Phar 6750: Pharmaceutical Care Skills Lab 4
Course Syllabus Spring 2017
2.0 Credits

This course adheres to the items listed in the College of Pharmacy Central Syllabus:
https://docs.google.com/a/umn.edu/document/d/1artQ5e1rbzxe8IETWo7BE8k8snZAEgMMz_QcW8yJ-II/edit?pli=1

Meeting Times & Locations

<table>
<thead>
<tr>
<th>Lab 004 (TC only)</th>
<th>Tuesday</th>
<th>8:00 – 9:55 AM</th>
<th>--</th>
<th>WDH 3-150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 005 (TC only)</td>
<td>Tuesday</td>
<td>10:10 AM – 12:05 PM</td>
<td>--</td>
<td>WDH 3-150</td>
</tr>
<tr>
<td>Lab 002 (D&amp;TC)</td>
<td>Tuesday</td>
<td>1:25 – 3:20 PM</td>
<td>216 LSci</td>
<td>WDH 3-150</td>
</tr>
<tr>
<td>Lab 003 (D&amp;TC)</td>
<td>Tuesday</td>
<td>3:35 – 5:30 PM</td>
<td>216 LSci</td>
<td>WDH 3-150</td>
</tr>
<tr>
<td>Weekly Discussion</td>
<td>Thursday</td>
<td>10:10 – 12:05 PM</td>
<td>410 Lib</td>
<td>WDH 7-135</td>
</tr>
</tbody>
</table>

Calendars can be found on Course Website: http://moodle.umn.edu

Instructional Team

Course Directors
Jared Van Hooser, PharmD
Office: 217 Life Science
Phone: 218-726-6014
Email: vanho052@d.umn.edu
Preferred method of contact: Email
Office Hours: By appointment

Emily Hein, PharmD and Nichole Rupnow, PharmD, BCPS
Office: 3-150D Weaver-Densford Hall
Phone: 612-624-1740
Emails: muell437@umn.edu and kulin002@umn.edu
Preferred method of contact: Email
Office Hours: By appointment

Teaching Assistants
See course website for roster and contact information
Overview of the Course

Course Content
This course is designed for second year pharmacy students to continue to build the skills necessary to become a competent, caring pharmaceutical care practitioner. The course consists of two components: a laboratory section and a discussion. Students will also be reading *Cheating Destiny* by James S. Hirsch for the course. There will be two online postings, four online comment postings, an in-class discussion, and a writing assignment associated with the book.

Course Format
Each student must register for the discussion and one laboratory section. Students must refer to the laboratory activities and discussion topics schedule on the website in order to be prepared each week. **It is NECESSARY AND ESSENTIAL for all students to read through material and complete assignments prior to coming to lab and discussion.** All activities are intentionally integrated and sequenced into the curriculum; therefore, all activities must be completed in order to progress through the program. Authorization may be pre-arranged with the course director in regard to making up missed activities due to an excused absence.

Each lab section will meet for 2 hours and will be further divided into smaller working groups. Labs will occur on a three week rotating schedule, and discussion section topics will change weekly.

The discussion for the class meets every week for 2 hours. The purpose of the discussion is to provide an orientation and introduction to selected pharmacy topics and to facilitate discussions of patient care cases. Discussion is a required, essential component of this course. Students will not be provided with photocopied discussion handouts. Instead, preparation materials will be available at the course Moodle site at least 24 hours prior to each discussion. Students are encouraged to bring the handouts to class (printed or electronically) to refer to or to take notes. Materials needed for in-class activities will be provided. Students may not distribute instructor-provided discussion notes or other instructor-provided materials, except to other members of the same class without the express consent of the instructor.

In our continual efforts to improve our course, after reflecting on what was done in the past and what skills you will need in the future and reading about teaching methods, we have decided to use a **Team Based Learning (TBL)** approach in discussion. Since the PCLC courses focus on the processes and applications of pharmacy practice, it is only fitting that the discussions in the course focus on applying knowledge you have gained elsewhere and practicing the skills you need for the lab portions of the course.

**TBL is an active learning teaching strategy that assists students in learning how to apply course concepts.** Students are given readings or other background materials to be completed outside of class. Students are expected to come to class prepared and will be held accountable for that preparation via the Readiness Assurance Process (RAP) and peer evaluations. The RAP includes an individual readiness assessment test (iRAT) and a re-taking of the same test as a student team. After each team readiness assessment test (tRAT), a team may appeal an answer by writing down the reason and support for their answer choice. This must occur and be given to the instructor during the 5 minutes before any large group discussion occurs. **Only teams which appeal will be granted credit for successful appeals. Please see the discussion schedule for preparation requirements and associated ratings.**
Student teams are formed through a randomization process based on a survey completed before the beginning of
the term. The goal of the survey is to create diverse groups considering experiences, strengths, and professional
involvement. Following completion of the RAP, the majority of class time involves the use of application exercises
in teams (e.g. patient cases, role playing). These application exercises are designed to help prepare you and
develop course skills that will be further assessed during lab activities.

Assessing your team members’ strengths and weaknesses is a critical piece of TBL. Peer assessment
helps you prepare to assess peer pharmacists, technicians or others who you will manage. Giving a peer a
perfect score when their contribution does not merit it does not help that person change behavior and harms the
team. Anonymous peer evaluations will be conducted twice during the semester, one formative and one
summative evaluation. Students will earn two ratings from each peer evaluation: one for completing the evaluation
and one for team contribution for the period of time evaluated.

As healthcare moves to a team-based model, we hope that you will gain experience working in your diverse
teams that will serve you well in pharmacy practice. By preparing yourself for discussion activities, we hope you
will further develop your continuous self-learning skills which you will depend on in your future career. We also
hope that the additional practice of pharmacy skills in discussion will improve your understanding of and
performance in lab activities.

Because we feel so strongly that the team-based approach is valuable to your professional development, it will be considered an Honor Code Violation if the iRAT is completed and submitted outside of class. You need to be present to participate in team activities.

Prerequisites

- Students must be enrolled in the Pharm.D. program
- Students must have successfully completed Pharmaceutical Care Skills I, II and III and Applied
  Pharmaceutical Care. Students must be concomitantly registered in all required PD2 courses in order to
  have the content required to complete integrated activities.
- Topic areas from pre-requisites and co-requisites: documentation and care plans, subject matter (GI,
  pain, cardiovascular, diabetes, chronic kidney disease), medication history taking skills, aseptic
  technique, philosophy of pharmaceutical care, literature evaluation skills, motivational interviewing skills,
  pharmacy calculations, pharmacology, and drug delivery.

Requirements

Course Materials

Required
- Aldredge, BK, et. al. (2012). Koda-Kimble and Young’s Applied Therapeutics: The Clinical Use of Drugs
  (10th ed.). Baltimore: Lippincott, Williams & Wilkins.
  Lippincott, Williams & Wilkins.
Suggested


Course Website

The course has a Moodle site. This syllabus, as well as all of the details of the course, including schedules, pre-lab activities, an overview of each of the lab activities, sample grading sheets, etc. can be found on the course Moodle site. Course announcements will also be posted on this site as necessary. It is required that you check the website at least once a week and your email daily. You will need to access this site in order to find the pre-lab assignments to complete prior to coming to lab each week.

Computer / Technology Requirements

| Technology Help, Twin Cities: | 612-301-4357 | help@umn.edu |
| Technology Help, Duluth: | 218-726-8847 | itsshelp@d.umn.edu |

The University of Minnesota computer requirements are listed here:

- [http://www1.umn.edu/moodle/start/technical.html](http://www1.umn.edu/moodle/start/technical.html)

  - Students must have ability to access course materials during labs and discussions.

  - Each team must bring a least one laptop computer with appropriate connector to project team’s work in the classroom during the Discussion section.

Required Equipment

A stethoscope is needed for this class. If you do not have one, the 3M Littmann Select or Littmann Classic II S.E. is recommended. Competitive pricing can be found on the Internet (see www.stethoscope.com or www.allheart.com among others). The Campus Bookstore also carries stethoscopes and blood pressure cuffs. We do have several blood pressure cuffs for practice. It is optional, but recommended, to buy your own blood pressure cuff.

Dress and Behavior Code

The Pharmaceutical Care Learning Center is considered to be a professional setting during laboratory sessions – you are dressing for your patients, not your peers. You are required to dress in a neat, clean, and professional manner. Professional demeanor is conveyed to your colleagues and patients in your behavior as well as in your appearance. Therefore, students must practice acceptable personal hygiene and grooming as well as wear a clean white lab coat with a College of Pharmacy-issued name tag in the lab at all times. Lab coats from outside pharmacies are not acceptable unless the identification of the pharmacy is covered. Scrubs are acceptable to wear during the parenteral lab activities, but are NOT acceptable for wear during other lab activities. Clothes that would be inappropriate in a patient care setting (i.e. t-shirts, shorts, short skirts (above the knees), open-toed shoes, flip-flops, jeans (regardless of color), abdomen-exposing, low-cut, or off-the-shoulder shirts, and hats) are
not acceptable in the learning center. Leggings are not acceptable unless worn under a skirt or dress. It is unacceptable and unsafe (because of risk for exposure to chemicals or other hazards) to wear open shoes or shorts.

If you come to lab wearing improper attire, you will automatically be given an S- for the Pre-Lab/Lab Preparation rating for your assigned lab activity. If your improper attire poses a safety concern, you will be asked to leave and make up the activity at a later date. Furthermore, if patients (real or simulated) will be present in the learning activity, you may be asked to leave at the discretion of the instructor or Course Director, requiring you to make up the activity at a later date.

No food or drink is allowed in the compounding areas. All drinks brought into the lab must have a lid that will prevent spills. Also, it is not appropriate to use MP3 players during lab activities.

Safety and Cleanliness
The safety of all of our students and faculty/instructors is vital to the function of the PCLC. To help ensure safety, it is crucial that everyone behaves in a professional manner at all times. While working in the compounding or parenteral sections, no food or drink will be allowed. All beverages in discussion areas must have a lid that will prevent spills. In the parenteral section, it is ESSENTIAL that all needles, lancets, and other blood-borne products are properly disposed of in sharps or other appropriate containers. Students not disposing of these products properly will receive and S- in the laboratory activity. If you have any questions about safety issues, please ask the course director, an instructor, or a TA at any time.

If you or someone in your groups should ever receive a needle stick or other injury, please let your instructor know IMMEDIATELY. Appropriate action will be taken. If you have any known drug allergies to products we are utilizing in lab, please let the instructor know before lab starts, and appropriate accommodations can be made.

The pharmaceutical care learning center is available for all of us as a learning environment. It is expected that each of you will take care of the equipment and furniture housed in the PCLC. Your area and all of the equipment you use in the laboratory must be cleaned and put away before you leave the lab. If you are in the learning center after hours, you MUST clean-up after yourself. Keep our area clean and pleasant!

Use of the Learning Center: The Learning Center is open 7 days a week, 24 hours a day. We ask that you do not enter the Center when courses are in session as it can be distracting to other students. It is important that sessions begin and end on time out of fairness to all students. If you attempt to work in the Center during other course sessions, you will be asked to leave and come back during a time when courses are not in session.

Reference Books: The learning center has many reference books. These books are intended to stay in the learning center AT ALL TIMES, as these references need to be equally available to all students.

Honor Code: Each student is bound by the following specific provisions as part of the Honor Code: Academic misconduct is 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 is required to do their own work on all assignments and exercises. Students may be allowed to work with other partners if specifically indicated for that exercise.

In this course, academic misconduct also includes removing course materials, supplies, drugs, equipment or books from the Laboratory without the course director’s or laboratory director’s permission.
Goals & Objectives

The courses included in the pharmaceutical care learning center curriculum span over six semesters, Phar 6710, 6720, 6740, 6750, etc. These courses build steadily on each other, until students have reached all of the goals for each course. Overall course goals are listed below

Patient Care

1. Successfully perform a comprehensive patient assessment, including:
   a. Interviewing a patient
   b. Obtaining current medication list
   c. Demonstrate complete patient care process
   d. Complete a drug utilization review
   e. Perform appropriate physical assessment techniques when following a patient (e.g. BP, HR, RR, foot exam)

2. Be patient-centered and empathetic; sensitive to patients’ needs

3. Identify drug therapy problems by evaluating drugs for indication, effectiveness, safety, convenience (IESC)

4. Develop individualized and clinically appropriate care plans for a patient with two to five conditions

5. Demonstrate understanding of cultural variation and potential impact on health care

6. Educate patients on their drug therapy and assess for patient understanding in appropriate manner

7. Communicate effectively with all patients and their families

8. Accept responsibility of providing continuing care to their patients

Extemporaneous Compounding

9. Demonstrate proficiency in a complement of basic skills related to sterile and non-sterile compounding

   Sterile
   a. Evaluate prescriptions for IESC, including safety parameters specific to parenteral products
   b. Demonstrate aseptic technique compliant with USP 797 (personal prep, cleaning hood, vial to bag, reconstitution, syringe, ampule) for a product with low or medium risk manipulations.

   Non-sterile
   c. Evaluate prescriptions for IESC
   d. Demonstrate appropriate use of torsion balance
   e. Demonstrate and be able to appropriately apply non-sterile compounding techniques: levigation, trituration, geometric dilution

Practice Management

10. Demonstrate ability to dispense a prescription in outpatient and inpatient settings, including:

    a. Identifying if a prescription contains all legally required components
    b. Appropriate labeling
    c. Appropriate packaging

11. Apply DLE skills in developing a plan to address a patient’s drug-related needs.
12. Effectively document clinically appropriate care plans for a patient with two to five conditions
13. Compare and contrast cost effective drug options and consider patient-specific needs.

Professionalism
14. Exhibit professional behavior
15. Recognize the responsibility to provide service to communities
16. Accept the responsibility of life-long learning and self-reflection
17. Take responsibility for personal learning
18. Improve own learning and peers’ learning via peer-evaluations and taking direction
19. Work effectively in patient care teams

Attendance Policy

Attendance in lab is mandatory, and any absence, both excused and unexcused, from lab will need to be made-up. Excused absences include personal illness, family emergency or school-sponsored activities. In order to be excused, you must contact me (by phone or email) prior to the discussion or lab session missed. Accommodations will then be made to make up the missed session. If a student is absent without notifying me and providing a written and signed statement from a licensed health care provider, a U score will be recorded for the activity.

Attendance in discussion sections is also mandatory. Although official attendance will not be taken in discussion, participation in group activities, written feedback, and readiness assessment tests (iRATs & tRATs) are a part of your grade, and they cannot be made up, unless your absence is excused. Late arrival in discussion is also unacceptable. Discussion will start each week with RATs and announcements. You are responsible for the content of all announcements.

Tardiness: In addition, late arrival in the laboratory is unacceptable, as it fails to project a professional demeanor. Tardiness of up to 1-5 minutes will result in an "S-" on the day's course activity. Tardiness in excess of 5 minutes is considered an unexcused absence and will result in a "U" and the lowering of the final grade, as outlined in the Grading Policy. If you arrive at your scheduled Learning Center activity more than 5 minutes late, you may not be allowed to join this session at the discretion of the Course Director, and you may be asked to reschedule this activity with the Course Director at a later date.

Assessments and Grading

Graded Assessments and Assignments
The approximate number of assignments is listed below. Please see the course Moodle site for preparation materials, specific ratings and more detailed information.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment</th>
<th>#</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>Lab</td>
<td>2-4</td>
<td>S+, S, S-, U</td>
</tr>
<tr>
<td>Weekly</td>
<td>Discussions</td>
<td>2-4</td>
<td>S+, S, S-</td>
</tr>
<tr>
<td>Mid and End of semester</td>
<td>Peer evaluation</td>
<td>4</td>
<td>S+, S, S-, U</td>
</tr>
<tr>
<td>Throughout the semester</td>
<td>Reflection Assignment</td>
<td>1</td>
<td>S+, S, S-, U</td>
</tr>
</tbody>
</table>
Throughout the semester | Book Club online posts/comments | 2 | S+, S, S-
---|---|---|---
Prior to the End of the semester | Online Calculations Exam | 1 | S+, S, S-

**Grading Information**

Integrating student knowledge, skills and values into the provision and process of pharmaceutical care is a primary focus in this course. It is very important to not lose sight of this within the structure of the academic setting and grading. Re-grade requests must be discussed with the responsible TA within 48 hours of receiving graded material. Should further questions arise, requests must be submitted in writing via email to course director within 1 week of receiving graded material. Requests received after this deadline will not be honored.

**Definitions of ratings in the “S+, S, S-, U” System**

This course will use a “S+/S/S-, U” rating system to provide additional qualitative feedback to students about their level of performance relative to the learning objectives and to the care of their simulated patients. All determinations of ratings will be made by teaching assistants or the course director. The definitions for each are given below.

“**S**”:

To be considered satisfactorily completed and receive an “S” rating, activities must meet the following criteria:

1. Be completed and handed in at their due date/time.
2. Show appropriate effort for thoroughness and accuracy in meeting the learning objectives and providing patient care.
3. Be completed in accordance with the Honor Code.

“**S+**”:

To receive a rating of “S+”, activities must meet the criteria for an “S” rating and not meet any criteria for an “S-” rating. In addition, the student’s method of completing the exercise and the exercise’s results must exceed the learning objectives and/or provide optimal patient care in every detail (within the limitations of the activity itself).

“**S-**”:

The purpose of the “S-” rating is to help the student identify components of their work that would hinder the appropriate provision of Pharmaceutical Care or any pharmacy services to patients or caregivers. Compared to a numerical score, an S- illustrates to the student, an action or skill that is not appropriate professionally. It may be something that would harm a patient, something that would cause confusion for other health care providers, an unlawful procedure, or incorrect information provided to a patient.

A rating of “S-” will be given if a component of the rated activity is completed in a fashion:

1. That would result in harm to the patient.
2. That makes part or all of the “deliverable portion” of the activity (verbal or written communication, product, etc) unusable to the intended recipient (patient or other health care practitioner).
3. That is clearly not consistent with applicable Pharmaceutical Care Learning Center Policies and procedures.
4. That is clearly not consistent with applicable practice laws.

Furthermore, an “S-” rating will be given if a student:

1. Misses a major error or omission during required “double check” process in peer’s documentation (label or procedure) that results in a likely harmful rating.
2. The activity is not handed in at its due date and time but is handed in within 1 business day of due date and time.

3. Does not adhere to the Dress and Behavior Code (see page 4 and 5).

4. Does not observe the policy related to cleanliness as outlined in the syllabus.

5. Has completed an activity with an amount of effort that is less than that necessary to meet the learning objectives but that does not meet the criteria to receive a rating of "U".

6. Received a score on a quiz of between 70-79%

7. Received a score on the lab practical of between 70-79%.

8. Misses a major error or omission during required “double check” process in peer’s documentation (label or procedure) that results in a likely harmful rating.

Upon receipt of an “S-” rating, the student may be asked to revise some specified component of the activity at the discretion of the Course Director. This revision must be completed in the time and manner specified by the Course Director or the “S-” rating will become an unsatisfactory, receive a “U.”

“U”:

Activities that meet any of the following criteria will be deemed unsatisfactorily completed, and will receive a “U.”

1. The activity is not handed within one business day after its due date and the student has not made plans with the course director for completion of the activity.

2. The activity is handed in on time/completed on time but is completed with extremely poor effort that clearly does not meet the learning objectives and could not provide appropriate patient care.

3. The activity originally received an “S-” rating AND a revision was called for by the Course Director but the revision was not completed in the time and/or manner specified by the Course Director.

4. If an activity was originally given a U rating and a revision was called for by the Course Director, the maximum grade that can be earned is an S-grade.

5. Student was absent from a lab activity and did not make arrangements with the Course Director ahead of time. Tardiness in excess of 5 minutes is considered an unexcused absence and will result in a “U” and the lowering of the final grade, as outlined in the Grading Policy.

6. Student did not take a scheduled quiz (and did not have an approved absence) or the student failed to pass a quiz (70% is required).

7. Student did not pass the final lab practical (70% is required).

Students are required to obtain a minimum competency level of S ratings on specified activities for each category of lab (non-sterile compounding, sterile compounding, calculations, and patient care, as indicated in the gradebook by an *), including the final lab practical (see table below). Obtaining more than the allotted number of S-ratings will require completion of an activity to be determined by the course director. Students will have one attempt to demonstrate minimum competency. Failure to do so will result in failure of the course. Labs labeled as “miscellaneous” and all pre-labs are exempt from this requirement. All S-’s obtained will be reflected in the final course grade.
### Minimum Passing Level

In the Pharmaceutical Care Skills Lab courses, students must receive an S or better on 90% or more of the total ratings for any A, 85-89.9% for any B, or 80-84.9% for a C. The + or - increment of the letter grade is determined by the number of S+’s the student receives in relation to the median S+’s all students earn. The following table shows how the "S+/S/S-" system will be applied to the final grade in this course.

<table>
<thead>
<tr>
<th>Percent S or Better Ratings</th>
<th>S-</th>
<th>S+</th>
<th>Final Grade*</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or greater</td>
<td>7 or fewer</td>
<td>Median or higher</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below median</td>
<td>A-</td>
</tr>
<tr>
<td>85-89.9%</td>
<td>8-11</td>
<td>Top 1/3</td>
<td>B+</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Middle 1/3</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bottom 1/3</td>
<td>B-</td>
</tr>
<tr>
<td>80-84.9%</td>
<td>12</td>
<td>No requirement</td>
<td>C</td>
</tr>
<tr>
<td>Less than 80%</td>
<td>13 or more</td>
<td>No requirement</td>
<td>F</td>
</tr>
</tbody>
</table>

* Grade will be assigned primarily based on number of S- ratings (rather than number of S+ ratings)  
** Any U rating will lower the final course grade by one full letter grade  
***Two S- grades will be dropped from the discussion grading portion of the course. Grades from peer evaluation and the lab component of the course will NOT be dropped.

This course is graded on an A, B, C, F system. A letter grade of D will not be awarded in this course.

### Statement on Extra Credit

No extra credit will be offered in this course.

### Online Calculations Exam

Students are responsible for completing an online calculations assessment with a score of 100%. The exam will have 15 items which review the concepts covered in Phar 6728: Pharmaceutical Calculations. The assessment will be delivered online and will open early in the semester. Students are allowed as many attempts on the exam as they need to pass; however, twenty-four hours must pass between attempts. Students must pass the exam by the date it closes prior to the end of the semester; failure to pass the exam will result in a U grade. The exam must be retaken and passed prior to the end of the semester in order to pass the course. If students earn a
perfect score on their first attempt, they earn an S+ grade for the exam. Be sure to completely read the directions on the Moodle quiz; **do not round until your final answer.** If necessary to round prior to final answer, keep 5 decimal places. Submissions are not hand graded.

## Schedule

See course Moodle Site for the most current information, materials and ratings. See Lab Groups and Lab Schedule (posted on Moodle) to determine which lab you will be completing each week.

<table>
<thead>
<tr>
<th>Week</th>
<th>Labs (Tuesdays)</th>
<th>Discussion (Thursdays) and Deadlines (Fridays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10-1/12</td>
<td>No Labs - First Week of Class</td>
<td>No Discussion – First Week of Class</td>
</tr>
<tr>
<td>1/17-1/19</td>
<td>No Labs</td>
<td>Course Introduction and Team Building</td>
</tr>
<tr>
<td>1/24-1/26</td>
<td><strong>Block 1 Labs</strong></td>
<td>No Discussion – CPF Day (Formerly PDAD)</td>
</tr>
<tr>
<td>1/31-2/2</td>
<td>Lab 1: Suspensions I</td>
<td>Health Literacy</td>
</tr>
<tr>
<td></td>
<td>Lab 2: Clinical: Post-MI Cardiovascular</td>
<td></td>
</tr>
<tr>
<td>2/7-2/9</td>
<td>Lab 3: Ophthalmic and Nasal Preparations</td>
<td></td>
</tr>
<tr>
<td>2/14-2/16</td>
<td><strong>Block 2 Labs</strong></td>
<td>SOAP Workshop</td>
</tr>
<tr>
<td>2/21-2/23</td>
<td>Lab 4: Drug Information</td>
<td>Hormonal Contraceptives</td>
</tr>
<tr>
<td></td>
<td>Lab 5: Clinical: DMII</td>
<td><strong>DUE 2/24 at 2300 Online Cheating Destiny Post I</strong></td>
</tr>
<tr>
<td></td>
<td>Lab 6: IV Bariatric Case</td>
<td><strong>DUE 3/3 at 2300 Cheating Destiny Responses</strong></td>
</tr>
<tr>
<td>3/7-3/9</td>
<td></td>
<td>Team Reflection and Group Discussions <strong>DUE 3/10 at 2300 Mid-Semester Peer Evaluation (CATME)</strong></td>
</tr>
<tr>
<td>3/14-3/16</td>
<td>No Labs – Spring Break</td>
<td>No Discussion – Spring Break</td>
</tr>
<tr>
<td>3/21-3/23</td>
<td><strong>Block 3 Labs</strong></td>
<td>Medication Reconciliation <strong>DUE 3/24 at 2300 Online Cheating Destiny Post 2</strong></td>
</tr>
<tr>
<td>3/28-3/30</td>
<td>Lab 7: Suspensions and Ointments</td>
<td>Biopharmaceutics Cases <strong>DUE 3/31 at 2300 Cheating Destiny Responses</strong></td>
</tr>
<tr>
<td></td>
<td>Lab 8: Clinical: CKD</td>
<td>No Discussion – Oral Exam Day</td>
</tr>
<tr>
<td></td>
<td>Lab 9: IV Electrolyte Cases</td>
<td></td>
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<tr>
<td>4/4-4/6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/11-4/13</td>
<td><strong>Block 4 Practicals</strong></td>
<td>Book Discussion: Cheating Destiny <strong>DUE 4/14 at 2300 Calculations Exam</strong></td>
</tr>
<tr>
<td>4/18-4/20</td>
<td>Lab 10: Non-Sterile Compounding Practical</td>
<td></td>
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<td>Lab 11: Clinical Practical</td>
<td>Pulmonary Cases <strong>Due 4/21 at 2300 Cheating Destiny Online Writing Assignment</strong></td>
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<td>Lab 12: IV Practical</td>
<td>Integrated Case SOAP Note</td>
</tr>
<tr>
<td>4/25-4/27</td>
<td></td>
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<tr>
<td>5/2-5/4</td>
<td><strong>PRN: Competency Requirement Activity</strong></td>
<td>No Discussion – Last Week of Class <strong>Due 5/5 at 2300 Final Peer Evaluations (CATME)</strong></td>
</tr>
<tr>
<td>5/10-5/12</td>
<td>No Lab – Finals Week</td>
<td>No Discussion – Finals Week</td>
</tr>
</tbody>
</table>

**NOTE:** Schedule subject to change at course directors’ discretion.
Duluth Only
INTERPROFESSIONAL ACTIVITY
The Interprofessional activity is a partnership with the UMD Medical School and the Nursing Department at the College of Saint Scholastica. Once during the academic year, you will be a member of an Interprofessional Team, you will assess a patient, and develop a care plan with the members of your team. The activity takes place on Friday afternoons at the College of St. Scholastica. You are required to participate once during the 2015-2016 school year. Failure to participate will result in an “S-” grade for the activity.

Objectives:
- practice evaluating a patient using your pharmaceutical care skills
- observe how other professions approach caring for a patient
- work with students from other professions to develop a comprehensive care plan for a patient
- improve your understanding of the potential benefit an interprofessional team can provide to patient care