

# Doctor of Pharmacy (PharmD) Curriculum

## University of Washington School of Pharmacy

	Autumn		Winter		Spring		Summer			
Year 1	MEDCH 500	Fundamental Medicinal Chemistry	2	MEDCH 501	Medicinal Biochemistry	3	MEDCH 561	Immunizing and Antimicrobial Agents	3	IPPE - Hospital (2 weeks)
	PCEUT 531	Pharmaceutical Formulation	4	PCEUT 532	Clinical Pharmacokinetics	4	PCEUT 534	Principles of Precision Medicine	2	
	PHRMCY 501	Foundations of Being a Pharmacist I	3	PHRMCY 502	Foundations of Being a Pharmacist II	3	PHRMCY 513	Applied Patient Safety and Quality	2	
	PHRMCY 511	Introduction to Evidence-Based Practice	2	PHRMCY 531	Pharmacotherapeutics I	4	PHRMCY 514	Design and Analysis of Medical Studies	2	
	PHRMCY 512	Fund. of US Health Care, Pharmacy Safety & Law	3	PHRMCY 542	Pharmacist Provider Readiness II	2	PHRMCY 532	Pharmacotherapeutics II	3	
	PHRMCY 541	Pharmacist Provider Readiness I	2				PHRMCY 543	Pharmacist Provider Readiness III	3	
	PHRMPR 511	Pharmacist Provider Experience I	2	PHRMPR 512	Pharmacist Provider Experience II	2	PHRMPR 513	Pharmacist Provider Experience III	2	
						PHRMPR 541	IPPE - Institutional Health-System*	1		
	<b>Core Credits</b>		18	<b>Core Credits</b>		18	<b>Core Credits</b>		18	0
	<b>Suggested Elective Credits**</b>		0	<b>Suggested Elective Credits**</b>		0	<b>Suggested Elective Credits**</b>		0-1 Elective Course	
Year 2	MEDCH 532	Chemical & Molecular Pharmacology I	5	MEDCH 533	Chemical & Molecular Pharmacology II	4	PCEUT 537	Chemical & Molecular Pharmacology III	4	IPPE - Community (3 weeks)
	PHRMCY 533	Pharmacotherapeutics III	4	PHRMCY 534	Pharmacotherapeutics IV	4	PHRMCY 535	Pharmacotherapeutics V	3	
	PHRMCY 544	Pharmacist Provider Readiness IV	3	PHRMCY 545	Pharmacist Provider Readiness V	3	PHRMCY 546	Pharmacy Provider Readiness VI	3	
	PHRMPR 514	Pharmacist Provider Experience IV	2	PHRMPR 515	Pharmacist Provider Experience V	2	PHRMCY 580	Current Trends in Pharmacy Science and Practice	1	
	PHRMPR 541	IPPE - Institutional Health-System	2				PHRMPR 516	Pharmacy Provider Experience VI	2	
							PHRMPR 517	Pharmacist Provider Experience VII*	1	
							PHRMPR 542	IPPE - Community Practice*	1	
	<b>Core Credits</b>		16	<b>Core Credits</b>		13	<b>Core Credits</b>		15	0
	<b>Suggested Elective Credits**</b>		5-6	<b>Suggested Elective Credits**</b>		5-6	<b>Suggested Elective Credits**</b>		5-6	
Year 3	MEDCH 580	Current Trends in Pharmacy Science and Practice	1	PCEUT 580	Current Trends in Pharmacy Science and Practice	1	APPE Rotations (EE Manager enrolls students in courses)		14	APPE Rotations (EE Manager enrolls students in courses)
	PHRMCY 515	Population Health and Pharmacy Management	3	PHRMCY 503	Advanced Pharmacy Leadership	1				
	PHRMCY 536	Pharmacotherapeutics VI	4	PHRMCY 537	Pharmacotherapeutics VII	4				
	PHRMCY 547	Pharmacist Provider Readiness VII	3	PHRMCY 516	Law & Ethics	2				
	PHRMPR 517	Pharmacist Provider Experience VII	1	PHRMCY 550	Readiness for APPEs	5				
	PHRMPR 542	IPPE Experience - Community Practice*	2							
	<b>Core Credits</b>		14	<b>Core Credits</b>		13	<b>Core Credits</b>		14	7
	<b>Suggested Elective Credits**</b>		5-6	<b>Suggested Elective Credits**</b>		5-6	<b>Suggested Elective Credits**</b>			
Year 4	PHRMCY 551 Case Conferences and Continuous Professional Development			1	APPE Rotations (EE Manager enrolls students in courses)			7		
	APPE Rotations (EE Manager enrolls students in courses)		14	APPE Rotations (EE Manager enrolls students in courses)		14				
	<b>Core Credits</b>		14	<b>Core Credits</b>		15	<b>Core Credits</b>		7	

\*PHRMPR 541, PHRMPR 517, and PHRMPR 542 are hyphenated courses; students complete them in Spring and Autumn.  
 \*\*Students must earn 26 elective credits, 19 of which must be professional electives. This document includes recommended quarterly ranges of elective credits.

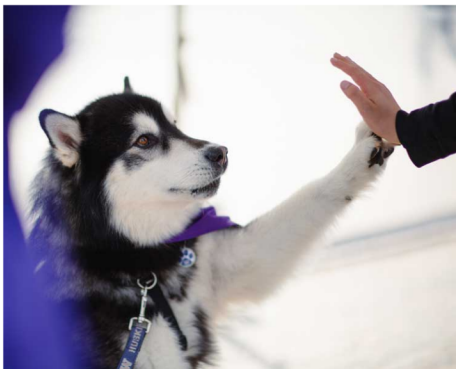
**KEY:** INTEGRATED CORE PRACTICE EXPERIENCE ELECTIVES

IPPE = Introductory Pharmacy Practice Experience  
 APPE = Advanced Pharmacy Practice Experience

# PharmD

/ [Doctor of Pharmacy \(PharmD\)](#) / The Husky Pharmacist

## The Husky Pharmacist



We developed the Husky Pharmacist alongside our innovative curriculum to answer the question “Who is the pharmacist we are graduating?” Husky Pharmacist qualities showcase our values and highlight the characteristics and skills that our students come to embody as they complete the program. The role of the pharmacist as a “provider” is a key feature, coupled with leadership, collaboration, and adaptability, which are essential for the pharmacist looking to practice at the “top of their license” and keep up with the everchanging landscape of healthcare.

### A Husky Pharmacist...

**Demonstrates expertise** in medications, population health, and practice – that is both fundamentally sound and state-of-the-art

**Thinks critically**, prioritizes effectively, identifies solutions

Has **strong decision-making skills** and the ability to justify those decisions

**Works collaboratively** with other healthcare professionals and appreciates the value of working as a team

**Demonstrates leadership**, professional engagement, and management skills

**Adapts and thrives** as the profession of pharmacy, healthcare and society evolve

**Communicates well**

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### **Doctor of Pharmacy (PharmD)**

[Why UW PharmD?](#)

#### **The Husky Pharmacist**

- [Curricular Philosophy](#)

- [Code of Ethics for Pharmacists](#)

[Admissions](#)

## 2023-24 Pharmacist Provider Series Syllabus

### Course Description

The Pharmacist Provider Series (PPS) includes the **Pharmacist Provider Readiness (PHRCY 541-547) & Pharmacist Provider Experience (PHRMPR 511-517)** also known as **Wednesdays in Practice (WIP)**. The PPS is designed to prepare you for practice as a pharmacist provider. This syllabus addresses the **on-campus portion** of WIP. The syllabus for the **off-campus portion** is included in the **WIP Experience Course Guide**.

**Disclaimer:** This course is dynamic and course instructors reserve the right to add, remove & modify portions of the syllabus at any time. Changes to policies, grading, due dates & scheduled activities are made in the interest of safety or accomplishing learning outcomes. Any changes to the course syllabus will be announced. The PPS provides an opportunity to practice adapting to change & demonstrating flexibility as future pharmacist providers.

### Instruction & Logistics

Pharmacist Provider Series*	Credits	Quarter & Year	Course Coordinators & Instructors	Course Communication	Pre-requisites
PHRMPR 511 Provider Experience I	2	Aut 2023	PY1 PPS Faculty Team: Jennifer Chang Claudia Choi Jennie Do Leigh Ann Mike	Email PY1 PPS Team at <a href="mailto:phprov1@uw.edu">phprov1@uw.edu</a> for on-campus WIP	None
PHRMPR 512 Provider Experience II	2**	Win 2024			PHRCY 541 and PHRMPR 511
PHRMPR 513 Provider Experience III	2	Spr 2024			PHRCY 542, PHRMPR 512, and PHRCY 531
PHRMPR 514 Provider Experience IV	2	Aut 2023	PY2 PPS Faculty Team: Rachel Allen Alvin Goo Sharon Wu Andreea Tofan *Aut Qtr MLE: Terri O'Sullivan	Email PY2 PPS Team at <a href="mailto:phprov2@uw.edu">phprov2@uw.edu</a> for on-campus WIP	PHRCY 543, PHRMPR 513, and PHRCY 532
PHRMPR 515 Provider Experience V	2**	Win 2024			PHRCY 544, PHRMPR 514, and PHRCY 533
PHRMPR 516 Provider Experience VI	2	Spr 2024			PHRCY 545, PHRMPR 515, and PHRCY 534
PHRMPR 517 Provider Experience VII	2**	Spr and Aut 2023	PY3 PPS Faculty Team: Abby Winter Andreea Tofan Peggy Odegard	Email PY3 PPS Team at <a href="mailto:phprov3@uw.edu">phprov3@uw.edu</a> for on-campus WIP	PHRCY 546, PHRMPR 516, and PHRCY 535
PHRCY 541 Provider Readiness I	2	Aut 2023	PY1 PPS Faculty Team: Jennifer Chang Claudia Choi Jennie Do Leigh Ann Mike	Email PY1 PPS Team at <a href="mailto:phprov1@uw.edu">phprov1@uw.edu</a>	None
PHRCY 542 Provider Readiness II	2	Win 2024			PHRCY 541 and PHRMPR 511
PHRCY 543 Provider Readiness III	3	Spr 2024			PHRCY 542, PHRMPR 512, and PHRCY 531
PHRCY 544 Provider Readiness IV	3	Aut 2023	PY2 PPS Faculty Team: Rachel Allen Alvin Goo Sharon Wu Andreea Tofan	Email PY2 PPS Team at <a href="mailto:phprov2@uw.edu">phprov2@uw.edu</a>	PHRCY 543, PHRMPR 513, and PHRCY 532
PHRCY 545 Provider Readiness V	3	Win 2024			PHRCY 544, PHRMPR 514, and PHRCY 533
PHRCY 546 Provider Readiness VI	3	Spr 2024			PHRCY 545, PHRMPR 515, and PHRCY 534
PHRCY 547 Provider Readiness VII	3	Aut 2023	PY3 PPS Faculty Team: Abby Winter Andreea Tofan Peggy Odegard	Email PY3 PPS Team at <a href="mailto:phprov3@uw.edu">phprov3@uw.edu</a>	PHRCY 546, PHRMPR 516, and PHRCY 535

\* Please see Canvas website for your course schedule and class format.

\*\* Credit awarded after successful completion of WIP experience

## Required & Recommended Materials

### Required

To receive necessary course materials & information, you will need **internet access** to access the items listed below as well as download & print various documents

This course requires the use of computers (laptops & tablets). If you need a computer for course work, please contact the [Student Technology Loan Program](#)

We will use the [Canvas course website](#) to communicate with you via announcements, grading notifications, etc. Please ensure your settings allow you to receive announcements and grading notifications via e-mail & you know where to check for them. [Communications Canvas Help for Students](#)

<a href="#">University e-mail</a>	
<a href="#">JW Health Sciences Library</a> (Pharmacist Toolkit)	
<a href="#">Zoom</a>	
Panopto	Watch & listen to <a href="#">videos</a> (usually through Canvas)
Educational Electronic Health Record ( <a href="#">EHR Go</a> ) when applicable	You will be given an access code to apply for your subscription
Non-programmable scientific calculator	You will need one to complete in-class quizzes & exams

### Recommended

Calculation Textbooks	You may find these helpful to work through additional practice problems: Understanding Pharmacy Calculations - 2 <sup>nd</sup> edition - O'Sullivan Pharmaceutical Calculations - 15 <sup>th</sup> edition - Ansel
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## Goals

To develop skills across the key areas that represent essential roles of a pharmacist provider on the health care team: **Patient Care Provider (PCP), Collaborative Team Member (CTM), Evidence-Based Practitioner (EBP), and Developer.**

In addition, special emphasis is given to developing **Accountability and Trust** as well as proficiency in **communication** skills and **calculations** relevant to pharmacy practice.

Skill development is designed to progress as follows:

Series Component	Skill Development Focus		
PY1 PPS	Developing	<b>Introductory</b>	Pharmacist Provider Skills
PY2 PPS		<b>Intermediate</b>	
PY3 PPS		<b>Advanced</b>	

## Educational Philosophy

Course instructors aspire to create a positive educational environment so that all students can achieve their full potential. This series employs a progressive approach to learning in which you must demonstrate a predetermined level of competence in multiple practice-relevant areas or **threads**. Competency in these key areas is critical to building trust with patients, preceptors & other healthcare team members. Our approach also allows for early recognition of specific practice-relevant areas needing additional practice & individualized support. This approach also fosters intentional growth in skill development over time as the predetermined levels of competence, or **skill milestones**, progress & build throughout all 3 years of the course series.

We are committed to using evidence-informed educational practices. Active engagement in the classroom promotes deeper learning & retention of course material. We will create a classroom environment & design learning activities that promote active participation & collaboration. We strive to make our classrooms inclusive spaces that are respectful of all forms of diversity,

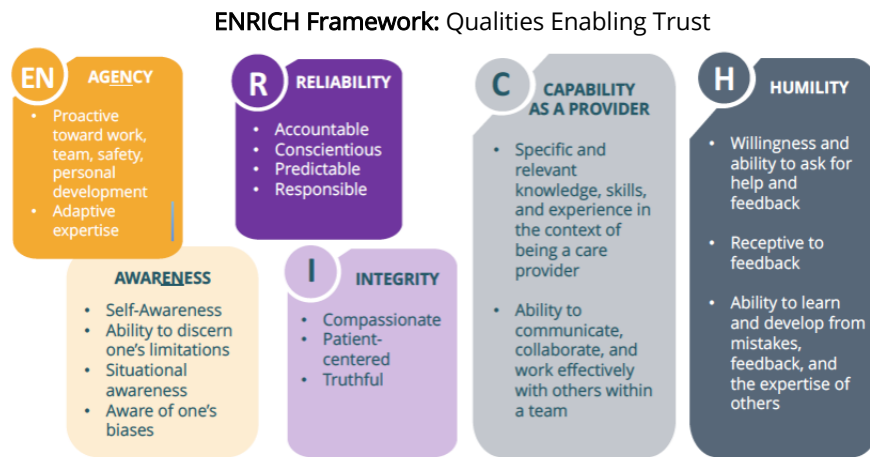
affirm human dignity, and do not discriminate based on ideas, age, race, ethnicity, national origin, sexual orientation, gender identity or expression, ability, religion, professional affiliation, or any other personal characteristic.

We strive to foster personal and professional development. We acknowledge the importance of health & wellness and its impact on student & pharmacist provider wellbeing. We encourage a culture of health & wellness by introducing wellness practices as part of our course series. Student development is guided through reflection, continuing professional development (CPD) planning and application of the ENRICH Framework to build accountability and trust.

### ENRICH Framework to Build Accountability and Trust

The ENRICH Framework is extrapolated from medical educators who identified the following qualities as important for enabling trust. Students, staff & faculty should all strive to embody actions congruent with qualities that foster accountability & establish relationships based on mutual trust.

These qualities are also important considerations for preceptors when deciding to increase your responsibilities & independence when performing specific tasks in the practice environment.










Adapted from: Olle ten Cate & H. Carrie Chen (2020) The ingredients of a rich entrustment decision, Medical Teacher, 42:12, 1413-1420, DOI: [10.1080/0142159X.2020.1817348](https://doi.org/10.1080/0142159X.2020.1817348)






### Learning Outcomes

Achieving the PPS learning outcomes listed below will help you meet or exceed the [Husky Pharmacist](#) outcomes for the UWSOP PharmD program. Learning outcomes are applied at a level & scope appropriate to where you are in your learning continuum. Arrows represent continued coverage & growth in a specified learning objective.

	<b>PY1</b> Developing <b>introductory</b> skills for <b>targeted</b> needs	<b>PY2</b> Developing <b>intermediate</b> skills for <b>comprehensive</b> needs	<b>PY3</b> Developing <b>advanced</b> skills for <b>comprehensive</b> needs
<b>1</b>	<b>Patient Care Provider (PCP)</b> Address the needs of an individual patient		
<b>a</b>	Collect necessary information to identify a patient's medication-related problems & health-related needs	—————→	
<b>b</b>	Targeted Assessment: analyze information to identify & prioritize medication-related problems & health-related needs	Comprehensive Assessment: analyze information to identify & prioritize medication-related problems & health-related needs	—————→
<b>c</b>	Targeted Plan: establish patient-centered goals & create a care plan for a patient in collaboration with the patient, caregiver(s) & other health professionals	Comprehensive Plan: establish patient-centered goals & create a care plan for a patient in collaboration with the patient, caregiver(s) & other health professionals	—————→

<b>d</b>	Targeted Implementation: document & implement a care plan in collaboration with the patient, caregiver(s) & other health professionals	Comprehensive Implementation: document & implement a care plan in collaboration with the patient, caregiver(s) & other health professionals	
<b>e</b>		Follow up: monitor, evaluate & modify a care plan & coordinate care, as appropriate	
<b>f</b>	Person-Centeredness: embody a philosophy of practice that is person centered by integrating & respecting the person's knowledge, values, beliefs, resources, etc.		
<b>g</b>	Calculations: accurately apply pharmaceutical calculations		

<b>2</b>	<b>Collaborative Team Member (CTM)</b> Collaborate as a member of an inter- & intra- professional team		
<b>a</b>	Compare & contrast roles of others on the healthcare team		
<b>b</b>	Begin to establish relationships through interactions with others on the health care team	Develop relationships through interactions with others on the health care team	
<b>c</b>	Communicate effectively with others on the health care team		

<b>3</b>	<b>Evidence Based Practitioner (EBP)</b> Drive evidence-informed practice through the key roles of population health promoter, information expert & practice manager		
<b>a</b>	Population Health Promoter: compare & contrast population health & public health; identify pharmacist roles in the promotion of population & public health; identify how social determinants of health affect medication-related problems & health-related needs	Population Health Promoter: distinguish between population health, public health & individual health; identify patients at risk for disease & identify gaps in care for a panel of patients	
<b>b</b>	Information Expert: retrieve, apply & deliver evidence-informed information		
<b>c</b>		Practice Manager – Patient Care Manager: prioritize & begin to manage patient care responsibilities	
<b>d</b>	Practice Manager – Safety & Quality Improvement Manager: apply safety & quality principles to improve care		
<b>e</b>	Practice Manager – Operations Manager (Legal/Ethical Focus): interpret & apply policies/procedures, legal requirements & ethical principles		

<b>4</b>	<b>Developer</b>		
<b>a</b>	Self-Development: demonstrate responsibility for self-awareness & ongoing personal & professional development		
<b>b</b>	Self-Development: maintain an awareness of personal health, self-limitations & well-being & modify practices when appropriate		
<b>c</b>	Development of Others: demonstrate commitment to development of others		

<b>5</b>	<b>Communication</b>	
<b>a</b>	Communicate compassionately, accurately, effectively & respectfully using a variety of methods with patients, their agents, providers & the public	

<b>6</b>	<b>Accountability &amp; Trust</b>	
<b>a</b>	Demonstrate actions congruent with qualities that foster accountability & trust	

## Participation & Attendance

Please see Canvas website for your course schedule and class format.

Consistent with the [School of Pharmacy Classroom Policy](#), you are expected to participate actively in your learning. Being prepared & ready to learn, demonstrating initiative by asking questions, contributing & sharing with the team, listening to others & demonstrating openness to their views are all important aspects of participation. Your active involvement & engagement in the PPS course series provides the most impactful & meaningful learning because these courses are application and team based.

You are expected to participate in all class sessions and activities regardless of whether they are happening in-person or remotely. You are expected to arrive on time and be prepared to participate at the beginning of class and after any specified breaks. Entering late is a distraction to others and you will miss key information. We realize there are extenuating circumstances that may prevent participation. Examples of excused absences are religious holidays, pre-approved professional conferences, injury or illness of student or immediate family member, etc. See below for additional details and considerations.

<b>Participation</b>	<p>In an application-based course, actively participating in learning is critical for skill development, therefore <b>missing more than 20% of scheduled class sessions (excused or unexcused) will result in not passing the course unless otherwise arranged with the course instructor team.</b></p> <p><b>Absences:</b> As a professional expectation, please proactively e-mail the PPS course e-mail address as early as possible before an anticipated absence (or as soon as safely possible in extenuating circumstances). All missed sessions must be made up at the designated make-up session, unless otherwise arranged with the course instructor team.</p> <p><b>Assignment submission:</b> Submitting assignments in a thorough and thoughtful manner contributes to your ability to actively engage with the course material and your preparedness to contribute to class sessions. Assignments submitted after the due date &amp; time are considered late submissions. Assignments submitted incorrectly (including incomplete assignments, incorrect documents, or missing submissions) are considered incomplete.</p> <p><b>Late arrivals:</b> As a professional expectation, please proactively e-mail the PPS course e-mail address alerting course instructors of late arrivals before the start of class (or as soon as safely possible in extenuating circumstances).</p>
<b>Temporarily Switching Skills Sections</b>	Permitted with prior permission of course instructors if there is an extenuating circumstance such as a unique, one-time professional development opportunity, urgent medical appointment, etc.
<p>All late arrivals (anticipated or unanticipated); absences (excused or unexcused); and late or incomplete assignment submissions will be documented in the Global Assessment of Accountability and Trust assignment.</p> <p><b>A repeated pattern of late or incomplete assignment submissions, late arrivals, absences from class sessions or make-up sessions even with proactive communication, will result in follow-up in the Global Assessment of Accountability &amp; Trust assignment and may include remediation.</b></p>	

## Assessment Approach

### Course Grading

Each course is graded as **Credit/No Credit**. A minimum passing threshold must be achieved for each thread.

### Threads

The PPS employs a progressive & personalized approach to learning where you must demonstrate a predetermined level of competence in several practice-relevant areas, or **threads**, in the skills & on-campus WIP sessions. A minimum passing threshold must be achieved for each thread. If you are not passing a thread, you will be provided an opportunity to demonstrate competency through remediation.

Below are the threads in the course series and general examples of assignments/activities that may be included in each.

Threads	General examples of assignments/activities
<b>Patient Care Provider (PCP)</b>	Building skills in the pharmacists' patient care process
<b>Collaborative Team Member (CTM)</b>	Building skills as an inter- and intra- professional team member
<b>Evidence-Based Practitioner (EBP)</b>	Application of evidence (Including information expert, population health, safety & quality etc.)
<b>Developer</b>	Health & wellness, self-development & developing others
<b>Communication</b>	Building effective communication skills
<b>Accountability &amp; Trust</b>	Global assessment of accountability & trust assignment*
<b>Calculations</b>	Application of pharmaceutical calculations

\* Course instructors will assess your progress in the Accountability & Trust Thread using the **Global Assessment of Accountability & Trust** assignment. If your actions are not congruent with the ENRICH Framework, you will receive a comment with a description of the action & any needed follow-up in the assignment. **You are responsible for monitoring comments** in the Global Assessment of Accountability & Trust assignment in Canvas for your own professional development.

### Assignment/Activity Grading & Redos

#### Complete/Incomplete

These assignments/activities are expected to be completed thoroughly, thoughtfully & with a reasonable amount of effort. They may not be graded on accuracy & you may not receive individualized feedback. For example, an assignment to help you prepare for a class session may be designated as a Complete/Incomplete Assignment. There is no opportunity to redo complete/incomplete assignments.

#### Pass/Redo

A minimum passing threshold must be met to pass the assignment/activity. These assignments/activities must be redone until the passing threshold is achieved. The number of redos may be limited depending on the assignment. Redo instructions & timeframe will be provided by course instructors.

#### Graded/Points

A minimum passing threshold of **85% or predetermined level of competence** must be met for all threads assessed with a grade. Redos are not required but strongly encouraged to promote learning. You may redo **one time** if your score is less than 85%. The score from the original assignment/activity will be averaged with the redo score for a final score of up to 85%. Redo instructions & timeframe will be provided by course instructors. **Some activities, such as exams or Capstones, are not eligible for redos; instructors will specify which activities are not eligible for redos.**

**Skills capstones & course exams** will generally be offered in-person. Unless you and the course instructors have confirmed specific arrangements, all students must complete capstones/exams at the time & date specified. Failure to take the capstone or exam at the time & date specified without prior notice may result in Accountability and Trust thread remediation. Any pre-existing conflicts with capstone/exam must be communicated to the course instructors as soon as it is known. Please make every attempt to arrange your schedule so that you can take the capstone/exam at the times listed on the schedule. The decision on granting a delay (or make-up) will be at the discretion of the course instructors. A make-up capstone or make-up exam may only be accommodated in the event of an excused absence. Format of the make-up capstone or exam may be different from the



missed capstone or exam and is at the sole discretion of the instructors. If you miss your initial capstone due to an unexcused absence, you will forfeit one remediation attempt in the thread(s) that are assessed in that capstone.

### Grading for PY1 & PY2 Pharmacist Provider Experience courses

PHRMPR 512 (Winter PY1) & PHRMPR 515 (Winter PY2) have on & off-campus components that contribute to the final grade. Since the off-campus evaluation of your WIP experience will not be completed until the end of Spring quarter, your final grade for the winter quarter Pharmacist Provider Experience courses will also not be assigned until then.

If you are passing on-campus WIP and making satisfactory progress with off-campus WIP, you will receive an **X - no grade now** at the end of winter quarter. Your final grade for the winter quarter PHRMPR course will be entered once you complete your Spring quarter WIP experience.

If you are **NOT** passing on-campus WIP or **NOT** making satisfactory progress with off-campus WIP at the end of winter quarter, you will receive **no credit** for the associated PHRMPR course at the end of winter quarter.

### Thread Remediation

If you are not passing a thread, you will be provided an opportunity to remediate that thread. The remediation process allows for targeted practice & support. A minimum passing threshold must be met to pass the remediation assignment/activity. The UW SOP Academic & Professional Standards Progress Committee (APSPC) will also be notified that you are undergoing remediation.

### All Threads except Accountability & Trust

Passing thresholds will be determined towards the end of each quarter. You will have the opportunity to remediate each thread **up to 2 times per quarter** within each PPS course. First remediation attempts will be completed by the **end of the quarter's finals week**. Second attempts will be completed **before the 1<sup>st</sup> day of the next academic quarter**, unless otherwise arranged with course instructors. The date/time & specific details will be provided by course instructors, and remediation may be held in group settings.

### Accountability & Trust Thread

One of our goals, as course instructors, is to foster personal & professional development. We all have moments when our actions have implications that are unintended or are perceived in a way that is unexpected. If your actions represent a trend that is not congruent with the ENRICH Framework, you will receive clear communication in the Global Assessment of Accountability & Trust assignment that further actions contributing to that trend will result in remediation. It may also be possible that a single action will initiate a comment that requires immediate follow-up & remediation.

You will be offered **up to 1 remediation attempt in the Accountability & Trust thread per quarter** in each PPS course. The remediation involves meeting with course instructors to determine a subsequent course of action. Remediation may occur at **any point** during the quarter. You will collaborate with course instructors to create a shared SMART (Specific, Measurable, Attainable, Relevant, Time bound) plan.

The goal of supporting you in applying the ENRICH Framework during the Accountability and Trust Thread remediation is to:

1	Cultivate an environment in which you have opportunities to grow from your experiences
2	Engage you in a dialogue to learn more about your perspective regarding the observed actions, as there may be more context to that action that we are not aware of
3	Provide a venue for reflection & awareness-building of how actions affect yourself & others
4	Involve you in developing a plan for moving forward in the future, which is a critical component of professional development
5	Document discussions with you to see a broader perspective of trends & provide comprehensive, longitudinal support
6	Set a timeframe for when the plan will be implemented
7	Demonstrate accountability for implementing the plan

During remediation, we will utilize the **Quadruple A** approach when conducting discussions. This mentor-style approach is similar to what you will see in the practice setting going forward.

### Quadruple A Approach for Accountability Remediation Discussion



Adapted from: Gozalez-Mena J and Shareef I. Acknowledge, Ask Adapt. Communicating with Families to Resolve Issues. The Program for Infant/Toddler Caregivers. 2003. <http://csefel.vanderbilt.edu/resources/states/colorado/august/coachsession/session3/AckAskAdaptOverview%5b1%5d.pdf>.

Acknowledge	The observed action is acknowledged & discussed with you, especially if it represents a trend
Ask	We will ask questions to learn the context in order to understand your point of view
	You will reflect on how it impacted you & how it may have impacted or been perceived by others
Adapt	You will be actively involved in creating a plan for moving forward in the future
	Documentation of the discussion & plan will be jointly developed between you & the faculty member or mentor
	The plan will be shared with your school advisor. It does not go on an official school record, but instead, allows you & advisors to be accountable for any trends, & most importantly, allows for comprehensive, longitudinal support
	The ENRICH Framework will serve as a point of reference in discussions with faculty, staff, mentors, advisors, etc. around opportunities to enrich professional & personal development and growth
Accountability	Set a timeframe for when the plan will be implemented
	Demonstrate accountability for implementing plan

**If you have taken steps to make improvements & implement the plan, you will pass remediation** even if there are still areas in need of growth. However, if you have not demonstrated progress despite course instructors & mentors providing support & guidance, you will not pass remediation. If you have completed a remediation, you are expected to continue carrying out your plan through subsequent quarters.

## Progress

The PPS includes 2 components which are closely connected: the **Pharmacist Provider Readiness** & the **Pharmacist Provider Experience** course series. Please see the prerequisite table at the beginning of the syllabus for the courses required to progress.

**If you do not pass a course in the PPS, academic progress will be delayed for 1 academic year, and you will need to retake that course in the following year.**

Examples (not inclusive of all situations)	
You pass both PHRMCY 541 & PHRMPR 511	You will progress to PHRMCY 542 & PHRMPR 512 the next quarter
You pass PHRMCY 541 <b>but not</b> PHRMPR 511	You will be delayed for 1 academic year. You will have to retake PHRMPR 511 the next academic year & will not progress to PHRMCY 542 & PHRMPR 512 until you pass PHRMPR 511.

You are responsible for monitoring your progress in these courses. Please reach out to course instructors as soon as possible if you are concerned about your progress in the course. The course instructors will work with you to develop a plan to support achieving competency. If you fail to achieve a passing score in the course threads at the end of the quarter, you will develop a plan for remediation with the course coordinators.

## Course Policies and Values

### Academic Honesty & Student Conduct

You are responsible for maintaining appropriate boundaries with classmates, as well as occupational boundaries with patients and caregivers, instructors, and other health care professionals. You are also responsible for representing the profession in a positive manner, maintaining privacy of confidential health and academic information, resolving conflicts in a manner that respects the dignity of every individual involved, and contributing to an atmosphere conducive to learning.

You are expected to maintain the highest standards of ethics, integrity and accountability, and to this end, you are held accountable to the University of Washington [Student Conduct Code](#) (WAC 478-121). The University has also developed two companion policies, Student Governance and Policies [Chapter 209](#) and [Chapter 210](#), which explain how student conduct proceedings work and a student's rights in the process. In support of the high value placed on academic honesty and professional integrity, acts of misconduct will not be tolerated.

The School of Pharmacy works in collaboration with the UW [Community Standards and Student Conduct](#) Office to engage students in an equitable process centered on the values of honesty, integrity, and respect. You are encouraged to reflect on your actions to understand your impact on yourself, the learning community, and the profession of pharmacy. Engaging in academic misconduct may result in receiving a 'No Credit' for the course and delayed progression.

### Reporting Misconduct

As a matter of professional accountability, you are expected to report observed incidents of misconduct in a timely manner to the appropriate instructor, Chair of the relevant Department, or the School of Pharmacy Conduct Officers. Students who report misconduct are expected to provide details, including student names and other specifics.

### ChatGPT and Other Artificial Intelligence (AI)-Based Tools

"Artificial Intelligence (AI) content generators, such as ChatGPT, present opportunities that can contribute to your learning and academic work. However, using these technologies may also violate academic standards of the University. Under the Student Conduct Code, cheating includes the unauthorized use of assistance, including technology, in completing assignments or exams." (UW's [Community Standards & Student Conduct](#) Office). In the PPS courses, this applies to all activities, including capstones. An important outcome of the Pharmacist Provider Series is to strengthen your own abilities as a thinker and healthcare provider. That is only possible when you can critically evaluate available information and take accountability for your work/patient care decisions. You must obtain permission from the instructor before using ChatGPT or other artificial intelligence tools to complete assignments. If permission is granted, AI may only be used as directed and with proper attribution and verification of information as part of your general practice to ensure ethical and safe decision-making. Student submissions may be checked for possible AI use using AI detectors. Unauthorized use may result in receiving a 'No Credit' for the course and delayed progression.

### Use of Technology

This course requires the use of computers (laptops & tablets). If you need a computer for course work, please contact the [Student Technology Loan Program](#).

Audio/video recording and/or disseminating instructional content of any course activity needs permission from the instructors unless approved as a disability accommodation.

Smart devices & notifications should be silenced before coming to class. Cell phone use should be restricted to course-related or emergency use. If the smart device is a distraction to your learning or the learning of others, you will be asked to stop using it.

### Diversity, Equity, & Inclusion

The School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion states one of our institutional goals is to "infuse the values of diversity, equity and inclusion throughout all teaching and learning." To support this goal, we "reinforce openness and inclusion in group interactions in the classroom, study spaces and the School of Pharmacy communal spaces when discussing diversity, equity and inclusion to ensure an open, engaging and welcoming School community." – *School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion* (Approved by Faculty vote on October 26, 2017).

If you encounter an event that does not meet the standards of diversity, equity, & inclusion, please notify the course instructors to discuss the incident. More information is available at [Explore Diversity](#).

## Access & Accommodations

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with [Disability Resources for Students](#) (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to: mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations.

## Religious Accommodations

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>)

Accommodations must be requested within the first 2 weeks of this course using the [Religious Accommodations Request form](#). (<https://registrar.washington.edu/students/religious-accommodations-request/>).

## Additional Course Information

### Attire & Dress

**Please come to sessions dressed as if you were to provide patient care and work with other healthcare team members.** Wearing your white coat is only required for designated course sessions specified by course instructors such as capstones, standardized patient interactions, formal presentations etc. **Refer to the Skills Lab Safety section for additional dress requirements during skills lab sessions.**

### Skills Lab Safety

The Bracken Pharmacy Learning Center (BPLC) is classified as a biohazard laboratory space. The University of Washington Environmental Health & Safety Department has laboratory safety measures that must be followed when in the BPLC.

- Eating and drinking are not permitted
- **Clothing should cover legs & midriffs to prevent exposure to hazards**
- **Shoes must enclose the entire foot to prevent exposure to hazards (no sandals, flip-flops, or other open shoes) and should not present a tripping hazard (no high heels)**
- Personal protective equipment such as laboratory coats, gloves, etc. must be worn during specified lab activities
- Appropriate use of equipment at designated times or with proper supervision

If you do not come to class in lab safe attire, we will do our best to provide appropriate attire, but we may require you to go home to change for safety reasons & there may be comments added to the **Global Assessment of Accountability & Trust** assignment.

### Campus Safety

Call **SafeCampus** at 206-685-7233 anytime, no matter where you work or study, to anonymously discuss safety & well-being concerns for yourself or others. SafeCampus' team of caring professionals will provide individualized support while discussing short- & long-term solutions and connecting you with additional resources when requested.

Visit [UW Campus Safety](#) for information regarding UW's emergency & safety policies & procedures as well as [Safe Campus](#) & [UW Alert](#).

## COVID-19 Prevention and Response

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the University's [COVID-19 Prevention and Response website](#) and [Face Covering Policy](#) for the most current COVID-19 prevention policies and guidance.

For off-campus WIP experiences, please refer to WIP Course Guide for COVID-19 guidance and policies.

## Names & Pronouns

You are given the option of indicating your preferred name at <https://identity.uw.edu>. You are also encouraged to inform course instructors of your name & pronouns.

Instructors are committed to honoring names & pronouns. Please reach out as soon as possible if you are not being addressed by your correct name & pronouns in class or to communicate any changes in how you would like to be addressed at any point during the academic year.

## Bias Reporting

The SOP is committed to fostering an environment free from discrimination, harassment, and retaliation, and a culture of equal opportunity & respect for all individuals.

A bias incident involves any discriminatory act against an individual or a group based on their age, religion, disability (physical or mental), race, ethnicity, national origin, sex, gender identity, sexual orientation, marital status, veteran status, socioeconomic status, or any other identity.

We acknowledge experiencing this type of incident can be painful and you may not know what to do. If you are not sure whether something is bias or misconduct, you are encouraged to contact the SOP Advocates who will help you navigate different options & resources. Everything you share with the Advocates will be kept strictly confidential unless you give permission for them to share it. Contacting the Advocates will not trigger a formal report or investigation. More information is available at [Bias & Misconduct Resources](#).

If you encounter or suspect an incident of bias, you are encouraged to [file a report](#) which will be reviewed by the UW's Bias Incident Advisory Committee.

## Mental Health & Wellbeing Support

Promotion of mental health & wellbeing is an integral part of this course to support your optimal learning. Course instructors also acknowledge the intensity of the PharmD curriculum and obstacles in your personal & academic life that may not be visible.

Please do not hesitate in contacting the course instructors to discuss mental health & wellbeing including your own situation or that of a classmate's. In addition, you should be aware that there are many available resources provided by UW & other organizations.

<b>PharmD Advising</b>	Advisors can assist with linking you to resources for academic and/or personal challenges, such as verifying enrollment, degree requirements & degree progress & answering other questions & concerns Advisors are assigned by last name You can <a href="#">book an online or telephone advising appointment</a>
<b>PharmD Counseling</b>	The SOP provides free & confidential counseling through a licensed Mental Health Counselor. These services can be accessed during the designated Virtual Let's Talk drop-in hours Let's Talk Sessions for the SOP are available on <a href="#">Tuesdays</a> and <a href="#">Fridays</a> Registration opens 5 minutes before drop-in hours begin
<a href="#">SOP PharmD Advising &amp; Counseling Resources</a>	

## Additional Resources

<a href="#">UW Student Mental Health &amp; Wellbeing Resources</a>	
<a href="#">UW SafeCampus</a>	
<a href="#">UW Counseling Center</a>	
<a href="#">UW Resilience Lab</a>	
<a href="#">Husky Health &amp; Well-Being</a>	
<a href="#">My SSP</a>	
<a href="#">Hall Health Center</a>	
<a href="#">LiveWell</a>	
<a href="#">Crisis Connections</a>	24-hour Crisis Line (King County Crisis Clinic): 866-427-4747
	24-hour Crisis Text Line: Text HOME to 741741
	24-hour National Suicide Prevention Lifeline: 800-273-8255

## Incident Weather

If the UW campus is closed due to incident weather you will be notified of any changes to the class schedule, format and/or assignment due dates. You are responsible for checking emails, Canvas or other class communication modalities for such notifications.

[UW Incident Weather Plan](#)

## PHRMCY 531: Pharmacotherapeutics I

### Professor

Mary Hebert, Pharm.D., FCCP

email: [mhebert@uw.edu](mailto:mhebert@uw.edu) Phone: 206-697-2138

Office Hours: Tuesdays and Wednesdays 3:00-4:00, HSC H-375R or by appointment (just email me to set up an appointment for in-person or virtual discussion)

### Teaching Assistant

Mike Mai

Email: [mikemai@uw.edu](mailto:mikemai@uw.edu)

### Staff Support:

Patricia Hedtke

email: [pchedtke@uw.edu](mailto:pchedtke@uw.edu)

### Course Communication:

Class-wide communication will be conducted primarily through Canvas; communication with individual students will be conducted through e-mail. It is strongly advised that you check your e-mail frequently throughout the course and update the announcement settings in Canvas as appropriate. To facilitate quick and thorough communication, please include Dr. Hebert ([mhebert@uw.edu](mailto:mhebert@uw.edu)) for all course-related communications. All course handouts can be found on the Canvas website.

### Educational Assistants (EA's)

Kyler Croskrey, PY4, Email: [kconn9@uw.edu](mailto:kconn9@uw.edu)

Agnes Kim, PY4, Email: [akim34@uw.edu](mailto:akim34@uw.edu)

Shannon Lopez, PY4, Email: [lopez13@uw.edu](mailto:lopez13@uw.edu)

Julie Braman, PY3, Email: [giuliab@uw.edu](mailto:giuliab@uw.edu)

Educational Assistant	email	Groups Covered
Alex Murray	<a href="mailto:murraa3@uw.edu">murraa3@uw.edu</a>	Mt. Adams
Alex Murray	<a href="mailto:murraa3@uw.edu">murraa3@uw.edu</a>	Mt. Baker
Kevin Cheng	<a href="mailto:kkcheng3@uw.edu">kkcheng3@uw.edu</a>	Mt. Fernow
Kevin Cheng	<a href="mailto:kkcheng3@uw.edu">kkcheng3@uw.edu</a>	Mt. Hood
Karli Cogburn	<a href="mailto:kcogburn@uw.edu">kcogburn@uw.edu</a>	Mt. Logan
Karli Cogburn	<a href="mailto:kcogburn@uw.edu">kcogburn@uw.edu</a>	Mt. Maude
Felecity Estrella	<a href="mailto:estref@uw.edu">estref@uw.edu</a>	Mt. Rainer
Felecity Estrella	<a href="mailto:estref@uw.edu">estref@uw.edu</a>	Mt. Redoubt
Kyler Croskrey/ Shannon Lopez	<a href="mailto:kconn9@uw.edu">kconn9@uw.edu</a> <a href="mailto:lopez13@uw.edu">lopez13@uw.edu</a>	Mt. Shuksan
Agnes Kim/ Shannon Lopez	<a href="mailto:akim34@uw.edu">akim34@uw.edu</a> <a href="mailto:lopez13@uw.edu">lopez13@uw.edu</a>	Mt. St. Helens
Julie Braman	<a href="mailto:giuliab@uw.edu">giuliab@uw.edu</a>	Mt. Stuart

## **Class Times and Location**

Winter quarter 2024

### **Classroom Assignments:**

Thursdays: SCC 316

Fridays: HSEB 325

### **Thursdays and Fridays**

2:30 p.m.-4:20 p.m.

### **Saturday-Wednesday**

Online case discussions (1-2 cases/week)

Wizard must post summary for pre-class cases by noon on Wednesday.

## **Course Description**

PHRMCY 531 is the first course in a 7-course series providing a foundation in knowledge for patient-centered clinical case management. This course includes over-the-counter (OTC) medications and self-care. Introductory pharmacotherapeutics topics covered PHRMCY 501 and 502 will be incorporated in cases and quizzes for PHRMCY 531. Cases that focus on OTC medications and self-care will require that you gather all the appropriate information from the patient. A team-based learning approach will be utilized to provide students repeated opportunities to practice using course concepts to solve patient related problems. In-class, on-line, team-based learning activities, and mini-didactic videos will be utilized to emphasize focused patient history gathering and patient assessment leading to consultation in pharmacist directed product selection, non-drug adjunctive therapy, as well as patient counseling and advice. This knowledge base should be immediately useful during internship experiences and provide the basis for subsequent pharmacotherapeutic coursework. **PHRMCY 501 and 502 introductory pharmacotherapeutics and the entire pharmacotherapeutics series are cumulative.**

**Credits:** 4

### **Background**

Many consumers desire, and prefer to take an informed and active role in managing their own health care. Consumers often consult with the internet, Web-MD, Dr. Google and Wikipedia as well as other sources. Two obvious factors contribute to this increase in self-care: 1) Change of prescription (Rx) drugs to over-the-counter (OTC) status (dubbed, Rx-OTC switch) by the Food and Drug Administration (FDA), making more effective medications available to consumers without physician charges; and 2) The increased cost of medical care.



Proof of the self-care revolution lies in the hundreds of self-help books, health-related newspaper features, television/radio programs, instructional audio/CDs, and internet web sites/portals. Common medical problems that are amenable to self-care include headache, the common cold, muscle aches and pains, dermatologic conditions (athlete's foot to acne), minor wounds, menstrual symptoms, upset stomach, and sleeping problems. Of almost 4 billion health problems treated annually, approximately 2.3 billion (58%) are treated with one or more OTC drugs as the primary or major adjunctive therapy. There are an estimated 300,000 nonprescription products currently marketed in the United States and the annual sales volume currently approaches \$27 billion.

In the general management of patients (inpatient and outpatient), it is essential to consider concomitant illnesses and conditions, concomitant medications, drug interactions, adverse events, allergies, age and body weight in medication, dose, frequency, route and formulation selection. The entire quarter will provide a foundation upon which every pharmacotherapeutics course will be based.

### **Course Goals**

- Prepare student pharmacists to provide high-level pharmacist-patient interaction, including patient evaluation and recommendations for either medical referral or nonprescription drug therapy in the ambulatory care setting.
- Study the common classes of nonprescription drug products and identify both the most useful and the most inappropriate ingredients and their representative product names.
- Strengthen student pharmacists' knowledge base on the safety, efficacy, and cost effectiveness of self-care therapeutics.
- Provide active-learning exercises to improve student pharmacists' patient interviewing, information gathering, and assessment skills, analysis of clinical situations, and ability to triage patients to appropriate therapeutic solutions.
- Create, evaluate and modify patient care plans utilizing knowledge in pathophysiology, biochemistry, clinical patient assessment skills, relevant laboratory results, pharmacology, pharmacokinetic, pharmacodynamic characteristics of drugs as well as, physiological, behavioral, cultural and economic factors.
- Retrieve, comprehend, interpret, apply, analyze and evaluate the scientific, professional and lay literature to the evaluation of drug therapy, patient care plans and pharmacy/health care services that are pertinent to the diseases discussed.
- Prevent, identify and manage drug-related problems or refer for appropriate evaluation and management.

### **Course Format**

Saturday    Sunday    Monday    Tuesday    Wednesday    Thursday    Friday

**Class preparation:** Assigned readings, pre-class videos and online case discussions

Starting after class on Friday until Tuesday at 11:59 p.m., students should work on **pre-class case discussions online**. The minimum expectation is 2 *thoughtful* posts, per patient case, per week. See syllabus Mountain Group Discussion section for more details. Individual posts will close at 11:59 p.m. on Tuesday. Posts after that time will not count toward participation.

**Wizard Summary** is due and must be posted by noon on Wednesday

**Class**  
2:30-4:30  
**Quiz & Case Discussion**

**Class**  
2:30-4:30  
**In-person Case Discussions**

**General:** Course format involves weekly team-based learning exercises, both out-of-class (online) and in-class, plus mini-didactic videos covering introductory clinical conditions and principles as well as OTC self-care therapeutics.

This course is intentionally designed to provide the students with the opportunity to learn strategies to care for patients when they are familiar with the therapeutic area and when they are not. Practicing pharmacists commonly experience both of these scenarios and learning to care for patients in both settings is essential. In the week prior to a topic being discussed in class, students will work as an online group on 2 patient cases with each student providing substantial comments on some portion of the management of each virtual patient. The students should read the appropriate class textbook chapter(s), assigned articles, watch the pre-class videos and use any other valid sources to diagnose, treat, provide patient education, and suggest monitoring or follow-up for these virtual patients utilizing this information to contribute to the online discussion. These cases will close on Tuesday at 11:59 p.m. The student leader for the week "Wizard" will have until noon on Wednesday to post their summary for each of the online cases. The Wizard can work on the write up as the case discussions progress, so very little additional time will be needed to work on their write up when the discussion boards close. Tracking the progress of the discussion is helpful as the Wizard who leads the group will be focused in on missing components to their case discussion and can facilitate their group towards completion. The videos provide supplemental material and clinical pearls. These should be watched prior to class on Thursday. By the time the students arrive in class on Thursday, they should have "mastered" the week's topic(s) and are prepared to take a quiz on the material and participate in case-based, in-class discussions.

Each week a group of pre-assigned Wizards will lead their team-based discussions of clinical scenarios (online out-of-class and in-class) that stress key learning points, outline therapeutic options, and provide opportunities to defend physician referral or nonprescription drug therapy recommendations for a specific area of pharmacotherapy. (See “Preparation for Wizard Day” below).

**In Class Case Spokesperson:** A volunteer from each group will represent their group and serve as the spokesperson during in class case discussions.

In class, all students will have the opportunity to ask questions, share opinions and swap personal anecdotes.

### **Weekly Preparation - All Students**

Before coming to class each week, students should:

1) Read material from selected sources, such as the assigned articles, class textbook, [APhA's Handbook of Nonprescription Therapy 20<sup>th</sup> edition](#), which is available in the UW bookstore, from online sellers and on reserve in the UW Health Sciences Library, and other sources such as UpToDate, DynoMed, etc. in order to become familiar with targeted clinical problems and related medications for the week.

2) Participate as part of team during out-of-class online discussions (see Mountain Group Discussions).

Clinical cases (Mountain Group Discussions) highlighting a selection of the upcoming week's clinical problems and nonprescription drug products will be posted to facilitate review and learning. This will not be all-inclusive, given the amount of material. Feel free to use any or all available resources, including talking to patients, pharmacists, physicians, and faculty, to properly manage these virtual patients. I am available by phone and e-mail to discuss cases, and your reading. I have real patient care and research responsibilities most days and don't always get to e-mail during the day. You don't always have to agree with me or the textbook (I don't). You just have to have a rationale and evidence to support your thinking and keep an open mind.

3) Visit a community pharmacy to review proprietary nonprescription drug products pertinent to assigned medical conditions for the week.

4) Watch video(s) for that week online.

During preparation, pay special attention to the following:

#### **Classic presentations of common problems:**

Examples:

1. Female patient with thick, whitish, itchy vaginal discharge following a course of antibiotic - this is most likely yeast (Vulvovaginal Candidiasis).

2. Chronic knee pain, worse in the a.m. in a 70 year old - this is most likely chronic osteoarthritis.

**Non-drug therapies:** Should non-drug therapies be used as an alternative or as an adjunct to pharmacotherapy? Are they as good (safe and effective) as a drug for the same purpose?

**Specific useful drug(s):** Generic drugs and product brand names; Personal agents/products of choice, with justification why you chose these products and under what circumstances you would or would not recommend a particular product.

***NOTE:** The following database of information is assumed (i.e., You are expected to **know this cold** - I won't always go over it - it is important for treatment choices) for all drugs - so called "9 to know": drug name, indications, mechanism of action, dosing recommendations, including necessary adjustments for patient specific conditions (i.e, renal insufficiency, old age, etc.), recognition of obviously toxic or sub-therapeutic doses, common side effects (placed in perspective and how to detect them), contraindications (with reason), drug interactions and basic patient counseling information*

**Specific useless drug(s):** Generic and product brand names: Agents/products that you would definitely not use or recommend. Pay special attention to heavily advertised products that you do not feel are appropriate. Provide justification why you would not use those products.

**Line extensions:** Overkill brand name products that seem potentially confusing, or possibly even dangerous to the unsuspecting public (Robitussin-this and Tylenol-that).

**Ingredient changes:** Product changes since your resources or the textbook you are using was printed. Why do you think the ingredients were changed?

**Standard dose:** For common ingredients or widely advertised products (i.e., Tylenol this and that), is the dosage strength the same for all products with the same ingredient? If not, what potential confusion or harm does this present to the public?

**"Behind the Counter" or "Close to the Counter" products:** Products or ingredients that you would recommend being placed "behind the counter" so that the patient must or will have a better chance to talk to the pharmacist before obtaining the product. What do you think about legal requirements to place certain drug products "behind the counter?"

### **Individual Readiness Assessment (I-RAT):**

An individual readiness assessment test (I-RAT) will be administered in class every Thursday, covering material for the week and potentially introduction to pharmacotherapeutics topics covered in PHRM CY 501 and 502. This will consist of multiple-choice and/or short answer questions meant to assess your **individual** understanding of key concepts from pre-class reading, online discussions, videos and other preparation.

### **Preparation for "Wizard Day"**

Every student will have at least 1 opportunity to be the weekly group leader and expert or "Wizard". On this day, the wizard is required to bring a laptop for use during class. If the wizard does not have their own laptop, they should check one out or borrow one from a classmate. There is a laptop loan program specifically for students. The web link is: <https://itconnect.uw.edu/service/student-technology-loan-program/>. One of the pickup locations is in the **rotunda I-146 (check website for most up-to-date pick up locations)**. Students do need to sign up and request laptops online.

The class will be randomly divided into 10-15 groups (each with a NW mountain name). For 1 week, the designated Wizard will lead the group discussion activities and post a final summary (see expectations below) of the proceedings of the internet case discussions (see Mountain Group Discussions) and function as the learned colleague on the pharmacotherapy topics of the week. Wizards will be provided additional information (Beta) to help direct their groups. For the beginning of the discussion, the Wizard will serve as the patient and answer questions with the provided beta information. After the information is collected, the Wizard will contribute to the discussion and “solving” of the case with their group-mates. The Wizard also serves as the group leader and should encourage all groupmates to participate equally throughout the discussions. Activities should include propelling the discussion with questions, additional posts and clarification of group comments and writing a summary post for your group’s collective assessment and recommendations.

On the day of the class, all students should be prepared to cover:

**Formulary Agents/Products:** Agents/products that you would personally recommend (generic agents and brand name products when applicable; strength of each ingredient for products with multiple ingredients).

**Non-Formulary Agents/Products:** Agents/products that you personally would not recommend (generic agents and brand name products when applicable; culprit agents for products with multiple ingredients).

**"Pearls":** Points of wisdom that all good pharmacists should know including appropriate non-drug therapies, prevention strategies, patient counseling tips, warnings or contraindications.

Additional references, resources, websites that would be useful to patients or colleagues.

All students should be able to correctly pronounce all drugs names, diseases and other technical terms that may be discussed in class. Mispronounced words lead to instant lack of credibility with patients, no matter how accurate your counseling may otherwise be.

**Wizards will post a Final Summary for the online cases each week.**

The final summary should address the following:

1. Diagnosis
2. Subjective and objective evidence and time course of the condition
3. Etiology
4. Current medications
5. Assessment (disease, Is the disease/condition self-treatable?, current/previously tried medications, potential treatment options (drug and non-drug) drug-drug interactions, drug-disease interactions, allergies, side effects, concomitant illnesses, pregnancy/lactation status).
6. Recommended treatment (drug (drug name, dose, route, frequency, duration) and non-drug), when to expect benefit, when to seek medical assistance, provider referral with rationale if appropriate, monitoring parameters and frequency
7. Patient education

This should be a consensus of the group discussion. Well done summaries are very helpful to the group as a review of the topics.

## **Mountain Group Discussions**

There are 2 parts to the Mountain Group Discussion, online and in person.

**Online:** Each week one to two patient cases will be posted as Canvas Group Discussions (Mountain Group Discussions). Some of the cases will emphasize patient triage and evaluation; others will emphasize therapeutics or management. Some will incorporate both. You are encouraged to ask questions, tender opinions, make patient assessments, state preferred therapeutic choices, and recommend follow-up or referrals as you take care of these virtual patients. An additional intent of the online patient case discussions is to allow you to develop your history taking, medical writing and clinical research skills in support of patient care.

**In Person:** Each week, patient cases will be discussed on Friday's during class time. Each student must contribute in a significant way to all cases and be engaged for the full case discussion. Cases will cover other topics of the week than those discussed online. Your active participation in all case discussions is expected and will be graded.

These cases give you an opportunity to practice being a pharmacist without the worry that you might harm the patient. They also give you the chance to work as part of a team in a mock simulation of rounds. These are important skills for every pharmacist.

### **Discussion Preparation**

**Ask questions:** Clarify remarks made by the Professor or Wizards when unclear or if insufficient information is presented.

**Challenge the Professor or "Wizards":** Alternative viewpoints or disagreements with remarks are acceptable and desirable, particularly if valid. If you believe false information is being given, state your opinion. If not, the rest of the class will be misinformed. If you do not question false information provided during the discussion, it will be assumed that you agree with the posted or orally expressed information. Our jobs as pharmacists is to assure patients receive appropriate treatment. In real practice, you will often have to speak up and question physicians or other prescribers. Practicing this skill is important, even if you are uncomfortable doing it.

**Anecdotal experiences:** Personal experiences with symptoms of disease or use of specific products are welcome. How well did the product work for you or someone else who used it? Did you or they encounter any problems? Why did you choose the particular product? Provide case examples of situations you have encountered during your practice as an intern. Validity check? - Anecdotal evidence is just that...is it valid? There is variation in patient response (efficacy and safety). A single person's response is just that. We do large studies to get an understanding of how the population will respond. We can learn from anecdotal evidence, but need larger studies to get the full picture.

**Truth in advertising:** Be attentive to newspaper, radio and television advertisements for new products, changes in product lines or promotions that may affect demand for an agent/product. Share your observations with the class. Are products being advertised or placed on sale by pharmacies that you would not be comfortable in recommending to patients? Are the advertisements factual? Are they misleading or deceptive?

### **Grading Policy**

**Wizard Performance: 10% of total grade**

Wizard performance will be evaluated by the Professor (and assigned Resident/TA/EA) based on web board coordination and communication, written case summary(s) of web board cases, overall preparedness in class, demonstrated knowledge of the topic, ability to answer questions from other students, correct pronunciation of technical terms and group leadership through case discussions. In general, if you put thought and effort into your turn as group leader, you will likely receive full credit. Failure to post the summary for both online cases by noon on Wednesday will result in a maximum, possible, available Wizard points to be reduced in half.

### **Mountain Group Discussion Participation: 30% of total grade**

#### **(15% online discussion, 15% in person)**

Online: You must participate by posting a minimum of 2 *thoughtful* post, per patient case, per week to receive any credit. To receive participation credit for a given case, your posts should demonstrate that you have read your classmates' comments, followed the case developments over more than just an afternoon or evening, and read up on relevant therapeutic and medication information. No need to be verbose. Succinct comments are just as effective as long-winded ones. (Note: "Does the patient have any allergies?" though very pertinent and important, will not cut it as a post. Post must be original. Repeating what was previously posted does not count toward participation, nor does simply stating that you agree with a previous post.)

In Person: You must participate throughout all case discussions in a substantial way. You should be fully prepared to discuss the cases prior to Friday's class. Lack of preparation prior to class will affect your participation grade. Your presence in class does not constitute significant participation. Failure to attend class without having an excused absence will result in no participation credit for case discussions. However, if you are ill or have another legitimate reason for missing class, contact Dr. Hebert prior to class via email (mhebert@uw.edu) to determine if your absence will be considered excused and to determine if a make-up assignment will be allowed. All make-up assignments/quizzes must be completed within 2 weeks of the original assigned due date and no later than the last day of instruction. If not completed within that time frame, all missed assignments/quizzes will be graded as zero. **Under no circumstances should you come to class if you are contagious.**

The professor (and assigned Resident/TA/EA) will make final decisions regarding web board and in class participation credit.

**You must receive a score of 65% on pre-class and in-class participation to pass this course.**

### **Individual Quiz Scores (I-RAT): 60% of total grade**

Scoring weekly individual readiness assessment (I-RAT) will make up 60% of the grade.

I-RAT: As denoted by the title is an **individual** assessment. You have to take the quizzes to receive I-RAT points. All material in this class is cumulative. Topics will appear on the quiz of their week, but will also potentially come up repeatedly on the quizzes throughout the quarter as well as questions based on introduction to therapeutics topics. Quizzes will cover all aspects of nonprescription drug therapy and introductory topics in pharmacotherapy.

**You must receive a score of 65% overall on the quizzes to pass this course**, no matter how many other points you have accumulated through wizardry, team-based learning, or Mountain Group Discussions.

## Student Progress and Early Intervention Policy

[Student Progress and Early Intervention Policy and Procedures](#) can be found here. For questions regarding these requirements please contact the Office of Academic & Student Programs.

## Remediation Policy

Students earning a score between 60-64% on the quizzes for this class, will be given 1 opportunity to self-study the material and take an oral or written cumulative exam based on the professor's preference on the day of the scheduled final. The exam will cover all material included in the course. Students who pass the remediation exam will retain their original score on the quizzes, and have the grade for the course determined based on all course components. **In addition to the requirement for obtaining a minimum of 65% on the quizzes overall, minimum of 65% on pre-class participation and minimum of 65% on in-class participation, students must have at least 65% in the course overall to pass.** Students who fail the remediation exam or fail to achieve 65% in the course overall will fail the course and receive a zero for their grade. Students scoring < 60% on the quizzes overall are not eligible for re-testing and will receive a zero for their grade.

## Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to the course master at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state laws.

## Classroom COVID-19 Requirements

We will follow all University of Washington recommendations for COVID-19 prevention. Please see the University of Washington Environmental Health and Safety for current COVID-19 recommendations at: <https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy>

If you have an urgent need for accommodation such as a COVID-related exposure or illness, please contact Dr. Hebert as soon as you can to develop an alternate plan for learning.

## Diversity, Equity, and Inclusion

The Strategic Plan for Diversity, Equity, and Inclusion states that one of our institutional goals is to “infuse the values of diversity, equity and inclusion throughout all teaching and learning.” To support this goal, we “reinforce openness and inclusion in group interactions in the classroom, study spaces and the School of Pharmacy communal spaces when discussing diversity, equity and inclusion to ensure an open, engaging and welcoming School community.” – *School of*



*Pharmacy Strategic Plan for Diversity, Equity and Inclusion* (Approved by Faculty vote on October 26, 2017)

### **Religious Accommodations Policy**

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

### **ChatGPT and Other Artificial Intelligence (AI)-Based Tools**

AI content generators, such as ChatGPT, present opportunities that can contribute to your learning and academic work. However, using these technologies may also violate academic standards of the University. Under the Student Conduct Code, cheating includes the unauthorized use of assistance, including technology, in completing assignments or exams. Use of ChatGPT, Bard, or other online tools that use AI to generate text or content are not allowed in this course unless otherwise explicitly stated by the course coordinator. Use of ChatGPT or other AI-based tools will be considered academic misconduct.

### **Academic Misconduct**

Academic misconduct on any academic exercise (e.g., exam, quiz, assignment, etc.) will result in a failing score for that exercise, regardless of grading rubric, and potentially as a consequence a failing grade for the course. Please keep your eyes on your own paper.

The UW [Student Conduct Code](#) and the [Office of Community Standards and Student Conduct](#) describe the rights and obligations of students with regard to appropriate conduct and disciplinary procedures in the event of a breach of conduct. Faculty and students should be familiar with the entire contents of the UW Student Conduct Code, as the School of Pharmacy's [Policy and Procedures](#) were developed on this basis.

In support of the high value placed on academic honesty and professional integrity, acts of misconduct will not be tolerated. Students are required to honor the obligations described in WAC 478-120-020 and WAC 478-120-025. They are also expected to report incidents of misconduct to the appropriate instructor, Department Chair or the Associate Dean for Professional Education.

### **Reporting Misconduct**

As a matter of accountability, School of Pharmacy students are expected to report observed incidents of misconduct in a timely way to the appropriate instructor, Chair of the relevant Department, or the School of Pharmacy Conduct Officers. Students who report misconduct are expected to provide details, including student names and other specifics.

### **Campus Safety**

Please visit the UW Campus Safety site ([www.uw.edu/safety](http://www.uw.edu/safety)) for information regarding the University's emergency and safety policies and procedures. Additional helpful resources include SafeCampus ([www.uw.edu/safecampus](http://www.uw.edu/safecampus)) and UW Alert ([www.uw.edu/alert](http://www.uw.edu/alert)).

### **Course Textbook:**

American Pharmaceutical Association. Handbook of Nonprescription Drugs: An Interactive Approach to Self Care, 20<sup>th</sup> Edition.

Note: It's a good book. It is well written by pharmacists for pharmacists. However, it is not the only source for the information needed for this course. There will be required reading for each week from the required textbook and/or journal articles.

**Course Evaluation**

I ask that you please complete the course evaluation. I appreciate your feedback and use it to improve the course for the following year.

**Schedule for each week:**

<b>Days</b>	<b>Activities</b>
After class Friday until Tuesday at 11:59 p.m. (Posts after Tuesday at 11:59 p.m. will not count toward participation.)	Online case discussion board (Mountain Group Discussions)
After class Friday until class on Thursday	Complete assigned readings, pre-class videos and review wizard's summary for the topics of the week
Tuesday 3:00-4:00	Office Hours
Wednesday before noon	Wizard summary is posted
Wednesday 3:00-4:00	Office Hours
Thursday 2:30 p.m.-4:30 p.m.	Quiz Case discussion
Friday 2:30-4:30 p.m.	In class case discussions. Wizard for the week needs to bring their computer for in class discussions.

<b>Week</b>	<b>Thursday Classes 14:30-16:30</b>	<b>Friday Classes 14:30-16:30</b>	<b>Pre-Class On- line Case Discussions</b>	<b>Wizard Summary Must Be Posted On- line By Noon</b>	<b>Individual Readiness Assessment</b>	<b>In-Class Case Discussions</b>
<b>1</b>	1/4/24	1/5/24	-	-	-	1/5/24
<b>2</b>	1/11/24	1/12/24	1/5/24 1630 – 1/9/24 2359	1/10/24	1/11/24	1/12/24
<b>3</b>	1/18/24	1/19/24	1/12/24 1630 – 1/16/24 2359	1/17/24	1/18/24	1/19/24
<b>4</b>	1/25/24	1/26/24	1/19/24 1630 – 1/23/24 2359	1/24/24	1/25/24	1/26/24
<b>5</b>	2/1/24	2/2/24	1/26/24 1630 – 1/30/24 2359	1/31/24	2/1/24	2/2/24
<b>6</b>	2/8/24	2/9/24	2/2/24 1630 – 2/6/24 2359	2/7/24	2/8/24	2/9/24
<b>7</b>	2/15/24	2/16/24	2/9/24 1630 – 2/13/24 2359	2/14/24	2/15/24	2/16/24
<b>8</b>	2/22/24	2/23/24	2/16/24 1630 – 2/20/24 2359	2/21/24	2/22/24	2/23/24
<b>9</b>	2/29/24	3/1/24	2/23/24 1630 – 2/27/24 2359	2/28/24	2/29/24	3/1/24
<b>10</b>	3/7/24	3/8/24	3/1/24 1630 – 3/5/24 2359	3/7/24	3/7/24	3/8/24

# PHRMCY 532 SYLLABUS

## COURSE DESCRIPTION

### Instruction & Logistics

Course Prefix and Number	PHRMCY 532
Course Title	Pharmacotherapeutics II
Credits	4
Quarter and Year	Spring 2025
Meeting Days and Times	Mondays and Thursdays from 1:30-3:20pm
Location(s)	
Course Coordinator(s)	<i>Brian Werth (bwerth@uw.edu)</i>
Participating Instructor(s)	
Course Communication	Class-wide communication will be conducted primarily through <b>Canvas</b> ; communication with individual students may be conducted through <b>e-mail</b> . Students are responsible for making sure that they receive Canvas communications. Please check your e-mail/canvas notifications frequently throughout the course and update the announcement and notification settings in Canvas as appropriate.
Course Website	<a href="https://canvas.uw.edu/courses/1720524">https://canvas.uw.edu/courses/1720524</a>
Prerequisites	Pharmacotherapeutics I
Optional Textbooks or Materials	DiPiro's Pharmacotherapy: A Pathophysiologic Approach: <a href="https://accesspharmacy.mhmedical.com/book.aspx?bookid=3097#258062634">https://accesspharmacy.mhmedical.com/book.aspx?bookid=3097#258062634</a> Mandell, Douglas, and Bennett's Principles and Practice of Infectious Diseases: <a href="https://www.clinicalkey.com/#!/browse/book/3-s2.0-C2016100010X">https://www.clinicalkey.com/#!/browse/book/3-s2.0-C2016100010X</a>
Office Hour(s)	By appointment
Other Resources	IDSA practice guidelines: <a href="https://www.idsociety.org/practice-guideline/practice-guidelines/#/+/0/date_na_dt/desc/">https://www.idsociety.org/practice-guideline/practice-guidelines/#/+/0/date_na_dt/desc/</a> CLSI M100 document: <a href="http://em100.edaptivedocs.net/dashboard.aspx">http://em100.edaptivedocs.net/dashboard.aspx</a>

### Course Description

This is the second course in a 7-course series providing a foundation in knowledge for patient-centered clinical case management. Topics covered include the assessment and management of drug-related hypersensitivity and various bacterial, fungal, and viral infectious diseases.

## Learning Objectives or Outcomes

Students will be able to meet or exceed the outcomes listed below, which help them meet or exceed the [Husky Pharmacist](#) outcomes for the UWSOP PharmD program.

### Learning Outcomes

- Correctly assess & manage drug-related hypersensitivity
- Discuss the etiology, pathophysiology, epidemiology, clinical presentation, risk factors, & natural history of clinically important bacterial, fungal, & viral diseases
- Identify the appropriate laboratory, microbiologic, & medical imaging findings related to the diagnosis & management of clinically important bacterial, fungal, & viral diseases
- Define the most common pathogens of clinically important bacterial, fungal, & viral diseases, their resistance mechanisms, & global/local resistance considerations
- Compare & contrast the relevant antimicrobials used for clinically important bacterial, fungal, & viral diseases based on the following criteria: mechanism of action, spectrum of activity, mechanisms of resistance, pharmacokinetics, pharmacodynamics, pharmacogenomics, adverse effects, contraindications, drug interactions (drug-drug, drug-food, drug-laboratory), convenience, & cost
- Select & justify a preferred empiric antimicrobial regimen for a given infectious disease scenario
- Select & justify a preferred targeted antimicrobial regimen for a given infectious disease scenario
- Select & justify an appropriate alternative for empiric or targeted therapy of a given infectious disease scenario
- Devise a monitoring plan for a given infected patient treated with antimicrobial agents
- Correctly evaluate & revise the monitoring plan as clinically indicated given evolving case details

## Attendance and Participation

The format for this course will be **in-person learning sessions**. Students are expected to attend and actively participate in class and to participate in all graded activities, including assignments, quizzes, and examinations. Students should arrive on time for the beginning of class; entering the room late is a distraction to others and may cause you to miss key information.

Students who anticipate missing class due to illness, professional travel, or other reason should provide written notice to the instructor ahead of their absence. Students are responsible for the information presented in their absence. A student absent from any graded activities must request, in writing and with appropriate advance notice, to complete a rescheduled assessment or perform equivalent work. The instructor will determine if the graded activity (e.g., assignments, quizzes, or exams) can be rescheduled or if there is equivalent work that can be completed.

Per University policy, 1 academic credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter, which includes both lecture time and outside classroom learning time. <https://www.washington.edu/students/reg/credit.html>. Please keep this in mind when planning your learning.

### Patient Care Opportunities

students will practice and develop skills necessary for delivering patient care by working through cases where clinical decision making is required.

## COURSE SCHEDULE AND GRADING

### Topic Schedule

<b>Wee k</b>	<b>date</b>	<b>Topic 1</b>	<b>Topic 2</b>
1	4/1/25	course intro	antibiotics toolkit-1
	4/4/25	antibiotics toolkit-2	PK/PD principles
2	4/8/25	AMR tests/mechanism -1	AMR tests/mechanism -2
	4/11/25	bacterial sinusitis	otitis media
3	4/15/25	Community acquired pneumonia	Respiratory viruses
	4/18/25	meningitis	Skin infections
4	4/22/25	Exam 1	
	4/25/25	HAP/VAP-1	HAP/VAP-2
5	4/29/25	Urinary tract infections	Urinary tract infections
	5/2/25	intra-abdominal infection	Antibiotic associated diarrhea and dysbiosis
6	5/6/25	Surgical prophylaxis	Bone and Joint infection

	5/9/25	S. aureus bacteremia	CLABSI
7	5/13/25	Endocarditis	Sepsis
	5/16/25	Exam 2	
8	5/20/25	Sexually transmitted infections	hypersensitivity- 2
	5/23/25	HIV part 1	HIV part 2
9	5/27/25	Viral Hepatitis -1	Viral Hepatitis -2
	5/30/25	Opportunistic infections-1	Opportunistic infections-1
10	6/3/25	Invasive fungal infections	Invasive fungal infections
	6/6/25	Tuberculosis	Review
		Final exam	

### Learning Assessments

The following activities will be used to assess your learning in this course:

Activity	Percent of Grade
Exam 1	30%
Exam 2	30%
Exam 3	30%
Assignments and/or quizzes	10%

### Grading

In order to pass the course, the student must pass (score  $\geq 65\%$ ) at least two of the three exams and earn a cumulative score of  $\geq 65.0\%$ . A cumulative score of less than 65.0% will result in a course grade of 0.0. Students with a midterm exam score  $\geq 60\%$  but  $< 65\%$  may be

eligible to remediate said exam to get a passing grade of 65.0%. Please see Remediation Policy below for further details.

**Exams** (2 midterms and the final) will be **equally weighted**, and the combined exam score will account for **90% of the total grade**. Pre-exam **assignments and or quizzes** will be **equally weighted**, and the combined assignment score will account for **10%** of the total course grade.

The final course grade of **4.0 will be assigned to the highest cumulative score and 1.7 to a 65.0%** score. A straight line is drawn between these two points and everyone's scores will be converted to a grade. If a score of at least 65.0% is not earned, a course grade of 0.0 will be assigned.

**Students are responsible for monitoring their own progress in this course** and should reach out to the course coordinator and the progress committee as soon as possible if they are concerned about passing the course.

## Progress and Remediation

### Examinations:

#### ***Number, timing, and location***

There will be **three equally weighted examinations** in PHRMCY 532 (two midterms and a final) that account for **90% of the final grade**. Students are expected to complete each examination in-person on the scheduled date and time. Students should note that these exams may occur within one day of midterm exams for the Medicinal Chemistry and Pharmacology course *so it will be critical for students to stay on top of material for both courses*.

#### ***Policy***

Unless you and the course coordinator have confirmed specific arrangements, **all students must take exams at the time and date specified**. Failure to take the exam at the time and date specified may result in a zero for that exam. Any pre-existing conflicts with exams must be communicated to the course coordinator within **two weeks** of the start of the quarter. Please make every possible attempt to arrange your schedule so that you can take the exams at the times listed on the syllabus. The decision on granting a delay (or make-up) will be at the sole discretion of the course coordinator. **Students should make every attempt to contact the course coordinator prior to missing an exam**. Make-up exams will only be accommodated in the event of an excused absence. The format of a make-up exam may be different from the missed exam and is at the sole discretion of the course coordinator.

#### ***Format***

Exams will be administered ***in person using ExamSoft***. Exams will consist of primarily case-based multiple-choice questions. The examinations will be ***cumulative both within the course and within the Pharmacotherapeutics course series***. Examinations will be closed book and no communication is permitted during the exam. Any evidence of misconduct will be taken very seriously and may result in a score of 0% and additional disciplinary action as recommended by the UWSOP Conduct Officers. While modern pharmacy practice takes place in high-information environments it is crucial to learn to tell the difference between what you need to know and what you need to know to look up. We believe that closed book exams may help student pharmacists to build confidence and long-term retention of clinical decision-making knowledge.

#### ***Process***

Following completion of the exam, the questions will be reviewed to determine if any additional answers will be allowed based on the answer pattern given by the class and the statistical distribution of the answers. If additional answers are allowed based on this review, the exam will be re-graded and considered to be finalized.



### **Review**

A post-exam review session will be scheduled or posted within 2-weeks of each midterm exam (not the final). These sessions are not mandatory and are meant to improve clarity around challenging or frequently missed concepts. Students who would like to review their exam with the course coordinator individually are encouraged to make an appointment to do so.

Any grading concerns must be brought to the course coordinator's attention within seven (7) calendar days from the day the exam is made available for pick-up (for example, if exams are available for pick up on Wednesday, the deadline would be following Tuesday at 5 pm). After this time the exam grade is non-negotiable.

**Progress and Remediation.** Students should monitor their progress in the course. A student should reach out to course coordinator(s) as soon as possible if they are concerned about their progress in the course. The course coordinator(s) will work with the student to develop a plan to support their success in the course. If a student fails to achieve a passing score in the course at the end of the quarter, the student should meet with course coordinator(s) to consider a potential plan for remediation or confirm if retaking the course is the best learning strategy to ensure competency with the material.

### **Remediation policy:**

Students who do not pass an exam will be notified by the course coordinator. The following remediation procedures are available to students.

1. All students who score <65.0% on a midterm are *strongly recommended* to schedule a one-on-one review of the exam and discussion of the exam preparation strategy with the course coordinator(s).
2. Students who score <60% on an exam must accept that score and are not eligible for a remediation exam but are still encouraged to meet with the course coordinator(s).
3. Students who score  $\geq 60\%$  and <65% on a midterm can either:
  - 1) accept the score "as is" or
  - 2) take a remediation exam. The format and timing of the remediation exam will be at the discretion of the course faculty. The remediation exam will be assessed as either "pass" or "not pass" by the course faculty; this score is non-negotiable. If the student undergoing remediation passes the remediation exam, the grade for that midterm will be replaced by 65.0% and recorded as a passing score. If the student does not pass the remediation exam, the original score of that midterm remains. ***A student may only exercise the remediation exam option once in the entire course.***
4. Requests for the remediation exam must be ***made within 24 hours after the exam scores are published.*** The remediation exam will be scheduled by the course coordinator(s) within 7 calendar days whenever possible.
5. For the final exam, remediation is *only available* to students who scored  $\geq 60\%$  and <65% and must remediate in order to pass the course.

## **COURSE POLICIES AND VALUES**

### **Academic Honesty and Student Conduct**

School of Pharmacy students are expected to maintain the highest standards of ethics, integrity and accountability, and to this end they are held accountable to the University of Washington [Student Conduct Code](#) (WAC 478-121). The University has also developed two companion policies, Student Governance and Policies [Chapter 209](#) and [Chapter 210](#), which explain how student conduct proceedings

work and a student's rights in the process. In support of the high value placed on academic honesty and professional integrity, acts of misconduct will not be tolerated.

The School of Pharmacy works in collaboration with the UW [Community Standards and Student Conduct](#) Office to engage students in an equitable process centered on the values of honesty, integrity, and respect. Students are encouraged to reflect on their actions to understand their impact on themselves, the learning community. Students found to have engaged in academic misconduct may receive a zero on the assessment activity (e.g., assignment, quiz, or exam)

**Reporting Misconduct.** As a matter of professional accountability, School of Pharmacy students are expected to report observed incidents of misconduct in a timely way to the appropriate instructor, Chair of the relevant department, or the School of Pharmacy Conduct Officers. Students who report misconduct are expected to provide details, including student names and other specifics.

**ChatGPT and Other Artificial Intelligence (AI)-Based Tools.** AI content generators, such as ChatGPT, present opportunities that can contribute to your learning and academic work. However, using these technologies may also violate academic standards of the University. Under the Student Conduct Code, cheating includes the unauthorized use of assistance, including technology, in completing assignments or exams. Use of ChatGPT, Bard, or other online tools that use AI to generate text or content are not allowed in this course unless otherwise explicitly stated by the course coordinator(s). Use of ChatGPT or other AI-based tools will be considered academic misconduct.

**Use of Technology.** We recognize that laptops, tablets, and personal devices may be used to take notes and access course resources. Personal devices should not be used in class to participate in non-course activities such as shopping, gaming, or other activities. Recording and/or disseminating instructional content without the permission of the instructor is prohibited (unless approved as a disability accommodation).

## Diversity, Equity, and Inclusion

The School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion states one of our institutional goals is to "infuse the values of diversity, equity and inclusion throughout all teaching and learning." To support this goal, we "reinforce openness and inclusion in group interactions in the classroom, study spaces and the School of Pharmacy communal spaces when discussing diversity, equity and inclusion to ensure an open, engaging and welcoming School community." – *School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion* (Approved by Faculty vote on October 26, 2017)

## Access and Accommodations

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with [Disability Resources for Students](#) (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations.

**Religious Accommodations.** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/). Accommodations must be requested within the first two weeks of this course using the

## Campus Safety

Please visit the UW Campus Safety site ([www.uw.edu/safety](http://www.uw.edu/safety)) for information regarding the University's emergency and safety policies and procedures. Additional helpful resources include SafeCampus ([www.uw.edu/safecampus](http://www.uw.edu/safecampus)) and UW Alert ([www.uw.edu/alert](http://www.uw.edu/alert)).

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

## COVID-19 Prevention and Response

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the University's [COVID-19 Prevention and Response website](#) and [Face Covering Policy](#) for the most current COVID-19 prevention policies and guidance.

**PHRMCY 533: Pharmacotherapeutics III**  
**Fall Quarter 2024**

**Tuesday HSB D-209 9:30-11:20 am**  
**Friday GNOM S060 9:30-11:20 am**

Welcome to PHRMCY 533, the Fall quarter therapeutics class for P2 students and 3<sup>rd</sup> class in the therapeutics course series. **PHRMCY 532 is a prerequisite for PHRMCY 533** and PHRMCY 533 is a prerequisite for PHRMCY 534. Topics for this course include Cardiology, Nephrology, and Endocrinology. The following is important information about the course, expectations, grading policies, and topic schedule.

<b>Course Coordinator</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>
Brian Werth, PharmD	H-375-T	206-685-2302	<a href="mailto:bwerth@uw.edu">bwerth@uw.edu</a>
<b>Course Co-Coordinator</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>
Peggy Odegard, PharmD	SCC 244F	206-543-0760	<a href="mailto:podegard@uw.edu">podegard@uw.edu</a>

**Course Communication:**

Class-wide communication will be conducted primarily through [Canvas](#); communication with individual students may be conducted through **e-mail**. Students are responsible for making sure that they receive Canvas communications. Please check your e-mail/canvas notifications frequently throughout the course and update the announcement and notification settings in Canvas as appropriate. To facilitate quick and thorough communication, **please include Dr. Werth and Dr. Odegard on all course-related communications.** Office Hours are available by appointment.

**Course Materials:**

When appropriate, an assigned chapter from [Pharmacotherapy: A Pathophysiologic Approach, 12e](#) will be listed in the modules section. An online version of this text is available on AccessPharmacy® (through the UW Pharmacist Toolkit). The course text can assist with reviewing important material (pathophysiology, epidemiology, etc.), some of which was covered previously in foundational courses. It is expected that students will have read assigned materials and come to class prepared with appropriate review of foundational learning given the nature of this progressive, professional curriculum designed to build upon prior learning. Students are expected to complete reading assignments and review all other provided preparation materials.

**Handouts** for most learning sessions will be available on the course website as PDFs and not as editable Word or PowerPoint files.

**Course Expectations for Attendance and Participation:**

The format for this course will be in-person learning sessions twice weekly. Consistent with the [School of Pharmacy Classroom Policy](#), students are expected to participate actively in their learning and as a member of the courses in which they are enrolled. Students should arrive on time for the beginning of class; entering the room late is a distraction to others and you may miss key information. Students who miss classes are responsible for the information presented in their absence. If you must miss class, please contact Drs. Werth and Odegard ahead of time to discuss options for catching up on the materials.

Per University policy, 1 academic credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter, which includes both lecture time and outside classroom learning time. <https://www.washington.edu/students/reg/credit.html>. ***Please keep this in mind when planning other studies learning and when scheduling other commitments.***

### **Class Format:**

Learning sessions for PHRM CY 533 **are intended to be in person** and will primarily be a **blend of didactic and interactive case-based discussions**. For some sessions, pre-recorded audio/visual material supplements may be assigned as well. Recordings of in-person learning sessions will be made available after each class and are intended to *supplement in-class* activities and to make up for unavoidable absences from class. PHRM CY 533 is not a virtual or distance learning course and recordings should not account for your primary learning approach.

**Patient Care Opportunities:** Students will work with case patients routinely in this course to foster application and learning in the context of patient care. Content of discussions may include case assessment, identifying needs for information, treatment planning and decision-making, monitoring, and patient education and follow-up. Students are expected to complete pre-class assigned work and come to class prepared to actively participate in class case discussions.

### **Assignments:**

**Pre-exam assignments (required):** There will be **three** pre-exam assignments throughout the quarter. For each assignment, students will **1)** submit a case-based exam question with an answer key (**70%** of the assignment grade), and **2)** provide anonymous peer review for an assigned question (**30%** of assignment grade). **Late assignments will not be accepted** and students who do not submit an assignment on time will not be able to participate in peer review. These assignments are meant to help students to prepare for the exams and to facilitate case-based learning in study groups. A more detailed description will be provided for the assignments on the course website. **Each assignment will be equally weighted and account for 10% of the final grade.**

**Reflection Weekly (extra credit):** Students are encouraged to submit a weekly reflection assignment described on the course website. These assignments will help students to identify where and how to spend their time studying for the week and communicate important information to the course coordinators about teaching effectiveness. If students submit at least 8/10 of these reflections they are eligible for 1% extra credit applied to their final grade for the course.

### **Examinations:**

#### ***Number, timing, and location***

There will be **three equally weighted examinations** in PHRM CY 533 (two midterms and a final) that account for **90% of the final grade**. Students are expected to complete each examination in-person on the scheduled date and time. **The midterm exams will be as scheduled in the respective class location (D-209 Tuesday exams, GNOM 060 for Friday exams) as noted on the class schedule.** Students should note that these exams may occur within one day of midterm exams for the Medicinal Chemistry and Pharmacology course *so it will be critical for students to stay on top of material for both courses.*

#### ***Policy***

Unless you and the course coordinators have confirmed specific arrangements, **all students must take exams at the time and date specified**. Failure to take the exam at the time and date specified may result in a zero for that exam. Any pre-existing conflicts with exams must be communicated to Dr. Werth and Dr. Odegard within **two weeks** of the start of the quarter. Please make every possible attempt to arrange your schedule so that you can take the exams at the times listed on the syllabus. The decision on granting a delay (or make-up) will be at the sole discretion of the course coordinators. Other acceptable reasons for missing an exam may include a death in the family, hospitalization, or some other unforeseen hardship. **Students should make every attempt to contact the course coordinators prior to missing an exam.** Make-up exams will only be accommodated in the event of an excused absence. The format of a make-up exam may be different from the missed exam and is at the sole discretion of the course coordinators.

### **Format**

This course uses the **ExamSoft platform for in-class, computer-based testing**. Students are expected to arrive to each scheduled exam with a personal computing device that meets the [minimum system requirements](#) to run the **Exemplify testing software**. Students must download and install the Exemplify software to their machine and test it using a practice exam prior to the exam date. Students must also download the exam after it is made available, so that they are ready to begin the exam on time. Students must be present in class (unless other approved arrangements have been made) to receive the code to begin the exam on the exam date. Students must submit the exam online and show the proctor before leaving the classroom. Exams will consist of primarily case-based multiple-choice questions. The examinations will be **cumulative both within the course and within the Pharmacotherapeutics course series**. Examinations will be “closed book” so all communication or use of any informational resources are prohibited during the exam. Any evidence of misconduct will be taken very seriously and may result in a score of 0% and additional disciplinary action as recommended by the UWSOP Conduct Officers. While modern pharmacy practice takes place in high-information environments it is crucial to learn to tell the difference between what you need to know and what you need to know to look up. We believe that “closed book” exams may help student pharmacists to build confidence and long-term retention of clinical decision-making knowledge.

### **Process**

Following completion of the exam, the questions will be reviewed to determine if any additional answers will be allowed based on the answer pattern given by the class and the statistical distribution of the answers. If additional answers are allowed based on this review, the exam will be re-graded and considered to be finalized.

### **Review**

A pre-exam review will be offered before Exam I and the Final during the class period. An exam review for Exam II will be offered outside of class. A post-exam review session will be scheduled or posted within 2-weeks of each midterm exam (not the final). These sessions are not mandatory and are meant to improve clarity around challenging or frequently missed concepts. Students who would like to review their exam with the course coordinators individually are encouraged to make an appointment with the course coordinators.

Any grading concerns must be brought to the Dr. Werth's attention within seven (7) calendar days from post-exam review session. After this time the exam grade is non-negotiable.

### **Grading policy:**

In order to **pass the course**, the student **must pass (score  $\geq$  65%) at least two of the three exams and earn a cumulative score of at least 65.0%**. A cumulative score of less than 65.0% will result in a course grade of 0.0. Students with a midterm exam score  $\geq$ 60% but  $<$ 65% may be eligible to remediate said exam to get a passing grade of 65.0%. Please see Remediation Policy below for further details.

**Exams** (2 midterms and the final) will be **equally weighted**, and the combined exam score will account for **90% of the total grade**. Pre-exam **assignments** will be **equally weighted**, and the combined assignment score will account for **10%** of the total course grade.

The final course grade of **4.0 will be assigned to the highest cumulative score and 1.7 to a 65.0%** score. A straight line is drawn between these two points and everyone's scores will be converted to a grade. If a score of at least 65.0% is not earned, a course grade of 0.0 will be assigned.

**Students are responsible for monitoring their own progress in this course** and should reach out to the course coordinators and the progress committee as soon as possible if they are concerned about passing the course.

### **Remediation policy:**

Students who do not pass an exam will be notified by the course coordinators. The following remediation procedures are available to students.

1. All students who score <65.0% on a midterm will be referred to the progress committee and are *strongly recommended* to schedule a one-on-one review of the exam and discussion of the exam preparation strategy with the Dr. Werth and/or Dr. Odegard
2. Students who score <60% on an exam must accept that score and are not eligible for a remediation exam.
3. Students who score ≥60% and <65% on a midterm can either:
  - 1) accept the score “as is” or
  - 2) take a remediation exam. The format and timing of the remediation exam will be at the discretion of the course faculty. The remediation exam will be assessed as either “pass” or “not pass” by the course faculty; this score is non-negotiable. If the student undergoing remediation passes the remediation exam, the grade for that particular midterm will be replaced by 65.0% and recorded as a passing score. If the student does not pass the remediation exam, the original score of that particular midterm remains. ***A student may only exercise the remediation exam option once in the entire course.***
4. Requests for the remediation exam must be ***made within 24 hours after the exam scores are published.*** The remediation exam will be scheduled by the course coordinators within 7 calendar days whenever possible.
5. For the final exam, remediation is *only available* to students who scored ≥60% and <65% and must remediate in order to pass the course.

### **Academic Honesty, Conduct, and Behavior**

School of Pharmacy students are expected to maintain the highest standards of ethics, integrity and accountability, and to this end they are held accountable to the University of Washington [Student Conduct Code](#) (WAC 478-121). The University has also developed two companion policies, Student Governance and Policies [Chapter 209](#) and [Chapter 210](#), which explain how student conduct proceedings work and a student’s rights in the process.

The School of Pharmacy works in collaboration with the UW [Community Standards and Student Conduct](#) office to engage students in an equitable process centered on the values of honesty, integrity, and respect. Students are encouraged to reflect on their actions to understand their impact on themselves, the learning community, and the profession of pharmacy.

### **Reporting misconduct**

As a matter of professional accountability, School of Pharmacy students are expected to report observed incidents of misconduct in a timely way to the appropriate instructor, Chair of the relevant Department, or the School of Pharmacy Conduct Officers. Students who report misconduct are expected to provide details, including student names and other specifics.

### **ChatGPT and Other Artificial Intelligence (AI)-Based Tools**

AI content generators, such as ChatGPT, present opportunities that can contribute to your learning and academic work. However, using these technologies *may also violate academic standards of the University*. Under the Student Conduct Code, cheating includes the unauthorized use of assistance, including technology, in completing assignments or exams. Use of ChatGPT, Bard, or other online tools that use AI to generate text or content are not allowed in this course unless otherwise explicitly stated by the course coordinators. Use of AI-based content generators to complete assignments or exams will be considered academic misconduct.

***Use of Technology.*** We recognize that laptops, tablets, and personal devices may be used to take notes and access course resources. Personal devices **should not be used in class to participate in non-course activities** such as shopping, gaming, or other activities. Recording and/or disseminating instructional content is prohibited (unless approved as a disability accommodation).

## **Campus Safety**

Please visit the UW Campus Safety site ([www.uw.edu/safety](http://www.uw.edu/safety)) for information regarding the University's emergency and safety policies and procedures. Additional helpful resources include SafeCampus ([www.uw.edu/safecampus](http://www.uw.edu/safecampus)) and UW Alert ([www.uw.edu/alert](http://www.uw.edu/alert)).

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested

## **Diversity, Equity, and Inclusion**

The School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion states one of our institutional goals is to “infuse the values of diversity, equity and inclusion throughout all teaching and learning.” To support this goal, we “reinforce openness and inclusion in group interactions in the classroom, study spaces and the School of Pharmacy communal spaces when discussing diversity, equity and inclusion to ensure an open, engaging and welcoming School community.” – *School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion* (Approved by Faculty vote on October 26, 2017)

## **Access and Accommodations**

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with [Disability Resources for Students](#) (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations.

**Religious Accommodations.** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

## **COVID-19 and Face Covering Recommendations**

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the University's [COVID-19 Prevention and Response website](#) and [Face Covering Policy](#) for the most current COVID-19 prevention policies and guidance. Face coverings are optional but continue to be recommended in crowded settings like a classroom. Face coverings remain an important way to protect against respiratory illnesses of all kinds, including COVID-19, influenza, and viruses that cause common colds. High-quality masks are [available at no cost in several locations on each campus](#). Please help limit the spread of COVID-19 by following the guidance in the UW's [COVID-19 Public Health Flowchart](#).

## **Other Information:**

PHRMCY 533 has a no-audit policy. “Sit-ins” are at the discretion of the course coordinators.



**PHRMCY 533 Course Schedule**

<b>Week</b>		<b>Topic(s)</b>	<b>Speaker</b>
week-1			
	9/27/2024	Cardiovascular assessment and Hypertension	Goo
week-2	10/1/2024	Dyslipidemia, and cardiovascular risk reduction	Goo
	10/4/2024	Ischemic Heart Disease	Wong
week-3	10/8/2024	Acute Coronary Syndromes	Wong
	10/11/2024	Chronic Kidney Disease	Yeung
week-4	<b>10/13/2024</b>	<b>Assignment 1 due 11:59pm</b>	-----
	10/15/2024	Integrated cases (pre-exam review)	Werth
	<b>10/16/2024</b>	<b>Assignment 1 peer review due 11:59pm</b>	-----
	<b>10/18/2024</b>	<b>EXAM I (9:30-11:20am in GNOMS-060)</b>	-----
week-5	10/22/2024	Acute Kidney Injuries and Renal Replacement Therapies	Clemens
	10/25/2024	CHF	Rayner
week-6	10/29/2024	ADHF	Rayner
	11/1/2024	Diabetes	Winter/Odegard
week-7	11/5/2024	Diabetes	Winter/Odegard
	<b>11/7/2024</b>	<b>Assignment 2 due 11:59pm</b>	-----
	11/8/2024	Thyroid/diabetes	Winter/Odegard
	11/8/2024	Integrated Cases Pre-exam review <b>during exam block (1:30pm-3:20pm in D209)</b>	Odegard
week-8	<b>11/10/2024</b>	<b>Assignment 2 peer review due 11:59pm</b>	-----
	<b>11/12/2024</b>	<b>EXAM II (9:30-11:20am in D-209)</b>	-----
	11/15/2024	VTE prevention	Schirmer
week-9	11/19/2024	VTE Treatment	Schirmer
	11/22/2024	Supraventricular Dysrhythmias	Rayner
week-10	11/26/2024	Stroke Prevention and Treatment	Schirmer
	11/29/2024	<b>THANKSGIVING</b>	-----
week-11	12/3/2024	Ventricular Dysrhythmias	Rayner
	<b>12/5/2024</b>	<b>Assignment 3 due 11:59 pm</b>	-----
	12/6/2024	Integrated Cases Cumulative Review	Werth/Odegard
week-12	<b>12/8/2024</b>	<b>Assignment 3 peer review due 11:59pm</b>	-----
	<b>12/11/2024</b>	<b>FINAL EXAM (10:30am- 12:20pm in D-209)</b>	-----

**PHRMCY534: Pharmacotherapeutics IV**  
**Winter Quarter 2024**  
**HSB T747, M F 2:30-4:20pm**

Welcome to PHRMCY 534, the Winter quarter therapeutics class for P2 students and the 4th class in the pharmacotherapeutics course series. PHRMCY 533 is a prerequisite for PHRMCY 534. Student Progress and Early Intervention Policy and Procedures are available on the UW SOP Website. For questions regarding these requirements please contact the Office of Academic & Student Programs.

Topics for this course include Neurology, Psychiatry/Behavioral Health, GI, and Osteoarthritis/Gout. The following is important information about the faculty, our expectations, and course grading policies.

**Course master**

Cathy Yeung, PharmD, PhD, MPH. Office: H375E, 206-685-1075 (cathyy@uw.edu)

**Teaching Assistant**

Yousif Abuhamad (ya2848@uw.edu)

**Course Materials:**

When appropriate, an assigned chapter from Pharmacotherapy: A Pathophysiologic Approach, 11e will be listed in the modules section. An online version of this text is available on AccessPharmacy® (through the UW Pharmacist Toolkit). Due to time constraints, it is not possible to discuss everything during the learning sessions and some important material (pathophysiology, epidemiology, etc.) may only be covered in the text. Students are expected to complete all of the required reading assignments and review all other provided materials.

**Course Communication:**

Class-wide communication will be conducted primarily through Canvas; communication with individual students will be conducted through Canvas or UW e-mail. It is strongly advised that you check your e-mail frequently throughout the course and update the announcement settings in Canvas as appropriate. To facilitate quick and thorough communication, please include Dr. Yeung and the TA for all course-related communications.

**Course Expectations for Attendance and Participation:**

The format for this course will be in-person learning sessions twice weekly. Consistent with the School of Pharmacy Classroom Policy, students are expected to participate actively in their learning and as a member of the courses in which they are enrolled. Students should arrive on time for the beginning of class; entering the room late is a distraction to others and you may miss key information. Students who miss classes are responsible for the information presented in their absence. If you must miss class, please contact Dr. Yeung and the TA ahead of time to discuss options for catching up on the materials. Per University policy, 1 academic credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter, which includes both lecture time and outside classroom learning time (<https://www.washington.edu/students/reg/credit.html>). Please keep this in mind when planning your learning and scheduling other commitments.

**Format:**

Winter quarter across the University of Washington will be via in-person instruction. Most learning sessions for PHRMCY 534 are intended to be in person and will primarily be a blend of didactic and interactive case-based discussions. Students are expected to participate actively in their learning and as a member of the courses in which they are enrolled. Students should arrive on time for the beginning of class; entering the room late is a distraction to others and may cause you to miss key information. Students who miss classes are responsible for the information presented in their absence.

Recordings of in-person learning sessions will be posted on the course website after each class and will remain available for the whole quarter. Recordings are intended to supplement in-class activities and to make up for unavoidable absences from class. PHRMCY 533 is not a virtual or distance learning course and recordings should not account for your primary learning approach *Occasionally, technical issues will prevent audio/visual capture of the lectures- students will be responsible for the material covered even if a lecture is not available online.* Due to the dynamic nature of COVID-19 spread and possible changes to University or School of Pharmacy policy if we return to remote learning during this quarter content may be delivered by live Zoom sessions or by pre-recorded Panopto videos.

#### **Handouts:**

Handouts for most learning sessions will be available on the course website. Electronic versions of handouts are available only in Adobe Reader (pdf) format and not as editable Word or PowerPoint data files (doc/docx, ppt/pptx). Handouts will only be available in one format. While we strive to provide handouts in a uniform format, there will sometimes be exceptions.

#### **Quizzes:**

Multiple choice quizzes will be administered weekly via Canvas throughout the course. Content for the quizzes will be based on the lectures and will assess high level learning objectives. Each quiz will include 2 to 5 questions and will be available for the entire quarter. Remediation and makeup quizzes will not be offered. The quizzes will include 30-35 questions over the quarter and comprise 10% of the course grade. Students are allowed to answer 5 questions incorrectly without penalty.

#### **Examinations:**

**Number, timing, and location:** There will be three equally weighted examinations in PHRMCY 534 (two midterms and a final). Students are expected to complete each examination on the scheduled date and time. The midterms are scheduled during class periods, the third exam will be held during Final Exam week. We may need to use the Friday morning exam block (9:30 - 11:20 am) if circumstances change (class will be held on days that exams are scheduled during the exam block). Students should note that these exams occur within 1 week of midterm exams for the Medicinal Chemistry/Pharmacology course *so it will be critical for students to stay on top of material for both courses.*

**Policy:** Unless you and the course master have confirmed specific arrangements, all students must take exams at the time and date specified. Failure to take the exam at the time and date specified may result in a zero for that exam. Any pre-existing conflicts with exams must be communicated to Dr. Yeung and the TA within two weeks of the start of the quarter. Please make every possible attempt to arrange your schedule so that you can take the exams at the times listed on the syllabus. The decision on granting a delay (or make-up) will be at the sole discretion of the course master. Other acceptable reasons for missing an exam may include a death in the family, hospitalization, or some other unforeseen hardship. *Students should make every attempt to contact the instructor prior to missing an exam.* Make-up exams will only be accommodated in the event of an excused absence. The format of a make-up exam may be different from the missed exam and is at the sole discretion of the instructor

**Format:** PHRMCY 534 examinations will be administered in person and on paper during class time (or Friday morning exam blocks). Exams will consist of primarily case-based multiple-choice questions. The examinations will be cumulative both within the course and within the Pharmacotherapy course series. Examinations will be closed book and no communication is permitted during the exam. Any evidence of misconduct will be taken very seriously and may result in a score of 0% and additional disciplinary action as recommended by the UWSOP Conduct Officers. While modern pharmacy practice takes place in high-information environments it is crucial to learn to tell the difference between what you need to know and what you need to know to look up. We believe that closed book exams may help student pharmacists to build confidence and long term retention of clinical decision making knowledge.

**Process:** Following completion of the exam, the questions will be reviewed to determine if any additional answers will be allowed based on the answer pattern given by the class and the statistical distribution of the answers. If additional answers are allowed based on this review, the exam will be re-graded and considered to be finalized.

**Review:** A post-exam review session will be scheduled or posted within 2 weeks of each midterm exam (not the final).

These sessions are not mandatory and are meant to improve clarity around challenging or frequently missed concepts. Students who would like to review their exam with the course master individually are encouraged to make an appointment with the course master. Exams may not be returned to students but will be available for review during the post-exam review session.

### **Grading policy:**

In order to pass the course, the student must pass (score  $\geq 65\%$ ) at least two of the three exams and earn a cumulative score of at least 65.0%. A cumulative score of less than 65.0% will result in a course GPA of 0.0. Students with a midterm exam score  $\geq 60\%$  but  $<65\%$  may be eligible to remediate said exam to get a passing grade of 65.0%. Please see Remediation Policy below for further details. Each exam will be equally weighted, and the combined exam score will account for 90% of the total grade. The quizzes will account for 10% of the total course grade. The final course GPA of 4.0 will be assigned to the highest cumulative score and 1.7 to a 65.0% score. A straight line is drawn between these two points and everyone's scores will be converted to a grade. If a score of at least 65.0% is not earned, a course GPA of 0.0 will be assigned. Students are responsible for monitoring their own progress in this course and should reach out to the course master as soon as possible if they are concerned about passing the course.

### **Remediation policy:**

Students who do not pass an exam will be notified by the course master. The following remediation procedures are available to students.

- 1) All students who score  $<65.0\%$  on a midterm are strongly recommended to schedule a one-on-one review of the exam and discussion of the exam preparation strategy with a course master.
- 2) Students who score  $<60\%$  on an exam must accept that score and are not eligible for a remediation exam.
- 3) Students who score  $\geq 60\%$  and  $<65\%$  on a midterm can either:
  - A) accept the score "as is" or
  - B) take a remediation exam with the course master. The format and timing of the remediation exam will be at the discretion of the course master. The remediation exam will be assessed as either "pass" or "not pass" by the course master with or without input from another faculty member; this score is non-negotiable. If the student undergoing remediation passes the remediation exam, the grade for that particular midterm will be replaced by 65.0% and recorded as a passing score. If the student does not pass the remediation exam, the original score of that particular midterm remains. *A student may only exercise the remediation exam option once in the entire course.*
- 4) Requests for the remediation exam must be made within 24 hours after the exam scores are published. The remediation exam will be scheduled by the course master within 7 calendar days whenever possible.
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### **Access and Accommodations:**

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to coursemasters at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have an urgent need for accommodation such as a COVID-related exposure or illness, please contact the coursemaster(s) and instructors as soon as you can to confirm an alternate plan for learning.

### **Academic Honesty, Conduct, and Behavior:**

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As a matter of professional accountability, School of Pharmacy students are expected to report observed incidents of misconduct in a timely way to the appropriate instructor, Chair of the relevant Department, or the School of Pharmacy Conduct Officers. Students who report misconduct are expected to provide details, including student names and other specifics.

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We recognize that laptops, tablets, and personal devices may be used to take notes and access course resources. Personal devices should not be used in class to participate in non-course activities such as shopping, gaming, or other activities. Recording and/or disseminating instructional content is prohibited (unless approved as a disability accommodation).

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**UW Religious Accommodation Policy:**

“Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at:

Religious Accommodations Policy:

<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>

Accommodations must be requested within the first two weeks of the course.

Religious Accommodations Request Form:

<https://registrar.washington.edu/students/religious-accommodations-request/>

**COVID-19 Recommendations:**

Face coverings are strongly recommended during the first two weeks of Winter quarter. Face coverings remain an important way to protect against respiratory illnesses of all kinds, including COVID-19. UW strongly recommends wearing a well-fitted, high-quality mask indoors (e.g., KN95, N95, KF94 and surgical masks) to reduce the potential for transmission. High-quality masks are available at no cost in several locations on each campus. Please refer to the University's COVID-19 Face Covering Policy for up to date information on COVID-19 requirements and recommendations.

Please help limit the spread of COVID-19 by following the guidance in the UW's COVID-19 Public Health Flowchart. If you test positive and/or have COVID-19 symptoms, stay home and away from others. If you had close contact with an individual who tested positive, immediately start wearing a well-fitting mask when around others at home and in public and continue masking for at least 10 days after the exposure. Isolation or quarantine is not required after a close contact exposure. Review the UW COVID-19 Public Health Requirements and Guidance Flowchart for information on when to report COVID-19 illness and close contact exposure, when to get tested for COVID-19, and when to stay home.

**Other Information:**

PHRMCY 533 has a no-audit policy. “Sit-ins” are at the discretion of the course master

**PHRMCY 534 2024 Schedule (subject to change)**  
**Monday 2:30 – 4:20 and Friday 2:30 – 4:20 in HSB 747**

Week	Date	Topic	Instructor
<b>1</b>	F Jan 5	Epilepsy 1	H. S. White
<b>2</b>	M Jan 8	Epilepsy 2	H. S. White
	F Jan 12	Headache	A. Kourn
<b>3</b>	M Jan 15	HOLIDAY – MLK day	
	F Jan 19	Pain	J. Ku
<b>4</b>	M Jan 22	Substance Abuse	D. Small
	F Jan 26	Insomnia (1 hour) Parkinson's Disease	S. Gray S. Gray
<b>5</b>	M Jan 29	Exam 1 (in class)	
	F Feb 2	Depression	C. English
<b>6/7</b>	M Feb 5	Depression	C. English
	F Feb 9	Schizophrenia	C. English
	M Feb 12	Bipolar	A. Campbell
	F Feb 16	Anxiety/panic, OCD, PTSD	S. Mohebbi
<b>8</b>	M Feb 19	HOLIDAY – Presidents' Day	
	F Feb 23	Exam 2 (in class)	
<b>9</b>	M Feb 26	GI 1	L. Chan
	F Mar 1	Psych: ADHD (2 hours)	J. Dinh
<b>10</b>	M Mar 4	Osteoarthritis (hour 1) Gout (hour 2)	S. Wu A. Deng
	F Mar 8	GI 2	L. Chan
<b>EXAM</b>	M Mar 11	Exam 3 (during final exam week)	

# PHRMCY 535 SYLLABUS

## COURSE DESCRIPTION

### Instruction & Logistics

Course Prefix and Number	PHRMCY 535
Course Title	Pharmacotherapeutics V
Credits	3
Quarter and Year	SPR 2024
Meeting Days and Times	M 2:30-5:20pm; exams to be held during the Friday morning exam block Weeks 4 and 7.
Location(s)	HSB T739 (lecture); exam locations to be announced.
Course Coordinator	Lauren Cirrincione, PharmD, MPH Email: <a href="mailto:lc10@uw.edu">lc10@uw.edu</a> Office: Health Science Building, Room H-375H
Teaching Assistant (TA)	Yousif Abuhamad, BS Email: <a href="mailto:ya2848@uw.edu">ya2848@uw.edu</a>
Course Communication	All course-related communications be conducted directly through UW email, with <u>the course coordinator (<a href="mailto:lc10@uw.edu">lc10@uw.edu</a>)</u> , <b>not</b> through UW Canvas. Please use either your UW NetID or UW Gmail. Avoid using non-UW email account (e.g., outlook, yahoo). We strongly encourage you to check your e-mail no fewer than once a week throughout the course.
Course Website	<a href="#">PHRMCY 535 Canvas Page</a>
Prerequisites	PHRMCY 534
Required Textbooks or Materials	Each lecture topic is usually accompanied by required reading assignment(s) as indicated on the topic modules or lecture outlines. The assignment may involve a corresponding chapter in <a href="#">Pharmacotherapy (12e, UW log-in required)</a> , articles from journals, and/or any other references.
Office Hour(s)	By email; in-person meeting as needed after confirmation by email.
Other Resources	Class Handouts: Handouts and outlines are available on the course website on UW Canvas. Electronic versions of handouts are available in Adobe Reader (pdf) format only.



## Course Description

This course is a Core Course for students in the Doctor of Pharmacy program. It is the 5th of the Pharmacotherapeutics 7-course series.

## Learning Objectives or Outcomes

Students will be able to meet or exceed the outcomes listed below, which help them meet or exceed the [Husky Pharmacist](#) outcomes for the UWSOP PharmD program.

**Learning Outcomes.** After participating in and completing this course, you should be able to:

- Describe the general presentation of the diseases discussed
- Summarize the available pharmacotherapeutic options for the disease or health topic discussed
- Given a case scenario, put together a person-specific plan, with focus on what you would be able to monitor for efficacy and safety

This course discusses the integration and application of epidemiology, pathophysiology, clinical diagnostics, and drug-related knowledge in transplant, cancer pharmacotherapy, management of common diseases affecting the hematological system, and gender-based healthcare topics. This course emphasizes problem-solving through extensive use of case examples.

## Attendance and Participation

PHRMCY 535 is an in-person, on campus course. In-person class attendance and participation are expected for all students and are essential for optimal learning to achieve competency for APPE performance and clinical practice. Every session is designed around case discussion to help students apply knowledge in a patient care scenario. Your participation in real-time will greatly enhance your learning experience. Students should arrive on time for the beginning of class; entering the room late is a distraction to others and may cause you to miss key information. Students who miss classes are responsible for the information presented in their absence. If you must miss class, please contact the course coordinator ahead of time to discuss options for catching up on the materials.

Per University policy, 1 academic credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter, which includes both lecture time and outside classroom learning time. <https://www.washington.edu/students/reg/credit.html>. Please keep this in mind when planning your learning.

**Required Reading Assignments.** Each lecture topic is usually accompanied by required reading assignment(s) as indicated on the topic modules or lecture outlines. The assignment may involve a corresponding chapter in Pharmacotherapy (12e electronic version if indicated), articles from journals, and/or any other references. Because it is not possible to discuss everything during the limited lecture time, some important material (pathophysiology, epidemiology, mechanism of actions of drugs, etc.) will only be covered in the text or assigned reading material and may be included on examinations. **Students are expected to complete ALL relevant assignments such as preparing cases or watching videos prior to class.**

Handouts and outlines are available on the course website on UW Canvas. Electronic versions of handouts are available in Adobe Reader (pdf) format only. Every attempt will be made to obtain and post handouts to the course website 1 week prior to the scheduled lecture. Occasionally, an updated handout will be provided just before (or after) a lecture and will be made available as soon as possible.

## COURSE SCHEDULE AND GRADING

### Topic Schedule

An up-to-date topic schedule for the quarter is available on the PHRMCY 535 Course Canvas Page.

### Learning Assessments

**Examinations:** There are three (3) examinations for this course. Students are expected to take each examination at the scheduled time. If it is necessary to miss an examination due to an unavoidable cause (defined by the [UW Student Policies](#) for issues such as death or serious illness in the immediate family, illness of the student, etc.) please contact Dr. Cirrincione ([lc10@uw.edu](mailto:lc10@uw.edu)) as soon as possible ***before*** the exam to discuss your situation and the possibility of obtaining an excused absence. If an excused absence is granted, the time for the makeup exam will be set up as soon as possible by the course coordinator. Any unexcused absence, no show or makeup exam not taken in the designated time frame will result in an examination score of zero (0%).

Students are expected to complete each exam INDEPENDENTLY without consulting with other individuals. Case-based test questions will be used extensively in the exam. Some multiple-choice questions may also be included if applicable. Each exam consists of questions written by the course coordinator and may include questions from required readings. The examinations will be cumulative both within the course and within the Pharmacotherapeutics course series (e.g., material from PHRMCY 531-534).

The exams are in closed-book format. Exams will be administered during designated exam times on campus. Please refer to the course schedule and the latest announcements from the course coordinator for the venue of each exam. Students should review the section “Academic Honesty and Student Conduct” below. Students in violation of this policy will be referred to the SOP Conduct Officer and Department of Pharmacy Chair for further assessment. If academic dishonesty is confirmed the exam grade may be changed to 0.0.

An exam review session will be scheduled within 2 weeks after each exam outside the regular classroom time. Attendance to the exam review session is not mandatory.

### Grading

**Grading policy:** The passing score for each of the exams is 65%. A student may score less than 65% (i.e., a failing score) on no more than one exam. Achieving a score of less than 65% on more than one exam will automatically result in course failure (course GPA 0.0). To pass the course, you must earn a cumulative exam score (as calculated using the weighting described below) of at least 65%. If a cumulative exam score of at least 65% is not earned, a course GPA of 0.0 will be assigned.

Cumulative exam score will be determined as follows:  $[(\text{Exam 1}) + (\text{Exam 2}) + (\text{Exam 3})]/3$ . The final course GPA of 4.0 will be assigned to the highest cumulative exam score earned and 1.7 to a 65% score. If a cumulative exam score of at least 65% is not earned, a course GPA of 0.0 will be assigned and you will need to repeat the course in the following year.

Any grading concerns must be brought to the course coordinator's attention within seven (7) calendar days from the day the exam is made available for review (for example, if exams are made available on Monday, the deadline would be following Sunday). After this time period the exam grade is finalized and is non-negotiable.

## Progress and Remediation

**Exams.** The exams are in closed-book format. Scantrons will be provided. Exams will be delivered in person, on campus as paper-based exams. All students must take exams at the time and date specified on campus. Please refer to the course schedule and the latest announcements from the course coordinator for the venue of each exam. The decision to reschedule or offer a make-up the exam, and the format of any make-up exam (which may differ from the missed exam) will be at the sole discretion of the course coordinator(s).

**Remediation Policy for PHRMCY 535:** Students who failed an exam will be notified by the course coordinator. The following remediation procedures are available:

- (i) All students who failed an exam: A one-on-one review of the exam and discussion of the exam preparation strategy with the course coordinator. This meeting must take place within 7 calendar days after the score is posted.
- (ii) If you scored between 60.0-64.9% in an exam, you can either: 1) accept the score "as is"; or 2) take a remediation exam in the format of an oral exam\* later at a scheduled time with the course coordinator. The oral exam will be assessed as either "pass" or "not pass" by the course coordinator; this score is non-negotiable. If the student undergoing remediation passes the oral exam, the grade for that particular exam will be replaced by 65.0% and recorded as a passing score. If the student fails to pass the oral exam, the original score of that particular exam remains. A student may only exercise the oral exam option once in the entire course. No notes or recordings are allowed during the oral exam.
- (iii) If you scored < 60% in an exam, you are not eligible for remediation exam and will have to accept the score.

\*Requests for the oral exam must be made within 24 hours after the exam scores are published. For exams 1 and 2, the oral exam must be taken within 7 calendar days after the request has been made. For remediation requests after the final exam, the oral exam must be completed by the Friday after the final exam week. In most cases, remediation requests for the final exam are only granted if it has the potential to change a failing grade to a passing grade for the course.

# COURSE POLICIES AND VALUES

## Academic Honesty and Student Conduct

School of Pharmacy students are expected to maintain the highest standards of ethics, integrity and accountability, and to this end they are held accountable to the University of Washington [Student Conduct Code](#) (WAC 478-121). The University has also developed two companion policies, Student Governance and Policies [Chapter 209](#) and [Chapter 210](#), which explain how student conduct proceedings work and a student's rights in the process. In support of the high value placed on academic honesty and professional integrity, acts of misconduct will not be tolerated.

The School of Pharmacy works in collaboration with the UW [Community Standards and Student Conduct](#) office to engage students in an equitable process centered on the values of honesty, integrity, and respect. Students are encouraged to reflect on their actions to understand their impact on themselves, the learning community, and the profession of pharmacy. Students found to have engaged in academic misconduct may receive a zero on the assessment activity (e.g., assignment, quiz, or exam).

**Reporting Misconduct.** As a matter of professional accountability, School of Pharmacy students are expected to report observed incidents of misconduct in a timely way to the appropriate instructor, Chair of the relevant department, or the School of Pharmacy Conduct Officers. Students who report misconduct are expected to provide details, including student names and other specifics.

**ChatGPT and Other Artificial Intelligence (AI)-Based Tools.** AI content generators, such as ChatGPT, present opportunities that can contribute to your learning and academic work. However, using these technologies may also violate academic standards of the University. Under the Student Conduct Code, cheating includes the unauthorized use of assistance, including technology, in completing assignments or exams. Use of ChatGPT, Bard, or other online tools that use AI to generate text or content are not allowed in this course unless otherwise explicitly stated by the course coordinator(s). Use of ChatGPT or other AI-based tools will be considered academic misconduct.

**Use of Technology.** We recognize that laptops, tablets, and personal devices may be used to take notes and access course resources. Personal devices should not be used in class to participate in non-course activities such as shopping, gaming, or other activities. Recording and/or disseminating instructional content without the permission of the instructor is prohibited (unless approved as a disability accommodation).

## Diversity, Equity, and Inclusion

The School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion states one of our institutional goals is to “infuse the values of diversity, equity and inclusion throughout all teaching and learning.” To support this goal, we “reinforce openness and inclusion in group interactions in the classroom, study spaces and the School of Pharmacy communal spaces when discussing diversity, equity and inclusion to ensure an open, engaging and welcoming School community.” – *School of Pharmacy Strategic Plan for Diversity, Equity and Inclusion* (Approved by Faculty on October 26, 2017).

## Access and Accommodations

Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with [Disability Resources for Students](#) (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations.

**Religious Accommodations.** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/) (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](https://registrar.washington.edu/students/religious-accommodations-request/) (<https://registrar.washington.edu/students/religious-accommodations-request/>).

## ADDITIONAL COURSE INFORMATION

### Course Policies and Values

**Session Recordings.** This course is not a self-guided online course. You learn the most by engaging in the class sessions, and especially case discussions. Some sessions may be recorded and uploaded to UW Panopto, at the discretion of the course coordinator. The recordings are intended to allow students a chance to review complicated concepts and/or help students who cannot attend class due to illness or other unavoidable serious circumstances. Watching the class sessions through the recording is not a replacement for attending the live sessions. Although the course coordinator will make an effort to ensure any session recordings are recorded in its entirety, we cannot guarantee that the technology will work perfectly or be of optimal quality for every session. Unauthorized video-recording of lectures by individuals during class time is not allowed.

**Conduct.** In general, each student must exhibit professional behavior throughout their time enrolled at the University which includes but is not limited to reliability; responsibility; adaptability; respect for the health, feelings, and needs of other individuals; maintaining appropriate boundaries with classmates and professional boundaries with instructors; maintaining privacy of confidential academic information; resolving conflicts in a manner that respects the dignity of every individual involved; and contributing to an atmosphere conducive to learning.

**Community Norms.** We are here to support each other throughout learning process. We will also learn from each other and support each other. We are members of the same community and we are healthcare providers. If you experience any concern or hardship, please contact the course coordinator at the earliest possible time. We are here to support you.

**Academic Integrity.** As healthcare providers in training, we trust and believe in you. We believe you will demonstrate professionalism and integrity. As a reminder, please do:

1. Conduct yourself professionally during all communications and interactions with course coordinator, instructors, and fellow students.
2. Demonstrate empathy and patience.
3. Prepare for class.
4. Attend class sessions.
5. Contact the course coordinator at the earliest possible time if you experience any concern or hardship.
6. Take exams independently.

## Campus Safety

Please visit the UW Campus Safety site ([www.uw.edu/safety](http://www.uw.edu/safety)) for information regarding the University's emergency and safety policies and procedures. Additional helpful resources include SafeCampus ([www.uw.edu/safecampus](http://www.uw.edu/safecampus)) and UW Alert ([www.uw.edu/alert](http://www.uw.edu/alert)).

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

## COVID-19 Prevention and Response

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the University's [COVID-19 Prevention and Response website](#) and [Face Covering Policy](#) for the most current COVID-19 prevention policies and guidance.

**PHRMCY 536: Pharmacotherapeutics VI**  
**Fall Quarter 2024**

**Tues 9:30-11:20 [HST T747](#)**

**Fri 9:30-11:20 [HSK K069](#)**

Welcome to PHRMCY 536, the Fall quarter therapeutics class for P3 students and the sixth course in the therapeutics series. PHRMCY 535 is a prerequisite for PHRMCY 536

Topics for this course include Geriatrics-related topics, Women's health, advanced gastrointestinal topics and liver, and Rheumatoid arthritis. The following is important information about the faculty, our expectations, and course grading policies.

<b>Course Coordinator</b>	<b>Office</b>	<b>Phone</b>	<b>Email</b>
Shelly Gray, PharmD, MS	H-361A	206-446-8536	slgray@uw.edu
<b>Course co-coordinator</b>			
Laura Hart, PharmD, MS	H-375G	206-685-2559	lhart2@uw.edu
<b>Teaching Assistant</b>			
Zizi A Elsis, BPharm, MS			zelsis@uw.edu

#### **COURSE DETAILS**

**Course Materials:** When appropriate, an assigned chapter from [Pharmacotherapy: A Pathophysiologic Approach, 12e or 11e](#) will be listed in the modules section. An online version of this text is available on AccessPharmacy® (through the UW Pharmacist Toolkit). Due to time constraints, it is not possible to discuss everything during the learning sessions and some important material (pathophysiology, epidemiology, etc.) may only be covered in the text. Students are expected to complete all the listed reading assignments and review all other provided preparation materials. **Office Hours are available by appointment.**

**Course Communication:** Class-wide communication will be conducted primarily through Canvas; communication with individual students may be conducted through e-mail. Students are responsible for making sure that they receive Canvas communications. It is strongly advised that you check your e-mail/canvas notifications frequently throughout the course and update the announcement and notification settings in Canvas as appropriate. To facilitate quick and thorough communication, **please include Dr. Gray, Dr. Hart and Zizi Elsis for all course-related communications.**

**Handouts** for most learning sessions will be available on the course website as PDFs and not as editable Word or PowerPoint files.

**Course Expectations for Attendance and Participation:** The format for this course will be in-person learning sessions twice weekly. Consistent with the [School of Pharmacy Classroom Policy](#), students are expected to participate actively in their learning and as a member of the courses in which they are enrolled. Students should arrive on time for the beginning of class; entering the room late is a distraction to others and you may miss key information. Students who miss classes are responsible for the information presented in their absence. If you must

miss class, please contact Dr. Gray and Hart ahead of time to discuss options for catching up on the materials.

Per University policy, 1 academic credit represents a total student time commitment of 3 hours each week in a 10-week quarter, or a total of 30 hours in a quarter, which includes both lecture time and outside classroom learning time.

<https://www.washington.edu/students/reg/credit.html>

Please keep this in mind when planning your learning and scheduling other commitments.

**Class Format:** Learning sessions for PHRMCY 536 *are intended to be in person* and will primarily be a blend of didactic and interactive case-based discussions. For some sessions, pre-recorded audio/visual material supplements may be assigned as well. Recordings of in-person learning sessions will be made available after some class sessions (refer to schedule for sessions that will not be recorded) and are intended to *supplement in-class* activities and to make up for unavoidable absences from class. PHRMCY 536 is not a virtual or distance learning course and recordings should not account for your primary learning approach.

**Patient Care Opportunities:** Students will work with case patients routinely in this course to foster application and learning in the context of patient care. Content of discussions may include case assessment, identifying needs for information, treatment planning and decision-making, monitoring, and patient education and follow-up. Students are expected to complete pre-class assigned work and come to class prepared to actively participate in class case discussions.

#### **Quizzes:**

Quizzes will be administered via Canvas each week **except for weeks 1, 4, 8 and 10**. Content for the quizzes will be based mainly on the material reviewed in the prior 2 class sessions and will assess high level learning objectives. Students should work alone on the quizzes but can use notes. Each quiz will include up to 5 questions and will open on **Monday at 9:00 am PST and close on Wednesday at 11:00 am PST. Late quizzes will not be accepted.** Total points for the quizzes will be between 30-35 questions over the quarter and will account for 10% of the total course grade. Remediation will not be offered for quizzes.

#### **Examinations:**

**Number, timing, and location:** There will be three equally weighted examinations in PHRMCY 536 (two midterms and a final) that account for **90% of the final grade**. Students are expected to complete each examination in-person on the scheduled date and time. Midterms are scheduled during class time

**Policy:** Unless you and the course coordinator have confirmed specific arrangements, **all students must take exams at the time and date specified**. Failure to take the exam at the time and date specified may result in a zero for that exam. Any pre-existing conflicts with exams must be communicated to Dr. Gray and Dr. Hart within **two weeks** of the start of the quarter. Please make every possible attempt to arrange your schedule so that you can take the exams at the times listed on the syllabus. The decision on granting a delay (or make-up) will be



at the sole discretion of the course coordinator. Other acceptable reasons for missing an exam may include a death in the family, hospitalization, or some other unforeseen hardship. **Students should make every attempt to contact Dr. Gray and Dr. Hart prior to missing an exam.** Make-up exams will only be accommodated in the event of an excused absence. The format of a make-up exam may be different from the missed exam and is at the sole discretion of the course coordinator.

**Format:** PHRMCY 536 examinations will be in-person and on paper. Exams will consist of primarily case-based multiple-choice questions and short answer questions. The examinations will be **cumulative within the course and within the Pharmacotherapeutics course series.** Examinations will be “closed book” so all communication or use of informational resources are prohibited during the exam. Any evidence of misconduct will be taken very seriously and may result in a score of 0% and additional disciplinary action as recommended by the UWSOP Conduct Officers. While modern pharmacy practice takes place in high-information environments it is crucial to learn to tell the difference between what you need to know and what you need to know to look up. We believe that “closed book” exams may help student pharmacists to build confidence and long-term retention of clinical decision-making knowledge.

**Process:** Following completion of the exam, the questions will be reviewed to determine if any additional answers will be allowed based on the answer pattern given by the class and the statistical distribution of the answers. If additional answers are allowed based on this review, the exam will be re-graded and considered to be finalized.

**Review:** A post-exam debrief will be scheduled or posted to Canvas within 2-weeks of each midterm exam (not the final). These sessions are not mandatory and are meant to improve clarity around challenging or frequently missed concepts. Students who would like to review their exam with Dr. Gray and Dr. Hart individually are encouraged to make an appointment.

Any grading concerns must be brought to Dr. Gray’s attention within seven (7) calendar days from the day the exam is made available for pick-up (for example, if exams are available for pick-up on Wednesday, the deadline would be the following Tuesday at 5 pm). After this time the exam grade is non-negotiable.

**Grading policy:** In order to pass the course, the student **must pass (score  $\geq$  65%) at least two of the three exams and earn a cumulative score of at least 65.0%.** A cumulative score of less than 65.0% will result in a course GPA of 0.0. Students with a midterm exam score  $\geq$ 60% but <65% may be eligible to remediate said exam to get a passing grade of 65.0%. See Remediation Policy below for further details.

**Each exam** will be **equally weighted**, and the combined exam score will account for **90% of the total grade.** The quizzes will account for 10% of the total course grade.

The final course GPA of 4.0 will be assigned to the highest cumulative score and 1.7 to a 65.0% score. A straight line is drawn between these two points and everyone’s scores will be

converted to a grade. If a score of at least 65.0% is not earned, a course GPA of 0.0 will be assigned.

**Students are responsible for monitoring their own progress in this course** and should reach out to the course coordinator and the progress committee as soon as possible if they are concerned about passing their progress in the course.

### **Remediation policy:**

Students who do not pass an exam will be notified by the course coordinator. The following remediation procedures are available to students.

1. All students who score < 65.0% on a midterm are ***strongly recommended*** to schedule a one-on-one review of the exam and discussion of the exam preparation strategy with a course coordinator.
2. Students who score <60% on an exam are not eligible for a remediation exam.
3. ***Students who score ≥60% and <65% on a midterm can either:***
  - 1) accept the score “as is” or
  - 2) take a remediation exam. The format and timing of the remediation exam will be at the course coordinators’ discretion. The remediation exam will be assessed as either “pass” or “not pass” by the course faculty; this score is non-negotiable. If the student undergoing remediation passes the remediation exam, the grade for that midterm will be replaced by 65.0% and recorded as a passing score. If the student does not pass the remediation exam, the original score of that midterm remains. ***A student may only exercise the remediation exam option once in the entire course.***
4. Requests for the remediation exam must be ***made within 24 hours after the exam scores are published.*** The remediation exam will be scheduled by the course coordinator or co-coordinator within 7 calendar days whenever possible.
5. For the final exam, remediation is only available to students who scored ≥60% and <65% and must remediate to pass the course.

## **COURSE POLICIES AND VALUES**

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Your experience in this class is important to us. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you have already established accommodations with [Disability Resources for Students](#) (DRS), please activate your accommodations via myDRS so we can discuss how they will be implemented in this course.

If you have not yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), contact DRS directly to set up an Access Plan. DRS facilitates the interactive process that establishes reasonable accommodations.

**Religious Accommodations.** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW’s policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy \(https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/\)](https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/).

Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form \(https://registrar.washington.edu/students/religious-accommodations-request/\)](https://registrar.washington.edu/students/religious-accommodations-request/)

#### Campus Safety

Please visit the UW Campus Safety site ([www.uw.edu/safety](http://www.uw.edu/safety)) for information regarding the University's emergency and safety policies and procedures. Additional helpful resources include SafeCampus ([www.uw.edu/safecampus](http://www.uw.edu/safecampus)) and UW Alert ([www.uw.edu/alert](http://www.uw.edu/alert)).

Call SafeCampus at 206-685-7233 anytime – no matter where you work or study – to anonymously discuss safety and well-being concerns for yourself or others. SafeCampus's team of caring professionals will provide individualized support, while discussing short- and long-term solutions and connecting you with additional resources when requested.

#### COVID-19 Prevention and Response

The health and safety of the University of Washington community are the institution's priorities. Please review and adhere to the University's [COVID-19 Prevention and Response website](#) and [Face Covering Policy](#) for the most current COVID-19 prevention policies and guidance.

#### **Other Information:**

PHRMCY 536 has a no-audit policy. "Sit-ins" are at the discretion of the course coordinator.

# PHRMCY 537: PHARMACOTHERAPEUTICS VII

Winter Quarter 2024

Every Tuesday & Thursday 10:30a – 12:20a

Room: T-747

Coursemaster:

Lingtak-Neander Chan, PharmD, BCNSP, FCCP

Teaching Associates:

Jinha Park, PharmD (Tuesdays)

Suejean Hwangpo, PharmD, Thursdays)

Week #	Date	Topic	Primary and Guest Instructor(s)
1	Jan 04	Applied FEN, Acid-Base week <i>(fluid electrolytes, acid-base, lab assessments)</i>	Chan
2	Jan 9	Advanced FEN Acid-Base week <i>(Examples of diseases in cases- DKA, CKD, CHF)</i>	Chan
	Jan 11		
3	Jan 16	Obesity Week <i>(Cases may cover- drug dosing, treatment goals, outcomes, bariatric surgery, postop care)</i>	Chan
	Jan 18		
4	Jan 23	Clinical Nutrition Week <i>(Cases may cover- Nutrient deficiency, TE and vits across lifespan; PN/EN)</i>	Chan
	Jan 25		
5	Jan 30	Peds Week	Chan
	Feb 02	EXAM 1- Part 1 (Close book) EXAM 1- Part 2 (Open book)	
6	Feb 06	ID Week <i>(Advanced Case in ID)</i>	Black, Chan
	Feb 08		
7	Feb 13	Critical Care Week 1 <i>(General Principles, pressors, hemodynamic support, supportive care, TTM)</i>	Chan, Choi, Mike
	Feb 15		
8	Feb 20	Critical Care Week 2/Tox Week <i>(Cases may cover- Acute Pancreatitis, APAP OD; Alc OD; CIWA, poison prevention)</i>	Chan
	Feb 22		
9	Feb 27	Drug Interactions and Genomic Week	Chan, Thummel
	Feb 29		
10	Mar 05	DDI wrap up	Chan
	Mar 07	ADR Assessments and Management	Chan
11	Mar 11-15	Final Exam Week	

## PHRMCY 550: Readiness for Advanced Pharmacy Practice Experiences

**Credits:** 5 credits

**Quarter & Year:** Winter 2024

### Lead Course Master

Jasmine Mangrum, PharmD, MPH  
Assistant Teaching Professor, Clinical Practice  
[jmangr@uw.edu](mailto:jmangr@uw.edu)

### Co-Course Masters

Brenna Molato, PharmD  
Clinical Assistant Professor  
[bren42@uw.edu](mailto:bren42@uw.edu)

Joshua Villarreal, PharmD, MPA  
Clinical Associate Professor  
[jv3@uw.edu](mailto:jv3@uw.edu)

Rachel Allen, PharmD, BCACP  
Teaching Assistant Professor  
[allen26@uw.edu](mailto:allen26@uw.edu)

**Questions, concerns, absences, etc. email** [appeready@uw.edu](mailto:appeready@uw.edu).

**Office Hours:** By appointment

### Teaching Assistant

Kathleen Kang, MS, BSN, RN  
[klkang@uw.edu](mailto:klkang@uw.edu)

### Guest Instructors

Jennifer Bacci, PharmD, MPH, BCACP  
Matthew Elamparo, PharmD  
Alvin Goo, PharmD, BCACP  
Andreea Tofan, PharmD, BCPS  
Sharon Wu, PharmD, BCACP  
James Lin, PharmD

**Guest Evaluators:** Lingtak Neander-Chan, PharmD, BCNSP, Lisa Garza, PharmD, Peggy Odegard, BS PharmD, CDCES, Abby Winter, MPA, BCACP, CDCES, Claudia Choi, PharmD, BCCCP

**PGY1s:** Katherine Tieu, PharmD, Asteria Yiu, PharmD, Rosa Trieu, PharmD, Faith Gaviola, PharmD, Andy Tsai, PharmD, Aileen Chhen, PharmD

**Preceptors:** Kyann Wisse, PharmD, BCACP, Jessi Truelove, PharmD, AAHIVP, Abigail Kwasnik, PharmD

### Pre-Requisites:

<b>Meeting Days and Times</b>	Mondays
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	9:30-2:20PM
<b>Location(s)</b>	See Canvas or syllabus
<b>Course Communication</b>	Canvas
<b>Required Materials</b>	<ul style="list-style-type: none"> <li>• Internet access: <ul style="list-style-type: none"> <li>○ To access and receive the necessary course materials and information, you will need to be able to access the items listed below. You may also need to download and print various documents.</li> </ul> </li> <li>• University e-mail: <a href="https://itconnect.uw.edu/learn/tools/myuw-help-center/access-uw-email/">https://itconnect.uw.edu/learn/tools/myuw-help-center/access-uw-email/</a></li> <li>• Canvas Course Website: <ul style="list-style-type: none"> <li>○ We will be making announcements via Canvas. Please ensure that your settings allow you to receive these announcements and you know where to check for these. <a href="https://canvas.uw.edu/">https://canvas.uw.edu/</a> (FAQ: <a href="https://itconnect.uw.edu/learn/tools/canvas/">https://itconnect.uw.edu/learn/tools/canvas/</a>)</li> </ul> </li> <li>• Panopto access to watch &amp; listen to videos (usually through Canvas): <a href="https://itconnect.uw.edu/learn/tools/panopto/">https://itconnect.uw.edu/learn/tools/panopto/</a></li> <li>• Access to the UW Health Sciences Library website: <a href="https://hsl.uw.edu/toolkits/pharmacist/">https://hsl.uw.edu/toolkits/pharmacist/</a></li> <li>• Non-programmable scientific calculator: <ul style="list-style-type: none"> <li>○ You will need to have a non-programmable scientific calculator to complete the in-class quizzes and exams.</li> </ul> </li> </ul>
<b>Optional Resources</b>	<p>Recommended Calculations Textbook: You may find this textbook helpful to work through additional practice problems, however they are not required.</p> <ul style="list-style-type: none"> <li>• Pharmaceutical Calculations - 15th edition – Ansel</li> <li>• Refer to calculation modules from PY1 PPS courses</li> </ul>

## Catalog Description

Capstone course prepares students for transition to Advanced Pharmacy Practice Experiences (APPE). Involves applying and integrating skills acquired from both the didactic courses and experiential training.

## Goal of APPE Readiness

The goal of the APPE (Advanced Pharmacy Practice Experiences) Readiness course is to prepare students for transition to APPEs. Students will apply and integrate skills acquired from both the didactic courses and experiential training and be provided a “readiness check” for APPEs.

## **APPE Readiness Outcomes**

1. Demonstrate foundational knowledge required to engage in advanced pharmacy practice settings.
2. Demonstrate team-based competency and leadership practices that support interprofessional collaboration, communication, and team effectiveness in diversity practice settings.
3. Seek, analyze, and apply evidence from literature sources to inform critical thinking and effectively communicate primary and alternative strategies to meet patient needs.
4. Demonstrate capacity for the provision of direct patient care by performing simulations in community, ambulatory care, health systems, and acute care/general medicine settings related to practice tasks and the Pharmacists' Patient Care Process (PPCP).
5. Practice the skills needed to manage multiple practice-related responsibilities with attention to patient care priorities.
6. Demonstrate empathy and compassion to effectively communicate verbally and non-verbally to promote individualized, patient-centered care.
7. Display critical self-reflection, self-awareness, and accountability to optimize advanced experiences and support life-long learning.

## **Educational Philosophy**

We hope to cultivate a learning environment that is positive, productive, and inspires students, so that they feel confident, prepared, and excited about their future in pharmacy. We strive to make our learning spaces inclusive and respect and honor individuals from all backgrounds. We do not discriminate based on ideas, age, race, ethnicity, national origin, sexual orientation, gender, gender identity, gender expression, ability, religion, professional affiliation, or any other personal characteristic.

## **Primary Instructional Approach**

Students will engage in learning activities and weekly assessments that simulate student responsibilities during an APPE in a variety of pharmacy settings. Course sessions include simulation of core APPE experiences, hands-on skills, communication simulation with a standardized patient, calculations assessment, and APPE preparation session. This course will help students feel ready to transition from the first three years of the curriculum to the last year of APPEs.

The simulation of core APPE experiences will occur in the following settings: community, ambulatory care, health systems, and acute care/general medicine. Students will be provided with assessment expectations, learning objectives, and rubrics 1-2 weeks prior to each session.

The APPE preparation session will be in collaboration with the experiential education team and will help students navigate and prepare for APPE rotations.



## Course Schedule

\*Class from 9:30-2:20pm (i.e., in class for the entire time)

^Class during scheduled time (e.g., attend class from 10:30-11:00 for an assessment)

Time in class is subject to change as needed

Time provided to you includes debrief and pre-workup time

Highlighted days are class times **NOT** on Mondays

Calculations Block			
Week 1	<b>WEDNESDAY</b> <b>January 3, 2024*</b> <b>9:30-2:20 PM</b>	Assessments	Threads
	Course Intro APPE Overview and Resources Calculations Practice and Assessment	Individual Calculations Assessment	Calculations
Community/Ambulatory Care Block			
Week 2	<b>MONDAY</b> <b>January 8, 2024*</b> <b>9:30-2:20 PM</b>		
	APPE Readiness Assessment Review	Post-APPE Readiness Assessment Review Reflection	Developer
Week 3	<b>WEDNESDAY</b> <b>January 17, 2024^</b> <b>9:30-2:20 PM</b>		
	Core APPE Experience Simulation – Ambulatory Care <i>Face masks required</i>	Individual Patient Presentation Individual DI Question	PCP, EBP, CTM
Week 4	<b>MONDAY</b> <b>January 22, 2024*</b> <b>9:30-2:20 PM</b>		
	Core APPE Experience Simulation – Community	Product Verification Vaccine Need Assessment	PCP
Week 5	<b>MONDAY</b> <b>January 29, 2024^</b> <b>9:30-2:20 PM</b>		
	Communication Simulation w/Standardized Patient <i>Face masks required</i>	Self-assessment of Patient Education Patient Education Feedback Pre-APPE Community and Ambulatory Care CPD Plan	Developer, PCP, Communication
Health System/Acute Care Block			
Week 6	<b>MONDAY</b> <b>February 5, 2024*</b> <b>9:30-2:20 PM</b>		
	Topic Discussion Prep Law & Ethics APPE Session #1	Ethics Discussion	EBP
Week 7	<b>MONDAY</b> <b>February 12, 2024^</b> <b>9:30-2:20 PM</b>		
	Core APPE Experience Simulation – Acute Care/General Medicine <i>Face masks required</i>	Individual Patient Presentation Pre-APPE Health System and General Medicine CPD Plan	PCP, Developer

Week 8	<b>WEDNESDAY</b> February 21, 2024^ 9:30-2:20 PM		
	Core APPE Experience Simulation – Acute Care/General Medicine <i>Face masks required</i>	Individual Patient Presentation Pre-APPE Health System and General Medicine CPD Plan	PCP, Developer
<b>Hands-on Skills Block</b>			
Week 9	<b>MONDAY</b> February 26, 2024* 9:30-2:20 PM		
	Hands-on Skills Group Topic Discussion	Blood Pressure Assessment Topic Discussion Presentation	PCP, EBP
Week 10	<b>MONDAY</b> March 4, 2024* 9:30-2:20 PM		
	Debrief Session APPE Session #2	None	None

## Evaluation Details

### Course Grading

Grading for this course is **Credit** or **No Credit**. A minimum passing threshold must be achieved for each thread.

### Threads

The course employs a progressive and personalized approach to learning where students must demonstrate competence in several practice-relevant areas, or **threads**, to receive Credit for this course. A minimum passing threshold must be achieved for each thread. If you are not passing a thread, you will be provided an opportunity to demonstrate competency in it by completing remediation in that thread.

Below are the threads in the course series and general examples of assignments/activities that may be included in each.

Threads	General examples of assignments/activities
<b>Patient Care Provider (PCP)</b>	Building skills in the pharmacists' patient care process
<b>Collaborative Team Member (CTM)</b>	Building skills as an inter- and intra- professional team member
<b>Evidence-Based Practitioner (EBP)</b>	Application of evidence (including information expert, population health, safety & quality etc.)
<b>Developer</b>	Health & wellness, self-development & developing others
<b>Communication</b>	Building effective communication skills
<b>Accountability &amp; Trust</b>	Global assessment of accountability & trust assignment*
<b>Calculations</b>	Application of pharmaceutical calculations

\*Course instructors will assess your progress in the Accountability & Trust Thread using the Global Assessment of Accountability & Trust assignment. If your actions are not congruent with the ENRICH Framework, you will receive a comment with a description of the action & any needed follow-up in the assignment. You are responsible for monitoring comments in the Global Assessment of Accountability & Trust assignment in Canvas for your own professional development.

Below is a description of assignment/activity types that may be included in the assessments.

### Complete/Incomplete

These assignments/activities are expected to be completed thoroughly, thoughtfully & with a reasonable amount of effort. They may not be graded on accuracy & you may not receive individualized feedback. For example, an assignment

to help you prepare for a class session may be designated as a Complete/Incomplete Assignment. There is no opportunity to redo complete/incomplete assignments.

### **Pass/Redo**

A minimum passing threshold must be met to pass the assignment/activity. These assignments/activities must be redone until the passing threshold is achieved. Number of redos may be limited depending on the assignment. Redo instructions & timeframe will be provided by course instructors.

### **Graded/Points**

A minimum passing threshold of 85% or predetermined level of competence must be met for all threads assessed with a grade. If a student does not meet the 85% threshold, then that student will need to remediate that assessment. Please refer to remediation policy below.

## **Course Policies and Values**

### **Course Expectations on Attendance and Participation**

The primary mode of instruction is in-person. There will be no options for online or remote learning unless extenuating circumstances arise. Students are expected to participate actively in their learning and as a member of the courses in which they are enrolled. Students should arrive on time for the beginning of class or their designated time for individual assessments; entering the room late is a distraction to others and may cause you to miss key information; arriving late for an individual assessment may result in (list is not all inclusive) not having full allotted time for an assessment or needing to reschedule assessment into a different time slot. Students who miss classes are responsible for the information presented or skills assessed in their absence. If you must miss class, please contact the course masters ahead of time to discuss options for catching up on the materials or assessment activities.

### **Readiness Assessments**

Readiness assessments will be performed in class. Unless you and the course masters have confirmed specific arrangements, all students must take their assessments at the time and date specified. Failure to take the assessment at the time and date specified may result in make-up or failure for that assessment. Any pre-existing conflicts with assessments must be communicated to the course masters ***within two weeks*** of the start of the quarter. Please make every attempt to arrange your schedule so that you can take the assessments in class. If this is not possible for any reason, the student must see the instructor of the course in person within two weeks of the start of the quarter to decide to reschedule the assessment. The decision on granting a make-up will be at the sole discretion of the instructor. Other acceptable reasons for missing an assessment may include a death in the family, hospitalization, or some other unforeseen hardship. Students should make every attempt to contact the instructor prior to missing an assessment. Make-up will only be accommodated in the event of an excused absence. The format of a make-up assessment may be different from the original assessment and is at the sole discretion of the instructor.

### **Attire/Dress**

Please come to class dressed to provide patient care and work with other healthcare team members.

### **COVID-19 Responses**

Students will be **required** to wear a face covering for specified clinical encounters, such as when interacting with standardized patients and/or evaluators. Face coverings remain an important way to protect against respiratory illnesses of all kinds, including COVID-19. UW strongly recommends wearing a **well-fitted, high-quality mask indoors (e.g., N95, KN95, KF94 and surgical masks)** to reduce the potential for transmission. High-quality masks are available at [no cost in several locations on each campus](#). Please refer to the University's [COVID-19 Face Covering Policy](#) for up to date information on COVID-19 requirements and recommendations.

Please help limit the spread of COVID-19 by following the guidance in the UW's [COVID-19 Public Health Flowchart](#). If you test positive and/or have COVID-19 symptoms, **stay home and away from others**. If you had close contact with an

individual who tested positive, immediately start wearing a well-fitting mask when around others at home and in public and continue masking for at least 10 days after the exposure. Isolation or quarantine is not required after a close contact exposure. Review the UW COVID-19 Public Health Requirements and Guidance Flowchart for information on when to report COVID-19 illness and close contact exposure, when to get tested for COVID-19, and when to stay home (<https://www.ehs.washington.edu/system/files/resources/COVID-19-public-health-flowchart.pdf>)

### Use of Technology

We recognize that laptops, tablets, and personal devices may be used to take notes and access course resources. Personal devices must not be used in class to participate in non-course activities such as shopping, games, and other activities. Inappropriate use of devices impacts the learning experience of other students in the class and is unbecoming of you as a student. Recording and/or disseminating instructional content without the permission of the instructor is prohibited (unless approved as a disability accommodation).

### Course Remediation Policy

Students should self-monitor their progress in the course. A student should reach out to course masters as soon as possible if they are concerned about their progress. Students will be assessed weekly on various patient- and pharmacy-related skills.

Students who need to redo or remediate will be notified via email following evaluation of session performance. Redos or remediations may occur remotely or in-person depending on the content needing redo/remediation and the instructor's discretion. You are only allowed **one redo** and **one remediation** per assessment. The **1<sup>ST</sup> redo** is self-directed by the student. If you do not pass the redo, you must **remediate** the assessment. Remediation will involve additional support from the instructor team.

### Accountability & Trust Thread Remediation

One of our goals, as course instructors, is to foster personal & professional development. We all have moments when our actions have implications that are unintended or are perceived in a way that is unexpected. If your actions represent a trend that is not congruent with the ENRICH Framework, you will receive clear communication in the Global Assessment of Accountability & Trust assignment that further actions contributing to that trend will result in remediation. It may also be possible that a single action will initiate a comment that requires immediate follow-up & remediation.

You will be offered **1 remediation attempt in this thread** which involves meeting with course instructors to determine a subsequent course of action. Remediation may occur at **any point** during the quarter. You will collaborate with course instructors to create a shared SMART (**S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime bound) plan.

The goal of supporting you in applying the ENRICH Framework during the Accountability and Trust Thread

1	Cultivate an environment in which you have opportunities to grow from your experiences
2	Engage you in a dialogue to learn more about your perspective regarding the observed actions, as there may be more context to that action that we are not aware of
3	Provide a venue for reflection & awareness-building of how actions affect yourself & others
4	Involve you in developing a plan for moving forward in the future, which is a critical component of professional development
5	Document discussions with you to see a broader perspective of trends & provide comprehensive, longitudinal support
6	Set a timeframe for when the plan will be implemented
7	Demonstrate accountability for implementing the plan

During remediation, we will utilize the **Quadruple A** approach when conducting discussions. This mentor-style

approach is similar to what you will see in the practice setting going forward.

### Quadruple A Approach for Accountability Remediation Discussion



Adapted from: Gozalez-Mena J and Shareef I. Acknowledge, Ask Adapt. Communicating with Families to Resolve Issues. The Program for Infant/Toddler Caregivers. 2003. <http://csefel.vanderbilt.edu/resources/states/colorado/august/coachsession/session3/AckAskAdaptOverview%5b1%5d.pdf>.

<b>Acknowledge</b>	The observed action is acknowledged & discussed with you, especially if it represents a trend
<b>Ask</b>	We will ask questions to learn the context in order to understand your point of view
	You will reflect on how it impacted you & how it may have impacted or been perceived by others
<b>Adapt</b>	You will be actively involved in creating a plan for moving forward in the future
	Documentation of the discussion & plan will be jointly developed between you & the faculty member or mentor
	The plan will be shared with your school advisor. It does not go on an official school record, but instead, allows you & advisors to be accountable for any trends, & most importantly, allows for comprehensive, longitudinal support
<b>Accountability</b>	The ENRICH Framework will serve as a point of reference in discussions with faculty, staff, mentors, advisors, etc. around opportunities to enrich professional & personal development & growth
	Set a timeframe for when the plan will be implemented
	Demonstrate accountability for implementing plan

**If you have taken steps to make improvements & implement the plan, you will pass remediation even if there are still areas in need of growth.** However, if you have not demonstrated progress despite course instructors & mentors providing support & guidance, you will not pass remediation. If you have completed a remediation, you are expected to continue carrying through your plan going forward.

### Course Progression Policy

To progress to APPEs, students must successfully complete and pass all assessments. If you need to **redo** more than **five** times or **remediate** more than **two** times, a plan for your APPEs will be developed with the instructor team, APPE Manager, and/or faculty preceptor. Follow-up actions may include targeted support and development of action plan for APPEs, delayed start of APPEs, or delayed academic progress:

- Targeted support
  - You will meet with faculty preceptor to develop an action plan to set you up for success for APPEs
- Delayed start of APPEs
  - If this is the case, the **first APPE block** will be delayed so that the student can spend additional time honing skills in the area needed, or the student will get longitudinal support during APPEs
- Delayed academic progress
  - This would mean that academic progress will be **delayed for 1 academic year**, and the student will need to retake this course the following year before progressing to APPEs

### Access and Accommodations

Your experience in this class is important to us. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your course masters and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

If you have an urgent need for accommodation such as COVID-related exposure or illness, please contact the course masters and instructors as soon as you can to confirm an alternate plan for learning.

## **Inclement Weather Policy**

If the UW campus is closed due to inclement weather, you will be notified of any changes to the class schedule and/or assignment due dates. Students are responsible for checking emails/Canvas or other class communication modalities for such notifications.

[UW Inclement Weather Plan](#)  
[Safety Alert](#)

## **Mental Health & Wellbeing**

Course instructors have acknowledged the intensity of the PharmD curriculum and obstacles in both personal and academic lives of students that may not be visible. Please do not hesitate to contact the course instructors to discuss well-being and mental wellness. Please be aware that there are resources provided by UW and other organizations.

### SOP PharmD Advising and Counseling

- Contact information for advisors and a link to schedule an appointment with an advisor
- Information on connecting with the Health Sciences Mental Health Liaison and Counselor
- Link: [https://canvas.uw.edu/courses/948846/pages/pharmd-advising-and-counseling?module\\_item\\_id=12834797](https://canvas.uw.edu/courses/948846/pages/pharmd-advising-and-counseling?module_item_id=12834797)

### Additional Resources

- UW Student Mental Health and Wellbeing Resources: <https://wellbeing.uw.edu/topic/mental-health/>
- UW SafeCampus: <https://www.washington.edu/safecampus/>
- Husky Health and Well-Being: <https://wellbeing.uw.edu/>
- My SSP: 1-866-743-7732 or <https://myssp.app/ca/home>
- Crisis Connections
  - 24-hour Crisis Line (King County Crisis Clinic): 866-427-4747
  - 24-hour Crisis Text Line: Txt HEAL to 741741
  - 24-hour National Suicide Prevention Lifeline: 800-273-8255
- Hall Health Center: <https://wellbeing.uw.edu/unit/hall-health/>
- LiveWell: <https://livewell.uw.edu/>

## Academic Honesty and Student Conduct

### Overview

School of Pharmacy students are expected to maintain the highest standards of ethics, integrity, and accountability, and to this end they are held accountable to the University of Washington [Student Conduct Code](#) (WAC 478-121). The University has also developed two companion policies, Student Governance and Policies [Chapter 209](#) and [Chapter 210](#), which explains how student conduct proceedings work and a student's rights in the process.

The School of Pharmacy works in collaboration with the UW [Community Standards and Student Conduct](#) office to engage students in an equitable process centered on the values of honesty, integrity, and respect. Students are encouraged to reflect on their actions to understand their impact on themselves, the learning community, and the profession of pharmacy.

### Reporting misconduct

As a matter of professional accountability, School of Pharmacy students are expected to report observed incidents of misconduct in a timely way to the appropriate instructor, Chair of the relevant Department, or the School of Pharmacy Conduct Officers. Students who report misconduct are expected to provide details, including student names and other specifics.

### Campus Safety

Please visit the UW Campus Safety site ([www.uw.edu/safety](http://www.uw.edu/safety)) for information regarding the University's emergency and safety policies and procedures. Additional helpful resources include SafeCampus ([www.uw.edu/safecampus](http://www.uw.edu/safecampus)) and UW Alert ([www.uw.edu/alert](http://www.uw.edu/alert)).

### Diversity, Equity, and Inclusion

Based on the SOP Strategic Plan for Diversity, Equity, and Inclusion states, one of our institutional goals is to "infuse the values of diversity, equity and inclusion throughout all teaching and learning." To support this goal, we "reinforce openness and inclusion in group interactions in the classroom, study spaces and the School of Pharmacy communal spaces when discussing diversity, equity and inclusion to ensure an open, engaging and welcoming School community." – *School of Pharmacy Strategic Plan for Diversity, Equity, and Inclusion* (Approved by Faculty vote on October 26, 2017)

### UW Religious Accommodation Policy

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities.

The UW's policy, including more information about how to request an accommodation, is available at:

#### Religious Accommodations Policy:

<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>

***Accommodations must be requested within the first two weeks of the course using the***

**Religious Accommodations Request Form:** <https://registrar.washington.edu/students/religious-accommodations-request/>