

Phar 6905 Applied Psych Pharmacotherapy

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Meeting Time, Place, Credits

January-May
Weekly 2 hour class sessions Time: -3:35-5:30pm
Locations: 7-193 WDH (Twin Cities) and 144 LSci (Duluth)

2 credits

Course Web Site: <https://canvas.umn.edu/>

Course Instructional Team

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Teaching Assistants: Josh Brockbank, PharmD, Joshua.Brockbank@va.gov Alyssa Lantz, lantz064@umn.edu Jay (Ya-Feng) Wen, PharmD, wenxx164@umn.edu	Weekly visiting Experts (see past class schedule as example)

Overview of the course +

This course provides a semester-long application of the PD3 fall semester psych pharmacotherapy content through complex scenarios and exploration of advanced psychiatric pharmacy topics. Student developed case presentations will be worked-up using a standardized format, and shared with a designated visiting expert prior to class session. Class session each week will begin with a discussion of the case and work-up that is primarily student-led, with a visiting psych/behavioral health clinician providing expert feedback and guidance for the second half of the class session. The course will be structured to make visiting clinician involvement as simple and non-disruptive as possible, including participating from office at work with online video conference option Cisco Meeting Server (formerly Acano)

Prerequisites

- Pharmacy students need to be PD3 students who have passed the Core Psychiatric and Neurology Pharmacotherapy with a grade of B or better
- Students must be in good academic standing within the pharmacy program

Computer/Technology Requirements

The University of Minnesota computer requirements are listed here:

- <http://www1.umn.edu/moodle/start/technical.html>

Course Goals & Objectives

1. Apply psychopharmacotherapy and general medicine pharmacotherapy content knowledge to complex challenge case scenarios, producing a comprehensive medication management plan.	Domains: 1.0, 1.1, 1.2, 1.8, 2.0, 2.2, 2.5
2. Demonstrate ability to utilize effective and thorough literature search skills and evidence-based interpretation and application to address novel patient situations.	Domain: 6.0, 6.1, 6.2, 6.3, 6.4.6
3. Identify clinical knowledge and skill limitations, including strategies for how and when to seek help or refer to specialists.	Domains: 5.0, 5.1, 5.3, 5.4,5.5

Domains below provided for reference.
[Link to full competency domain document.](#)

Competency Domains

Domain 1: Patient-Centered Care

As a provider of care, the pharmacist is ethical, benevolent, empathetic, competent, open-minded, prudent in making judgments, and devoted to serving others. The pharmacist applies knowledge, experience, and skills to protect the welfare of humanity. The pharmacist willingly and respectfully cares for patients to assure optimal therapeutic outcomes

Domain 2: Population Health & Vulnerable Communities

As a promoter of public health, the pharmacist uses his/her expertise to partner with others to improve care for vulnerable communities or at risk populations. The pharmacist recognizes the differences between populations of individuals and seeks to alleviate disparities that exist.

Domain 3: Health Systems Management

As a manager of health system resources, the pharmacist examines critical issues, assumptions, and limitations to produce and validate ways to deliver medications safely, effectively, and in a timely manner. The pharmacist demonstrates imagination, inventiveness, and courage by undertaking new endeavors to produce improved quality, productivity, efficiency, effectiveness, and innovation.

Domain 4: Leadership & Engagement

In leading, the pharmacist demonstrates integrity and is habitually resolute, focused on excellence, knowledgeable about the “big picture,” strategic, focused, persuasive, open to feedback, decisive, visionary, empowering, and service-oriented.

Domain 5: Professional & Interprofessional Development

When collaborating, the pharmacist demonstrates critical thinking, excellent communication and leadership, and is goal-oriented, cooperative, assertive, respectful, enthusiastic, and reliable. The pharmacist consistently and consciously demonstrates high ethical and moral standards by considering how and when to act, acting in a manner that is clearly consistent with those standards and exercising accountability for those actions.

Domain 6: Knowledge, Scientific Inquiry, and Scholarly Thinking

In making use of scientific knowledge, the pharmacist explains with thoroughly researched, evidence based accounts of facts and data, and provides interpretations based on analysis of the importance, meaning, and significance. The pharmacist applies knowledge fluently, flexibly, and efficiently in diverse contexts.

* refer to College of Pharmacy Competency Domains for Section descriptions. [Link to full competency domain document.](#)

Attendance Policy

Attendance in this class is required and includes active participation across the weeks. Excused absences include illness, verified by a note from a health care professional; a family emergency verified by the professional in attendance; or a University-sponsored event or professional organization, verified by a note from the leader or their representative of the sponsoring organization. Any student with a reason to be excused from class must contact the Course Director before the class session by phone or email.

Course Materials

This course is an application of past courses in the curriculum, so it is expected that any course material previously completed will be utilized during this course, including the evidence-based medicine and literature review skills gained up to this point in the program.

Assessments and Grading

Graded Assessments

The following graded assessments will count toward your final grade for this course in the following amounts:

Assignment	Points	%
1 Calibration case work up (Week 1)	2	1
2 Comprehensive Psychiatric Work-Ups (25 points each)	50	24
14 Class Participation /Personal Learning Plan Assignments (6 points each)	84	41
14 Sets of Pre-Class Case Questions (5 points each)	70	34
1 Comprehensive Challenge Case – A panel of 2 or more faculty and clinician graders must rate all 5 EPA statements on the assessment rubric as ‘meets expectations’ to pass course – a remediation plan will be used if a student does not meet expectations and will not receive course grade until satisfactorily completed	NA	NA
Total	208	100

Due dates for assignments:

- Comprehensive Patient Care Work-ups and Pre-Class Case Questions must be uploaded to the course site by midnight the Thursday before the class session.
- Students must be set up and ready to begin their work-up presentation at the start of class
- Pre-class personalized learning plans are due before the course session
- Post – class personalized reflections and learning plans are due 48 hours after the class session has ended

Statement on Penalties for Late Work

All assignments must be turned in on time. A late assignment will result in a reduction in the grade for every 24 hours it is late.

- All assignments will be given a 1 point deduction for each 24 hours they are late
- Failure to arrive at class on time the week of your work-up will result in a 1 point deduction for each section of the work-up grading rubric
- Failure to turn in your work-up by midnight the Thursday before class result in a 1 point deduction (for each 24 hours they are late) for each section of the work-up grading rubric
- Points for pre-class learning plans and post class reflections are forfeited for the day of an unexcused absence or for unexcused late arrival or early departure 15 minutes or greater.

Grading Information & Course Activities

Course Letter Grades

Grade	Percentage
A	93.0 - 100
A-	90.0 - 92.9
B+	87.0 - 89.9
B	83.0 - 86.9
B-	80.0 - 82.9
C+	77.0 - 79.9
C	73.0 - 76.9
C-	70.0 - 72.9
D	60.0 - 69.9
F	0 - 59.9

Minimum Passing Level

Per University and College Policy, students who receive a failing grade in this course must repeat the course before the course will count towards the student's elective credit requirement.

Detailed Course Outline & Schedule (additional details on the [Canvas course site](#))

Week	Date Time: -3:35-5:30pm Room: 7-193 WDH (Twin Cities) and 144 LSci (Duluth)	Case Topic * <i>Subject to change at course instructor's discretion</i>	Visiting Expert
Week 1	January 27	Class introduction - Treatment resistant depression	Jeff Bishop
Week 2	February 3	First Episode Psychosis	Bob Haight and Rachel Carpentier
Week 3	February 10	Treatment Resistant schizophrenia	Rachel Carpentier and Bob Haight
Week 4	February 17	Treatment resistant anxiety disorder	Mark Schneiderhan
Week 5	February 24	PTSD/Depression Comorbidity	Martin Bloch
Week 6	March 2	Bipolar disorder	Amy Fredkove
	March 9	Spring Break	
Week 7	March 16	Acute alcohol withdrawal/Alcohol use disorder	Kara Wong

Week 8	March 23	Medication assisted treatment of substance use disorders	Erica Schultz
Week 9	March 30	Pharmacogenomics	Jeff Bishop
Week 10	April 6	Pediatrics (ADHD)	Dawn Hoeft
Week 11	April 13	Civil commitment process in Minnesota (committing people for mental health treatment)	Amy Fredkove
Week 12	April 20	Drug-induced movement disorders	Danielle Bishop
Week 13	April 27	Agitation and aggression in Alzheimer disease	Mike Swanoski
Week 14	May 4	Geriatrics (BEERs, ACH burden, etc.)	Martin Bloch
Week 15	May 11	Complex MTM case/Comprehensive Challenge Case	Mark Schneiderhan Jeff Bishop

Patient Care Work-Up Template

<p>Therapeutic Plan</p> <ul style="list-style-type: none"> This should include prioritization of interventions - not all patient needs can or should be addressed at once. So what is the overall plan, including your anticipated timeline?
<p>Justification</p> <ul style="list-style-type: none"> Why did you make the decisions you did? Be sure to be explicit about how you considered the person's entire medical and social context and needs in your plan. What sources did you consult and how were they utilized and applied appropriately to this scenario? Be explicit – this is how you are demonstrating that you are applying your past pharmacotherapy knowledge to this complex scenario.
<p>Identified Areas Requiring Referral/Expert Assistance</p> <ul style="list-style-type: none"> Part of being a competent clinician is to also recognize your limits. This area of your work-up is for those areas that you have identified require intervention, but you are not sure of an appropriate recommendation. Be sure to not overuse this section of the assignment - if too much is here you will be penalized.

Comprehensive Psychiatric Work-Up Grading Rubric

EPA Statement	Score
Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health related needs.	0 Student performance does not meet this expectation
	3 Student performance is approaching this expectation
	5 Student performance meets this expectation

Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence based and cost-effective	0 Student performance does not meet this expectation 3 Student performance is approaching this expectation 5 Student performance meets this expectation
Implement a care plan in collaboration with the patient, caregivers, and other health professionals.	0 Student performance does not meet this expectation 3 Student performance is approaching this expectation 5 Student performance meets this expectation
Follow-up and monitor a care plan.	0 Student performance does not meet this expectation 3 Student performance is approaching this expectation 5 Student performance meets this expectation
Use evidence-based information to advance patient care.	0 Student performance does not meet this expectation 3 Student performance is approaching this expectation 5 Student performance meets this expectation

Pre and Post Class session Personalized Learning Goals, Reflection and Self-development plan Prompts

Pre-class learning goals turned into before class session:

- What are the three things you hope to learn more about related to the topic presented today? You are getting graded on these items, so please be thoughtful about your learning goals. Responses such as 'Parkinson's Disease' will receive a zero score.

Post-class reflections turned in after class session – due 48 hours after the completion of class:

- What was the primary lesson I learned from the case workup and discussion?
- What have I discovered I need more knowledge about and what is my plan to gain that knowledge?

[University of Minnesota and College of Pharmacy Policy Reference \(Centralized Syllabus\)](#)

[This page includes all required UMN and CoP policies, e.g., Academic Freedom; Copyright; Course Evaluations; Disability Accommodations; FERPA, etc.]