient.
   ● Domain Competencies: 1.0, 1.1, 1.2, 1.4, 1.5, 1.7, 2.4, 6.0, 6.1, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.4.5, 6.4.6

Assessment and Grading

Overall Course Grade:
The overall course grade will be determined by the quizzes, assignments, activities, and final exam as described in the following table.

Missing Grades and/or Grade Book Discrepancies:
Each time a grade is added to the Moodle gradebook, students will be notified via the “Course Announcements” forum. Students are responsible for checking the gradebook for missing grades and/or grade discrepancies. If a potential inaccuracy is identified, students have one week from the day/time the announcement is posted to notify the lecturing faculty. After one week grades change requests will not be honored.

**Graded Assessments and Rounding:**
The final grade for the course will be determined according to the formula in the table below. Common rounding rules will be applied when determining the final grade. All assessments will follow “Moodle recording rules” = grades are recorded out to the hundredth place (aka a grade of 5.67777777 is recorded as a grade of “5.67” by Moodle).

**Graded Assessments:**

<table>
<thead>
<tr>
<th>#</th>
<th>Due Date</th>
<th>Brief Description</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Weekly</td>
<td>Quizzes – online (closed resource)</td>
<td>60 (12 points each)</td>
<td>36.4%</td>
</tr>
<tr>
<td>2</td>
<td>4/11</td>
<td>Guideline Comparison Activity</td>
<td>10</td>
<td>6.1%</td>
</tr>
<tr>
<td>3</td>
<td>4/16</td>
<td>Asthma Care Plan</td>
<td>10</td>
<td>6.1%</td>
</tr>
<tr>
<td>4</td>
<td>4/26</td>
<td>Team-Based Learning</td>
<td>10</td>
<td>6.1%</td>
</tr>
<tr>
<td>5</td>
<td>4/30</td>
<td>Education Rx</td>
<td>15</td>
<td>9.0%</td>
</tr>
<tr>
<td>6</td>
<td>5/8</td>
<td>Comprehensive Final Exam – Multiple choice</td>
<td>60</td>
<td>36.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total</td>
<td>165</td>
<td>100.1%</td>
</tr>
</tbody>
</table>

**Course Letter Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>100-93</td>
<td>92-90</td>
<td>89-87</td>
<td>86-83</td>
<td>82-80</td>
<td>79-77</td>
<td>76-73</td>
<td>72-70</td>
<td>69-60</td>
<td>&lt;59</td>
</tr>
</tbody>
</table>

**Quizzes:**

Weekly quizzes will be administered via Moodle and available at the end of class on Friday and close on Monday at the start of class. These quizzes will cover the content provided during the previous week. For example, the quiz will open on Friday at the end of class 3:20 pm and will close Monday 10:10 am. Once you login, quizzes will be open only for 45 minutes. (Note: If you log in at 10:09 am on Monday morning, you will only have 1 minute to do your quiz. Please plan your time accordingly.)
The use of electronic devices such as phones, computers, programmable calculators, and other devices with electronic databases are not permitted during quizzes. Each student is expected to take the quiz independently and submit their own work. Each student is responsible for ensuring that they are appropriately logged into the course website when taking assigned quizzes.

The scores only will be released once the quiz is closed. If you would like to ask for consideration of a question being challenged, you must contact the Course Director in writing within 24 hours after the release of the scores and provide the reason why you feel the question was inappropriate.

Technical Support for Online Quizzes:
If you require assistance please take the following steps: Step 1: Consider visiting the technical support website http://umn.edu/moodle to troubleshoot your problem through self-help pages. Step 2: Call the One Help desk at 218-726-8847 in Duluth or 612-301-4357 in the TC. Following these steps will ensure that you get the assistance that you need in a timely manner. Please do not hesitate to contact Tech Support. They are there to help! If you have technical difficulties during an online quiz, or if you are uncertain your quiz submitted properly, email the instructor for that material immediately, including your chosen answers for the quiz questions. Note: Late quizzes will not be accepted if a student has technical difficulties and all avenues of technical support to correct the problem were not attempted.

Final Exam Policy:
The final exam will be offered during the finals week of classes and will be multiple choice. Students will have 2 hours to complete the final exam. Students will have access to the inhaled corticosteroid comparative dosing chart reference only during the exam.

The final exam score will be released to students immediately after closing of the exam period. However, students will not be able to see the correct answers. If you have any questions regarding the final exam, please contact Dr. Moon in TC and Dr. Undeberg in Duluth to schedule a time on Monday May 14th. Drs. Moon and Undeberg will be available from 9 am until 12 pm. During the scheduled meeting with your professor, you will not be allowed to take pictures of your exam questions and you will not be allowed to write down any answers. The Honor Code is in effect.

Assignments and Learning Activities

Education Rx:
This assignment is designed to develop and apply a framework for using evidence-based medicine skills in answering clinical questions. Given a clinical scenario, students will complete the Education Rx. See Appendix A for the detailed grading rubric.
Team Based Learning (TBL):
This assignment is designed to assist students in learning relevant content from class at a depth beyond memorization, and apply it to patient care vignettes. We will hold one TBL session. The session will consist of two phases and will take place in class and consist of the “readiness assurance testing” - one set of questions first testing your individual knowledge (iRAT) and then an identical set testing your knowledge as a group (tRAT). TBL sessions will be conducted on Moodle (bring a device), in-class cards, and will be closed note. Student teams will be asked to justify why they feel their case answer choice is correct (best) and why other answers are not correct (or not the best answer).

- **TBL Absentee Policy:** The iRATs will start on time - questions missed due to tardiness will be forfeited. If a student receives a Ø for the iRAT a Ø will also be recorded for the tRAT. In the event of an excused absence, students will receive the class average for the iRAT and tRAT unless pre-arranged with the Course Director.

- **TBL Grading:** The iRAT will count for 40% of the grade, while the tRAT will count for 40% and the case question justification will count for 20%. TBL sessions are intended to be an active learning experience, thus students must be present in class to earn a TBL grade. Working remotely does not demonstrate professionalism and will not be awarded credit. Further, tRAT credit is not available to students who do not complete an iRAT. tRAT scores can only be submitted by one group member - if 2 or more scores are recorded, the lowest grade will be recorded for the group. Students are responsible for bringing all items needed to complete the readiness assessments (this may include computers, batteries, etc.). Students without a working device will not be awarded credit for the iRAT - paper answers will only be accepted in case of technology issues.

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**Course Policies**

**See Also:**
[University of Minnesota and College of Pharmacy Policy Reference](Centralized Syllabus)

**Attendance:**
Students are expected to attend every class for which they are registered. Students are expected to attend classes on the campus where they are enrolled. Instructors may choose to take attendance.

**Absence from Exams or Quizzes:**
Make-Up Exams or Quizzes will not be offered unless absence is consistent with University Make-Up Policy, including personal illness, a family emergency, or an University-sponsored event. Additional circumstances will be considered at the discretion of the Course Director, but are not likely to be granted.

If a student is unable to attend:

1. Course Exams or TBL Session: The Course Director must be notified (by email) at least 24 hours in advance (when possible) to provide information to explain the absence. Verification for absences (medical professional note, event registration, etc.) is required. If an acceptable circumstance or adequate documentation is not provided, a grade of zero will be assigned. If you do not receive a reply to your request, please do NOT assume that your request has been granted; contact us again to confirm that your request was received and processed. Depending on the circumstances, the make-up due date will not be more than one week after the original due date and will, if possible, occur before the original due date. In the event more than one student miss an exam, a simultaneous makeup exam will be scheduled.

2. Course Quizzes: The Course Director must be notified (by email) at least 24 hours in advance (when possible), but no later than 24 hours after the due day/time to provide information to explain the absence. Verification is not required for the first absence, but is for any subsequent absence. Make-up quizzes for students who unintentionally overlooked the due date/time (and/or without an accepted circumstance as above) will not be granted.

Statement on Penalties for Late Work:
Late work will not be accepted (except for absences in accordance with University Make-Up Policy)

Statement on Extra Credit:
No extra credit will be offered.

Minimum Passing Level: Per University and College Policy, students who receive a grade below D in this course must successfully repeat the course before advancing to courses which require this course as a prerequisite.

Disability Accommodations:
Students with a documented disability (eg. physical, learning, psychiatric, vision, hearing, etc.) already registered with the Disability Resource Center must contact the Course Director within the first week of class to discuss your accommodations. Accommodations take advance planning to implement. Students who do not present documentation from Disability Services a minimum of one week before an assessment will adhere to original/traditional expectations for that assessment. All students are welcome here and all discussions concerning this issue will
remain confidential. Please contact Disability Services to quantify and arrange the necessary accommodations:

- Twin Cities: http://ds.umn.edu/ 612-626-1333
- Duluth: http://www.d.umn.edu/access/ 218-726-8217

**Honor Code:**
Each student is bound by the honor code which defines academic misconduct as any unauthorized act which may give a student an unfair advantage over other students, including but not limited to: falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance. Specifically, each student will be required to do their own work on all quizzes, tests, extra credit assignments, oral and written exams unless otherwise advised by the course instructors. For exams & other assessments it will be considered a "misuse of test materials," and therefore a violation of the honor code to copy, scan, photograph, share, or otherwise re-construct such assessment content. Instructors or a fellow student should report academic misconduct during an exam to the Course Director and the Honor Council for investigation.

Students signed the following statement upon accepting placement in the College of Pharmacy: “I hereby affirm that I have read and understood the provisions and stipulations of the University of Minnesota Pharmacy Student Code of Ethical Responsibility and Professional Behavior.”

The Code was established in the belief that central to any intellectual and professional endeavor is an atmosphere of mutual trust and respect. Your professional community starts here at the College of Pharmacy with your peers, faculty, preceptors, staff and administrators.

It is our expectation that students will exhibit professional behavior towards other students and to faculty in the classroom at all times. In turn, we will treat you with the professional respect you deserve as the future of the profession of pharmacy.

**Course Evaluations**

Students will have an opportunity to complete online course evaluations for course instructors as well as the overall course. We value your opinion. It’s our intention to provide a good backdrop for educational and professional development. To accomplish this it is vital that our students provide us with constructive assessment of our progress so far.
## APPENDIX A

### Education Rx Scoring Rubric

<table>
<thead>
<tr>
<th>PICO Conformity</th>
<th>Yes = 2 points</th>
<th>Somewhat = 1 point</th>
<th>No = 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient/Population is clearly stated</td>
<td>More than one appropriate descriptor is used to describe patient/population</td>
<td>One appropriate descriptor is used to describe patient/population</td>
<td>Patient/population is not stated</td>
</tr>
<tr>
<td>Intervention/exposure is clearly stated</td>
<td>Outlines specific intervention of interest; e.g., drug class, specific drug name</td>
<td>Non-specifically outlines intervention in a way that will not contribute to search; e.g., &quot;methods&quot; &quot;options&quot; &quot;treatments&quot;</td>
<td>Intervention is not stated</td>
</tr>
<tr>
<td>Comparison is clearly stated</td>
<td>Outlines specific comparison of interest; e.g., drug class, specific drug name, placebo, or &quot;usual care&quot;</td>
<td>Non-specifically outlines comparison in a way that will not contribute to search; e.g., &quot;alternate methods&quot;</td>
<td>Comparison is not stated</td>
</tr>
<tr>
<td>Outcome is clearly stated</td>
<td>Outcome that is objective and meaningful to patient or patient case; e.g., decrease in hospital admission, injury prevention, reduction in BP</td>
<td>Outcome stated is so general that it will not contribute to search; e.g., &quot;effect&quot;, &quot;change in outcome&quot;, &quot;improvement&quot;, &quot;treatment&quot;, &quot;success&quot;</td>
<td>Outcome is not stated</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer to PICO</th>
<th>Present = 1</th>
<th>Not = 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer Quality</td>
<td>Specifically/yes = 2</td>
<td>Somewhat = 1</td>
</tr>
<tr>
<td>Directness: Does the answer directly answer the question</td>
<td>Answer addresses all 4 elements outlined by PICO</td>
<td>Answer addresses only 1-3 elements of the PICO</td>
</tr>
<tr>
<td>Evidence: Is there evidence provided</td>
<td>Evidence that is relevant and valid to</td>
<td>Evidence is provided; however, validity or</td>
</tr>
<tr>
<td>Question</td>
<td>Evidence Provided</td>
<td>Relevance to Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>to support the answer?</td>
<td>the answer is provided</td>
<td>relevance to the answer is questionable</td>
</tr>
<tr>
<td>Confidence in Answer: Do you trust the management suggested by this answer?</td>
<td>Evaluator trusts with full confidence in the management suggested by the answer</td>
<td>Evaluator trusts with moderate confidence in the management suggested by the answer</td>
</tr>
</tbody>
</table>

**TOTAL SCORE**  
/15