

# The University Of Toledo

## New Graduate Course Proposal

\* denotes required fields

1. College\*:
- Department\*:
2. Contact Person\*:  Phone:  (xxx - xxxx) Email:
3. Alpha/Numeric Code (Subject area - number)\*:  -
4. Proposed title\*:   
Proposed effective term\*:  ( e.g. 201140 for 2011 Fall)
5. Is the course cross-listed with another academic unit?  Yes  No
- Approval of other academic unit (signature and title)
- Is the course offered at more than one level?  Yes  No
- If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).
6. Credit hours\*: Fixed:  or Variable:
- to
7. Delivery Mode:
- |                           | Primary*                                 | Secondary                            | Tertiary                                    |
|---------------------------|--|--------------------------------------|---|
| a. Activity Type *        | <input type="text" value="Regular Lab"/> | <input type="text" value="Lecture"/> | <input type="text" value="--SelectType--"/> |
| b. Minimum Credit Hours * | <input type="text" value="1"/>           | <input type="text" value="1"/>       | <input type="text"/>                        |
| Maximum Credit Hours *    | <input type="text" value="1"/>           | <input type="text" value="1"/>       | <input type="text"/>                        |
| c. Weekly Contact Hours * | <input type="text" value="2"/>           | <input type="text" value="1"/>       | <input type="text"/>                        |
8. Terms offered:  Fall  Spring  Summer
- Years offered:  Every  Alternate

**Year**                      **Years**

9. Are students permitted to register for more than one section during a term?                       No     Yes

May the courses be repeated for credit?

No     Yes

Maximum Hours

10. Grading System\*:
- Normal Grading (A-F, S/U, WP/WF, PR, I)
  - Satisfactory/Unsatisfactory (A-C, less than C)
  - Grade Only (A-F, WP/WF, PR, I)
  - Audit Only
  - No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

PIN (Permission From Instructor)

PDP (Permission From Department)

Co-requisites (must be taken **together**):

12. Catalog Description\* (**75 words Maximum**)

This course is designed to further develop fundamental skills in the Pharmacists Patient Care Process and to enhance confidence in clinical skills necessary for roles in transitions of care.

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click [here](#) for the Center's template.

File Type	View File
Syllabus	<a href="#">View</a>
Attachment	<a href="#">View</a>

14. Comments/Notes:

## New Pharm D Curriculum

NOTE: Lab content 1 credit hour equals 2.5 contact hours and Lecture content 1 credit hour = 1 contact hour per week. System would not allow the entry of decimals or 2.5 hours for lab weekly contact hours.

Syllabus and a generic grading rubric for the objective structured clinical examination (OSCE) are attached.

## 15. Rationale:

New PharmD Program was developed to meet new accreditation standards (Standards 2016) set out by the Accreditation Council for Pharmacy Education.

**Course Approval:**

Department Curriculum Authority:	Mariann D Churchwell	Date	2017/02/15
Department Chairperson:	Diane Cappelletty	Date	2017/02/15
College Curriculum Authority or Chair:	Frederick E. Williams	Date	2017/02/17
College Dean:	Laurie S. Mauro	Date	2017/02/20
Graduate Council:	Constance schall, GC mtg 4/18/17	Date	2017/04/19
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich	Date	2017/05/01
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 6450: Pharmacy Skills Development-5

The University of Toledo  
College of Pharmacy and Pharmaceutical Sciences  
PHPR 6450

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

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### CATALOG/COURSE DESCRIPTION

This course is designed to further develop fundamental skills in the Pharmacists' Patient Care Process (PPCP) and to enhance confidence in clinical skills necessary for roles in transitions of care.

### COURSE OVERVIEW

Building on complexity from previous courses in the series, this laboratory-based course is designed to focus on the development of critical thinking, oral & written communication skills, and other communication skills required for the provision of patient centered care. This is accomplished through emphasis of components of the Pharmacists' Patient Care Process (PPCP) within application activities such as patient assessment, patient interviewing, and the development of pharmaceutical care plans/SOAP notes. The structure of the lab activities will be based on various healthcare settings in which patient care is transferred among level, location, or providers of care to facilitate development of clinical problem solving skills. Various aspects of communication techniques used among these transitions will be highlighted in the lecture component.

### 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. Evaluate a patient case and be able to perform the following and organize the information into a SOAP note:
  - a. Utilize physical findings, laboratory values, and other diagnostic data to assess a patient's disease state and associated conditions
  - b. Assess past medical history, medication history and experience, and allergy history
  - c. Assess a patients current medication regimen to ensure medications are indicated, effective, safe and convenient
  - d. Develop a patient-centered therapeutic plan
  - e. Formulate a plan to provide follow-up of a patient's medications evaluating continued appropriateness of therapy and clinical outcomes



2. Classify patient case information to document a patient-centered therapeutic plan and other patient-specific information such as clinical findings, laboratory values, etc.
3. Maximize communication skills to work with interprofessional care team members
4. Utilize drug information skills to incorporate medical literature to provide evidence-based, best practice clinical care
5. Assess a patient medical record to provide medical information as written documentation such as a SOAP note, letter to a physician, or other documentation within the patient medical record
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: PPHR 4460 (min grade C), Corequisites: None

### **REQUIRED INSTRUCTIONAL MATERIALS (TEXTS AND ANCILLARY MATERIALS)**

**Book:**

**ISBN: 978-1-59195-353-1 Drug Information Handbook 25<sup>th</sup> 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](http://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.*

## OVERVIEW OF COURSE GRADE ASSIGNMENT

### **Lecture Component (35 total points)**

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

### **Lab Component (65 total points)**

Lab assignments/ homework/ quizzes	35%
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 as 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)
<b>Week 1</b> (Add Date)	Course/Objective Structured Clinical Exam (OSCE) Overview	<b>Skills focused on (different skills will be highlighted depending on cases used that week for Clinical Problem Solving):</b> medication history taking, problem list creation, medication reconciliation, oral communication, written communication, calculations, patient counseling, medication error identification	Care Transitions from Hospital to Community setting
<b>Week 2</b> (Add Date)	Clinical Problem Solving in Transitions of Care (among settings)-1		Care Transitions from Hospital to Community setting
<b>Week 3</b> (Add Date)	Communication 1- TeamSTEPPS (SBAR, IpasstheBaton, etc.)		Care Transitions from Community to Hospital setting
<b>Week 4</b> (Add Date)	Patient Monitoring in Acute Care-1		Care Transitions from Community to Hospital setting
<b>Week 5</b> (Add Date)	Patient Assessment- Laboratory Values-1	<b>OSCE 1: Top 200 Prescription Medications, Basic math calculations, Checking prescriptions (dispensing)</b>	
<b>Week 6</b> (Add Date)	<b>Exam 1</b>	<b>Skills focused on (continued):</b> medication error resolution, SOAP note writing, SOAP note documentation, lab value interpretation, physical assessment	Care Transitions from Hospital to Long Term Care setting
<b>Week 7</b> (Add Date)	Clinical Problem Solving in Transitions of Care (among settings)-2		Care Transitions from Hospital to Long Term Care setting
<b>Week 8</b> (Add Date)	Communication 2- TeamSTEPPS (SBAR, IpasstheBaton, etc.)		Care Transitions from Community to Long Term Care setting
<b>Week 9</b> (Add Date)	Durable Medical Equipment		Care Transitions from Community to Long Term Care setting
<b>Week 10</b> (Add Date)	Patient Monitoring in Acute Care-2	<b>OSCE 2: Prescription counseling to a patient, OTC counseling and recommendation</b>	
<b>Week 11</b> (Add Date)	Patient Assessment- Laboratory Values-2	Diabetes Self-Injection Technique	Diabetic Foot Exam
<b>Week 12</b> (Add Date)	<b>Exam 2</b>	<b>Skills focused on (continued):</b> medication error resolution, SOAP note writing, SOAP note documentation, lab value interpretation, physical assessment	Care Transitions from Community to Hospice setting
<b>Week 13</b> (Add Date)	Pharmacists' Patient Care Process (in-class activities)-1		Care Transitions from Community to Hospice setting
<b>Week 14</b> (Add Date)	Pharmacists' Patient Care Process (in-class activities)-2	<b>OSCE 3: Collecting information (medication history and reconciliation), Case Presentation to physician or preceptor</b>	
<b>FINALS WEEK</b>			



*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.*

<b>Course Faculty</b>		
<b><i>Faculty Member</i></b>	<b><i>Responsibility</i></b>	<b><i>Contact Information</i></b>

Objective Structured Clinical Exam (OSCE) Rubric Outline  
 Pharmacy Skills Development Course Series

Content Area Being assessed:	<u>Ineffective/would recommend re-challenge</u>	Needs improvement	Appropriate	Exceeds expectation (rare)
<b>Written Communication</b>	<i>Details/expectations of each exercise to be filled in here</i>			
<b>Oral Communication</b>				
<b>Collect</b> <ul style="list-style-type: none"> <li>• Subjective and objective information</li> <li>• Understand medication and medical history</li> </ul>				
<b>Assess</b> <ul style="list-style-type: none"> <li>• Analyze patient's therapy in meeting goals</li> <li>• Identify and prioritize problems</li> </ul>				
<b>Plan</b> <ul style="list-style-type: none"> <li>• Individualized, patient-centered plan</li> <li>• Collaboration, evidence-based, cost-effective</li> </ul>				
<b>Implement</b> <ul style="list-style-type: none"> <li>• Initiate, modify, discontinue as</li> </ul>				

Objective Structured Clinical Exam (OSCE) Rubric Outline  
Pharmacy Skills Development Course Series

needed • Education and coordination of care				
<b>Follow-Up</b> • Clinical endpoints • Safety, effectiveness, adherence				
Ineffective or Needs improvement feedback:				