

PHCL 423 (1+1)
Pharmacy Practice Lab 4
Course Syllabus

COURSE DESCRIPTION

This course consists of 6 consecutive courses that deal with the practical application of scientific and clinical knowledge used in the provision of pharmaceutical care. Activities include professionalism, communication skills, prescription compounding, calculations, use and practice of drug information, physical assessment, devices-use competency, adherence, and medication safety. The course will utilize, problem based learning and simulated or actual clinical cases to continue development of students' knowledge base in human disorders and therapeutics and enhance their skills in problem solving, organization, communication, and literature assessment. Students will also learn how to recommend over-the-counter (OTC) products, dietary supplements, natural products and other alternative medicine therapies.

COURSE OBJECTIVES

At the completion of this course the student should be able to:

Knowledge:

1. Demonstrate an understanding of a process for formulating concise, organized and rational recommendations to resolve actual and potential DRP.
2. Understand the concept of adherence and strategies to improve patient outcomes
3. Know the various devices and durable medical equipment for the purpose of optimizing patient care. This will include: pacemaker, ostomy products, home
4. acquire basic pharmacogenomics knowledge

Cognitive Skills:

1. Use knowledge of pharmacology and medicinal chemistry in selection of drugs.
2. Apply knowledge of therapeutics to resolve drug related problems for a patient case including designing, implementing, monitoring, evaluating, and adjusting care plan that are patient specific and evidence-based.
3. Workup patient cases related to disease states covered in PHCL 422 and PHCL 424. This include the following disorders:
 - Gastrointestinal diseases: GERD, PUD, UC, Crohn's, Hepatitis and cirrhosis
 - Skin Disorders: Acne, cutaneous reaction to drugs, atopic dermatitis
 - Women's health: contraception, postmenopausal, pregnancy
 - Endocrine disorders: adrenal and thyroid and DM
 - Bone and joint disorders: osteoporosis, osteoarthritis and gout
 - Urological disorders: incontinence, BPH
4. Adjust insulin dose based on blood sugar readings
5. Manage poison case
6. Apply knowledge about pharmacogenomics in optimizing drug therapy
7. Resolve drug related problems about adherence, and polypharmacy
8. Provide appropriate drug therapy recommendations for a pregnant or lactating woman
9. Provide appropriate and accurate information when counseling patients on selected medications (related to the disease states listed above)

Interpersonal and Communication Skills:

1. Carry out duties in accordance with legal, ethical, social, economic, and professional guidelines.
2. Demonstrate the professional demeanor necessary to practice as a professional pharmacist.
3. Apply the principles of communicating patient data and recommendations through case presentations, discussions, and patient counseling.
4. Utilize primary and secondary resources and clinical practice guidelines to make recommendations when resolving patient DRP related to the above disorders.
5. Display verbal and non-verbal mannerisms that promote empathetic, respectful and compassionate communication.
6. Present a brief informal presentation of patient cases to peers and instructors.
7. Provide accurate and succinct verbal and written information that is appropriate for the target audience (e.g. preceptor, patient, caregiver or other health care professional).

COURSE DAY & TIMES

Sunday 10-11 (lecture), 11-2 (Lab)

Course Coordinator/Teaching Faculty

| | |
|---|--|
| Ghada Bawazeer, MSc, Pharm D, BCPS Course Coordinator | Basma Kentab. MSc. |
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| Lab Instructors | |
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READING MATERIAL

1. Terry L. Schwinghammer, Julia M. Koehler. Pharmacotherapy Casebook: A Patient-Focused Approach. McGraw-Hill/Appleton & Lange. 8th ed. 2009.
2. Other reading materials will be supplemented during the lab

Availability of copies of the required cases will be provided. Any supplemental materials will be provided by each lecturer during class.

Course Page: a drop box folder will be shared with students. Syllabus and Materials for lab will be included on timely basis.

Helpful References

1. Access Pharmacy www.accesspharmacy.com
2. Saudi National Formulary
3. Drug information databases/resources such as: Micromedex, Lexi resources, IDIS, Facts& comparison, AHFS.

COURSE OUTLINE

| Week | Date | lecture topics (Instructor) | counseling/drug card quiz | PPL cases | Therapeutic cases | Other activities |
|------|----------------|---|---|---|------------------------------------|---|
| 1 | 27-Jan | | | | | |
| 2 | 3-Feb | Adherence 1 (GB) | | Course expectations (GB) | | Program Mapping (GB). Adherence Assinment |
| 3 | 10-Feb | Adherence 2 (GB) | | cases on adherence (Emtenan) | | Discussing course project (Brown Bag Activity) (GB) |
| 4 | 17-Feb | | counseling GI meds: | | GI case discussion (PUD/GERD) | Adherence assignment Due date |
| 5 | 24-Feb | Poly pharmacy (BK) | counseling GI meds: | cases on polypharmacy (Hailah) | GI case discussion (UC/Crhon's) | |
| 6 | 3-Mar | | counseling GI meds: open discussion for selected medications | case on hepatitis vaccination (Emtenan) | GI case discussion (Hepatitis) | |
| 7 | 10-Mar | Application of pharmacogenetic in drug therapy 1 (Dr. Azher) | | ostomy products (Hailah) | GI case discussion (cirrhosis) | |
| 8 | 17-Mar | Application of pharmacogenetic in drug therapy 2 (Dr. Azher) | counseling: Eye, Skin meds | cases on use of pharmacogenetic to optimize drug therapy & ethical considerations (provided by Dr. Azher) | Skin/Eye case (Glucoma, acne) | |
| 9 | Semester Break | | | | | |
| 10 | 31-Mar | Medcial devices and DME (Dr. Azher) | | Poison Case (Emtenan to get from Dr Fakhr), cases on flow rate calculation (Hailah) | | revisiting TPN preparation and monitoring (GB) |
| 11 | 7-Apr | Optimizing Drug therapy during pregnancy and lactation (BK) | | cases on drug therapy in P&L (Emtenan) | | formal case 1: GI |
| 12 | 14-Apr | student's self directed learning | counseling: contraceptive products | cases on Contraception (Hailah) | | Forma case 2: GI |
| 13 | 21-Apr | Midterm exam | counseling: thyroid, adrenal Oral antidiabetic medications | IV compatibility and sterile products (emtenan) | endocrine case discussion | |
| 14 | 28-Apr | Insulin products and dosing 1 (GB) | counseling: Oral antidiabetic medications | cases on insulin dosing and management 1 (Hailah) | DM Case discussion | |
| 15 | 5-May | Insulin products and dosing 2 (GB) | counseling: Insulins and use of home glucometer, adjusting doses, calori calculation | cases on insulin dosing and management 2 (Emtenan) | | Formal case 4: DM, Hypothyroidism, |
| 16 | 12-May | | counseling: Osteoporotic, osteoarthritis, gout meds, | osteoarthritis/gout case (Hailah) | Formal Case 3: women's health | Formal case 5: DM, Ostoarthritis, gout |

Course Policies

GRADE DISTRIBUTION

| Assessment | % of total |
|--------------------------|------------|
| Mid Term Exam | 15% |
| Patient Counseling | 7 % |
| Drug Card Quiz | 10 % |
| Formal Case Presentation | 10 % |
| Formal Case Write-up | 5 % |
| Project | 10% |
| Professionalism | 3% |
| Final Exam | 40 |
| Total | 100% |

IMPORTANT NOTES ON COURSE SYLLABUS:

- **Course syllabus may be subjected to change at any time by course coordinator**
- Students will be informed about any changes in course syllabus by email
- Exam dates can be changed according to students needs and course requirements, any changes must be submitted to course coordinator in the first week of study (Class leader is responsible for arranging the signature of all students on agreed new date for the exam). **Final exam date is NOT subjected to any changes whatsoever.**

ATTENDANCE & CONDUCT:

- Students are expected to prepare for, attend and participate in all lectures and labs.
- Attendance of the class is mandatory. Student should exercise punctuality in attending classes. Students missing 25% or more on attendance are forbidden from setting in the final exam, per University Policy.
- Late arrivals or early departures is not permitted and may jeopardize student's successful completion of the course.
- A student absent/late from class bears full responsibility for all material covered in class.
- Pop-quizzes may be given anytime during the class period; therefore, be on time and plan to attend the entire period (remember if you missed one there will be no makeup).
- You are encouraged to ask questions during the class BUT kindly refrain from side talk or any disruptive behavior.
- Dishonesty in any form (including falsifying attendance records) is grounds for disciplinary action leading up to dismissal from the course.
- Cell phones **MUST** be turned off or muted during the class.

- Unprofessional conduct including misbehavior during lectures will not be tolerated and may result in actions per university policy.
 - ***What constitute professional behavior?***
 - Follows instructions
 - Meets deadlines
 - Shows respect for all other people in speech & actions
 - Exhibits good judgment
 - Cooperates with others
 - Good work ethic
 - Maintains personnel self-control and professional decorum
 - Hold himself / herself responsible for professional conduct

PRIOR LEARNING SKILLS

Students may encounter disease states or medications that have not yet been covered or not reviewed extensively in the curriculum. Students are expected to independently review relevant literature and data sources to determine appropriate management of diseases for which their patients are receiving treatment.

LAB ETIQUETTE

- All students should wear a clean white lab coat with a name badge for each lab
- Lab extends for 3 hours, however, some labs periods maybe shorter. You will be notified at the beginning of each lab of the possible anticipated time. Early departures from the lab will be penalized by point deduction (professionalism points). If you anticipate having to leave class early, please let your instructor knows before the lab.
- Each student must have a ring binder to maintain an organized, legible portfolio of **ALL graded** assignments and lab activities. This includes copies of all evaluations. In the situation were the assignment involved a real patient, ALL documentation must be devoid of any patient identifiers.

COURSE FORMAT:

During this course the following mode of teaching can be used: formal and informal Lectures, in-class discussions, role playing, multimedia use, and active learning strategies, case studies, case presentation by students. There will be 10-minute break scheduled between each lecture/lab hour

EXAM FORMAT:

Written exams mainly consist of, but not limited to: one correct answer multiple choice questions, true/false, short notes, matching, organize a list and fill in blanks. The majority of exam content will be mainly based on case scenarios. There will be an average of 5 questions from each lecture hour. Questions will be based on the lecture objectives.

COURSE ASSESSMENT TOOLS:

The course will utilize some or all of the following tools to assess student performance a: Exams (midterm, quizzes, online quizzes, pop-quizzes), discussion, assignments, informal presentations, and

case presentation, peer assessment, self assessment, reflection, and criteria based evaluation, demonstration of skills

GRADING SYSTEM:

The course follows King Saud University grading system:

| Grade | Percentage |
|-------|------------|
| A+ | 100 - 95 |
| A | 94 - 90 |
| B+ | 89 - 85 |
| B | 84 - 80 |

| Grade | Percentage |
|-------|------------|
| C+ | 79 – 75 |
| C | 74 - 70 |
| D+ | 69 - 65 |
| D | 64 – 60 |
| F | Below 60 |

LATE ASSIGNMENTS/HOMEWORK POLICY OR MISSED QUIZZES/MIDTERM EXAMS:

- Any missed or delayed assignment will be penalized 5% deduction for each passing day
- If a student missed a quiz/midterm exam for an **ELIGIBLE** reason (appropriate documents must be provided by the student, please read below), The instructor has the right to determine the method for make-up exam/quiz, which can be any of the following:
 - Increasing the percentage of the remaining exams to cover the missed exam/quiz
 - Assigning the final exam a higher percentage to cover the missed exam for that student
 - A make-up exam/quiz that is based mainly on short answer questions
 - On the final exam, the section relating to the missed examination material can be used as the grade for that missed exam/quiz
 - If you missed a lab (for ELIGIBLE reason), points gained in the next lab will be used to make up for the absence.
 - There will be no make up for any pop quizzes
- Student must submit proper documentation as soon as possible (**no later than 2 weeks of absence per University policy**). Students who fail to communicate with the teaching faculty/course coordinator to take the exam within 2 weeks of absence renounce their right of makeup exam per University policy.

RECONSIDERATIONS IN GRADING:

- Errors in grading:
 - These must be adjudicated by the instructor. If you believe that your work has been incorrectly graded (e.g. points were added up incorrectly), you must contact the instructor in writing and clearly state the error you believe has occurred.
- Post-exam Reconsiderations:
 - In the case where there is a disagreement over the answer to a question, the student may present a request for reconsideration (appeal) plus documentation for the answer, in written form, to the Course Coordinator within 72 hours of the posting of exam results.
- **The teaching faculty will always determine the final grade.**

ACADEMIC DISHONESTY/PLAGIARISM:

Students are expected to demonstrate professionalism and honesty during this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students or presenting falsified sick leaves. Students found in violation of such policy are subjected to disciplinary actions as per University Policy.

E-MAIL POLICY:

Please note that the following applies to all emails sent to any member of this course.

- Any announcements regarding this course will be through the Blackboard mailing list and the Class leader student. It is your responsibility to check the site/your email on daily basis. In the case of any down times, the course faculty/coordinator will communicate through the class leader email.
- All emails should be sent from your KSU account or an appropriately identifying email with student's NAME (if you need to use other email account please make sure to have a professional one, NO NICKNAMES).
- In any email to the course faculty, students should include their name, course number and lecture section. If we don't know who you are, your email may not get a response.
- When writing emails please use proper courtesy and use **PROPER** Arabic or English.
- Emails should not be used to discuss personal problems, issues with grades, or problems with other students or other instructor. These emails will not be responded too, and these issues should be discussed in person.
- Emails not related to the course should not be sent to the instructors and if they are, no further email will be received from that email address.

COURSE EVALUATION:

An evaluation of the full course and course faculty will be administered towards the end of the course. Additionally, individual instructors or module coordinator may ask for an evaluation of their lecture(s)/modules.

COURSE BINDING AGREEMENT:

The Course binding agreement has to be signed by each student and returned through the class leader to the course instructor before the third lecture.

Course Binding Agreement (PHCL 423)

“I have read this syllabus, understand its implications (and have sought clarification of those parts that were unclear to me), and will abide by it. I understand that the course coordinator has the right to make alterations to the class and exam schedule as needed.”

Name of Student: _____

University ID: _____

Signature of Student: _____

Date_____

Description of Lab Activities

1) Weekly Case Discussions

Objective

- Develop and improve the skills of assessing, and presenting patient medical information in a logical and systematic manner.
- Design a patient-specific therapeutic plan based on current available evidence.
- Present and communicate concise and complete patient work-up plans

Description of Activity

- Cases are selected by course instructors. All weekly cases are supplied from the Pharmacotherapy Casebook: A Patient-Focused Approach. 8th edition.
- Case distribution over the semester is based on the corresponding topic covered in PHCL 422 & PHCL 424 (refer to course outline).
- Cases are distributed to students at least 2 weeks in advance.
- Students are required to read and work-up the case before coming to the lab. The work-up is submitted following the format of **"ASHP Clinical Skills Competition - Pharmacist's Care Plan"**, see next page.
- Students are required to submit the case work-up at the beginning of the corresponding lab and keep a copy to use during the case discussion.
- The case discussion during lab will be guided by students. Course instructors will mainly act as facilitators.
- Students are required to submit complete SOAP notes on three selected weekly cases (assigned in advance by course instructor).

Assessment of Activity

- Students are evaluated based on the submitted work-up and oral discussion during the lab
- Corrected case work-ups will be available for students to review 2 weeks after submission.

| Criteria | Marks |
|--|-------|
| Lab attendance | 5 |
| Participation in oral discussion | 5 |
| Timely submission of case work-up | 5 |
| Case work-up content (distributed as follows) | 15 |
| 1- Identified main problem | 1 |
| 2- Identified all problems | 1 |
| 3- Prioritized problems correctly | 1 |
| 4- Stated medical problems appropriately (i.e. controlled, uncontrolled, acute, chronic... etc) | 1 |
| 5- Identified all drug related problems (for both the main problem and any other diseases already covered in PHCL 412,414 courses) | 1 |
| 6- Identified therapeutic goals (parameter, target, long-term goals) | 3 |
| 7- Identified recommendations of therapy (drug, dose, frequency, correct vocabulary (discontinue, continue, hold, add drug X), nonpharmacological therapy) | 5 |
| 8- Identified plan for monitoring (parameter, monitoring frequency) | 2 |

'ASHP Clinical Skills Competition - Pharmacist's Care Plan'.

2) Counseling Sessions

Objective

- Practice and perfect drug counseling techniques previously learned in pharmacy practice labs 1&2.
- Practice responding to special patient needs e.g. inability to use certain dosage forms, problems with dexterity.

Description of Activity

- Counseling sessions are conducted every other week starting week 3.
- Students are randomly assigned to counseling dates at the beginning of the semester (Attached).
- A list of 4-5 drugs is assigned for each counseling session. Drugs are picked to correspond with topics covered in PHCL 412 & PHCL 414.
- Students are supplied with the assigned drugs' monographs at least 2 weeks in advance.
- All students should prepare for counseling. During the lab, students assigned to that week will randomly pick one of the assigned drugs and then provide 5-10 min counseling to a patient (role played by course instructors).
- Oral sessions are followed by a drug quiz taken by the whole class. A drug quiz includes 10 questions on the most important information to be provided during counseling.

Assessment of Activity

- Students counseling technique is evaluated by both the course instructor and 3-4 of their colleagues based on the evaluation form below.
- The student's performance during counseling is commented on by the course instructor and colleagues immediately after the oral session.
- Oral counseling sessions are voice recorded to facilitate grading.
- Each drug quiz is graded from 10 marks

PHCL 413: Patient Counseling Schedule

| Assigned Drug | Student Name |
|---------------|--------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

PHCL 423: Pharmacy Practice Lab-4
New Prescription Counseling Assessment Form

Student Pharmacist:.....**Evaluator:**.....

| Introduction | Yes/No | Comments |
|---|------------|----------|
| Student introduced themselves with their name/title (e.g. student pharmacist) | | |
| Identified the person they are talking to | | |
| Included a brief explanation of the encounter (including time estimate) | | |
| Questions/Counseling | Yes/No | Comments |
| Verified previous use of the medication? | | |
| Asked the 3 prompt questions what/how/what to illicit patient knowledge about the new drug | | |
| Student filled in important information gaps about : 1- The indication for the drug 2- Dosage/administration 3- Side effects and what to do 4- Monitoring (including goals) 5- Refill 6- Storage (If relevant) 7- Additional information (Diet/Exercise) 8- Missed dose | | |
| Questions were open-ended except when necessary (If applicable) | | |
| Avoided use of medical jargon | | |
| Information given to patient was accurate | | |
| Limited information provided to that which is pertinent | | |
| Conducted "Final Verification" | | |
| Student responded to patient's special needs | | |
| Overall student's communication skills (verbal/nonverbal) | | |
| Total | /18 | |

3) Formal Case Presentation

Objective

- Develop and improve the skills of collecting, assessing, and presenting patient medical information in a logical and systematic manner.
- Design a patient-specific therapeutic plan based on current available evidence.
- Acquire skills of offering and receiving constructive feedback on approach to patient management, SOAP writing up and presentation skills.

Preparing For The Presentation

- You will work as a group of 4-5 students.
- Work as a team to create the best plan possible. All members of the team are expected to be **equally involved in** discussing, debating, and creating the best approach to care for the patient.
- The team should present according to case presentation requirements and time frame (see below. The team should assign a section to present for each student.
- **Case Presentation Requirements**
 - You will have **30 minutes** to present the case
 - The case will be presented as a PowerPoint presentation.
 - All the following should be included in your presentation (**with suggested time allocation**)
 - a. The patient information: (CC, HPI, PMH, FH,SH.....): **5 min**
 - b. Topic discussion (very concise review of the general approach to treatment of the main problem in the case): **5 min**
 - c. Case-Workup: **20 min**. This should include:
 - A prioritized list of all the patient medical problems
 - A list of all drug therapy problems related to any disease state that has already been covered in Pharmacotherapy Course/Pharmacy Practice Lab
 - A separate SOAP note for each problem related to any disease state that has already been covered in Pharmacotherapy Course/Pharmacy Practice Lab. (SOAP components for each problem should be **SPECIFIC** to that problem **ONLY**)
 - A final slide that summarizes the list of medications (with dosage regimens) the patient will receive according to your care plan.
 - References. **Use the Vancouver Style.**
- The power point presentation should be submitted by **email, on Saturday no later than 04:00 PM, to ALL course instructors.**

On The Day Of The Presentation

- Presenting students must dress in appropriate professional attire (clean white lab coat, name tag).
- Students are expected to check audiovisual settings very well **in advance.**
- Students are expected to distribute handouts of their presentation to the audience.
- A questions and answers session will follow your presentation.
 - All students are expected to be able to discuss ANY medical problem in the patient case.

- Every student is expected to have both a global view of the care plan and a more detailed knowledge of the drug therapy (i.e. MOA, side effects, rationale for use, monitoring parameters).
- Attending students are expected to contribute to the Q&A session at the end of the presentation.

After The Presentation

- Students are expected to incorporate essential changes, based on the instructors' comments and further researching, in their case write-up.
- The write-up should be submitted **to the assigned instructor, on Saturday 4 pm of the following week, as a hard-copy.**
- **The Case Write-up Requirements:**
 - The patient information documented in an organized coherent format
 - **Case-Workup that includes:**
 - A prioritized list of all the patient medical problems.
 - A list of all drug therapy problems related to any disease state that has already been covered in Pharmacotherapy Course/Pharmacy Practice Lab.
 - A separate SOAP note for each problem related to any disease state that has already been covered in Pharmacotherapy Course/Pharmacy Practice Lab.
 - A summarized list of medications (with dosage regimens) the patient will receive according to your care plan.
- Important tips about an **acceptable** write up:
 - Use a word processor to prepare your write-up.
 - Include a cover sheet with the following information: names of all students in the group, Pharmacy Practice Lab-3, Case Write-Up, Date.
 - Formatting: Calibri Font, 12 point size, 1.5-spaced.
 - Use proper headings for the different sections.
 - Use short sentences and bullets.
 - **DON'T CUT & PASTE** from references.
 - Pay attention to spelling, grammar and structure.
 - Cite references as needed throughout the text.
 - Include a list of all references at the end of your write-up. **Use the Vancouver Style.**

Helpful tips:

1. Do not wait until the last minute to prepare for the case
2. Utilize evidence based guidelines and/or high quality primary research
3. Rehearse your presentation within your group and other students to identify improvement area (do this at least 1 week before your presentation)

Assessment of Activity

- Grading is based on the oral case presentation and the case write-up.
- A number of attending students will be selected to formally fill a peer evaluation form (attached).

- The course instructors will grade your oral presentation according to an evaluation form (attached).
GRADES ARE NOT NEGOTIABLE. The grade is unified for the whole group. So you will be as good as your weakest member.
- Write-ups are corrected based on the following criteria:

| Criteria | Marks |
|---|-------|
| Write-up content (based on attached form) | 10 |
| Spelling/Grammar | 2 |
| Referencing in a proper format | 3 |
| Deduction per day for late submissions | 2 |

- Any late write-ups will not be accepted and will be awarded **zero credit**.



PHCL 423: Pharmacy Practice Lab- 4
Patient Case Presentation Evaluation Form

Student Name(s): _____ Case # _____ Evaluator Name: _____

For each of the following items of the case presentation, please assign a grade in the cells below

| Grade | Interpretation |
|-------|---|
| 1 | Not addressed, or addressed with fatal mistakes |
| 2 | Poorly addressed and superficial |
| 3 | Addressed but no rationalization or reasoning (cut and paste pattern) |
| 4 | Fulfilled most important elements with sufficient depth |
| 5 | Fulfilled all important items with sufficient depth |

To help the student identify areas of improvement, you are encouraged to provide a written comment next to a grade point

How did the student perform in each of the following aspects of the case presentation? Please provide constructive comments

| I. Assessment of the patient's drug-related needs | Score | Comment |
|--|--------------|----------------|
| 1. Present a short, concise overview of the patient (cc, HPI, PMHx) | | |
| 2. Medication history is correctly reported (Rx, OTC, herbal, immunizations, allergies, alerts, and relevant past medications), <u>AND</u> makes necessary connections between drug therapy, and outcomes. | | |
| 3. Patient lab and diagnostics are listed with explanation of pertinent values <u>and</u> necessary connections between drug therapy and outcomes are mentioned. | | |
| 4. Identified any gaps in knowledge about the patient information | | |
| 5. List and prioritize drug therapy problems correctly | | |
| II. Development of a Therapeutic Care Plan | Score | Comment |
| 6. Identify actual and potential drug related problems | | |
| 7. Based on patient case/data and knowledge about disease states, student is able to logically assess the patient needs to resolve drug related problems. | | |
| 8. Clearly states specific goals of therapy for each medical condition | | |

| | | |
|--|--------------|----------------|
| 9. Clearly states possible interventions to resolve drug therapy problems and discuss in light of patient specific situation (comorbidities, finance, drug interaction..etc) | | |
| 10. Clearly outline the selected pharmacological treatment plan (including drug, dose, frequency, duration) | | |
| 11. Clearly outline the non-pharmacological plan with some degree of specificity to patient situation/need | | |
| 12. Clearly support each recommendation with referencing clinical practice guideline (CPGs) or recent primary literature. | | |
| 13. Briefly highlighted the most important points to educate patient on. | | |
| III. Follow-up Evaluation | Score | Comment |
| 14. Set a time for follow up and state parameters and a goal for evaluation for each recommendation | | |
| 15. Describe options in light of follow up results (e.g. if they would assume drug therapy failed or succeeded, or if treatment titration) | | |

| | |
|---|--|
| IV. Presentation Skills and Professionalism | Comment |
| 16. Attempted to repeat the question as understood | |
| 17. Attempted to provide clear and concise answer to most questions. | |
| 18. Presentation was polished (quality of slides) | |
| 19. Prepared and presented fluently (avoided reading the slides) | |
| 20. Behaved in a professional manner (attire, voice tone, curtsey) | |
| 21. Appeared to be completely familiar with patient data | |
| 22. Appeared to be completely familiar with the disease state and its management (including guidelines) | |
| 23. Displayed good eye contact with the audience and avoided all distracting mannerisms | |
| 24. Presentation was delivered within allotted time (30 min) | Deduct 1 point from the final grade if they went over time |
| Total points | |

PHCL 423: Pharmacy Practice Lab-4
Case Write-Up Evaluation Form

| | | | NOT ACCEPTABLE (0 points) | NEEDS IMPROVEMENT (3 points) | COMPETENT (4 points) | EXCELLENT (5 points) | Score | Weight | Value | Comments |
|---|--|--|---|---|--|--|-------|--------|-------|----------|
| S | | Subjective Information | Less than 50% of pertinent information is addressed; or is grossly incomplete and/or inaccurate. | Poorly organized and/or limited summary of pertinent information (50%-80%); information other than “S” provided. | Well organized; partial but accurate summary of pertinent information (>80%). | Complete and concise summary of pertinent information. | | 2 | | |
| | | Objective Information | Less than 50% of pertinent information is addressed; or is grossly incomplete and/or inaccurate. | Poorly organized and/or limited summary of pertinent information (50%-80%); information other than “O” provided. | Partial but accurate summary of pertinent information (>80%). | Complete and concise summary of pertinent information. | | 2 | | |
| A | | Problem Identification and Prioritization | Less than 50% of problems are listed; or main problem missed; or problems not prioritized and/or identified nonexistent problems. | Some problems are identified (50%-80%); incomplete or inappropriate problem prioritization; includes nonexistent problems or extraneous information included. | Most problems are identified and rationally prioritized, including the “main” problem for the case (>80%). | Complete problem list generated and rationally prioritized; no extraneous information or issues listed. | | 2 | | |
| | | Assessment of Current Medical Condition(s) or Drug Therapy-related Problem | Less than 50% of problems include an appropriate assessment. | Assessment is present for 50-80% of problems | An assessment is present for each problem listed but not optimal | An optimal and thorough assessment is present for each problem | | 3 | | |
| | | Treatment Goals | Less than 50% of problems have appropriate therapeutic goals. | Appropriate therapeutic goals for a few identified problems (50%-80%). | Appropriate therapeutic goals for most identified problems (>80%). | Appropriate and relevant therapeutic goals for each identified problem. | | 3 | | |
| P | | Treatment Plan | Less than 50% of problems have an appropriate and complete treatment plan. | Partially complete and/or inappropriate for a few identified problems (50%-80%); information other than “P” provided. | Mostly complete and appropriate for each identified problem (>80%). | Specific, appropriate and justified recommendations (including drug name, strength, route, frequency, and duration of therapy) for each identified | | 5 | | |

| | | | | | | | | | |
|------------------------------|--|---|---|---|--|--|---|--|------|
| | | | | | problem. | | | | |
| | <i>Counseling, Referral, Monitoring & Follow-up</i> | Less than 50% of problems include appropriate counseling, monitoring, referral and/or follow-up plan. | Patient education points, monitoring parameters, follow-up plan and referral plan (where applicable) for a few identified problems (50%-80%). | Patient education points, monitoring parameters, follow-up plan and referral plan (where applicable) for >80% of identified problems. | Specific patient education points, monitoring parameters, follow-up plan and (where applicable) referral plan for each identified problem. | | 3 | | |
| Total Possible Points | | | | | | | | | /100 |

Description of the Course Project
~Brown Bag Review~

To be completed by the students