The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Diane Cappelletty   Phone: 383-1957   (xxx - xxxx)   Email: diane.cappelletty@utole

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**:   College Pharmacy, Pharm Sciences

Dept/Academic Unit*: Pharmacy Practice   **Dept/Academic Unit**: Pharmacy Practice

Course Alpha/Numeric*: PHPR   -
6460   **Course Alpha/Numeric**: PHPR   -
6465

Course Title:
Professional Skills Development 6   **Course Title:**

Credit hours: Fixed: 2   or Variable: to   **Credit Hours:**   Fixed: or Variable: to

CrossListings: **CrossListings:**

Insert   Insert

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.

Remove   Remove

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:

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*: 202110   (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:

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This course is part of a 6 course series. The 5th course in the series used a course
number that is inactive in the system. We have changed all 6 course numbers to end in a
5 instead of a 0 to maintain continuity for the skills development series and eliminate
the use of an inactive course number.
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Approval:

		Date	
Department Curriculum Authority:	Mariann Churchwell	Date	2017/10/19
Department Chairperson:	Diane Cappelletty	Date	2017/10/20
College Curriculum Authority or Chair:	Mariann Churchwell	Date	2017/09/29
College Dean:	Laurie Mauro	Date	2017/10/27
Graduate Council:	Andrea Kalinoski (GC 11-14-17)	Date	2017/11/21
Dean of Graduate Studies:	Amanda Bryant-Friedrich	Date	2017/11/21
Office of the Provost :		Date	

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Administrative Use Only

Effective Date: (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:

PHPR 6465: Pharmacy Skills Development-6

The University of Toledo
College of Pharmacy and Pharmaceutical Sciences
PHPR 6465

Name:	(Insert Instructor Name)	**Class Location**:	(Insert Class Room Number and Building)
Email:	(Insert UT Email Address)		
Office Hours:	(Insert Availability)	**Class Day/Time**:	(Insert Course Schedule)
Office Location:	(Insert Office Address)	**Lab Location**:	(Insert Class Room Number and Building, if applicable)
Instructor Phone:	(Insert Phone Number)		
Offered:	Spring, P3	**Lab Day/Time**:	(Insert Lab Schedule, if applicable)
		Credit Hours:	2

CATALOG/COURSE DESCRIPTION

This advanced course will enhance confidence in application of knowledge and skills to prepare students for competent participation in the Pharmacists' Patient Care Process (PPCP) and transitions of care in Advanced Pharmacy Practice Experiences (APPE's).

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to efficiently perform fundamental Pharmacists' Patient Care Process (PPCP) functions including:

1. Interpret a patient case and be able to perform the following and organize the information into a SOAP note:
   a. Identify and prioritize patient specific problems
   b. Identify and interpret pertinent subjective and objective information, including laboratory abnormalities
   c. Integrate subjective and objective information to formulate an assessment of a problem, including solve pharmacokinetic problem
   d. Develop an appropriate therapeutic and monitoring care plan for identified problems
   e. Monitor patients using monitoring forms
   f. Provide patient assessment and plan in a comprehensive and efficient manner
2. Identify and solve drug-related problems including drug related problems and drug interactions.
3. Counsel and motivate a patient on importance of smoking cessation
4. Use appropriate technique in nebulization of medication
5. Compose an answer a patient-related problem incorporating evidence-based practice
6. Utilize communication strategies to provide effective oral communication with patients and other health care providers
7. Utilize professionalism skills learned to exhibit professional behavior

In addition to knowledge and skills based competencies, the course also is designed to:

♦ Nurture **attitudes and actions** that support professional behavior;
♦ Build and **enhance confidence and professionalism**;
♦ **Enable effective discussion** with other health care practitioners and patients about the proper use of medication dosage forms; and,
♦ **Enhance** the implementation of **problem-solving skills** in the context of professional and/or patient care situations

UTCP ABILITY BASED OUTCOMES - achieved in this course

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).
2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

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.
3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.
3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development
4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, within a variety of roles.
4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

PREREQUISITES AND COREQUISITES
Prerequisites: PHPR 6455 (min grade C), Corequisites: None

REQUIRED INSTRUCTIONAL MATERIALS (TEXTS AND ANCILLARY MATERIALS)

Required Reference Book

ISBN: 978-1-59195-353-1; Drug Information Handbook 25th edition **Edition Year:** 2016-2017

TECHNOLOGY AND EQUIPMENT REQUIREMENTS
1. Approved calculator: TI30X-IIS calculator
2. Clicker device & account registration & ResponseWare license purchased from Turning Technologies
3. Up to date Lockdown browser & SofTest registration to allow Blackboard / ExamSoft assessment
4. Computer/tablet compatible and with appropriate settings to access ExamSoft, Blackboard, the internet (see separate ExamSoft policies document posted on Blackboard)
5. Neehr Perfect subscription for the semester (web-based educational EMR designed for colleges of pharmacy that is required for completing order verification and SOAP notes) www.neehrperfect.com

Laptop computer, Clickers, Blackboard, Examsoft (please refer to Examsoft policies), Flash drive, Dual-headed stethoscope with double tubing

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 in this course please contact the Student Disability Services Office.

ACADEMIC POLICIES & COURSE EXPECTATIONS
Refer to **PHARMACY SKILLS DEVELOPMENT (PSD) SERIES STANDARD POLICIES**
Please refer to the separate document entitled PSD Series Standard Policies for important policies regarding professionalism, medications and terms modules, examinations, attendance, academic dishonesty, laboratory policies, and dress code. These policies will apply to all PSD courses unless otherwise stated in the individual course syllabus.

OVERVEW OF COURSE GRADE ASSIGNMENT

Lecture Component (45 total points)

Lecture assignments/ homework/ quizzes	5%
Exam 1	10%
Exam 2	10%
Advanced Patient Assessment Exam	10%
Final comprehensive exam	10%

Lab Component (55 total points)

Lab assignments/ homework/ quizzes	25%
Objective Structured Clinical Examinations (OSCEs)	30%

Total points……………………………………………………….   100

Professionalism reflections and all other in class/in lab required exercises are subject to the professionalism policy. Students are expected to conduct themselves a s a professional and failure to meet this expectation will result in a deduction of professionalism points from the overall course grade. Up to 20% of your overall course grade may be deducted for violations of the professionalism policy.

Must show pharmacy practice skills competency as demonstrated by receiving a passing score on each OSCE exercise in order to pass this course. Within the OSCEs, students will be evaluated based on the number of "needs improvement" and "unacceptable" ratings based on the rubric. At least 70% of the areas assessed on the rubric must be scored at or above the "needs improvement" rating to be considered a passing score on the exercise. Three or more "unacceptable" ratings will be the trigger for consideration of a re-challenge activity.

The scale for evaluation of student competency is as follows:

90-100%	A
80-89%	B
70-79%	C
65-69%	D
< 65%	F

The minimum competency level required to pass this course is 70%.
Please refer to the PSD series remediation policy for guidance on the policies related to possible remediation of any of these portions of the course.

"Students earning less than a C on an exam/major assignment will be referred to the Academic Enrichment Center (located in Mulford Library 506/507) for additional support and academic coaching."

COURSE SCHEDULE

SCHEDULE	LECTURE TOPIC	LAB TOPIC (INDIVIDUAL SKILL PRACTICE)	LAB TOPIC CONT. (CLINICAL PROBLEM SOLVING)
Week 1 (Add Date)	Clinical Problem Solving in Transitions of Care (among Healthcare Providers)- 1	**Skills focused on (different skills will be highlighted depending on cases used that week for Clinical Problem Solving):** medication history taking, problem list creation, medication reconciliation, oral communication, written communication, calculations, patient counceling, medication error identification	Communication transitions from: Pharmacist to Pharmacist (inpatient)
Week 2 (Add Date)	Clinical Problem Solving in Transitions of Care (among Healthcare Providers)- 2	**OSCE 1: Point of care testing (Blood pressure and blood glucose)**	
Week 3 (Add Date)	Motivational Interviewing	**Skills focused on (continued):** medication error resolution, SOAP note writing, SOAP note documentation, lab value interpretation, physical assessment	Communication transitions from: Pharmacist to Pharmacist (outpatient)
Week 4 (Add Date)	Advanced Kinetics Cases- 1		Communication transitions from Pharmacist to Patient/Caregiver
Week 5 (Add Date)	Advanced Kinetics Cases- 2	**OSCE 2: Kinetics dosing recommendation (renal or hepatic), Drug interaction, IV compatibility concepts**	
Week 6 (Add Date)	**Exam 1**	Clinical Skills: Nicotine Cessation	
Week 7 (Add Date)	Advanced Patient Assessment- Laboratory Values- 3 (Patient Cases)	**Skills focused on (continued):** medication error resolution, SOAP note writing, SOAP note documentation, lab value interpretation, physical assessment	Communication transitions from Pharmacist to Physician (inpatient)
Week 8 (Add Date)	Patient Advocacy- 1	**OSCE 3: Special population dosing (kinetics), Drug information questions, Adverse drug reaction recognition**	
Week 9 (Add Date)	Patient Advocacy- 2	**Skills focused on (continued):** medication error resolution, SOAP note writing, SOAP note documentation, lab value interpretation, physical assessment	Communication transitions from Pharmacist to Physician (outpatient)
Week 10 (Add Date)	Pulmonary Device Lecture	Pulmonary Devices- 1	Pulmonary Devices- 2

Week 11 (Add Date)	Point of Care Testing (Pharmacist administered tests, Collaborative Practice, Billing)	Clinical Skills: Home Tests	
Week 12 (Add Date)	**Exam 2**	**Skills focused on (continued):** medication error resolution, SOAP note writing, SOAP note documentation, lab value interpretation, physical assessment	Communication transitions from Pharmacist to Social Worker
Week 13 (Add Date)	Transitions of Care Performance Measures & Payment Systems Incentives	**OSCE 4: Socio-Economic issue/patient barriers, Ethical/Professional/Legal behavior**	
Week 14 (Add Date)	**Advanced Patient Assessment Exam**	**Skills focused on (continued):** medication error resolution, SOAP note writing, SOAP note documentation, lab value interpretation, physical assessment	Communication transitions from Pharmacist to Nurse
FINALS WEEK			

*NOTE: Students are expected to follow the **Course Schedule** as outlined above however, it is subject to change based on the needs of the class/students and any unforeseen reasons. Note, you are responsible for knowing if and when the schedule changes. Please check Blackboard weekly for updates.*

Course Faculty		
Faculty Member	*Responsibility*	*Contact Information*

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Syllabus Development Resources: Guidelines
December 5, 2014/Rev: January 29, 2016
Office of the Provost/University Teaching Center/
Office of Assessment, Accreditation and Program Review