

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Julie Murphy Phone: 383-1901 (xxx - xxxx) Email: Julie.Murphy@UToledo.Edu

Present

Proposed

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

Fill in appropriate blanks only where entry differs from first column.

College*: College Pharmacy, Pharm Sciences

College: --Select a College--

Dept/Academic Unit*: Pharmacy Practice

Dept/Academic Unit: --Select a Department--

Course Alpha/Numeric*: PHPR 6400

Course Alpha/Numeric:

Course Title: Advanced Pharmacotherapy

Course Title: Topics in Internal Medicine

Credit hours: Fixed: 2 or Variable: to

Credit Hours: Fixed: or Variable: to

CrossListings:

CrossListings:

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Catalog Description (*only if changed*) 75 words max: **Catalog Description** (*only if changed*) 75 words max:

This course is designed to focus on complex and/or controversial pharmacotherapy topics and the evaluation of primary literature and guidelines to promote effective abilities in evaluating, selecting, and recommending pharmacotherapeutic regimens, and educating patients and health care professionals utilizing the principles of evidence based decision making.

Has course content changed?

 Yes

 No

If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

Proposed effective term*: (e.g. 201140 for 2011 Fall)

| File Type | View File |
|-----------|----------------------|
| Syllabus | View |

List any course or courses to be deleted.

Effective Date:



Effective Date:



Comments/Notes:

Rationale:

This is a title change only. The reasons for the change are as follows:

- 1) The revised title of "Topics in Internal Medicine" better reflects the content of the course. "Advanced Pharmacotherapy" is/was too broad. The new title provides a better description for students.
- 2) The title "Advanced Pharmacotherapy" was considered intimidating by students. Students reported that the title "scared them off" from taking the course. The new proposed title is less intimidating.

Approval:

| | | | |
|--|---------------------------------|------|------------|
| Department Curriculum Authority: | Mariann D. Churchwell | Date | 2016/12/07 |
| Department Chairperson: | Diane Cappelletty | Date | 2016/12/16 |
| College Curriculum Authority or Chair: | Frederick E. | Date | |
| College Dean: | Laurie S. Mauro | Date | 2016/12/29 |
| Graduate Council: | Constance Schall (GC 1.24.2017) | Date | 2017/01/26 |
| Dean of Graduate Studies: | Amanda Bryant-Friedrich | Date | 2017/01/31 |
| Office of the Provost : | marcia king-blandford | Date | 2017/01/31 |

print

Administrative Use Only

Effective Date: 2017/05/17  (YYYY/MM/DD)
CIP Code:
Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

 

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:



Topics in Internal Medicine

The University of Toledo
College of Pharmacy and Pharmaceutical Sciences
PHPR 6400

| | | | |
|-------------------------|--|------------------------|--------------------------------|
| Coordinator: | Julie A. Murphy, PharmD, FASHP, FCCP, BCPS | Office Phone: | 419-383-1901 |
| Email: | julie.murphy@utoledo.edu | Term: | Summer Session I 2016 |
| Office Hours: | By appointment | Class Location: | TBD |
| Office Location: | HEB 114A | Class Day/Time: | Tues and Thurs 10:00AM-12:30PM |
| | | Credit Hours: | 2 |

COURSE DESCRIPTION / OVERVIEW

This course is designed to focus on pharmacotherapy topics in Internal Medicine and the evaluation of primary literature and guidelines to promote effective abilities in evaluating, selecting, and recommending pharmacotherapeutic regimens, and educating patients and health care professionals utilizing the principles of evidence based decision making. *This will be a team-taught course. Primary course instructors are University of Toledo Medical Center Pharmacy Residents (see Appendix I).*

STUDENT LEARNING OUTCOMES

PharmD Program Ability Based Outcomes (ABOs)

Domain 1 – Foundational Knowledge

1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., **pharmaceutical, social/behavioral/administrative, basic biomedical sciences and clinical sciences**) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and **patient centered care**.

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide **patient-centered care** as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

COURSE OBJECTIVES



1. **THINKING & DECISION-MAKING:** The student will interpret, analyze, and evaluate primary literature and evidence-based guidelines to make rational and responsible decisions regarding drug therapy for patients.
 - Evaluate: The student will be able to provide an evidence-based evaluation of pharmacotherapy for patients.
 - Select/Recommend: The student will be able to select and recommend pharmacotherapy regimens for patients, including appropriate monitoring plans, based on the current body of evidence.
2. **COMMUNICATION:** The student will communicate (via written and oral formats) evidence from primary literature and practice guidelines pertinent to patient-specific therapeutic recommendations in a clear, concise, organized, credible, and persuasive manner. The student will use primary literature and practice guidelines to:
 - Educate: The student will be able to credibly and persuasively educate patients on therapeutic regimens and health care professionals on the evidence that justifies therapeutic recommendations.

TEACHING STRATEGIES

Various learning strategies will be incorporated to provide students with opportunities to acquire knowledge, display attitudes, and practice the skills needed to master the class ability outcomes and objectives.

- a. Outside preparation/homework: To enhance understanding of the lecture material and to maximize participation and benefit from lecture sessions, students are to read the required reading assignment indicated on the front page of the lecture handouts and review objectives prior to lecture.
- b. Lecture Pre-quizzes: To encourage review of the required reading and previous lecture handouts prior to class, lecture pre-quizzes will be used to evaluate baseline knowledge. This activity will seek to achieve knowledge objectives. The pre-quizzes will be completed via Blackboard prior to coming to class.
- c. Enhanced Lectures: To introduce and summarize major concepts and key points of each module, short active learning strategies, such as group discussions, think—pair—share exercises, simulations, role-plays, debates, and in-class exercises, will be incorporated throughout the lecture period to facilitate learning. This strategy will seek to practice skills, model attitudes, and expand and incorporate knowledge objectives.
- d. In-class Patient Case: A comprehensive patient case will be used to evaluate the students' ability to apply major concepts and primary literature when evaluating a specific patient's drug therapy regimen.
- e. Exams: One exam will be given and will consist of 100 multiple choice questions.

A variety of methods will be utilized in this course to provide students with evidence-based, criterion referenced feedback on their performances so as to enhance successful achievement of the course ability outcomes. This feedback will give explicit, concrete descriptions of 1) what areas of student performance were successful and why, and 2) what areas need to be improved and how this can be accomplished. Performance criteria for each course ability outcome are provided in Appendix II.



PREREQUISITES AND COREQUISITES

None

REQUIRED TEXTS AND ANCILLARY MATERIALS

1. Chisholm-Burns MA, Schwinghammer TL, Wells BG, et al., eds. *Pharmacotherapy Principles and Practice*. 3rd ed. New York, NY: McGraw-Hill; 2013.
2. DiPiro JT, Talbert RL, Yee GC, et al., eds. *Pharmacotherapy: A Pathophysiologic Approach*. 9th ed. New York, NY: McGraw-Hill; 2014.
3. Additional required readings will be provided to students ahead of the scheduled lecture.

TECHNOLOGY REQUIREMENTS

Pre-quizzes will be completed via Blackboard outside of scheduled class time. A laptop computer or tablet is required on the Exam day.

UNIVERSITY POLICIES

Policy Statement on Non-Discrimination on the basis of Disability (ADA):

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance](#).

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments please contact the [Student Disability Services Office](#).

ACADEMIC POLICIES

Attendance/Absences/Tardiness:

Given the course emphasis on active learning strategies, attendance at all class sessions may be necessary to earn a passing grade. Thus, class attendance is strongly encouraged. Any in-class exercises or assignments that are missed cannot be made up unless arrangements have been made with the course coordinator **prior** to the missed session.

University of Toledo Missed Class Policy

This policy provides for basic protections and reasonable accommodations for students who miss class with excused absences. Students are expected to attend every class meeting of courses in which they are registered. Only in specific, unavoidable situations does the University excuse absences from class: 1) personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees' Policy on Family and Medical Leave], or death in the family; 2) religious observances that prevent the student from attending class; 3) participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performances, R.O.T.C. functions, academic field trips, and special events connected with coursework; 4) government-required activities, such as military assignments, jury duty, or court appearances; and 5) any other absence that the professor approves.

Students are responsible for complying with the missed class policies of their instructors. Students bear the responsibility of notifying the instructor of a planned absence by one of the methods provided by the instructor. In the event of an emergency or an unavoidably short



notice of absence, the student must present the instructor with an approved written excuse upon the student's return to class. Approved written excuses will be at the instructor's discretion, including, but not limited to, doctor's notice, funeral programs, etc. It is strongly recommended that the student use two of the three aforementioned methods (email, writing, or voicemail) to insure that the instructor is properly notified of the planned absence. In the event that the instructor should not receive the student's notification, the student should be prepared to present an alternative excuse. It will be at the instructor's discretion to approve or disapprove of the alternative excuse.

Students are responsible for all material covered in classes they miss, even when their absences are excused as defined above. Students must make arrangements with instructors to complete missed assignments, examinations, or other course requirements. In turn, instructors are not to penalize students with excused absences.

Drop/Withdrawal:

Students who decide not to attend or stop attending any or all classes for which they have registered must drop or withdraw from the course(s). Drops and withdrawals can be processed online through the myUT portal (provided there are no holds), and can also be processed in the Office of the Registrar, Mulford Library 114 or at Rocket Solution Central (RSC) located in Rocket Hall, Room 1200. Failure to drop or withdraw from a course for which a student has stopped attending may result in a grade of "F". Specific drop and withdrawal dates for a term are listed on the University's academic calendar at:

<http://calendar.utoledo.edu/MasterCalendar.aspx?data=zF4djibTi3xCoxvXa4i5sg%3d%3d>

Warning:

Withdrawing from a course(s) will result in a grade of "W", which will appear on your official transcripts. Once a withdrawal is processed, it cannot be rescinded. Based on the date of withdrawal, fees may or may not be adjusted. Since withdrawn courses reduce your enrolled hours, withdrawing from courses may have an adverse effect on financial aid benefits, scholarships, loan deferments, athletic eligibility, health insurance, veterans' benefits, degree requirements, or other areas. If you are uncertain what effect withdrawing from the course(s) would have, it is recommended that you contact the appropriate department for guidance.

Professional Conduct:

Students are expected to conduct themselves in a mature, professional manner and obey the principles of the Professional Pledge between students and faculty.

Absolutely no unpermitted electronic devices or other materials will be allowed during graded cases or exams. Students are expected to conduct themselves in a manner that will be a credit to the profession of pharmacy, to the College, and to the University

Academic Dishonesty Statement:

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or



cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an assignment, any unauthorized information concerning the content of that assignment;
- Referring to or displaying any unauthorized materials inside or outside of the classroom during the assignment;
- Communicating during an assignment in any manner with any unauthorized person concerning the assignment or any part of it;
- Giving or receiving substantive aid during the course of an assignment;
- Commencing an assignment before the stipulated time or continuing to work on an assignment after the announced conclusion of the assignment period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments;
- Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments should be constructed so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments (e.g., the use of calculator, computer, text materials, etc.). Should cases of academic dishonesty be found among students, the instructor may choose to impose the following sanctions:

- The student may be assigned an F for the work in question.
- The student may be assigned an F for the course. In this case the instructor should inform the Dean and the student of this action. The Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
- The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.

A student found to be academically dishonest by a faculty member may appeal according to procedures approved by the respective colleges. The procedures for making a final appeal to the Student Grievance Committee may be found in the Student Handbook.

Classroom Courtesy:

1. The University has jurisdiction over any individual student, group of students or student organization alleged to have violated the Student Code of Conduct on the University of Toledo premises.
2. Students must conduct themselves in a manner which is conducive to learning for themselves and others. Disruptive behaviors are not acceptable and may affect a student's final grade, or in severe cases result in a student being removed from class.
3. Classes are scheduled to start promptly.



4. When arriving tardy or leaving early from class, the student should do so in a manner that is not disruptive to the class.
5. Telephones, pagers, or anything else that makes sound are to be turned off during lecture (or at least programmed into the vibrating mode) and are NOT to be on or used in any capacity during assignments.
6. No pets or children are to be brought to the classroom.
7. Students may audiotape lectures; otherwise no A/V equipment or use of telephotoing is permitted.
8. During class, only **one** individual should be talking at any given time.
9. During class, students should not behave in a manner that will distract others.
10. Students should refrain from “surfing” the internet because studies have proven that a “surfing” student not only distracts from his/her own learning but that of innocently distracted classmates.

GRADING

A letter grade for the course will be earned based on the following evaluated work:

| Assignment | Points per Assignment | Total Points | % of Course Grade |
|---------------------|--|--------------|-------------------|
| Lecture Pre-quizzes | 10 points x 11 quizzes (drop 2 quizzes) | 90 | 19.1% |
| In-Class Cases | 20 points x 11 cases (drop 2 cases) | 180 | 38.3% |
| Final Exam | 100 MC questions | 200 | 42.6% |

Total Points = 470

Grading Scale:

Letter grades will be assigned based on cumulative course performance as follows:

| | | | |
|----|--------|----|-------|
| A | 93-100 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | D+ | 67-69 |
| B | 83-86 | D | 63-66 |
| B- | 80-82 | D- | 60-62 |
| C+ | 77-79 | F | <60 |

COMMUNICATION GUIDELINES

Appointments outside of office hours need to be scheduled with the instructor via email. Generally responses to email will occur within 24 hours with the exception of holidays and weekends. Students are expected to practice business appropriate etiquette in all communications with faculty as well as when providing instructor feedback.



STUDENT SUPPORT SERVICES

The Academic Enrichment Center, located on the west end of the fifth floor, provides study skill and time management training, assigns student tutors, and handles student ADA issues. While the AEC is not officially part of the University Libraries, its location in the Mulford Health Science Library places it in the ideal location to assist students.

<https://www.utoledo.edu/library/mulford/floorplans/floor5/acadenrich.html>

Lecture Topic and Exam Schedule:

| Date | Module # | Topic | Lecturer |
|-------------|-----------------|--|-----------------|
| May 24 | 1 | Course Introduction Inpatient Management of Hyperglycemia | Murphy Henz |
| May 26 | 2 | Health-Care Associated Pneumonia, Ventilator-Associated Pneumonia, Hospital-Associated Pneumonia | Schumacher |
| May 31 | 3 | Infections in Solid Organ Transplant | Lauer |
| June 2 | 4 | Sepsis / Septic Shock | Wilin |
| June 7 | 5 | Acid / Base Disorders | Righi |
| June 9 | 6 | End Stage Liver Disease | Edelstein |
| June 14 | 7 | Acute Pancreatitis / Cholecystitis | Joyner |
| June 16 | 8 | Inpatient Management of Anemia | Hayes |
| June 21 | 9 | Cardiorenal Syndrome | Wang |
| June 23 | 10 | Pulmonary Hypertension | Burns |
| June 28 | 11 | Multiple Sclerosis | Kaufman |
| June 30 | Final Exam | | |

Syllabus and Schedule Subject to Change



APPENDIX I: COURSE INSTRUCTORS

| Resident Name | Email Address |
|----------------------------|--|
| Vincent Burns, PharmD | Vincent.Burns@UToledo.edu |
| John Edelstein, PharmD | John.Edelstein@utoledo.edu |
| Michelle Hayes, PharmD | Michelle.Hayes@UToledo.edu |
| Zachary Henz, PharmD | Zachary.Henz@utoledo.edu |
| Kayla Joyner, PharmD | Kayla.Joyner@UToledo.edu |
| Brianne Kaufman, PharmD | Brianne.Kaufman@utoledo.edu |
| Brian Lauer, PharmD | Brian.Lauer2@UToledo.edu |
| Angela Righi, PharmD | Angela.Righi@UToledo.edu |
| Kaitlyn Schumacher, PharmD | Kaitlyn.Schumacher@UToledo.edu |
| Nan Wang, PharmD | Nan.Wang3@UToledo.edu |
| Kent Wilin, PharmD | Kent.Wilin@UToledo.edu |

APPENDIX II: PERFORMANCE CRITERIA

ABILITY OUTCOME: EVALUATE DRUG THERAPY

ASSESSMENT SCALE

| 1 Not Acceptable | 2 Needs Development | 3 Competent Performance | 4 Excellent Performance |
|---|--|--|--|
| Generally incomplete or incorrect. Requires frequent & extensive assistance or intervention; facilitator and/or peers must complete sections. | Only partially complete or correct. Requires consistent assistance or intervention; facilitator and/or peer must often assist in evaluating patient cardiovascular therapy and in answering questions. | Generally complete and correct. Requires infrequent assistance or intervention; student is consistently able to evaluate patient cardiovascular therapy and answer questions without assistance. | Exemplary. Requires rare assistance or intervention; student is able to evaluate patient cardiovascular therapy and answer questions without assistance. Could be used as a model for best practice/performance. |

| Performance Criteria | Assessment Score | Evidence/Feedback |
|--|-------------------------|--------------------------|
| Determines appropriateness of the drug regimen based on guidelines and primary literature (ex., "spironolactone 25mg daily is an appropriate drug for patients with Class IV heart failure based on the results of the RALES trial and is recommended by the ACC/AHA guidelines") | | |
| Evaluates how the patient does or does not fit into relevant study sample populations when using primary literature to justify appropriateness (or lack thereof) of this drug regimen (ex., "spironolactone should not be used in this patient, as the RALES study excluded patients with a SrCr >2.5 mg/dL and this patient's SrCr is 3.1") | | |
| Evaluates and weighs benefits and risks of the drug regimen, based on guidelines and results of primary literature (ex., "the RALES study showed that spironolactone provides a 30% reduction in mortality in class IV HF patients, with only a minimal increased risk of hyperkalemia, which this patient is currently not experiencing [K = 4.1]") | | |
| Identifies factors about the drug regimen that are or are not consistent with evidence based medicine (ex., "the 50 mg dose of metoprolol is too low in this patient based on the target dose of 200 mg used in the MERIT-HF trial") | | |
| <i>Evaluates the appropriateness of drug regimen based on drug- and patient-specific data</i> (ex., "propranolol is not appropriate in a patient with asthma" or "the propranolol dose is too low based on a HR of 90 and BP of 150/90") | | |

ABILITY OUTCOME: SELECT / RECOMMEND DRUG THERAPY

ASSESSMENT SCALE

| 1 Not Acceptable | 2 Needs Development | 3 Competent Performance | 4 Excellent Performance |
|---|--|--|--|
| Generally incomplete or incorrect. Requires frequent & extensive assistance or intervention; facilitator and/or peers must complete sections. | Only partially complete or correct. Requires consistent assistance or intervention; facilitator and/or peer must often assist in selecting/recommending patient cardiovascular therapy and in answering questions. | Generally complete and correct. Requires infrequent assistance or intervention; student is consistently able to select/recommend patient cardiovascular therapy and answer questions without assistance. | Exemplary. Requires rare assistance or intervention; student is able to select/recommend patient cardiovascular therapy and answer questions without assistance. Could be used as a model for best practice/performance. |

| Performance Criteria | Assessment Score | Evidence/Feedback |
|--|------------------|-------------------|
| <i>Includes plan for existing therapy</i> | | |
| Identifies correct new drug therapy (i.e., drug, dose, route, frequency and duration) based on guidelines and primary literature. (ex., "Recommend spironolactone 25 mg daily based on RALES trial and recommendations by the ACC/AHA guidelines") | | |
| Justifies the complete drug therapy plan based on drug- and patient-specific data (ex., "starting warfarin at ½ the normal maintenance dose was done b/c patient is also on amiodarone therapy" or "dose of spironolactone was decreased to 25 mg qod because of the rise in serum K to 5.3", or "spironolactone is appropriate in this patient b/c he is currently in class NYHA IV HF and on other standard HF therapy") | | |
| Incorporates results from the primary literature when justifying therapy decisions (ex., "spironolactone is being added b/c of the 30% decrease in overall mortality over a 24 month time period found in the RALES trial, which studied spironolactone vs placebo in NYHA Class IV HF pts already on standard HF therapy"). | | |
| Briefly explains why other drugs were not chosen based on the evidence (ex., "eplerenone was not chosen as the aldosterone antagonist for this pt b/c it has only been studied in patients with HF post MI [not the case in this patient] and is more expensive than spironolactone") | | |
| Recommends an appropriately comprehensive monitoring plan for the recommended therapy (be sure to include justification for monitoring parameter and appropriate intervals for measure) | | |



ABILITY OUTCOME: COMMUNICATION (EDUCATE)

ASSESSMENT SCALE

| 1 Not Acceptable | 2 Needs Development | 3 Competent Performance | 4 Excellent Performance |
|---|--|---|---|
| Generally incomplete or incorrect. Requires frequent & extensive assistance or intervention; facilitator and/or peers must complete sections. | Only partially complete or correct. Requires consistent assistance or intervention; facilitator and/or peer must often assist in educating the health care professional and answering. | Generally complete and correct. Requires infrequent assistance or intervention; student is consistently able to educate the health care professional and answer questions without assistance. | Exemplary. Requires rare assistance or intervention; student is able to educate the health care professional and answer questions without assistance. Could be used as a model for best practice/performance. |

| Performance Criteria | Assessment Score | Evidence/Feedback |
|---|------------------|-------------------|
| <i>Introduction:</i> | | |
| Appropriately meets/greets the health care professional or patient (ie. introduces self, establishes rapport, explains purpose of the pharmacist-provider interaction) and clearly summarizes the patient case or scenario (provides a brief synopsis) | | |
| Provides evaluation and/or recommendation of the existing and new drug therapy plan with the support of primary literature and/or the guidelines. | | |
| <i>Evidence-based Evaluation or Recommendation:</i> | | |
| Refers to appropriate primary literature/guidelines and when applicable summarizes the relevant study design (eg. RCT, treatment groups) and objectives | | |
| Recognizes and appropriately explains how the study sample does or does not relate to the patient case | | |
| Accurately conveys data from relevant study results and evaluates clinical significance to justify therapy recommendations on the patient case (ex. The RALES study showed that addition of spironolactone to standard HF therapy provided a clinically significant 30% reduction in mortality in patients with Stage IV HF and thus would be warranted in this patient.) | | |
| <i>Communication:</i> | | |
| Articulates information in a clear, concise, & organized manner | | |
| Uses appropriate medical/professional terminology | | |
| Displays confidence; is credible | | |
| Displays tact/professionalism in his/her approach | | |
| Disagrees articulately and persuasively (if applicable) | | |