Phar 6750: Pharmaceutical Care Skills Lab 4
Course Syllabus Spring 2018
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-ll/edit?pli=1

Meeting Times & Locations

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

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

Course Instructional Team

Course Directors
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Teaching Assistants
See course website for roster and contact information
A Note from the Course Instructional Team

Dr. Van Hooser
I am looking forward to bringing my passion and energy around pharmacy to the classroom and PCLC lab this semester, as you continue to acquire new skills and hone old skills from the PCLC lab. I believe it is imperative to explain the evidence behind an answer, as knowing the "why" can help learners move from memorizing towards understanding, applying, evaluating, and creating. We can communicate by telephone, email, or in person. If my door is open, you are welcome to stop in, or we can arrange to meet at a mutually agreeable time by appointment.

Dr. Rupnow
I look forward to learning about your strengths and interests as we work in small groups to advance your pharmacy practice skills that you began last year. I am passionate about providing a safe space for you to learn, be challenged, and perform. I hope to provide you accountability and high standards to guide your future while also supporting self-reflection and self-directed learning. I am usually in the office Tuesdays, Wednesdays, and Thursdays. If my door is open, you are welcome to stop in. Otherwise, connect with me by phone or email to set up an appointment.

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.

Course Format
Pharmaceutical Care Skills Lab 4 comprises two distinct but integrated sections: lab and discussion. Each student must register for the discussion and one laboratory section on their respective campus. The course directors on each campus work closely to ensure similar experiences, expectations, and assessments on both campuses.

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.

While every student is different, and workload may vary by week, the average expected amount of time spent outside of class for this course is 2.5 hours per week for lab and 1 hour per week for discussion. If you find you are consistently spending significantly more than the expected time preparing for class, please see the course director.

Lab Section
Each lab section will meet for 2 hours will be further divided into smaller working groups. Labs will occur on a three week rotating schedule, and discussion section topics will change weekly.
Discussion Section
The discussion for the class meets every week for 2 hours. 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.

Since this skills lab sequence is primarily a "hands-on" course, we think it is fitting that discussion also be "hands-on" when possible. We will be using a modified team-based (TBL) learning format for our discussions. TBL is an active learning teaching strategy that assists students in learning how to apply course concepts.

TBL components for our course:

- **Working in teams!** Each student is assigned a group intentionally created to maximize the diversity within a team. This allows for a spectrum of experiences and strengths to complete assigned tasks throughout the semester. We will distribute a survey at the beginning of class collecting students' demographic data and previous experiences to help form the groups.

- **RAP: Readiness Assurance Process and Peer Evaluations.** Students are given readings or other background materials to be completed before class. Students are expected to come to class prepared and mindfully contribute to the team. Students will be held accountable via the Readiness Assurance Process (RAP) and peer evaluations. The RAP includes an individual test (iRAT) and a re-taking of the same test as a student team, the team readiness assessment test (tRAT). An appeals process will be described in class.

- 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.

- **Note:** the content of iRAT/tRAT questions in PHAR 6710/6720 was based on previous labs. The iRAT/tRAT questions for this semester will be based off your pre-discussion preparation materials.

- **Peer Evaluation:** Assessing your team members’ strengths and weaknesses is a critical piece of TBL. Students will complete a self and peer evaluations at a midpoint and end of the semester. The evaluations will have one rating for completion and another rating based off their peers’ evaluations at the end of the semester. 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. The online evaluations will be anonymous; however, we will encourage an open discussion about team performance in class and opportunities for growth in class.

- **Application Exercises:** 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. The application exercises are also created to encourage the transformation from a small group into a team. We believe the team dynamics are what truly enrich the learning environment.

- 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.
Online Book Club
Students will be reading *Cheating Destiny* by James S. Hirsch and participating in an online book club on the course website. There will be two online postings, four online comment postings, an in-class discussion, and a writing assignment associated with the book. Throughout the semester, students will be expected to make two thoughtful online discussion posts. For each online discussion, students are expected to make two thoughtful comments on peers’ posts. One rating will be assigned to each online discussion. One discussion period will consist of an in-class discussion and a post-discussion writing assignment.

Calculations
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 online 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.

Reflection Assignment
To help you develop a process of continual professional development and encourage reflective pharmacy practice, you are to complete at least eight out of ten online guided reflections over the course of the semester to help you improve your patient care skills in lab. Reflection activities are only open for one week after the lab sequence is completed to keep your ideas, contemplations and considerations fresh and useable for subsequent labs. Grading is based on the number of completed reflections at the end of the semester. See the course website for further details.

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.

Goals & Objectives
The courses included in the pharmaceutical care learning center curriculum span over five semesters, Phar 6710, 6720, 6740, 6750, and 6770. These courses build steadily on each other, until students have reached all of the goals for each course. Course goals for 6750 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

Course Materials/Requirements

Required

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
Technological Help, Twin Cities: 612-301-4357  help@umn.edu
Technological 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 at 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.

**Course Policies**

**Professionalism**: Professional behavior is expected at all times during class in the PCLC, during discussion, and is part of the policies below. Students are expected to: exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society; demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions; display preparation, initiative, and accountability consistent with a commitment to excellence; deliver patient-centered care in a manner that is legal, ethical, and compassionate; recognize that one’s professionalism is constantly evaluated by others; engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.¹

**Attendance**: Attendance in lab and discussion is mandatory. Any absence, both excused and unexcused, from lab will need to be made-up. 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. Excused absences include personal illness, family emergency or school-sponsored activities. In order to be excused, you must contact the course director (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 the course director and did not provide a written and signed statement from a licensed health care provider, a U score will be recorded for the activity. If a student has more than two ratings for excused absences, it is the student’s responsibility to schedule a meeting with the course instructor.

**Tardiness**: Late arrival to Learning Center sessions is unacceptable. Tardiness of up to 1-5 minutes will result in an “S-“ on the “lab prep” portion of each 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. You may be asked to reschedule this activity with the Course Director at a later date. Late arrival in discussion is also unacceptable. Discussion will start each week with RATs and/or announcements. You are responsible for the content of all announcements.

**Course and Make-up Policies**: Lab sessions may not be substituted without an excused absence and prior permission from the Course Director. Excused absences include illness verified by a healthcare provider’s letter, a serious family emergency, or a University-sponsored or professional event, verified by a note from the leader of the sponsoring organization. All excused absences must be arranged with the Course Director in advance of the
regularly scheduled lab. In the event of an unexcused absence, students will receive a “U” and make-up work will be assigned at the discretion of the Course Director.

Communication
If you have a personal concern hindering your progress or if you experience difficulties, it is critical that you initiate contact with the course director as soon as possible. We will work together to find a solution. Difficulties arise when contact is not initiated in a timely manner. Per the University E-mail Policy, “Students are responsible for all information sent to them via their University assigned email account.” In addition, the course contract requires that you should check your email once daily. Watch for emails from the course directors, section directors or teaching assistants. When communicating with email or phone, please maintain the same respect that you would in face-to-face communication.

Student Academic Integrity and Scholastic Dishonesty (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. Each student will be 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.

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.

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.

Disruptive Behavior: Instructors have the authority and discretion to set rules that foster student learning. As a matter of academic freedom these rules can be tailored to the subject matter and the instructor’s teaching methods and learning objectives. For these reasons, the course instructor is the one who makes a determination about what constitutes disruptive behavior.
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 an 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 pick-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.

Participation and Communication between Campuses via ITV
Typically, PCLC courses are NOT conducted via ITV. In the event we use ITV,
- When you are called upon in class to give a response or ask a question, please speak loudly enough so that you may be heard by students on both campuses
- Do not talk out of turn, wait to be recognized before speaking, and do not try to dominate a discussion with your questions or comments- give others a fair opportunity to participate.
- Keep on the topic at hand. If you have questions off the current topic, address these outside of class at office hours or by email with the instructor.

While we endeavor to make archives of all ITV lectures available to students in a timely way, we cannot guarantee that every course lecture will be recorded and posted successfully. ITV lecture archives are made available as a convenience and a study aid to students, but they are not considered a replacement for attending lectures. Students are responsible for the content discussed in face-to-face meetings regardless of whether lectures are successfully posted or not, and should plan accordingly.
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>Assignment/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-, U</td>
</tr>
<tr>
<td>Mid and End of semester</td>
<td>Peer evaluation</td>
<td>3</td>
<td>S+, S, S-, U</td>
</tr>
<tr>
<td>NA</td>
<td>Reflection Assignment</td>
<td>1</td>
<td>S+, S, S-, U</td>
</tr>
<tr>
<td>Throughout the semester</td>
<td>Book Club online posts/comments</td>
<td>2</td>
<td>S+, S, S-, U</td>
</tr>
<tr>
<td>Prior to the End of the semester</td>
<td>Online Calculations Exam</td>
<td>1</td>
<td>S+, S, S-, U</td>
</tr>
</tbody>
</table>

** Reflections are due one week following the completion of the lab activity.

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. Re-grade requests to move from an “S” to an “S+” rating will not be honored. 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/-U” System
This course will use a “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. Compared to a numerical score, this rating system illustrates to the student whether an action or skill is appropriate professionally. All determinations of ratings will be made by teaching assistants or the course director. The definitions for each are given below.

“S+”:
To receive a rating of “S+” rating, activities must exceed the expectations given in learning objectives, meet the criteria for an “S” rating, and not meet any criteria for an “S-” rating. “S+” ratings are feedback that a student performed above average and approached best practice in the delivery of patient care.

“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-”:
The purpose of the “S-” rating is to help the student identify components of their work that would hinder the appropriate provision of patient care. It may be an action that would harm or confuse a patient, that would cause confusion for other health care providers, or is an unlawful procedure.

Furthermore, an “S-” rating will be given if a student:
1. Reports 1-5 minutes tardy for an activity (after 5 minutes, you will receive a “U” and be asked to leave and make up the activity at a later date).
2. 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.
3. 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.
4. Does not adhere to the Dress and Behavior Code (see below).
5. Does not observe the policy related to cleanliness as outlined in the syllabus.
6. 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”.

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 unsatisfactory and receive a “U” rating.

“U”:
The purpose of the “U” rating is to help the student identify components of their work that are remarkably unprofessional or unacceptable in pharmacy practice. It may be an activity is completed with extremely poor effort, clearly does not meet the learning objectives, or would not be appropriate patient care.

Furthermore, a “U” rating will be given if a student:
1. Is absent from an activity and did not make arrangements with the Course Director ahead of time.
2. Is tardy in excess of 5 minutes. This is considered an unexcused absence and will result in a “U” rating and the lowering of the final grade, as outlined in the Grading Policy.
3. Does not hand an activity in within one business day after its due date and the student has not made plans with the course director for completion of the activity.
4. Hands in an activity on time but is completed with extremely poor effort, in an unprofessional manner, or clearly does not meet the learning objectives and could not provide appropriate patient care.
5. Is asked to complete a revision by the Course Director but the revision was not completed in the time and/or manner specified by the Course Director.

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.

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>8 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>9-12</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>13-16</td>
<td>No requirement</td>
<td>C</td>
</tr>
<tr>
<td>Less than 80%</td>
<td>17 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.
### 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>Dates</th>
<th>Labs (Tuesdays)</th>
<th>Discussion (Thursdays) and Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/9, 1/11</td>
<td>No Labs</td>
<td>No Discussion – First Week of Class</td>
</tr>
<tr>
<td>1/16, 1/18</td>
<td>No Labs</td>
<td>Course Introduction and Team Building</td>
</tr>
<tr>
<td>1/23, 1/25</td>
<td>Block 1 Labs</td>
<td>Health Literacy</td>
</tr>
<tr>
<td>1/30, 2/1</td>
<td>Lab 1: Suspensions</td>
<td>No Discussion – CPF Day</td>
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<tr>
<td></td>
<td>Lab 2: Clinic: Cardiovascular</td>
<td>Diabetics Motivational Interviewing</td>
</tr>
<tr>
<td>2/6, 2/8</td>
<td>Lab 3: Ophthalic and Nasal Preparations</td>
<td>DUE 2/8 at 2300 Online Cheating Destiny Post I</td>
</tr>
<tr>
<td>2/13, 2/15</td>
<td>No Labs – Research Day</td>
<td>SOAP Workshop</td>
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<tr>
<td></td>
<td></td>
<td>DUE 2/15 at 2300 Cheating Destiny Responses</td>
</tr>
<tr>
<td>2/20, 2/22</td>
<td>Block 2 Labs</td>
<td>Hormonal Contraceptives</td>
</tr>
<tr>
<td>2/27, 3/1</td>
<td>Lab 4: Drug Information &amp; Journal Club</td>
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<td></td>
<td>Lab 5: Clinic: DMII</td>
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<tr>
<td>3/6, 3/8</td>
<td>Lab 6: IV Bariatric Case</td>
<td>Team Reflection and Group Discussions</td>
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<td></td>
<td>DUE 3/8 at 2300 Online Cheating Destiny Post II</td>
</tr>
<tr>
<td>3/13, 3/15</td>
<td>No Labs – Spring Break</td>
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</tr>
<tr>
<td>3/20, 3/22</td>
<td>Block 3 Labs</td>
<td>Medication Reconciliation</td>
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<td></td>
<td>Lab 7: Suspensions and Ointments</td>
<td>DUE 3/22 at 2300 Online Cheating Destiny Responses</td>
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<tr>
<td>3/27, 3/29</td>
<td>Lab 8: Clinic: CKD</td>
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<td></td>
<td>Lab 9: IV Electrolyte Cases</td>
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<tr>
<td>4/3, 4/5</td>
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<tr>
<td>4/10, 4/12</td>
<td>Block 4 Practicals</td>
<td>Book Discussion: Cheating Destiny</td>
</tr>
<tr>
<td>4/17, 4/19</td>
<td>Lab 10: Non-sterile Compounding</td>
<td>Due 4/5 at 2300 Cheating Destiny Online Writing Assignment</td>
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<tr>
<td></td>
<td>Practical</td>
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<tr>
<td>4/24, 4/26</td>
<td>Lab 11: Clinical Practical</td>
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<td>Lab 12: IV Practical</td>
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<tr>
<td>5/1, 5/3</td>
<td>PRN: Competency Requirement Activity</td>
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<tr>
<td>5/8, 5/10</td>
<td>No Lab – Finals Week</td>
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</tbody>
</table>

**NOTE:** Schedule subject to change at course directors’ discretion.
Top 200 Drugs

It is common in many professional pharmacy programs for students to focus on the “Top 200 Drugs” through electronic apps, flash cards, or other online learning strategies in order to learn the names (brand and generic) and characteristics of the most commonly seen medications. There are many sources available and these databases may vary based on whether information is gathered from the number of prescriptions filled or the total cost expenditure of the medications during a stated year.

When creating teaching, learning, evaluation, and assessment activities, the PCLC faculty choose many of the products that may be found in the top 200 as part of the curriculum based on our “real world” experiences with these medications.

The PCLC team does not endorse any particular product for learning the top 200; however, we want to emphasize that these tools can be helpful in learning the basics of most commonly seen medications.

The Medical Expenditure Panel Survey (MEPS) is released annually by the U.S. Government and serves as the data source for the following product. Note: There is an inherent delay in collecting the survey data, MEPS releasing the data from patients, and then subsequent release of any product.

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 2017-2018 school year. Failure to participate will result in an “S-” grade for the activity. You must complete and submit an evaluation within 2 weeks of this experience via the course Moodle site in order to receive credit for completing 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

Reference: