

**Washington State University College of Pharmacy and Pharmaceutical Sciences**  
**Professional Year 4 CPD and Continuing Education Requirements**

To support the development of outstanding healthcare providers, all PY4 students will engage in and complete the following as part of their CPD and Continuing Education requirements. Continuing Education and CPD Requirements will be maintained and tracked within the rotation management system. Upon completion, students, will then review their CPD and Continuing Education activities with their advisor. **Please see the Rubric at the end of this document that will be utilized for any area that requires a reflection.**

- Updated CV – document upload
  
- Confidence Assessment -
  - At this point in time, reflect on your experiences thus far as a student pharmacist and assess your confidence on the [ACPE Standards](#) 1-4. Read each standard carefully to accurately assess yourself. Be prepared to discuss your responses with your advisor. **The assessment categories are: Not Confident At All, Somewhat Confident, Neutral, Confident, Extremely Confident.** Remember, this assessment is based on your own perception and how you feel you are performing in each area:
    - Standard 1 – Foundational Knowledge
      - 1. Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.
    - Standard 2 – Essentials for Practice and Care
      - 2.A. Patient centered-care – Provide patient centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
      - 2.B. Medication Use Systems Management - Manage patient healthcare needs using human, financial, technological and physical resources to optimize the safety and efficacy of medication use systems.
      - 2.C. Health and Wellness – Design prevention, intervention and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
      - 2.D. Population-based Care – Describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices
    - Standard 3 - Approach to Practice and Care
      - 3.A. Problem solving – Ability to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
      - 3.B. Education – Educate all audiences by determining the most effective and enduring ways to impart information and assess learning.
      - 3.C. Patient advocacy – Represent the patient’s best interests.
      - 3.D. Interprofessional collaboration – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
      - 3.E. Cultural sensitivity – Recognize social determinants of health to diminish disparities and inequities in access to quality care.
      - 3.F. Communication – Effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

- Standard 4 - Personal and Professional Development
      - 4.A. Self-awareness – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
      - 4.B. Leadership – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
      - 4.C. Innovation and entrepreneurship – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
      - 4.D. Professionalism – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
  
- Personal and Professional Growth Reflection –
  - For each of the following areas, please identify how you have developed over the course of the academic year:
    - 4.A Self-awareness – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
    - 4.B Leadership – Demonstrate responsibility for creating and achieving shared goals, regardless of position.
    - 4.C Innovation and entrepreneurship – Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
    - 4.D Professionalism – Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
  - Looking back so you are prepared to move forward:
    - If you could travel back in time to your first day in the College, what advice would you give yourself? Why?
    - Describe the biggest challenges you expect to face after graduation. Discuss why you chose those challenges and how you intend to meet them.
  - Provide concrete examples and describe specific ways you have grown professionally for each outcome. Please write a minimum of 250 words for each area. Please use any of these experiences to support your answers. Remember there will be a separate section to reflect on your Continuing Education hours:
    - You have had in the classroom
    - Clinical experiences
    - During interprofessional learning experiences
  
- PY4 Continuing Education Activity Tracking – PY4 students are **required to engage in a total of three (3) hours of Continuing Education:**
  - During the PY4 year student pharmacists are expected to complete three hours of Continuing Education (CE). The CE activities you engage in should focus on professional or personal development and can be completed in your geographic location or virtually, or through association meetings. This is to help transition you to the completion of CE requirements needed for annual licensure once a professional pharmacist and to ensure you are actively engaged in lifelong learning. The three hours of professional development that you showcase through attendance during CE should strategically align with professional development goals articulated in the CPD plan. For example, this can be:
    - 1 event lasting three hours
    - Or any combination that totals three hours

- Should result in a certificate of completion

Please check the Advising & Co-Curricular Engagement web page for event guidelines and information here: <https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/advising/>

- **What can count as a CE activity?**
  - **It should not be a rotation requirement** - it should instead be an additional activity in which you engage outside of those requirements. For example, your preceptor may require you to attend a presentation--this would not be considered.
  - These can be in-person or online. Please see the link above for a more comprehensive outline of what is suggested.
  - It relates to the purpose of the PY4 Continuing Education requirement.
  - You can articulate how the activity enhances your development as a student pharmacist.
  - The activity has occurred during the program year for which you are hoping to use it for. For PY4, activities may start to count once the Spring semester of your PY3 academic year has officially ended (last day of the term has passed in April/May) and by the time of your PY4 academic advising appointment.
- **Information needed for each CE:**
  - Date (s) - Please provide the date (s) in which the event occurred (DD/MM/YY)
  - Event Title – Please be specific. Example: Interviews vs. College of Pharmacy and Pharmaceutical Sciences PharmD Candidate Interviews
  - Hours spent for each CE
- **Continuing Education Reflection –**
  - Describe the most impactful CE activity you participated in related to professional or personal development. (Max 250 words)
  - How did participating in this CE Activity help you meet your professional or personal goals, and in what way (s)? (Max 250 words)

Rubric to Evaluate Reflection

	4	3	2	1
<b>Effort</b>	Student <b>consistently</b> makes meaningful <b>high quality</b> connections between <i>professional and personal development goals</i> and <b>APPE</b> experiences.	Student <b>usually</b> makes meaningful <b>quality</b> connections between <i>professional and personal development goals</i> and <b>APPE</b> experiences.	Student work makes minor connections between <i>professional and personal development goals</i> and <b>APPE</b> experiences. <b>Minimal</b> effort is put forth.	Student work is <b>superficial</b> in nature and <b>generic</b> . Work is absent, incomplete, not taken seriously or effort is well below expectation.

Please be prepared to discuss your reflection in your advising appointment. Reflections should make meaningful and high-quality connections between your professional and personal goals and your APPE rotations.

**Washington State University College of Pharmacy and Pharmaceutical Sciences**  
**Doctor of Pharmacy Program**  
**Spring 2023**

**Course Number:** Pharmacy 501  
**Course Title:** Applied Patient Care I: Patient Assessment  
**Credits:** 1 (0-3)  
**Prerequisites:** Admission to Pharmacy Program

**Instructor of Record:**

**Spokane Campus**

Taylor Bertsch, PharmD  
Scholarly Assistant Professor  
HSB 212G, (509) 368-6555  
[tbertsch@wsu.edu](mailto:tbertsch@wsu.edu)  
Office Hours: By appointment

**Instruction and Classroom Support Technician:**

Jill Morin  
HSB 210A  
(509) 368-6649  
[jill.morin@wsu.edu](mailto:jill.morin@wsu.edu)

**Course Communication:**

This course requires student pharmacists to be able to receive e-mail communications and to access course materials available via the Internet, in accordance with the College of Pharmacy Electronic Communications Policy (described in the student handbook). The primary methods of communication for this course will be via Canvas and e-mail. It is your responsibility to check both regularly.

The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://learn.wsu.edu/webapps/login/>. Click on the “WSU Authentication” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within Canvas, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7609. There is also an “On Demand Help” feature you can utilize located on the bottom of the web page after you log on to the Canvas site.

Zoom is used to deliver course material, in a virtual and accessible way. The follow directions need to be used when signing in to Zoom for this course. Pharmacy Information Services is available if you have difficulty with Zoom 50-368-7609.

- Open the Zoom application and you will be presented with a window to sign in.
- Click the Sign in with SSO option on the right-hand side.
- Enter wsu in the field so that it reads wsu.zoom.us and then click the Continue button.
- You will be redirected to the WSU Network Authentication page where you can enter your WSU username and password.
- Once you’ve successfully logged in, the Zoom application should open and be signed in. If it does not open right away, click the Launch Zoom button shown in your browser.

**Course overview**

**Applied Patient Care I (APC I):** Patient Assessment is the first in a series of five courses designed to teach applied patient care skills from the pharmacist’s perspective. You will be required to develop clinical skills and apply knowledge about drug therapy to provide patient specific care. The Applied Patient Care course series is designed to complement and reinforce drug therapy and disease knowledge from pharmacotherapy and pharmacology experiences. As a pharmacist, you will be required to assess patients’ signs and symptoms on a regular basis. Often these are related to current drug therapy, lack of drug therapy, or acute conditions. As a healthcare provider it will be your responsibility to ask the appropriate questions, apply essential assessment techniques, create an appropriate plan, and communicate effectively to address each unique situation. Throughout the Applied Patient Care series patient cases will progress from basic to complex according to the following *general* criteria – see table below.

Patient Type	Number of medical problems	Number of medications	Patient location	Course emphasis
Basic	1 or 2	< 5	Home or low-level assisted care	APC I and APC II
Intermediate	3-5	5-10	High level assisted care or hospitalized (non-ICU)	APC III and APC IV
Complex	Multiple and/or serious	>10	Hospitalized (ICU)	APC V

This course will build upon the skills you developed during Applied Patient Care I and will continue to emphasize the clinical application of the medications learned in the Therapeutic Agents course and in the Pharmacology and the Pharmacotherapy series. Professional behaviors (including application of legal and ethical principles) are expected and required at all times during this course.

Applied Patient Care I will utilize and apply the framework of the “**Pharmacists’ Patient Care Process**”.



The objective of **Applied Patient Care I: Physical Examination** is to develop and practice patient physical assessment skills and begin to think in a comprehensive perspective (including information from medication profiles, electronic and hard-copy medical records, laboratory, other diagnostic reports and patient assessment data). Additionally, student pharmacists will develop and practice clinical documentation skills appropriate for a variety of clinical settings. Development of sound clinical assessment and documentation skills will prepare the student pharmacist to evaluate drug therapy and make appropriate clinical recommendations for individual patients. APC I will focus on the pharmacist’s role and skill development in the following areas:

- Measuring vital signs
- Utilizing and interpreting point-of-care tests
- Writing SOAP notes
- Physical assessment of the major organ systems
  - Skin, HEENT, Cardiovascular, Neurological, Pain, Abdominal, & Pulmonary

In addition, Applied Patient Care I will utilize and apply the framework of the “**Pharmacists’ Patient Care Process**”. See: <https://jcpp.net/patient-care-process/> for more information.

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

	<b>Student Learning Outcomes: At the end of this course, students will be able to:</b>	<b>Course topic and activities that will address this outcome.</b>	<b>Evaluation of Outcome</b>
<b>COM01</b>	Articulate written or verbal professional recommendations succinctly.	SOAP note homework & Weekly Physical Exam	SOAP Note Final and Final Integrated Exam
<b>COM05</b>	Utilize principles of effective communication and patient counseling skills to provide information that empowers patients to effectively manage their health.	SOAP note homework and case studies	SOAP Note Final and Final Integrated Exam
<b>PROF01</b>	Develop and model professional behavior through demonstration of professional work habits, priorities, time management and positive interactions.	Attendance and weekly team tutorial participation	Attendance and team feedback
<b>PT01</b>	Apply knowledge of commonly used prescription and non-prescription medications.	Case studies, SOAP note homework & Weekly Physical Exam	SOAP Note Final and Final Integrated Exam
<b>PT04</b>	Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	Case studies, SOAP note homework & Weekly Physical Exam	SOAP Note Final and Final Integrated Exam
<b>PtCP02</b>	Acquire and demonstrate appropriate triage and referral skills when available pharmacist-recommended therapy options are not appropriate.	SOAP note homework & Weekly Physical Exam	SOAP Note Final and Final Integrated Exam
<b>PtCP11</b>	Identify and interpret relevant subjective and objective data obtained verbally or in written form to create, implement and evaluate patient centered care plans to advance patient outcomes.	Case studies, SOAP note homework & Weekly Physical Exam	SOAP Note Final and Final Integrated Exam

In addition to the Course Level Outcomes (ACPE Standard 1, Appendix 1) listed in the front of the syllabus, this course also addresses the following assigned ACPE standards:

2A	<b>Patient-centered care</b> – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). (CAPE 2.1 Caregiver)
3A	<b>Problem solving</b> – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution. (CAPE 3.1 Problem Solver)

3B	<b>Education</b> – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning. (CAPE 3.2 Educator)
3C	<b>Patient advocacy</b> – The graduate is able to represent the patient’s best interests. (CAPE 3.3 Advocate)
3F	<b>Communication</b> – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations. (CAPE 3.6 Communicator)
4D	<b>Professionalism</b> – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (CAPE 4.4 Professional)

### Required and optional textbooks, references, and other resources

#### Pharmacy Software and & Resources:

- **Current drug handbook or electronic drug resource** of choice such as *Drug Information Handbook for the Health Professional*; Lexicomp® current edition
- **Student Pharmacist Lab Overview** and any other material posted to Canvas each week. All required course material will be posted no later than 5pm on Friday prior to the up-coming lab. Students are required to print out and review documents prior to lab and/or tutorial. In addition, documents should be readily available for use in class. Material that is posted to Canvas following the above timeline will not be provided in hard copy form in lab or tutorial. However, if there is a late posting to Canvas and/or the lab requires additional printed material, it will be provided.
- Bates Visual Guide to Physical Examination website. Available at: <https://batesvisualguide.com/>.

#### Suggested References:

- *Bates' Guide to Physical Examination and History Taking, 13e.* Lynn S. Bickley, Peter G. Szilagy, Richard M. Hoffman.
  - Available on the WSU library: <https://ntserver1.wsulibs.wsu.edu:5997/book.aspx?bookid=1876>.
- *Patient Assessment in Pharmacy Practice, 3e.* Rhonda M. Jones.
- Required texts from Pharmacotherapy Series and APC I
- Updated clinical practice guidelines as provided

#### Required Course Materials (bring to lab regularly):

- Quality adult manual blood pressure cuff (such as Welch Allyn 5098-70 Tyco<sup>®</sup> TR-2)
- Littman Classic II SE (or similar quality) stethoscope
- Calculator (NOTE: no cell phone, iPod/iPad calculators, or sharing calculators will be allowed during calculations exam)
- Bloodborne Pathogen Exposure Control Plan (form supplied in lab)
- Clean White coat with name tag (on assessment days)
- Professional attire (see guidelines below in expectations of student pharmacists section)

### Class format and schedule

**Office Hours:** By appointment; contact Dr. Bertsch at [tbertsch@wsu.edu](mailto:tbertsch@wsu.edu) to arrange.

**Class Schedule:**

**Tutorial: Tuesday 3:10-4:00PM**

Spokane: PBS 101

**Lab: Wednesday** - Assigned lab section

Spokane: PBS 301 or 304

Section 1: 8:10-10:00 AM

Section 2: 10:50 AM-12:40 PM

Week	Dates	Tutorial (Tuesday)	Lab (Wednesday)	Homework (Due following week)	Contact Time (Hours)
1	Jan 9-13	Course Intro	SOAP & OLDCART	No Homework	Pre/Post Class: 0 Tut: 1 Lab: 2
2	Jan 16-20	Quiz 1	Essential Vitals	Vital Signs Homework	Pre/Post Class: 1.5 Tut: 1 Lab: 1
3	Jan 23-27	Quiz 2	Emergency Preparedness	Reflection in Canvas	Pre/Post Class: 1 Tut: 0 Lab: 2
4	Jan 30-Feb 3	Quiz 3	Point of Care Testing	No Homework	Pre/Post Class: 0 Tut: 1 Lab: 2
5	Feb 6-10	Quiz 4	Skin, HEENT Exam	SOAP Homework #1	Pre/Post Class: 2 Tut: 1 Lab: 2
6	Feb 13-17	Quiz 5	Cardiovascular Exam	SOAP Homework #2	Pre/Post Class: 2 Tut: 1 Lab: 2
7	Feb 20-24	Quiz 6	Calculations Review	SOAP Homework #3 (due week 9)	Pre/Post Class: 2 Tut: 0 Lab: 0
8	Feb 28-Mar 4	No Tutorial or Lab			
9	Mar 6-10	No Tutorial	Neurological and Pain Exam	No Homework	Pre/Post Class: 1 Tut: 1 Lab: 2
	Mar 13-17	Spring Vacation			
10	Mar 20-24	Quiz 7	Abdominal and Respiratory	SOAP Homework #4	Pre/Post Class: 2 Tut: 1 Lab: 2
11	Mar 27-31	Calculations Exam	Counseling with Devices	No Homework	Pre/Post Class: 1 Tut: 1 Lab: 2
12	Apr 3-7	SOAP Note Exam	Final Assessment Prep	No Homework	Pre/Post Class: 1 Tut: 1 Lab: 2



13	Apr 10-14	No Tutorial	Final Assessment	No Homework	Pre/Post Class: 0 Tut: 1 Lab: 1
14	Apr 17-21	Calculations/SOAP ELE	Final Assessment	No Homework	Pre/Post Class: 0 Tut: 1 Lab: 1
15	Apr 24-28	No Tutorial or Lab			
16	May 1-5	Remediations as needed (by appointment)			

### Competency-based active learning

The College of Pharmacy and Pharmaceutical Sciences has adopted an active learning model. In this model, introductory materials are provided to students as pre-class content (short video, readings, worksheets, etc.) and in-class time is dedicated to collaborative, active learning activities facilitated by faculty.

In an active and collaborative learning environment, all students share a responsibility to their peers to *prepare* for and *participate* in learning activities. Individual preparation for class (i.e. consistent completion of pre-class materials) and participation in class (i.e. consistent attendance and engagement with in-class activities) are therefore expectations of all students in our active learning model.

### Course expectations

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:** As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people

- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

**Professionalism and attendance** are **MANDATORY**, for all tutorials, labs, breakout sessions, small group activities/study sessions, and exams unless otherwise stated by the IOR.

<p><b>Professional Behavior</b></p>	<p><b>RELIABILITY:</b> arrives on time or early with appropriate attire/supplies and prepared, meets deadlines.  <b>QUALITY:</b> prepared and actively participates, completes assignments/activities attempting to exceed minimum.  <b>SAFETY:</b> follows all lab instructions/safety procedures, upholds HIPAA, maintains a clean/orderly work environment and returns all materials to appropriate place.  <b>PROFESSIONALISM:</b> adheres to expected professional student conduct by displaying courtesy towards students and facilitators, communicates effectively and respectfully with faculty &amp; student colleagues using appropriate language, tone and body language.  <b>ACCOUNTABILITY:</b> collaborates with instructors if anticipating tardiness or requesting other assistance; works cooperatively with others, contributes to group activities, remains on task, manages time well, meets deadlines and due dates.  <b>INTEGRITY:</b> responds positively to constructive criticism and implements change accordingly, upholds and models academic integrity and professional responsibility.</p>
<p><b>Professional Attire</b></p>	<p>Professional attire is required during lab (not during tutorial). You may wear scrubs and professional dress as described in the student handbook <a href="https://pharmacy.wsu.edu/documents/2018/08/2018-19-student-handbook.pdf/">https://pharmacy.wsu.edu/documents/2018/08/2018-19-student-handbook.pdf/</a>. White coats are required during the final assessment.</p>
<p><b>Electronics</b></p>	<p>All electronic devices <b>must be turned off</b> when instructed by facilitator. Facilitators may dismiss a student from the class/activity for failure to follow this rule. The use of cell phones, smart watches, and computers/tablets will not be allowed during examinations unless specified. Accessing alternate electronic or print resources during a quiz/assessment will result in a "0" for the quiz/assessment.</p>
<p><b>Food and Drink</b></p>	<p>Food and drink (except water) are not permitted in the lab/classrooms unless authorized by instructor/facilitators.</p>

**Group vs. Individual Work:** Assignments, examinations, and other assessments in this course may include both individual and group work. UNLESS otherwise stated in the instructions for the individual assignment or examination, ALL assigned work will be INDIVIDUAL work.

"Individual work" means that the student may not obtain assistance from any other person in completion of the assignment or examination. Individual assignments or examinations will specify the types of resources that may be used. The following descriptors may be used by instructors in specifying those resources allowable for completing an assignment or examination.

- "Closed book" means that the student may only use the resources made available to the student by the instructor within that assignment, and includes a prohibition against use of computers, PDAs, internet access, notes, or other sources.
- "Open book" means that the student may use the assigned textbook, notes taken in class, class handouts, and similar resources in completing the assignment or examination. "Open book" does not include use of e-resources.
- "e-resources allowed" means that students may use computers, PDAs, internet access or other forms of electronic resources, but does not include consulting with another person in the completion of the work.

"Group Work" means that the student is expected to complete the specified portion of the assignment or examination in collaboration with other members of his or her assigned group. It is expected that all students will participate fully in the group activities. Assessment of group work may, as the instructor's

prerogative, include assessment of the degree of each member's contribution to the total group effort, which may be made by the instructor and/or peers.

**Switching labs** with other students is allowed only when the students notify course instructor, Dr. Bertsch, at least ONE week prior to requested change and have identified an individual to switch with. Switching labs may not be allowed during simulation weeks unless otherwise approved.

### **Course attendance policy**

#### **Attendance is mandatory for this course.**

##### **Absence from tutorial:**

Attendance in tutorial is MANDATORY unless otherwise instructed (there may be some exceptions). Student pharmacists who are absent from tutorial will not be able to make up the team quiz grade. Excessive absences from tutorial may result in a failing grade for the course.

##### **Absence from lab:**

Attendance to lab is MANDATORY. Student pharmacists may miss a maximum of ONE lab per semester. If you are absent from lab, you will be required to attend a comprehensive make-up lab at the end of the semester (see course schedule) with the opportunity to earn a maximum of 80% for the missed lab. Students who are absent from more than ONE lab will receive a failing grade for the course.

##### **Absence from Examination:**

- All students will receive a maximum of two attempts to achieve competency for the calculation's examination.
- All absences during test days will result in forfeiting that testing attempt unless arrangements have been made in advance through the Remote Proctoring Request policy.
- In the event a student is unable to attend an exam, it is the responsibility of the student to inform the instructor, via the Absence Notification form, <https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/block-testing/>, as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited testing attempts.
- For planned absences associated with university sanctioned events, military duty, jury duty or court summons, an individual may opt to schedule to take the exam remotely according to the Remote Proctoring Request policy.
- To request remote proctoring, a Remote Proctoring Request form must be submitted 15 business days prior to the scheduled absence. Before submitting, please review the Remote Proctoring Request policy for information related to student responsibilities and costs.
- Exceptions to the missed test policy may be made due to extenuating circumstances encountered during ELE's on a case-by-case basis by the instructor of record.

##### **Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts.

CPPS Absence and Campus Closure Policy: <https://pharmacy.wsu.edu/documents/2020/05/block-test-absence-policy.pdf/>

CPPS Absence Notification Form: <https://apps.pharmacy.wsu.edu/absence/>

The university policy for adverse weather conditions can be found here;  
<https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

### **Competency-based assessment, methods of assessment, and course grading criteria/components**

Competency-based Assessment Model Overview: The College of Pharmacy and Pharmaceutical Sciences uses a 3-tiered grading scheme of Honors, Satisfactory and Failure (H-S-F) which requires that students achieve at least 80% competency on each assessment (or more stringent for some courses). Some courses may not offer an Honors designation. Important aspects of the model include frequent testing, testing over smaller amounts of material and multiple attempts to meet competency. Click on Frequently Asked Questions Document at this link: <https://pharmacy.wsu.edu/documents/2017/11/hsf-faq-2.pdf/> .

**Competency** for this course is defined using the following criteria:

- **Honors:** The student demonstrates long-term retention of the course material by achieving at least **90%** competency on an **optional** comprehensive examination at the end of the semester. This comprehensive exam will consist of approximately 3-4 questions from each topic covered in the course and 15 vocabulary questions (35 questions total). All students are eligible to take this exam, however only those who pass the course are eligible to receive the honors designation.
- **Satisfactory:** The student demonstrates attainment of knowledge and skills relevant to the defined learning outcomes by achieving at least **80% (90% on Calculations Exam)** on the outcomes/learning objectives assessed. A minimum of 80% for the overall course percentage is also required to meet competency for this course.
- **Fail:** **Failure to demonstrate competency of the material and successfully complete any of the components with the required minimum grade (as stated) will result in an incomplete or failure for the course.** Students must pass outlined requirements and competency validation in order to progress. Students are responsible for knowing if their assignments, quizzes etc. have been completed and turned in. Grades will be updated and posted regularly to Canvas. Grades are updated and posted regularly to Canvas. Students should keep a copy of their assignments AND all graded assignments, quizzes and activities until the end of the semester.

Students will be provided with a **variable number of attempts** based on the type of activity/assignment because the nature of activities can vary substantially. This course syllabus specifically states expectations, requirements for competency, and remediation opportunities for each activity. The purpose of the re-test is to allow students to demonstrate sufficient knowledge of the academic material to meet the established standard of competency. It is not intended to provide an opportunity to increase a passing score to a higher level. **Accordingly, the maximum score recorded for any re-test will be 80% (90% for the calculations exam), regardless of the actual score received.**

**Methods of Assessment:**

**Quizzes:** The Applied Patient Care Lab is your opportunity to develop, practice, and hone your skills as a pharmacist. Therefore, quizzes comprise a component of your performance evaluation. They will be administered during tutorial and will Canvas. Students must bring their computers to class on quiz days and ensure that they are functional and charged. Make-up quizzes will NOT be given for computer problems. In-class quizzes are closed book (no websites or files can be open other than the computer-based quiz), individual work unless otherwise specified. No make-up quizzes will be given except for pre-arranged excused absences (conferences, illness, etc.). Make-up quizzes must be taken within 1 week of the original quiz time. It is the responsibility of the student to contact Dr. Bertsch to schedule time for the make-up quiz.

**Calculations Competency Assessment:** The calculations competency assessment will demonstrate student pharmacists' achievement of an outlined ACPE core ability prior to advancement to 4th year advanced pharmacy practice experiences. A 90% or higher competency will be required for the calculations competency assessment to successfully pass this course.

**Graded Components and Grading Criteria:**

The final grade in the Applied Patient Care I Course will be based on the following criteria:

Topic	Percent of Final Grade
Class Participation & Professionalism	30%
Quizzes (5% individual, 5% group)	10%
Homework	20%
Calculations Exam	10%
SOAP Note Assessment	10%
Final Integrated Assessment	20%
<b>Total</b>	<b>100%</b>

**Critical Errors**

APC instructors and facilitators are dedicated to ensuring your success as you prepare for your introductory and advanced pharmacy practice experiences and ultimately as you transition into pharmacists. All activities in this course have been carefully designed (by instructors and facilitators) to meet College and course outcomes to enhance your clinical application and professional development. In keeping with the philosophy of sound patient care, assignments, activities, exams, quizzes, etc. that reflect critical patient care errors or omissions (i.e. application of knowledge lacking or inappropriate for situation and could result in significant harm to a patient, calculation/dosing errors, omission of essential information, poor professional communication, etc.) will be graded according to the severity of the error (at the discretion of the APC instructors or facilitators). A "critical" error or omission may result in redoing a portion or the entire assignment/activity, impact grade, or cause a failing grade for the assignment/activity, quiz, or course depending on the situation.

Note: if an assignment, activity, quiz, etc. is identified with a critical error of omission, clinical application, or related concern, it is the student pharmacist's professional responsibility to correct as instructed. Appropriate correction within specified timeframe is required and non-negotiable.

**Unapproved Medical Abbreviations**

Students may **not** use any of the following on assignments/quizzes/exams or related activities. Use of unapproved abbreviations may result in loss of points, redoing assignment/activity/etc., or a failing grade on the assignment/activity/quiz/etc. Refer to the *Institute for Safe Medication Practices (ISMP)* website for additional unsafe abbreviations.

DO NOT USE	USE	RATIONALE
Lack of leading zero (.5 mg)	Use a zero before a decimal point (0.5mg)	Decimal point is missed, 10 fold error
Trailing zero (3.0 mg)	Avoid writing a zero by itself after a decimal point (3 mg)	Decimal point is missed, 10 fold error
Lack of space between dose and unit (3mg)	Place a space between # and unit (3 mg)	Unit may be mistaken for number, etc.
U or IU (for unit)	Write "Unit"	Mistaken for the number "zero" or the number "four" or "cc" or IV (intravenous) or 10 (ten)
μ (for micro)	Write "mcg"	Handwritten μ easily confused with m for milli
DC (used for both discontinue and discharge)	Write "discontinue" or "discharge"	Mistaken as discharge vs. discontinue
Q.D. (Latin abbreviation for once daily)	Write "daily" or "Qday"	Mistaken for Q.O.D. or Q.I.D. The period after the Q can be mistaken for an "l".
Q.O.D. (Latin abbreviation for every other day)	Write "every other day"	Mistaken for Q.D. The "O" can be mistaken for "l".
Abbreviations of drug names (ASA, APAP, MS, HCTZ, AZT, MSO <sub>4</sub> , MgSO <sub>4</sub> , etc.)	Write out drug name	Drugs name unclear can lead to medication error & patient harm
Teaspoon, Tablespoon	Use metric designation "ml"	Significant dosing errors have been reported with the use of teaspoon and tablespoon.

**ExamSoft™ information**

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Examplify™ will be provided by the CPPS ExamSoft™ Coordinator.

Students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations.

- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment): <https://pharmacy.wsu.edu/documents/2017/12/test-administration-policy-testing-room-requirements.pdf/>

**Academic honesty, conduct, and behavior**

Students are reminded that they must adhere to the policies agreed to in writing when entering the College of Pharmacy and Pharmaceutical Sciences. These are detailed in the Pharmacy Student Handbook under PHARMACY CODE OF PROFESSIONALISM. Departures from this CODE may have serious consequences for academic standing in the class and/or continued enrollment in the College of Pharmacy and Pharmaceutical Sciences. Sanctions for violation of the CODE will depend upon the seriousness of the infraction. Furthermore, depending on the nature of the CODE violation, students will be referred to the Student Progress Committee, Director of Student Services, or the WSU Office of

Student Conduct. Any CODE violations that constitute an alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26-404). Cheating is defined in the Standards for Student Conduct (WAC 504-26-010). Detailed information on Academic Dishonesty can be found on the Office of Student Conduct web site at: <https://conduct.wsu.edu/>. For information on what might be considered plagiarism, see <http://www.wsulibs.wsu.edu/plagiarism>.

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code 504-26-010(3) and 504-26-404) will receive a zero for the assignment, quiz or exam. Students who commit a second offence will receive a failing grade in the course and will not have the option to withdraw from the course pending an appeal and will be reported to the Director of Student Services and/or the WSU Office of Student Conduct.

All materials (including but not limited to quizzes, exams, assessments, in-lab documents) are proprietary. Materials will be collected and saved at the end of all labs/classes/sessions/meetings. Do not remove any materials from the premises. Removal of such materials without instructor/staff consent is considered theft and results in a 10% drop in the course grade.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: <http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010>. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at <https://conduct.wsu.edu/>.

### ***Students with disabilities and religious accommodations statement***

Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have a disability and need accommodations to fully participate in this class, please visit your campus' Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students visit with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after officially requesting accommodations.

Spokane: 509-358-7816 Access Services (<https://spokane.wsu.edu/studentaffairs/access-resources/>)

Please also see, "Procedures for Students with Accommodations" in the College of Pharmacy and Pharmaceutical Sciences Student Handbook (link on right hand side of webpage): <https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/>

**Reasonable Religious Accommodation:** Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized religious

activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures.

### ***Sex and Gender Based Violence***

Lauren's Promise – I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, on the University of Utah campus by a man she briefly dated. *We must all take actions to ensure that this never happens again.*

Any form of sexual harassment or violence will not be excused or tolerated at Washington State University. WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

If you are experiencing or have experienced sexual assault, domestic violence, dating violence or stalking, you may report it to me and I will connect you to resources. However, WSU employees mandated to contact the WSU Title IX Coordinator with these reports. You may also contact the Office of Civil Rights Compliance and Investigation at 509-335-8288

For confidential resources, you may contact WSU Health Sciences Counseling at 509-358-7740 (Spokane), or the WSU Health Sciences After Hours Crisis Line at 509-358-6500. For community resources you may contact the Spokane YWCA at 509-789-9297, or Spokane Sexual Assault 24-hour Crisis Line at 509-624-7273. You may also reach out to Spokane Campus Safety and Security 24-hours a day at 509-358-7995. All victims and survivors are treated with respect and dignity.

If you are in immediate danger, call 911.

### ***Campus safety and emergency notification***

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act," protocol for all types of emergencies and the "Run, Hide, Fight" response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able). For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video (<https://oem.wsu.edu/emergency-procedures/active-shooter/>) and visit the WSU safety portal (<https://oem.wsu.edu/about-us/>).

Please sign up for the emergency alert notifications at your individual campuses.



Spokane students can find detailed information regarding the current WSU Spokane Security Services, including a link to Emergency Management, at the following website: <https://spokane.wsu.edu/campus-security/>

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

**Washington State University College of Pharmacy and Pharmaceutical Sciences**  
**Doctor of Pharmacy Program**  
**Spring 2023**

**Course Number:** PHARMACY 514  
**Course Title:** Pharmacotherapy I  
**Credits:** 4

**Instructor of Record:**

**Spokane Instructor of Record:**

**Jeffrey Clark Pharm.D., BCGP**

[Jeffrey.Clark@wsu.edu](mailto:Jeffrey.Clark@wsu.edu)

**Practice Site** 509- 434-1739

1000 N. Argonne Spokane Valley

**WSU** 509-358-7982

HSB 215B – WSU Spokane Campus

**Office hours:** As arranged by student and IOR either in-person or via zoom. I am generally available after each class session for group discussion or individual appointments.

**For questions about specific lecture, please contact the respective facilitator before contacting the content developer or IOR.**

**If you need to contact during my planned absence, please email me and provide 3 business days to respond. For more urgent matters please contact Drs. Kylie Collins [kylie.collins@wsu.edu](mailto:kylie.collins@wsu.edu) and/or Brian Gates [Brian.gates@wsu.edu](mailto:Brian.gates@wsu.edu) who will be filling in for some instructor related duties.**

**Other instructors / facilitators named in the schedule:**

- May be reached via email below (emails appear in the order that they appear on the schedule):

[sfluegel@wsu.edu](mailto:sfluegel@wsu.edu)

[brent.bell@confluencehealth.org](mailto:brent.bell@confluencehealth.org)

[a.maciejewski@wsu.edu](mailto:a.maciejewski@wsu.edu)

[alexa.j.powell@wsu.edu](mailto:alexa.j.powell@wsu.edu)

[kylie.collins@wsu.edu](mailto:kylie.collins@wsu.edu)

[madison.reynolds@providence.org](mailto:madison.reynolds@providence.org)

[sissel.wang@providence.org](mailto:sissel.wang@providence.org) |

**Course Communication:**

The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “*WSU Authentication*” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at

509-358-7916. There is also a “*Help*” feature you can utilize located on the bottom left menu once you are signed into Canvas.

In extraordinary circumstances (e.g. facilitator illness, campus closure) Zoom may be used for remote delivery to the classroom or for remote learning via Zoom to deliver course material, in a virtual and accessible way. If a temporary change in the delivery method is needed as much notice will be given as possible. If Zoom is used temporality for remote learning the follow directions need to be used when signing in to Zoom for this course and additional details will be posed on Canvas. Pharmacy Information Services is available if you have difficulty with Zoom 509-368-7609.

- Open the Zoom application and you will be presented with a window to sign in.
- Click the Sign in with SSO option on the right-hand side.
- Enter wsu in the field so that it reads wsu.zoom.us and then click the Continue button.
- You will be redirected to the WSU Network Authentication page where you can enter your WSU username and password.
- Once you’ve successfully logged in, the Zoom application should open and be signed in. If it does not open right away, click the Launch Zoom button shown in your browser.
- Zoom etiquette rules will be posted and followed. Violations may result in review of professionalism issues.

### **Course overview**

This course is the first in the Pharmacotherapy series. The purpose of this series is to provide a broad overview of the drug therapy of disease states as well as to facilitate progressive development of clinical skills. These courses complement the Pharmacology Course series and the Applied Patient Care Course series, and together provide the knowledge and clinical skills necessary for the practice of pharmacy. Lectures and discussion will be held per the course schedule. Information from previous pharmacy courses will also be utilized in developing appropriate patient care plans.

During the course, students will learn how over-the-counter (OTC) medications, complementary and alternative medicine (CAM), nutritional supplements, and other self-care techniques are used to treat specific illness/disorders, including the principles of drug and dosage selection, the techniques for monitoring drug therapy for both desired and adverse effects, and the methods of developing alternative treatment plans. Emphasis will be placed on applying concepts and factual information to specific pharmacotherapy problems, which will provide a strong foundation upon which clinical skills may be built. The course will emphasize the importance of non-prescription medications and the role of the pharmacist in triage and treatment recommendations for self-care or provider-guided care with OTC medications, including CAMs. This class is essential to the success of all students in future coursework in this program. Effectively applying and expanding on knowledge from this course will help foster the transition from student pharmacist to a competent healthcare provider. These skills are important in a variety of practice settings, such as: ambulatory care, emergency department, and acute care.

Each lesson will have approximately 4 pre-class objectives and 4 in-class objectives. Exam questions will closely align with lecture objectives and be used to assess achievement of outcomes listed below.

### **Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

Student Learning Outcomes: At the end of this course, students will be able to:	Course topic and activities that will address this outcome. Format week number a or b.	Evaluation of Outcome
DILE03: Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	1a, 1b, 2a, 2b, __ 3b, 4a, 4b, __, __, __, __, __ 7b, 9a, __, __, __, __, __, 12b, __, __, __,	Tests, Comprehensive Exams, &/or ExamNow Audience response
PC02: Describe the anatomy, physiology, and pathophysiology of the human body.	1a, 1b, 2a, 2b, 3a, __, __, __, 5a, 5b, 6a, 6b, __, 7b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b, 13a, __, 14a, 14b	Tests, Comprehensive Exams, &/or ExamNow Audience response
PT04: Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	__, 1b, 2a, 2b, __, 3b, __, __, __, 5b, 6a, 6b, 7a, 7b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b, __, 13b, 14a, 14b	Tests, Comprehensive Exams, &/or ExamNow Audience response
PT05: Identify or apply the key facts including, pharmacologic activity, mechanism of action, interactions, therapeutic use, tolerability of over the counter medicines and their application to patient care.	1a, 1b, 2a, 2b, __, __, __, __, 5a, 5b, 6a, 6b, 7a, 7b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b, 13a, 13b, 14a, 14b	Tests, Comprehensive Exams, &/or ExamNow Audience response
PT06: Monitor and adjust therapy based on efficacy, cost, tolerability, or risk for adverse events.	1a, 1b, 2a, 2b, 3a, __, __, __, __, 5b, 6a, __, 7a, 7b, 9a, __, 10a, 10b, 11a, __, 12a, __, __, 13b, 14a, __	Tests, Comprehensive Exams, &/or ExamNow Audience response
PT08: Utilize clinical skills to select optimal therapy and create a patient centered care plans	1a, 1b, 2a, 2b, 3a, __, __, __, __, 5b, 6a, 6b, 7a, __, __, 9b, 10a, 10b, 11a, 11b, 12a, 12b, 13a, 13b, 14a, 14b	Tests, Comprehensive Exams, &/or ExamNow Audience response
PT10: Identify the key facts including, pharmacologic activity, mechanism of action, interactions, therapeutic use, tolerability of natural products, dietary supplements, and/or other alternative/complementary strategies and their application to patient care.	__, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, __, __, __, __, __, __, __, __, __, __, 12b, __, __, __, __	Tests, Comprehensive Exams, &/or ExamNow Audience response
PtCP02: Acquire and demonstrate appropriate triage and referral skills when available pharmacist-recommended therapy options are not appropriate.	1a, 1b, __, __, __, __, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b, 13a, __, 14a, 14b	Tests, Comprehensive Exams, &/or ExamNow Audience response
2A: Patient-centered care – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations,	1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b, 13a, 13b, __, __	Tests, Comprehensive Exams, &/or ExamNow Audience response

implement, monitor and adjust plans, and document activities). (CAPE 2.1 Caregiver)		
2D: Population-based care – The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices. (CAPE 2.4 Provider)	___, 1b, 2a, 2b, ___, ___, ___, 4b, ___, 5b, ___, ___, ___, 7b, 9a, 9b, ___, ___, ___, ___, 12b, ___, 13b, ___, __	Tests, Comprehensive Exams, &/or ExamNow Audience response
3A: Problem solving – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution. (CAPE 3.1 Problem Solver)	1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b, 9a, 9b, 10a, 10b, 11a, 11b, 12a, 12b, 13a, 13b, ___, __	Tests, Comprehensive Exams, &/or ExamNow Audience response
4D: Professionalism – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (CAPE 4.4 Professional)	All Lesson Plans	Observation / Exam Now ExamNow Audience response

### ***Textbooks, references, and other resources***

#### Recommended

#### ***Handbook of Nonprescription Drugs: An Interactive Approach to Self-care 20<sup>th</sup> edition 2020.***

- 1 copy is on reserve in the Spokane Library
- Any addition 18<sup>th</sup> or higher may be used as long as you discuss any discrepancies between lecture and the textbook prior to tests/exams.
- The schedule below shows recommended reading from the 20<sup>th</sup> edition for most every lecture
- Please discuss any discrepancies between course materials and the textbook with the content developer or facilitator.

#### Optional

- Handbook of Nonprescription Drugs Quick Reference 2nd Edition
  - 1 copy is on reserve in the Spokane Library
  - Text provides a high-level summary of the full textbook listed above. May be useful for quick reference or your community practice experience.

#### Other Resources:

- Clinical Pharmacology Online / Clinical Key; Lexicomp; UpToDate
  - You have access via the pharmacy library listed as a link under the pharmacy software & resources website
- NIH Office of Dietary Supplements <https://ods.od.nih.gov/>
- National Library of Medicine. Medline Plus: <http://www.nlm.nih.gov/medlineplus>

[optional- @\$39.95 each]

- Siglers' Dietary Supplement Drug Cards. 2<sup>nd</sup> edition [www.siglerdrugcards.com](http://www.siglerdrugcards.com)

[optional- @\$39.95 each] this is the same edition used last 8 years

- Siglers' Nonprescription Drug Cards. 10<sup>th</sup> edition [www.siglerdrugcards.com](http://www.siglerdrugcards.com)

### ***Class format and schedule***

**Class Time:** 10:10 – 12:00 on Tuesdays and Thursdays

**Spokane Location:** PBS 101

#### ***Class Format***

- Each lesson will have pre-class materials for review prior to the in-class active learning session.
  - The pre-class materials will primarily consist of videos, but may also include assigned readings or other topics deemed appropriate per the instructor.
  - Most class sessions will have a summative assessment at the start of class that may continue during the class period with various questions and cases.
    - Based on the assessment, the facilitator will explain difficult concepts and refer the students back to the pre-session materials as appropriate.
  - The in-class activities will primarily involve patient cases, group discussion, and exam now questions. Other activities or audience response systems may also be employed.
- Materials will be posted to Canvas
- The below course schedule will be updated as necessary and a link will be posted separately.

Intentionally left blank: see next page for course schedule

## Class Schedule 2023

Instructional week Date	OTC Chapter Suggested Reading	Topic & Total Contact Time	Pre-Class V: = Video ~ minutes**	In-Class Activity ~ actual class time may vary**	Spk: Facilitator / Developer*
<b>Week 01a</b> Tues 1/10	1, 2, 3 & 4	Course Overview; Self-Care; Triaging Patients; Intro to special populations Regulatory Issues <b>Total Time: 129 min course material + 65 min tutorial</b>	V: Self Care Objectives ~ 3 V: Self Care ~ 12 min V: Triaging ~ 22 min V: Special Pops ~ 7 min V: Regulatory ~ 24 min V: Summary ~ 1 min <b>V: Total 69 min</b> V: Optional: Pharmacy 514 Resources Tutorial ~ 25 min V: Team Ground Rules ~ 10 min	Course overview: ~ 30 min Vignettes with exam now ~ 60 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 01b</b> Thurs 1/12	27	Eating Disorders and Obesity  <b>Total Time: 102 min</b>	V: Eating Disorders Intro ~ 1 min V: Eating Disorders ~ 14 min V: Obesity ~ 16 min V: Summary 1 min <b>V: Total 32 min</b>	Small group case discussion ~ 60 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 02a</b> Tues 1/17	23 & 24	Macro and Micronutrients; Meal Replacements  <b>Total Time: 111 min + 18 optional</b>	V: ~ Macro Into 1 min V: Macronutrients 11 min V: Micro ~ 22 min V: Summary 2 min <b>V: Total 36 min</b> V: Optional: Dr. Oz ~ 18 min	Group Discussion of think on it questions & patient cases ~ 75 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 02b</b> Thurs 1/19	25	Sports Nutrition and Performance Enhancement <b>Total Time: 92 min</b>	V: Sports Intro ~ 1 min V: Macro Nutrients 12 min V: Fluids & Lytes 8 min V: Supplements 11 min <b>V: Total 32 min</b>	Patient Case with Exam now ~ 60 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 03a</b> Tues 1/24	27	Diets and Weight Reduction  <b>Total Time: 123 min</b>	V: Intro ~ 6 min V: obesity cycle 9 min V: diets ~ 14 min V: supplement 13 min V: Summary 7 min <b>V: Total ~ 48 min</b>	Case discussion ~ 75 min	Spk: Dr. Susan Fluegel <sup>4</sup> (Developer & Facilitator)

<b>Week 03b</b> <b>Thurs</b> 1/26	52	CAM Health Care Systems <b>Total Time: 116 min</b>	V: Cam Intro ~ 18 min V: Naturopathy ~ 4 min V: Homeopathy ~ 4 Min V: TCM ~ 7 min V: Ayurveda ~ 7 min V: Chiropractic ~ 6 min V: Massage etc~ 7 min V: Conclusion ~ 3min <b>V: Total 56 min</b>	Vignettes / Cases with Exam Now ~ 40 min Crossword Puzzle –Followed by Q&A ~20	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 04a</b> <b>Tues</b> 1/31	50, 51, & 20	Dietary & Herbal Supplements Functional Medicine <b>Total Time: 140 min</b>	Tables from Chapter 50 ~ 9 min V: Functional Med ~ 9 min V: Intro to Supp ~ 42 min V: CBD ~ 20 min <b>V: Total 80 min</b>	Functional Medicine Crossword Puzzle & DS regulator and natural med database cases ~60 min	Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 04b</b> <b>Thurs</b> 2/2	50, 51, & 20	Dietary & Herbal Supplements (part 2) <b>Total Time: 120 min</b>	V: Intro to Dietary Supplements (14 min) V: Common and Specialty Supplements (28 min) V: Common Herbal and Botanicals (13 min) <b>V: Total 55 min</b>	Group work: DS Cases & Crossword Puzzle ~ 65 min	Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>TEST 1</b>					
<b>Week 4: Monday 2/6/23 Per Block Test Schedule</b>					
<b>Week 05a</b> <b>Tues</b> 2/7	46	Acute Insomnia, Drowsiness and Fatigue <b>Total Time: 99 min</b>	V: Introduction ~ 6 min V: Insomnia ~ 13 min V: Drowsiness Fatigue ~ 5min <b>V: Total 24 min</b>	Group work on Case Scenarios ~ 75 min	Spk: Dr. B. Bell* <sup>4</sup> (Developer & Facilitator)
<b>Week 05b</b> <b>Thurs</b> 2/9	14, 17, 18	GI: Gas, Anorectal, Pinworms, <b>Total Time: 105 min</b>	V: GI Gas ~ 14 min V: Anorectal ~10 min V: Pinworms ~6 min Excerpts from Chapters Guided reading questions <b>V: Total: 30 min</b>	Role play / choose your own adventure with Exam Now Questions (~60 minutes) Jeopardy ~15 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 06a</b> <b>Tues</b> 2/14	13, 15, 16, 19	GI: Heartburn, Dyspepsia, Diarrhea, Constipation, N/V <b>Total Time: 142 min</b>	V: Intro 1 min V: Heartburn/GERD ~ 24 min V: N/V ~ 7 min V: Diarrhea ~ 11 min V: Constipation ~14 min <b>V: Total 57 min</b>	Vignettes / Cases with Exam Now ~ 80 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)



<b>Week 06b</b> Thurs 2/16	8 & 9	GU: Menstrual Disorders, Vaginal Infections <b>Total Time: 128 min</b>	V: Intro Menstrual disorders vaginal infections 1 min V: Menstrual Disorders 12 min V: PMS & PMDD 14 min V: Atrophic Vaginitis 6 min V: Vaginal infection 14 min V: Conclusion 1 min <b>V: Total 48 min</b>	Cases / Exam Now / Think-Pair-Share ~ 80 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 07a</b> Tues 2/21	11 & 12	Respiratory: Cough, Colds and Allergies <b>Total Time: 146 min</b>	V: Cough 15 min V: Colds 30 min V: Allergies 21 min <b>V: Total 66 min</b>	Cases/Role Play Crossword Puzzle ~ 90 min	Spk: Dr. Clark <sup>1</sup> (Facilitator)
					Dr. Buchman <sup>1*</sup> (Developer)
<b>Week 07b</b> Thurs 2/23	28 & 29	Ophthalmic Disorders and Contact Lenses <b>Total Time: 150 min</b>	V: Dry Eye ~ 15 min V: Allergic Conjunctivitis ~ 19 min V: Other Eye disorders ~ 11 min V: Contact Lenses ~ 25 min <b>V: Total 70 min</b>	Cases with Exam Now + counseling ~ 80 min	Spk: Dr. Maciejewski (Facilitator)
					Dr. Buchman <sup>1*</sup> (Developer)
<b>TEST 2</b> <b>Week 8: Monday 2/27/23 -- Per Block Test Schedule</b>					
<b>Week 08a</b> Tues 2/28	<b>No class</b>				
<b>Week 08b</b> Thurs 3/2					
<b>COMPREHENSIVE EXAM 1</b> <b>Week 9: Monday 3/6/23 -- Per Block Test Schedule</b>					
<b>Week 09a</b> Tues 3/7	5, 6, 7	Acute Pain, Tension Headache, Injuries, Fever <b>Total Time: 149 min</b>	V: Intro to pain ~10 min V: Pharmacologic agents ~23 min V: Headaches ~ 15 min V: Fever ~ 8 min V: Musculoskeletal Injuries 18 min <b>V: Total 74 minutes</b>	Cases with Exam Now ~75 min	Dr. Alexa Powell <sup>3</sup> (Facilitator)
					Dr. Buchman <sup>1*</sup> (Developer)
<b>Week 09b</b> Thurs 3/9	30, 31, 32	Otic, Oral Hygiene, Oral Pain and Discomfort	V: Intro ~ 1 min V: Caries & Hypersensitivity 25 min	Cases, counseling, Exam now post assessment ~45 min	Spk: Dr. Kylie Collins (Facilitator)

		<b>Total Time: 108 min</b>	V: Gingivitis, Halitosis, Dentures, Dental Exclusions ~ 6 min V: Teething Pain ~7 min V: Canker sores and Cold Sores ~ 15 min V: Otic Conditions ~ 9min <b>V: Total 63 min</b>		Dr. Clark <sup>1</sup> (Developer)
<b>Spring break</b>	<b>Spring Break 3/13/23 – 3/17/23</b>				
<b>Week 10a</b> <b>Tues</b> 3/21	33, 34, 35	Dermatitis (Atopic, Scaly, Contact), Dry Skin and Psoriasis  <b>Total Time: 123 min</b>	V: intro ~ 2 min V: Dry Skin 11 min V: Dermatitis defined ~ 1 min V: Atopic Dermatitis 16 min V: Contact dermatitis 13 min V: Scaly dermatitis 13 min V: Psoriasis 7 min <b>V: Total time: 63 min</b>	Choose your own adventure self-directed group work ~60 min	Spk: Dr. Madison Reynolds (Facilitator) Dr. Clark <sup>1</sup> (Developer)
<b>Week 10b</b> <b>Thurs</b> 3/23	36, 38	Diaper Rash, Prickly Heat, Acne  <b>Total Time:120 min</b>	V: intro ~ 1 min V: Diaper Rash 22 min V: Prickly Heat 8 min V: Acne 24 min <b>V: Total time: 55 min</b>	Cases with Exam Now and Jeopardy ~65 min	Spk: Dr. Kylie Collins (Facilitator)  Dr. Clark <sup>1</sup> (Developer)
<b>Week 11a</b> <b>Tues</b> 3/28	39, 40, 41	Sun-Related Disorders & Burns, Minor Wounds  <b>Total Time: 96 min</b>	V: Intro ~ 1 min V: Wounds ~ 12 min V: Burns ~ 13 min V: Pigmentation & Aging 4 min V: Conclusion 1 min <b>V: Total: 31 min</b>	Role Play with Exam Now ~65 min	Spok: Dr. Alexa Powell <sup>3</sup> (Facilitator)  Dr. Clark <sup>1</sup> (Developer)
<b>Week 11b</b> <b>Thurs</b> 3/30	42	Fungal Skin Infections  <b>Total Time: 103 min</b>	V:intro 1 min V: type of infection 19 min V: treatment 21 min V: conclusion 2 min <b>V: total: 43 min</b>	Case based discuss/ion with Exam Now ~ 60 min	Spk: Dr. Sissel Wang (Facilitator) Dr. Clark <sup>1</sup> (Developer)
<b>TEST 3</b>					
<b>Week 12: Monday 4/3/23 -- Per Block Test Schedule</b>					
<b>Week 12a</b> <b>Tues</b> 4/4	43, 44, 45	Major and Minor Foot Disorders, Warts and Hair Loss	V: intro: 1 min V: calluses, corns, warts ~20 min	In-class cases with Exam Now /	Spk: Dr. Rachael Lundy (Facilitator)

		<b>Total Time: 81 min</b>	V: other foot issues ~10 min V: Hair loss ~5 min <b>V: total ~36 min</b>	choose your own adventure ~45 min	Dr. Clark <sup>1</sup> (Developer)
<b>Week 12b</b> <b>Thurs</b> 4/6	37	Insect Bites, Stings, and Pediculosis <b>Total Time: 100 min</b>	V: part 1 intro: 2 min V: part 2 Bites: 17 min V: part 3 Stings: 5 min V: part 4 Pediculosis: 17 min <b>V: total 41 min</b>	Cases with key and worksheet ~ 65 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 13a</b> <b>Tues</b> 4/11	2, 26, & 49	Special Pops: Pregnancy and Lactation; and Geriatrics <b>Total Time: 141 min</b>	V: Pregnancy Part 1: 1 min V: Pregnancy Part 2 (optional) 10 min V: Pregnancy Part 3: 5 min V: Pregnancy Part 4: 5 min V: Pregnancy Part 5: 10 min V: Pregnancy Part 6: 13 min V: Pregnancy Part 7: 10 min V: Pregnancy Part 8: 6 min V: Pregnancy Part 9: 7 min Pregnancy Part 10: 3 min V: Geriatrics ~17 min <b>V: Total 77 min + 10 min</b>	Cases with Exam Now; geriatrics jeopardy application ~65 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 13b</b> <b>Thurs</b> 4/13	48	Home Testing and Monitoring Devices <b>Total Time: 110 min</b>	V: Intro ~4 min V: Pregnancy & Ovulation ~ 8 min V: Chronic Disease ~ 7 min V: Acute Conditions ~10 min V: Hearing aids ~ 11 min <b>V: Total 40 min</b>	Group Discussion and presentation of objectives with student role play ~70 min	Spk: Dr. Maciejewski (Facilitator)
					Dr. Clark <sup>1</sup> (Developer)
<b>Week 14a</b> <b>Tues</b> 4/18	21	OTC Poisonings <b>Total Time: 85 min</b>	R: Review of APAP poisoning 19 pg R: Small doses, big problems 6 pg V: Intro ~2 min V: Poisoning vs exposure ~14 min V: OTC poisonings ~ 20 min V: conclusion 3 min <b>V: Total ~39 min</b>	Cases and worksheet ~45 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)
<b>Week 14b</b> <b>Thurs</b> 4/20	47 See readings	Nicotine and Drugs of Abuse (Bath salts, ecstasy, meth, Marijuana, SPICE, and heroin)	R: Here today, Gone tomorrow V: Intro ~ 2 min V: Nicotine ~24 min V: simulants ~9min	Cases ~65 min	Spk: Dr. Clark <sup>1</sup> (Developer & Facilitator)

		<b>Total Time: 109 min</b>	V: ecstasy ~ 4 min V: meth ~ 4 min V: spice and THC ~ 6 min V: opioids ~ 8 min V: conclusions ~1 min <b>V: Total ~ 58 min</b>		
<b>TEST 4</b> <b>Week 15: Monday 4/24/23 -- Per Block Test Schedule</b>					
<b>Week 15a</b> Tues 4/25	No class				
<b>Week 15b</b> Thurs 4/27					
<b>COMPREHENSIVE EXAM 2</b> <b>Week 16: Monday 5/1/23 -- Per Block Test Schedule</b>					
<b>Week 16</b>	No Class <b>ELE -COMPREHENSIVE 1 &amp; 2 -- Per Block Test Schedule</b> <b>ELE 1 Wed 5/3/23</b> <b>ELE 2 Fri 5/5/23</b>				

\*Developer defined as person responsible for the pre-class videos and in-class slide deck with input from facilitators.

\*Facilitators review pre-class and in-class content & suggest updates.

\*\*Times are approximate and reflect how the content was delivered over the last 1-2 years, but may not reflect how it will be delivered this year.

TBD = To Be Determined

ELE = Extended Learning Experience

1 = WSU Faculty

2 = Adjunct Faculty

3 = Resident Pharmacist / Fellow

4 = Guest Facilitator



### **Competency-based active learning**

The College of Pharmacy and Pharmaceutical Sciences has adopted an active learning model. In this model, introductory materials are provided to students as pre-class content (short video, readings, worksheets, etc.) and in-class time is dedicated to collaborative, active learning activities facilitated by faculty.

In an active and collaborative learning environment, all students share a responsibility to their peers to *prepare* for and *participate* in learning activities. Individual preparation for class (i.e. consistent completion of pre-class materials) and participation in class (i.e. consistent attendance and engagement with in-class activities) are therefore expectations of all students in our active learning model.

### **Course expectations**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:** As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

Students are expected to come to class prepared to engage in the activity and contribute to discussions. Preparation for the discussion should involve **reading assigned material, watching the video**, and/or reviewing any other material distributed **prior to the class period**. During the scheduled class time subject material will be openly discussed and students are encouraged to ask questions regarding the assigned materials.

- Students will be expected to participate in all active learning components.

- Case discussions during the in-class sessions might be either Individual or Group Work, and will be announced by instructor.
  - **"Individual work"** means the student may NOT obtain assistance from any other person in completion of the assignment or examination. Individual assignments or examinations will specify the types of resources that may be used. All test and exams are closed note unless otherwise indicated.
  - **"Group Work"** means the student is expected to complete the specified portion of the assignment or examination in collaboration with other members of their assigned group, with a clear description of the required tasks. The expectation is that all students participate fully in the group activities; the degree of each member's contribution to the total group effort may be taken into account in the assessment
- Students may work collaboratively with other colleagues enrolled in this course to assist with studying the assigned materials.
- Tests and Examinations will be INDIVIDUAL work. Student must also follow all testing policies. *Of note, taking pictures or otherwise copying questions from a test is considered a violation of academic integrity.*
- Students MUST TAKE ALL TESTS AND EXAMS and as necessary remediation in order to successfully pass the course.
- Students are responsible accessing this class on their own laptop/suitable device **for the purpose of, accessing content on Canvas, and participating in class by accessing the internet / zoom / examsoft / exam now / audience response system.**

Expectations regarding Zoom (for review sessions, office hours etc):

- Use your official WSU network ID when logging in to Zoom
- Be on time
- Try to join from a quiet, distraction-free environment.
- Mute your microphone if you are not talking
- Keep video turned on especially when speaking or in small breakout room; it may be turned off if you having problems with internet access.
- Only post chat messages relevant to the lessons
- Unless prompted, use the "Raise Hand" or "Chat" feature to ask questions
- Display a professional photo to allow others to see your face when your camera is off
- Dress appropriately for a business meeting, even when you are at home
- Be aware of your behavior such as eating or multitasking when you have your camera on so that you are not distracting others from the content of the meeting
- **Patient care areas** (areas where patients can be seen, or confidential data can be overheard) **are NOT appropriate areas for joining a class related zoom meeting and may constitute a HIPAA violation & course failure on the grounds of professional misconduct.**

### Attendance policy

#### Absence Policy

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts as outlined in the syllabus.

Further details may be read here:

CPPS Absence and Campus Closure Policy: <https://pharmacy.wsu.edu/documents/2020/05/block-test-absence-policy.pdf/>

CPPS Absence Notification Form: <https://apps.pharmacy.wsu.edu/absence/>

The university policy for adverse weather conditions can be found here;  
<https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

- **Missed Class**

- Please note that the grading for in-class activities allows for missing some classes because a 70% only needs to be achieved on 7 of 14 sessions in unit 1 and 6 of 12 sessions in unit 2 to receive full credit. If more than 4 sessions are missed students are asked to work with the instructor for appropriate arrangements.

- **Missed Tests and Exams**

- Prior to the exam, please utilize the absence notification form linked above.
- All unexcused absences during assessment days will result in forfeiting that attempt.
- For some planned absences arrangements may be made for remote proctoring 15 days in advance as indicated per the Remote Proctoring Request policy. (Refer to CPPS Absence Policy linked above)
- Students with an excused absence on a test will not receive a zero score for the test but rather will have the comprehensive exam represent a larger portion of the unit. For instance, if one test was missed, the comprehensive exam will be 80% of the unit rather than 70%. If a comprehensive Exam is missed with an excused absence, it will be taken with the opportunity to earn full credit when the ELE exam is scheduled. If an ELE is missed due to an excused absence, a makeup ELE will be offered on the Monday following the last ELE exam.
- Exceptions to the missed test policy may be made due to extenuating circumstances encountered during ELE's on a case-by-case basis by the instructor of record.



**Competency-based assessment, methods of assessment, and course grading criteria/components**

**Competency** for this course is defined using the following criteria:

**Satisfactory:** The student demonstrates competency on each unit as defined below.

**Fail:** The student fails to demonstrate attainment of knowledge and skills relevant to the defined learning outcomes by not meeting competency, as defined below, on one or both units.

For this course, grading will be divided into 2 units, as indicated in the grading criteria table. **Students must achieve competency in each unit to pass the course.** Competency for a unit is achieved by meeting one or more of the following criteria:

- 1) **Achieve  $\geq 80.0\%$  on the unit, reported to 1 decimal place without rounding further, based on the weighted average for the unit as shown in the grading criteria table.**

**Note:** This criterion makes it possible to meet competency with a score less than 80% on the comprehensive exam if scores achieved on other graded components of the course make the total weighted unit score  $\geq 80\%$ .

- 2) **Achieve  $\geq 80.0\%$  on the unit's *comprehensive exam*, reported to 1 decimal place without rounding further, and achieve a minimum of 75.0% on the unit, reported to 1 decimal place without rounding further, based on the weighted average for the unit as shown in the grading criteria table.**

**Note:** This criterion requires a minimum unit score and will not allow a student to meet competency based on a comprehensive score alone.

If a student does not meet unit competency by one or more of the 2 criteria listed above, the student is required to take the ELE for that unit. When moving forward to the ELE for a unit, competency for the unit is achieved by meeting one or more of the following criteria:

- 1) **Scoring  $\geq 80.0\%$  on the unit, reported to 1 decimal place without rounding further, based on the weighted average for the unit as shown in the grading criteria table, with the ELE score replacing the initial comprehensive exam score.**
- 2) **Scoring  $\geq 80.0\%$  on the ELE, reported to 1 decimal place without rounding further. Since the ELE serves as an additional opportunity to meet competency for the unit, competency will be met for the unit if the ELE score is  $\geq 80.0\%$  regardless of the overall weighted unit score.**

If moving forward to the ELE for a unit, the maximum score a student will receive for the corresponding comprehensive exam score is 80.0%.

**Honors:** In order to receive an Honors designation in this course, the student must demonstrate a course average of 95.0% or greater, when calculated as stated in the syllabus.

**Please note that scores will be reported to 1 decimal place and will not be rounded further.**

**Methods of Assessment:**

Assessment in this course will be done by in-class activities, 4 tests, and 2 comprehensive exams. As noted in the table below, the in-class activities and the 2 tests used to prepare for a comprehensive

exam will be considered together as a unit. There will therefore be 2 grading units for the course. Students must obtain 80.0% on each unit based on the weighted scores from the individual components of each unit. Students not achieving a weighted score  $\geq 80.0\%$  for the unit will need to take an ELE comprehensive. Students may meet competency by either scoring 80.0% for the unit with the weighted scores or by scoring  $\geq 80.0\%$  on the ELE.

Assessment Type	% of final course grade (% of unit grade)*	Competency Required
<b>Unit 1</b>		
Test 1	5% (10%)	None Required
Test 2	5% (10%)	None Required
Additional course activities: Unit 1 will have 14 in-class sessions each with an exam now score.	5% (10%)	None required; If you score $\geq 70\%$ on at least 7 of the 14 sessions when considered individually, you will receive full credit this component. If you do not score $\geq 70\%$ on at least 7 sessions, the scores from your best 7 sessions will be equally weighted and averaged. The average score will be used to determine your final percent of this section for your unit score. Scores will be reported to 1 decimal place and will not be rounded further. As only the best 7 of 14 sessions are scored and the scores are based on the combination of individual and group work in the event of an absence or information technology issues, no retakes will be provided. Please contact me directly if you are absent for more than 4 sessions.
Comprehensive Exam #1	35% (70%)	None Required
<b>Unit 1 score</b>		<b>SEE FULL GRADING CRITERIA DEFINITIONS ABOVE</b> <b>Passing score: Minimum 80.0% for the unit</b> after comprehensive exam #1 (scores will be reported to 1 decimal place and will not be rounded further) <b>OR Minimum of 80.0% on comprehensive exam + minimum of 75.0% on the unit.</b> if not passing the unit must take comprehensive ELE #1; see grading above Students needing to take the ELE would receive a maximum score of 80.0% for the unit
<b>Unit 2</b>		
Test 3	5% (10%)	None Required
Test 4	5% (10%)	None Required
Additional course activities Unit 2 will have 14 in-class sessions each with an exam now score	5% (10%)	None required; If you score $\geq 70\%$ on at least 6 of the 12 sessions when considered individually, you will receive full credit this component. If you do not score $\geq 70\%$ on at least 6 sessions, the scores from your best 6 sessions will be equally weighted and averaged. The average score will be used to determine your final percent of this section for your unit score. Scores will be reported to 1 decimal place and will not be rounded further.

		As only the best 6 of 12 sessions are scored and the scores are based on the combination of individual and group work in the event of an absence or information technology issues, no retakes will be provided. Please contact me directly if you are absent for more than 4 sessions.
Comprehensive Exam #2	35% (70%)	None Required
<b>Unit 2 score</b>		<b>SEE FULL GRADING CRITERIA DEFINITIONS ABOVE</b> <b>Passing score: Minimum 80.0% for the unit</b> after comprehensive exam #2 (scores will be reported to 1 decimal place and will not be rounded further) <b>OR Minimum of 80.0% on comprehensive exam + minimum of 75.0% on the unit.</b> if not passing the unit must take comprehensive ELE #2; see grading above Students needing to take the ELE would receive a maximum score of 80.0% for the unit
<b><u>Final overall course grade for class ranking</u></b>		To pass the course students must meet competency for each unit as defined in the full grading criteria above.  For the purpose of class rank, the final course percentage for course average percentage and rank purposes is based on the average of the 2 units, with each unit contributing 50% to the final course score. Scores will be reported to 1 decimal place and will not be rounded further. As noted above, if an ELE is required to meet competency for a unit, the maximum score for the unit for overall grade purposes is 80.0%.

\* Please note that the percentages for the overall course grade are provided for perspective and are assuming that an ELE is not taken; please note that when an ELE is needed, the unit grade is capped at 80.0% and the individual tests for a unit therefore will not correlate directly with the overall course grade.

**Remediation via the comprehensive ELEs:** The approach to remediation in this sequence is based on several assumptions or policies.

- 1) Exam questions are written based on the learning objectives.
- 2) The material required to answer the exam questions will be covered in the pre-lecture or in-class
- 3) Each question will be given a reference to a particular lecture objective that will provide guidance to the student regarding the content covered by that question and which questions/objectives were answered correctly and incorrectly.
- 4) Prior to completing the required exams for remediation students will not be allowed to review previous tests/exams until after they have been graded.

The primary responsibility for remediation will be with the student. Unless stated otherwise, office hours are by appointment and are best setup via email. If a student does not pass an exam they are encouraged to review the entire section of material covered on that exam with particular emphasis on the topics that were missed on previous exams. If, after this review, the student has particular questions regarding the content they should contact the instructor for that session. ELE exams may be different from the previous test/s but will be written in a manner consistent with the above mentioned assumptions/policies.

**Testing schedule and policies**

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Exemplify™ will be provided by the CPPS ExamSoft™ Coordinator. As described in the “Block Test Schedule” students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations. Links are provided for you to review the following important information regarding block testing schedule and CPPS Testing Policies.

- Block Test Schedule:  
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/block-testing/>
- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment):  
<https://pharmacy.wsu.edu/documents/2019/07/block-test-administration-policy.pdf>

**Academic honesty, conduct, and behavior**

All members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Students are responsible for understanding the full [Academic Integrity Statement](#). Students who violate WSU’s Academic Integrity Policy (identified in WAC 504-26-010(3) and -404) will fail the course, will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. If you have any questions about what is and is not allowed in this course, ask your course instructor.

**Students with disabilities and religious accommodations statement**

Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have a disability and need accommodations to fully participate in this class, please visit your campus’ Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students visit with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after officially requesting accommodations.

Spokane: 509-358-7816 Access Services (<https://spokane.wsu.edu/studentaffairs/access-resources/>)

Please also see, “Procedures for Students with Accommodations” in the College of Pharmacy and Pharmaceutical Sciences Student Handbook (link on right hand side of webpage):  
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/>

**Reasonable Religious Accommodation:** Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized religious activities conducted under the auspices of a religious denomination, church, or religious organization.

Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures.

### ***Sex and Gender Based Violence***

Lauren's Promise – I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, on the University of Utah campus by a man she briefly dated. *We must all take actions to ensure that this never happens again.*

Any form of sexual harassment or violence will not be excused or tolerated at Washington State University. WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

If you are experiencing or have experienced sexual assault, domestic violence, dating violence or stalking, you may report it to me and I will connect you to resources. However, WSU employees mandated to contact the WSU Title IX Coordinator with these reports. You may also contact the Office of Civil Rights Compliance and Investigation at 509-335-8288

For confidential resources, you may contact WSU Health Sciences Counseling at 509-358-7740 (Spokane), 509-494-7925 (Yakima), or the WSU Health Sciences After Hours Crisis Line at 509-358-6500. For community resources you may contact the Spokane YWCA at 509-789-9297, Yakima YWCA at 509-248-7796, Spokane Sexual Assault 24-hour Crisis Line at 509-624-7273. or Yakima Aspen Victim Services 24-hour line at 509-452-9672. You may also reach out to Spokane Campus Safety and Security 24-hours a day at 509-358-7995, YVC Campus Security at 509-574-4610, or PNWU Campus Safety at 823-3346. All victims and survivors are treated with respect and dignity.

If you are in immediate danger, call 911.

### ***Campus safety and emergency notification***

Please sign up for emergency alerts on your account at MyWSU. For more information on classroom safety and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the classroom safety page [<https://provost.wsu.edu/classroom-safety/>].

For more information, please visit: [vpue.wsu.edu/policies/statements/#safety-and-emergency-notification](http://vpue.wsu.edu/policies/statements/#safety-and-emergency-notification)

Please sign up for the emergency alert notifications at your individual campuses.

Spokane students can find detailed information regarding the current WSU Spokane Security Services, including a link to Emergency Management, at the following website: <https://spokane.wsu.edu/campus-security/>.

Similar information relevant to the Pacific Northwest University campus in Yakima can be found on their web-site at: <https://www.pnwu.edu/inside-pnwu/offices-and-departments/campus-security>

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

**Washington State University College of Pharmacy and Pharmaceutical Sciences**  
**Doctor of Pharmacy Program**  
**Fall 2023**

**Course Number:** Pharmacy 531  
**Course Title:** Applied Patient Care II: Clinical Assessment and Documentation  
**Credits:** 1 laboratory credit = 3 hours of contact time per week

**Spokane IOR:**

Kavya Vaitla, PharmD  
Lecturer  
HSB 215F, 509-358-7920  
[kavya.vaitla@wsu.edu](mailto:kavya.vaitla@wsu.edu)  
Office hours: by appointment, email to arrange

**Participating Instructor:**

Lexie Powell, PharmD  
Assistant Professor  
HSB 212F, 509-368-6697  
[alexa.j.powell@wsu.edu](mailto:alexa.j.powell@wsu.edu)

**Instruction and Classroom Support Technician:**

(Spokane)  
Pilar Heredia-Middleton  
HSB 212H  
509-358-7791  
[p.heredia-middleton@wsu.edu](mailto:p.heredia-middleton@wsu.edu)

**Course Communication:** The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “WSU Authentication” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “Help” feature you can utilize located on the bottom left menu once you are signed into Canvas.

Zoom is used to deliver course material, in a virtual and accessible way. The follow directions need to be used when signing in to Zoom for this course. Pharmacy Information Services is available if you have difficulty with Zoom 509-368-7609.

- Open the Zoom application and you will be presented with a window to sign in.
- Click the Sign in with SSO option on the right-hand side.
- Enter wsu in the field so that it reads wsu.zoom.us and then click the Continue button.
- You will be redirected to the WSU Network Authentication page where you can enter your WSU username and password.
- Once you’ve successfully logged in, the Zoom application should open and be signed in. If it does not open right away, click the Launch Zoom button shown in your browser.

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

ACPE Standard/ EPA Domain	Student Learning Outcome	Associated Course Topic
COM01/ EPA_1D	Articulate written or verbal professional recommendations succinctly.	Outpatient Rx Checking, DUR, Implementing Drug Info in Patient Cases, Patient Interviewing, Telehealth Sim, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
COM05/ EPA_1D	Utilize principles of effective communication and patient counseling skills to provide information that empowers patients to effectively manage their health.	Patient Interviewing, Telehealth Simulation, Medication Error Disclosure, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations, Tuberculin Skin Test Training
COM06/ EPA_2A	Communicate effectively with other healthcare providers using appropriate medical terminology.	Outpatient Rx Checking, DUR, Implementing Drug Info in Patient Cases, Intro Informal Presentations/SOAP Notes, Informal Presentations
DILE03/ EPA_4B	Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	DUR, Intro to DI/Guidelines, Implementing Drug Info in Patient Cases, Telehealth Simulation, Intro Informal Presentations/SOAP Notes, Informal Presentations, Tuberculin Skin Test Training
PROF01/ EPA_6A	Develop and model professional behavior through demonstration of professional work habits, priorities, time management and positive interactions.	All
PT01/ EPA_1B	Apply knowledge of commonly used prescription and non-prescription medications to create a care plan.	DUR, Patient Interviewing, Telehealth Simulation, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
PT08/ EPA_1B	Utilize clinical skills to select optimal therapy and create patient centered care plans.	Intro to DI/Guidelines, Implementing Drug Info in Patient Cases, Patient Interviewing, Telehealth Simulation, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
PtCP01/ EPA_5B	Accurately assess a medication order and prepare a prescription for dispensing within an appropriate time frame.	Outpatient Rx Checking, DUR, Calculations
PtCP02/ EPA_1B	Acquire and demonstrate appropriate triage and referral skills when available pharmacist-recommended therapy options are not appropriate.	Patient Interviewing, Telehealth Simulation, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
PtCP04/ EPA_3C	Assume a professional responsibility in addressing health care problems by use of population specific and evidence-based disease management protocols.	DUR, Intro to DI/Guidelines, Implementing Drug Info in Patient Cases, Telehealth Simulation, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations, Tuberculin Skin Test Training
PtCP09/ EPA_1C	Devise a plan and justify rationale to address drug-therapy concerns.	Outpatient Rx Checking, DUR, Intro to DI/Guidelines, Implementing Drug Info in Patient Cases, Patient Interviewing, Telehealth Simulation, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
PtCP16/ EPA_5B	Perform accurate calculations.	DUR, Telehealth Simulation, Calculations
PtCP18/ EPA_1A	Identify or collect relevant subjective or objective data from the medical record, the patient, or physical assessments.	DUR, Patient Interviewing, Telehealth Simulation, Intro to Charts, Implementing Drug Info in Patient Cases, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations, Tuberculin Skin Test Training
PtCP19/ EPA_1B	Interpret & evaluate subject or object data to identify medication-related problems and prioritize health-related needs.	Outpatient Rx Checking, DUR, Patient Interviewing, Telehealth Simulation, Intro to Charts, Implementing Drug Info in Patient Cases, Medication Error Disclosure, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations, Calculations, Tuberculin Skin Test Training
PtS05/ EPA_3B	Identify and resolve medication errors, including errors in prescribing, dispensing, or compounding.	Outpatient Rx Checking, DUR, Patient Interviewing, Telehealth Simulation, Medication Error Disclosure, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations, Calculations



2A	Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).	Outpatient Rx Checking, DUR, Intro to DI/Guidelines, Implementing Drug Info in Patient Cases, Patient Interviewing, Telehealth Simulation, Intro to Charts, Medication Error Disclosure, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations, Calculations, Tuberculin Skin Test Training
3A	Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.	Outpatient Rx Checking, DUR, Implementing Drug Info in Patient Cases, Patient Interviewing, Telehealth Simulation, Medication Error Disclosure, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
3B	Educate all audiences by determining the most effective and enduring ways to impart information and assess learning.	Patient Interviewing, Telehealth Simulation, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
3C	Represent the patient's best interests.	Patient Interviewing, Telehealth Simulation, Medication Error Disclosure, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations
3F	Effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.	Patient Interviewing, Telehealth Simulation, Medication Error Disclosure, Mental Health Sim, Intro Informal Presentations/SOAP Notes, Informal Presentations, Tuberculin Skin Test Training
4D	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	All

### Course overview

**Applied Patient Care II (APC II): Clinical Assessment and Documentation** is the **second** in a series of five courses designed to teach applied patient care skills from the pharmacist's perspective. You will be required to develop clinical skills and apply knowledge about drug therapy to provide patient-specific care. The Applied Patient Care course series is designed to complement and reinforce the drug therapy and disease knowledge from the Pharmacotherapy and Pharmacology course series. Throughout the Applied Patient Care series patient cases will progress from basic to complex according to the following *general* criteria – see table below.

Patient Type	Number of medical problems	Number of medications	Patient location	Course emphasis
Basic	1 or 2	< 5	Home or low-level assisted care	APC I and APC II
Intermediate	3-5	5-10	High level assisted care or hospitalized (non-ICU)	APC III and APC IV
Complex	Multiple and/or serious	>10	Hospitalized (ICU)	APC V

This course will build upon the skills you developed during the Communications and Applied Patient Care I and will continue to emphasize the clinical application of the medications learned in the Pharmacology and the Pharmacotherapy series. Professional behaviors (including application of legal and ethical principles) are expected and required at all times during this course.

Applied Patient Care II will utilize and apply the framework of the “**Pharmacists’ Patient Care Process**” (pictured to the right).



The objective of **Applied Patient Care II: Clinical Assessment and Documentation** is to develop and practice clinical assessment skills from a comprehensive perspective (including information from medication profiles, electronic and hard-copy medical records, laboratory, other diagnostic reports and patient assessment data). Additionally, student pharmacists will develop and practice clinical documentation and presentation skills appropriate for a variety of clinical settings. Development of sound clinical assessment and documentation skills will prepare the student pharmacist to evaluate drug therapy and make appropriate clinical recommendations for individual patients.

### Required and optional textbooks, references, and other resources

#### Required Course Materials (bring as needed to lab):

- **Student Pharmacist Lab Overview** and any other material posted to Canvas each week. All required course material will be posted no later than 5pm on Friday prior to the upcoming lab. Students are required to print out and review documents prior to lab and/or tutorial. In addition, documents should be readily available for use in class. Material that is posted to Canvas following the above timeline will not be provided in hard copy form in lab or tutorial. However, if there is a late posting to Canvas and/or the lab requires additional printed material, it will be provided.
- Calculator (NOTE: no cell phone, iPad calculators, or sharing calculators during calculations exam)
- Clean white coat with name tag
- Professional attire (see guidelines below)
- Drug Reference book or electronic resource of choice

### Class format and schedule

#### Office Hours:

Spokane – By appointment; contact Dr. Vaitla at [kavya.vaitla@wsu.edu](mailto:kavya.vaitla@wsu.edu) to arrange.

**Tutorial: Monday 10:10-11:00 AM;** 1 hour per week, 15 hours per semester

Spokane: HSB 110 unless otherwise specified

**Lab: Assigned lab section;** 2 hours per week, 30 hours per semester

Spokane: PBS 304 unless otherwise specified

Section 1: Wednesday 8:10-10:00 AM

Section 2: Wednesday 10:10 AM-12:00 PM

Section 3: Wednesday 1:10-3:00 PM

### APC II Fall 2023 Class Schedule

Week	Date	Tutorial (Monday 10:10am) HSB 110	Lab (Wednesday 8:10am, 10:10am, and 1:10pm) PBS 304	Faculty Lead
1	8/21-8/25	Pharmacy 530		
2	8/28-9/1	Course Overview and Rx Checking Quiz	Outpatient Rx Checking	Dr. Vaitla
3	9/4-9/8	NO TUTORIAL	Drug Utilization Review	Dr. Vaitla
4	9/11-9/15	<b>Rx Checking Exam</b>	Introduction to Charts	Dr. Vaitla

5	9/18-9/22	Intro to Drug Information and Guidelines Quiz	Intro to Drug Information and Guidelines	Dr. Vaitla
6	9/25-9/29	<b>Rx Checking Re-engagement</b>	Implementing Drug Info in Patient Cases	Dr. Vaitla
7	10/2-10/6	NO TUTORIAL	Patient Interviewing	Dr. Vaitla
8	10/9-10/13	Telehealth Sim Prep	Telehealth Simulation (class at assigned times)	Dr. Vaitla
9	10/16-10/20	Medication Error Panel	Medication Error Disclosure	Dr. Powell
10	10/23-10/27	Mental Health Sim Prep	Mental Health Simulation (class at assigned times in VCC)	Dr. Vaitla
11	10/30-11/3	Calculations Review	Intro to Informal Presentations and SOAP Notes	Dr. Vaitla
12	11/6-11/10	<b>Calculations Exam</b>	NO LAB (complete Take-Home SOAP Note)	Dr. Vaitla
13	11/13-11/17	<b>Calculations Re-engagement</b>	<b>Informal Presentations</b> (class at assigned times)	Dr. Vaitla
	11/20-11/24	<b>Thanksgiving week/no classes</b>		
14	11/27-12/1	<b>Honors Exam</b> (optional)	Tuberculin Skin Test Training	Dr. Zhang
15	12/4-12/8	Lab Make-Ups/Re-engagements (PRN)		
16	12/11-12/15	Lab Make-Ups/Re-engagements (PRN)		

**Class format** will vary from week to week but will include time for lecture, skills technique practice and assessment, individual activities, human patient simulations, presentations, and small group and large group discussion. Students will also participate in active learning activities including cooperative cases, individual cases, peer formative assessment, and application activities.

### **Competency-based active learning**

The College of Pharmacy and Pharmaceutical Sciences has adopted an active learning model. In this model, introductory materials are provided to students as pre-class content (short video, readings, worksheets, etc.) and in-lab time is dedicated to collaborative, active learning activities facilitated by faculty. While some introductory material will also be in-class, for weeks with an active and collaborative learning environment, all students share a responsibility to their peers to *prepare* for and *participate* in learning activities.

Individual preparation for class (i.e. consistent completion of pre-class materials) and participation in class (i.e. consistent attendance and engagement with in-class activities) are therefore expectations of all students.

### **Course expectations**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:**

As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

**Professionalism and attendance are MANDATORY**, for all tutorials, labs, breakout sessions, small group activities/study sessions, and exams unless otherwise stated by the instructor of record.

**Attendance & Participation:**

- **Attendance is mandatory for this course.** See attendance policy below.
- **Active participation** is expected of all students during the small group discussions. Participation will be graded by the facilitator for each group. Active participation means contributing to the discussion each week.
- **Professionalism** is expected of all students in this course. Professionalism includes professional dress and behavior during the in-lab discussions and simulations. We will be checking for professional dress during lab.

**Assignments:**

- Course assignments must be turned in on time to receive full credit.
  - Assignments turned in after the due date will automatically receive a reduction of grade by 50% if received within 1 week of the assignment due date.
  - Assignments turned in after 1 week will receive a zero without an opportunity to remediate.
  - Assignments not submitted in the proper format (.docx, .pdf, .jpg, or .png) will automatically receive a reduction of grade by 20%.
- **All assignments in this course are expected to be individual work unless otherwise specified.** Individual work means the student may not obtain assistance from any other person in completion of the assignment or examination. Individual assignments or examinations will specify the types of resources that may be used (i.e., closed-book, open-book, e-resources

allowed). Faculty will be actively checking to ensure that your work is in your own words using the "Safe Assign" feature in Canvas.

- Group work means the student is expected to complete the specified portion of the assignment or examination in collaboration with other members of their assigned group, with a clear description of the required tasks. The expectation is that all students participate fully in the group activities; the degree of each member's contribution to the total group effort may be taken into account in the assessment. Group work includes the in-lab case discussions, but all assignments are expected to be completed as individual work unless specifically noted as group work.

Professional Behavior	<p><b>RELIABILITY:</b> arrives on time or early with appropriate attire/supplies, prepared, and meets deadlines.</p> <p><b>QUALITY:</b> prepared and actively participates, completes assignments/activities attempting to exceed minimum.</p> <p><b>SAFETY:</b> follows all lab instructions/safety procedures, upholds HIPAA, maintains a clean/orderly work environment, and returns all materials to appropriate place.</p> <p><b>PROFESSIONALISM:</b> adheres to expected professional student conduct by displaying courtesy towards students and facilitators, communicates effectively and respectfully with faculty &amp; student colleagues using appropriate language, tone and body language.</p> <p><b>ACCOUNTABILITY:</b> collaborates with instructors if anticipating tardiness or requesting other assistance; works cooperatively with others, contributes to group activities, remains on task, manages time well, and meets deadlines and due dates.</p> <p><b>INTEGRITY:</b> responds positively to constructive criticism and implements change accordingly, and upholds and models academic integrity and professional responsibility.</p>
Professional Attire	<p>Professional attire is required during lab (<i>not during tutorial</i>). Students will either wear scrubs <i>or</i> their white coats with business casual attire, and close-toed shoes for all lab sessions. Business casual attire is defined as a collared shirt, blouse, slacks, skirts/dresses of an appropriate style and length, and dress shoes. Length of skirts or dresses will consist of no shorter than the vertical length of a student ID above the middle of the knee (about 3 3/8 inches). White coats with business casual attire are required during simulations and informal patient presentations. Student IDs should be worn for every lab, regardless of choice of attire.</p>
Electronics	<p>All electronic devices <b>must be turned off</b> when instructed by facilitator. Facilitators may dismiss a student from the class/activity for failure to follow this rule. The use of cell phones, smart watches, and computers/tablets will not be allowed during examinations unless specified.</p>

### **Attendance policy**

**Attendance is mandatory for this course.**

#### **Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts.

#### **1. Absence from Lab:**

##### **Attendance in lab is MANDATORY for this course.**

Student pharmacists may miss a maximum of TWO labs per semester. If you are absent from lab, you will be required to contact the instructor prior to the absence and be required to make-up the lab for the percentage as outlined below:

First Absence= May be made up for full credit

Second Absence= May be made up for 50% credit

**Students with more than TWO absences from lab will receive a failing grade for the course.**

**Switching labs** with other students is allowed. If you know ahead of time that you would like to attend a different lab time it is your responsibility to contact the IOR and the instructional assistant at least ONE week ahead of time AND find a student in a different lab to switch with. You are responsible for notifying both sets of team members and your IOR of the switch. If you need to switch labs during a simulation day, contact your IOR as soon as possible.

**2. Absence from Tutorial:**

Points will be given for Participation & Professionalism in tutorial. Absences from tutorial will result in zero points for Participation & Professionalism for that week's tutorial, in addition to zero points on any quizzes/assignments given during tutorial.

No makeups will be offered for missed Tutorial sessions.

**3. Absence from an Exam/Assessment:**

All absences during test days will result in forfeiting that testing attempt unless arrangements have been made in advance as outlined below.

**Missed Assessment Policy:**

All absences during assessment days will result in forfeiting that attempt unless arrangements have been made in advance through the Remote Proctoring Request policy.

Exceptions to the missed test policy may be made due to extenuating circumstances on a case-by-case basis by the instructor of record.

**Student Reporting Procedure:**

- The student completes the Absence Notification form prior to the start of the exam or required course activity.
- For planned absences associated with university sanctioned events, military duty, jury duty or court summons, an individual may opt to schedule to take the exam remotely according to the Remote Proctoring Request policy.
- To request remote proctoring, a Remote Proctoring Request form must be submitted 15 business days prior to the scheduled absence. Before submitting, please review the Remote Proctoring Request policy for information related to student responsibilities and costs.

**CPPS Absence Notification Form:** <https://apps.pharmacy.wsu.edu/absence/>

**CPPS Absence and Campus Closure Policy:**

<https://pharmacy.wsu.edu/documents/2023/06/absence-and-campus-closure.pdf>

**The university policy for adverse weather conditions can be found here:**

<https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

### Competency-based assessment, methods of assessment, and course grading criteria/components

Competency-based Assessment Model Overview: The College of Pharmacy and Pharmaceutical Sciences uses a 3-tiered grading scheme of Honors, Satisfactory and Failure (H-S-F) which requires that students achieve at least 80% competency on specific assessments (or more stringent for some courses). Some courses may not offer an Honors designation. Important aspects of the model include frequent testing, testing over smaller amounts of material and multiple attempts to meet competency. Click on Frequently Asked Questions Document at this link: <https://pharmacy.wsu.edu/documents/2017/11/hsf-faq-2.pdf>.

The final grade in the Applied Patient Care II Course will be based on the following criteria:

Topic	Percent of Total Course Grade
<b>Outpatient Rx Checking</b>	<b>15%</b>
Drug Utilization Review	5%
Introduction to Charts	5%
Intro to Drug Information and Guidelines	5%
Implementing Drug Info in Patient Cases	10%
Patient Interviewing	5%
Telehealth Simulation	10%
Medication Error Disclosure	5%
Mental Health Simulation	10%
Intro to Informal Presentations and SOAP Notes	5%
<b>Calculations Exam</b>	<b>10%</b>
<b>Informal Presentations</b>	<b>10%</b>
Tuberculin Skin Testing	5%
<b>Total</b>	<b>100%</b>

A more detailed breakdown of grading will be provided in the Student Pharmacist Lab Overview each week. *Note: Bolded topics have an assessment component that require an 80% or 90% competency minimum*

Competency for this course is defined using the following criteria:

**Honors:** The student demonstrates long-term retention of the course material by achieving at least **90%** competency on an **optional** comprehensive examination at the end of the semester. This comprehensive exam will consist of material from each section of the course. All students are eligible to take this exam, however only those who pass the course are eligible to receive the honors designation.

**Satisfactory:** The student demonstrates attainment of knowledge and skills relevant to the defined learning outcomes by achieving **at least 70%** on the overall course grade as well as meeting a **minimum competency of 80%** on the Outpatient Rx Checking Exam and Informal Presentations. A **minimum score of 90%** is also required to meet competency on the Calculations Exam.

**Fail:** Failure to demonstrate competency of the material and successfully complete **any of the components with the required minimum grade (as stated) will result in an incomplete or failure for the course.** Students must pass outlined requirements and competency validation in order to progress. Students are responsible for knowing if their assignments have been completed and turned in. Grades will be updated and posted regularly to Canvas.

If a student has an objection about assessment scoring and/or specific assessment items, they may bring the issue to the attention of the IOR through the following process:

Within 7 days of the score release, the student should email the IOR. The email should include the following:

- A 1 page description of the issue including what is being challenged, why it is being challenged, rationale for why it should be changed, as well as summary of evidence to support the student's argument
- The student's availability for a meeting with the IOR

The student must then meet with the IOR to discuss the issue by appointment.

### **Re-engagement Opportunities for Competency Based Assessments:**

This course will only offer an initial attempt and one re-engagement opportunity for a total of 2 attempts for any assessment or assignment requiring a minimum competency. This additional opportunity to meet competency will be given to any student who does not successfully meet competency on the first attempt. Re-engagement opportunities on all competency-based assignments will cover the same material (as for Outpatient Rx Checking Exam, Calculations Exam, and/or Informal Presentations) but will cover a new patient scenario/case or new prescriptions.

The student will be given the opportunity to seek assistance from their instructors to prepare for the second attempts of the competency components. This is the second and final time for a student to demonstrate competency. Students who do not pass the second attempt will be assigned a failing grade for the course.

**Students will lose an additional 10% on their final grade for any of the following unprofessional behaviors (at the discretion of the facilitator/instructor):** Examples may include: repeated failure to follow dress code; repeated tardiness; repeatedly not prepared for lab – including not having appropriate lab supplies, documents and/or reading material; academic dishonesty; disrespectful treatment of colleagues, faculty or guests; breaching simulation policy; cell phone or inappropriate computer use during class. Repeated unprofessional behavior may result in a failing grade for the course at the discretion of course faculty.

### **Critical Errors**

APC instructors and facilitators are dedicated to ensuring your success as you prepare for your introductory and advanced pharmacy practice experiences and ultimately as you transition into pharmacists. All activities in this course have been carefully designed by instructors and facilitators to meet college and course outcomes to enhance your clinical application and professional development.

In keeping with the philosophy of sound patient care, assignments and assessments that reflect patient care errors or omissions will be graded according to the severity of the error as outlined below at the discretion of the APC instructors or facilitators.

Critical Error	Examples:	Errors of this magnitude will result in:
Moderate to high potential of causing severe	<ul style="list-style-type: none"> <li>• 10-fold dosing errors</li> </ul>	



irreversible or lasting patient harm or death if not caught.	<ul style="list-style-type: none"> <li>Medication with potential to lead to fatal/severe reaction (contraindications, allergies, etc)</li> <li>Severe drug-drug interactions</li> </ul>	<ul style="list-style-type: none"> <li>25% reduction on assignment grade</li> <li>Required critical error prevention reflection</li> </ul>
<b>Minor Error</b> Low potential to cause irreversible or lasting harm to patient health outcomes but may have major impact on relationships between patient and healthcare provider.	<b>Examples:</b> <ul style="list-style-type: none"> <li>Choosing a non-preferred antibiotic</li> <li>Spelling not impacting interpretation of recommendation</li> <li>Minor dosing errors</li> </ul>	<b>Errors of this magnitude will result in:</b> <ul style="list-style-type: none"> <li>10% reduction on assignment grade</li> <li>Optional critical error prevention reflection</li> </ul>

### Unapproved Medical Abbreviations

Students may **not** use any of the following on assignments/quizzes/exams or related activities. Use of unapproved abbreviations may result in loss of points, redoing assignment/activity/etc., or a failing grade on the assignment/activity/quiz/etc. Refer to the [Institute for Safe Medication Practices \(ISMP\) website](#) for additional unsafe abbreviations.

Do Not Use	Use	Rationale
Lack of leading zero (.5 mg)	Use a zero before a decimal point (0.5mg)	Decimal point is missed, 10 fold error
Trailing zero (3.0 mg)	Avoid writing a zero by itself after a decimal point (3 mg)	Decimal point is missed, 10 fold error
Lack of space between dose and unit (3mg)	Place a space between # and unit (3 mg)	Unit may be mistaken for number, etc.
U or IU (for unit)	Write "Unit"	Mistaken for the number "zero" or the number "four" or "cc" or IV (intravenous) or 10 (ten)
μ (for micro)	Write "mcg"	Handwritten μ easily confused with m for milli
DC (used for both discontinue and discharge)	Write "discontinue" or "discharge"	Mistaken as discharge vs. discontinue
Q.D. (Latin abbreviation for once daily)	Write "daily" or "Qday"	Mistaken for Q.O.D. or Q.I.D. The period after the Q can be mistaken for an "I".
Q.O.D. (Latin abbreviation for every other day)	Write "every other day"	Mistaken for Q.D. The "O" can be mistaken for "I".
Abbreviations of drug names (ASA, APAP, MS, HCTZ, AZT, MSO4, MgSO4, etc.)	Write out drug name	Drugs name unclear can lead to medication error & patient harm
Teaspoon, Tablespoon	Use metric designation "ml"	Significant dosing errors have been reported with the use of teaspoon and tablespoon.

### Testing policies

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for

installing ExamSoft™ and Exemplify™ will be provided by the CPPS ExamSoft™ Coordinator. Students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations.

- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment):  
<https://pharmacy.wsu.edu/documents/2023/06/test-administration-policies.pdf>

### **Academic honesty, conduct, and behavior**

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Students are responsible for understanding the full [Academic Integrity Statement](#). Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will fail an assignment and/or examination, may receive a 10% reduction from the overall semester grade, may receive a failing grade for the semester, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct and Student Progress Committee.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the [definitions of cheating](#). If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [communitystandards.wsu.edu](http://communitystandards.wsu.edu). Make sure you submit your appeal within 21 calendar days of the faculty member's decision.

In addition to university academic integrity standards, students are reminded that they must adhere to the policies agreed to in writing when entering the College of Pharmacy and Pharmaceutical Sciences. These are detailed in the Pharmacy Student Handbook under Pharmacy Code of Professionalism. Departures from this code may have serious consequences for academic standing in the class and/or continued enrollment in the College of Pharmacy and Pharmaceutical Sciences. Sanctions for violation of the code will depend upon the seriousness of the infraction. Furthermore, depending on the nature of the code violation, students will be referred to the Student Progress Committee, Director of Student Services, or the WSU Office of Community Standards. Any CODE violations that constitute an alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26-404).

### **Sex and Gender Based Violence**

Any form of sexual harassment or violence will not be excused or tolerated at Washington State University. WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

If you are experiencing or have experienced sexual assault, domestic violence, dating violence or stalking, you may report it to me and I will connect you to resources. However, WSU employees mandated to contact the WSU Title IX Coordinator with these reports. You may also contact the Office of Civil Rights Compliance and Investigation at 509-335-8288

For confidential resources, you may contact WSU Health Sciences Counseling at 509-358-7740 (Spokane), 509-494-7925 (Yakima), or the WSU Health Sciences After Hours Crisis Line at 509-358-6500. For community resources you may contact the Spokane YWCA at 509-789-9297, Yakima YWCA at 509-248-7796, Spokane Sexual Assault 24-hour Crisis Line at 509-624-7273 or Yakima Aspen Victim Services 24-hour line at 509-452-9672. You may also reach out to Spokane Campus Safety and Security 24-hours a day at 509-358-7995, YVC Campus Security at 509-574-4610, or PNWU Campus Safety at 823-3346. All victims and survivors are treated with respect and dignity.

If you are in immediate danger, call 911.

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

### **University Syllabus**

*Students are responsible for reading and understanding all university-wide policies and resources pertaining to all courses (for instance: accommodations, care resources, policies on discrimination or harassment), which can be found in the [University Syllabus](#).*

**Washington State University College of Pharmacy and Pharmaceutical Sciences  
Doctor of Pharmacy Program  
Fall 2023**

Course Number: Pharmacy 534  
Course Title: Pharmacotherapy II  
Credits: 4

**Instructor of Record:** Joshua J. Neumiller, PharmD, CDCES, FADCES, FASCP  
Professor  
Department of Pharmacotherapy  
WSU College of Pharmacy and Pharmaceutical Sciences  
Office: HSB 212B  
Phone: 509-368-6756  
Email: [jneumiller@wsu.edu](mailto:jneumiller@wsu.edu)  
Office Hours: **By Arrangement**

**Participating Instructors:**

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**Brian Gates, PharmD, CGP**  
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WRAPP Monitoring Program Manager  
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**Megan Willson, PharmD**  
Professor  
Department of Pharmacotherapy  
[mwillson@wsu.edu](mailto:mwillson@wsu.edu)

**Course Communication:**

The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “WSU Authentication” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “Help” feature you can utilize located on the bottom left menu once you are signed into Canvas.

**Course overview**

This course is the second in the Pharmacotherapy series. The purpose of this series is to provide a broad overview of the drug therapy of disease states as well as to facilitate progressive development of clinical skills. These courses complement the Pharmacology Course series and the Applied Patient Care Course series, and together provide the knowledge and clinical skills necessary for the practice of pharmacy. Active learning sessions will be held per the course schedule. Information from previous pharmacy courses will also be utilized in developing appropriate patient care plans.

During the course, students will learn how medications are used to treat specific illness/disorders, the principles of drug and dosage selection, the techniques for monitoring drug therapy for both desired and adverse effects, and the methods of developing alternative treatment plans. Emphasis will be placed on applying concepts and drug information to specific pharmacotherapy problems, which will provide a strong foundation upon which clinical skill may be built. Students should be able to offer safe and effective drug treatment plans for the diseases discussed, recognize inappropriate or unsafe drug use, and state precisely why certain regimens are rational and why others are not.

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

Student Learning Outcomes	Course topic	Evaluation of Outcome
<b>Standard 1</b>		
DILE03) Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	All weeks	Exams
PC02) Describe the anatomy, physiology, and pathophysiology of the human body.	All weeks	Exams
PT02) Describe administration considerations and potential infusion-related complications for parenteral products and provide safe recommendations for prevention and management of adverse effects	IBD/IBS, Nausea/Vomiting, Parkinson's Disease, Addiction, Anxiety Disorders/ADHD, Bipolar, Depression, Schizophrenia, Seizure Disorders, Headache Disorders	Exams
PT04) Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	All weeks	Exams
PT05) Identify or apply the key facts including, pharmacologic activity, mechanism of action, interactions, therapeutic use, tolerability of over-the-counter medicines and their application to patient care.	All weeks	Exams
PT06) Monitor and adjust therapy based on efficacy, cost, tolerability, or risk for adverse events.	All weeks	Exams
PT07) Identify or apply the key facts, including the pharmacologic activity, mechanism of action, therapeutic use, tolerability of prescription drugs and their application to patient care.	All weeks	Exams
PT08) Utilize clinical skills to select optimal therapy and create a patient centered care plan	All weeks	Exams
PT10) Identify the key facts including, pharmacologic activity, mechanism of action, interactions, therapeutic use,	All weeks	Exams

tolerability of natural products, dietary supplements, and/or other alternative/complementary strategies and their application to patient care.		
<b>Standards 2-4</b>		
2A) Patient-centered care	All weeks	Exams
2D) Population-based care	All weeks	Exams
3A) Problem solving	All weeks	Exams
4D) Professionalism	All weeks	Formative

**Required and optional textbooks, references, and other resources**

**Suggested Textbook:**

DiPiro JT, Yee GC, Posey LM, Haines ST, Nolin TD, Ellingrod V (eds). *Pharmacotherapy: A Pathophysiologic Approach*. 12<sup>th</sup> edition. McGraw-Hill. 2023.

Required reading materials and pre-assignments (i.e., pre-class recordings, cast study reviews, etc.) will be posted to Canvas.

**Class format and schedule**

Pharmacy 534 will meet on Tuesdays and Thursdays from 10:10 - 12:00 throughout the semester. Class will be held in person in PBS 101. The Pharmacy 534 course will be team taught by the Pharmacotherapy faculty and guest presenters with Dr. Josh Neumiller serving as the Instructors of Record for the course.

**Please note that this syllabus is subject to change based on unforeseen circumstances that may arise during the semester.**

Week	Date	Content/Topic	Content Expert/Facilitator
Week 1:		<b>NO CLASS</b>	
Week 2:	8-29-2023 8-31-2023	Syllabus Review/GERD &PUD Constipation	Neumiller Nelson
Week 3:	9-5-2023 9-7-2023	Diarrhea IBD/IBS	Nelson Nelson
Week 4:	9-12-2023 9-14-2023	<b>TEST 1 (Weeks 2-3)</b> Nausea/Vomiting	Nelson
Week 5:	9-19-2023 9-21-2023	Neuropathic Pain/Fibromyalgia Pancreatitis/Gallbladder Disease	Neumiller Willson
Week 6:	9-26-2023 9-28-2023	Addiction Parkinson's Disease	White Neumiller
Week 7:	10-3-2023 10-5-2023	<b>TEST 2 (Weeks 4-6)</b> Alzheimer's Disease	Clark
Week 8:	10-10-2023 10-12-2023	Multiple Sclerosis <b>EXAM 1 (Weeks 2-8)</b>	Gates
Week 9:	10-17-2023 10-19-2023	Sleep Disorders Depression	MacCamy MacCamy
Week 10:	10-24-2023 10-26-2023	Anxiety Disorders/ADHD Bipolar	MacCamy MacCamy

<b>Week 11:</b>	<b>10-31-2023</b> <b>11-2-2023</b>	Schizophrenia WRAPP Lecture	MacCamy Rhodes
<b>Week 12:</b>	<b>11-7-2023</b> <b>11-9-2023</b>	<b>TEST 3 (Weeks 9-11)</b> Seizure Disorders I	Stumphauzer
<b>Week 13:</b>	<b>11-14-2023</b> <b>11-16-2023</b>	Seizure Disorders II Topics in Ophthalmology	Stumphauzer Stumphauzer
<b>NO CLASS - THANKSGIVING BREAK</b>			
<b>Week 14:</b>	<b>11-28-2023</b> <b>11-30-2023</b>	Headache Disorders <b>TEST 4 (Weeks 12-14)</b>	Stumphauzer
<b>Week 15:</b>	<b>12-5-2023</b> <b>12-7-2023</b>	Interpretation of Lab Values 1 Interpretation of Lab Values 2	Willson Willson
<b>Week 16:</b>	<b>12-12-2023</b> <b>12-15-2023</b>	<b>EXAM 2 (Weeks 9-15)</b> <b>COMPREHENSIVE RE-ENGAGEMENT (Weeks 2-15)</b>	

### **Course expectations**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:** As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

Instructional sessions will be held per the attached course schedule. To get the most out of the course, students are expected to come to class prepared to contribute to the discussion. Preparation for the discussion should involve reading and reviewing any material distributed or posted on Canvas or recorded on Panopto **prior to the class period**. Questions stemming from the pre-class preparation materials AND/OR in-class discussions may (and likely will) appear on the exams. During scheduled class time, subject material will be openly discussed, and students are encouraged to ask questions regarding the

assigned materials. In addition, frequent use of patient-based case studies will be employed to illustrate how the course content is applied in the clinical setting. Students may be called on individually to answer questions related to the assigned preparation materials. All assessments in the Pharmacy 534 course are designed to be individual work. "Individual work" means the student may not obtain assistance from any other person in completion of the assessments.

You will be expected that you take the exam at the designated time and place. **Therefore, do not make travel plans that interfere with scheduled examinations.**

### **Attendance policy**

#### **Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. Unexcused absences for scheduled tests and exams may result in a reduced overall course grade and/or forfeited assessment attempts. All absences should be communicated to Dr. Neumiller as early as possible (at minimum 2 hours prior to the date and time of the scheduled assessment) via email and through the CPPS Absence Notification Form link below. Failure to notify Dr. Neumiller of your absence prior to the assessment may result in receiving a 0% on the scheduled assessment. Makeup assessments for excused absences will be made by arrangement with Dr. Neumiller.

CPPS Absence and Campus Closure Policy: <https://pharmacy.wsu.edu/documents/2023/06/absence-and-campus-closure.pdf/>

CPPS Absence Notification Form: <https://apps.pharmacy.wsu.edu/absence/>

The university policy for adverse weather conditions can be found here; <https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

### **Competency-based assessment, methods of assessment, and course grading criteria/components**

**Competency** for this course is defined using the following criteria:

**Satisfactory:** The student demonstrates attainment of knowledge and skills relevant to the defined learning outcomes by achieving at least **70%** for the course without rounding. If a score less than 70% is earned in the course, students will have an additional attempt to pass the course via a single comprehensive re-engagement attempt at the end of the semester (Week 16). A score of 70% is required on the re-engagement attempt to pass the course, and the maximum score a student will receive for the course is 70%. ***There will be no retakes in this course; students will have 1 attempt on each assessment and students are required to take every scheduled assessment in the course.*** Please see the section immediately above regarding notifying Dr. Neumiller of any absences for scheduled course assessments. Failure to do so may result in a failing course grade.

**Fail:** The student fails to demonstrate attainment of knowledge and skills relevant to the defined learning outcomes by achieving less than **70%** for the course without rounding.



**Honors:** Honors will be assigned for students achieving  $\geq 95\%$  for the overall course grade without rounding.

**Methods of Assessment:**

Students will be assessed through block testing per the grading criteria table below.

Assessment Type	% of final course grade
Test 1 (weeks 2-3)	10%
Test 2 (weeks 4-6)	10%
Comprehensive Exam #1 (weeks 2-8)	30%
Test 3 (weeks 9-11)	10%
Test 4 (weeks 12-14)	10%
Comprehensive Exam #2 (weeks 9-15)	30%

***Please note that no scores in the class will be rounded upward.***

***Testing schedule and policies***

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Examplify™ will be provided by the CPPS ExamSoft™ Coordinator. Students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations.

- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment): <https://pharmacy.wsu.edu/documents/2023/06/test-administration-policies.pdf>

***Academic honesty, conduct, and behavior***

You are responsible for reading WSU's [Academic Integrity Policy](#), which is based on [Washington State law](#). If you cheat in your work in this class, you will:

- **Receive a zero on the assessment and/or a failing grade in the course.**
- Be reported to the [Center for Community Standards](#).
- Have the right to appeal my decision.
- Not be able to drop the course or withdraw from the course until the **appeals** process is finished.

If you have any questions about what you can and cannot do in this course, ask us.

The Standards of Conduct for Students, WAC 504-26-010(3) covers cheating, plagiarism, or other forms of academic dishonesty including but not limited to the following:

- Unauthorized collaboration on assignments.
- Facilitation of dishonesty including not challenging academic integrity violations by others (i.e., helping someone else cheat).
- Obtaining unauthorized knowledge of course assignments or exam materials.
- Unauthorized multiple submissions of the same work for different course assignments.
- Sabotage of another student's work.
- Knowingly furnishing false information or data to any University official, faculty, or staff.

- Forgery, alteration, or misuse of any University document, record, or form of personal identification.

Given the accessibility of electronic information, further discussion of commonly observed examples of plagiarism is warranted. Examples may include:

- Copying material (e.g., copy and paste) from any source without proper citation.
- Copying homework solutions from online sources such as CHEGG, Bartleby, StackExchange, and solutions manuals.
- Using an essay for hire service, AI generated responses, or copying material from another student.

If you want to ask for a change in our decision about academic integrity, use [the form](#) at the [Center for Community Standards](#) website. You must submit this request within 21 calendar days of the decision.

Any alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26-404).

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

### **University Syllabus**

*Students are responsible for reading and understanding all university-wide policies and resources pertaining to all courses (for instance: accommodations, care resources, policies on discrimination or harassment), which can be found in the [University Syllabus](#).*

**Washington State University College of Pharmacy and Pharmaceutical Sciences**  
**Doctor of Pharmacy Program**  
**Spring 2023**

**Course Number:** Pharmacy 541  
**Course Title:** Applied Patient Care III: Medication Therapy Management  
**Credits:** 1 laboratory credit = 3 hours of contact time per week

**Yakima IOR:**

Christina Buchman, PharmD, BCACP  
Clinical Assistant Professor  
Cadwell 104, 509-494-7932  
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**Spokane IOR:**

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Damianne Brand, PharmD  
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Kimberly McKeirnan, PharmD, BCACP  
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**Participating Instructors:**

Alanda Barash, PharmD  
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Lexie Powell, PharmD  
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**Instruction and Classroom Support Technician:**

(Spokane)  
Pilar Heredia-Middleton  
HSB 212H  
509-358-7791  
[p.heredia-middleton@wsu.edu](mailto:p.heredia-middleton@wsu.edu)

**Office hours:** by appointment on Zoom or in person for all IORs and instructors, email to arrange.

**Course Communication:** The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “WSU Authentication” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “Help” feature you can utilize located on the bottom left menu once you are signed into Canvas.

Zoom is used to deliver course material, in a virtual and accessible way. The follow directions need to be used when signing in to Zoom for this course. Pharmacy Information Services is available if you have difficulty with Zoom 509-368-7609.

- Open the Zoom application and you will be presented with a window to sign in.
- Click the Sign in with SSO option on the right-hand side.
- Enter wsu in the field so that it reads wsu.zoom.us and then click the Continue button.

- You will be redirected to the WSU Network Authentication page where you can enter your WSU username and password.
- Once you've successfully logged in, the Zoom application should open and be signed in. If it does not open right away, click the Launch Zoom button shown in your browser.

### Course overview

**Applied Patient Care III: Medication Therapy Management** is the **third** in a series of five courses designed to teach applied patient care skills from the pharmacist's perspective. You will be required to develop clinical skills and apply knowledge about drug therapy to provide patient specific care. The Applied Patient Care course series is designed to complement and reinforce the drug therapy and disease knowledge from the Pharmacotherapy and Pharmacology course series. Throughout the Applied Patient Care series, patient cases will progress from basic to complex according to the following *general* criteria:

Patient Type	Number of medical problems	Number of medications	Patient location	Course emphasis
Basic	1 or 2	< 5	Home or low-level assisted care	APC I and APC II
Intermediate	3-5	5-10	High level assisted care or hospitalized (non-ICU)	APC III and APC IV
Complex	Multiple and/or serious	>10	Hospitalized (ICU)	APC V

This course will build upon the skills you developed during Applied Patient Care I and II and will continue to emphasize the clinical application of the medications learned in the Therapeutic Agents course and in the Pharmacology and the Pharmacotherapy series. Professional behaviors (including application of legal and ethical principles) are expected and required at all times during this course.

Applied Patient Care III will utilize and apply the framework of the "**Pharmacists' Patient Care Process**".



The objective of **Applied Patient Care III: Medication Therapy Management** is to continue to refine clinical assessment and documentation skills learned from APC I and II and to expand clinical skills by evaluating medication therapy for specific patients. By independent patient case review and small group discussions, student pharmacists will assess drug therapy, determine appropriate interventions and develop appropriate therapeutic plans (including clinical documentation). APC III will focus on the pharmacist's role in medication therapy management and clinical skill development.

### Required and optional textbooks, references, and other resources

#### Required Course Materials (bring as needed to lab):

- Student Pharmacist Lab Overview (SPLO)** and any other material posted to Canvas each week. The SPLO and all material needed for tutorial or pre-lab work will be posted no later than 5 PM on Friday prior to the upcoming lab. Students are required to download and review documents prior to lab and tutorial. In addition, documents should be readily available for use in class.

- Computer
- Calculator (NOTE: no cell phone, iPad calculators, or sharing calculators during calculations exam)
- Professional attire (business casual with white coat or scrubs)
- Drug Reference book or electronic resources of choice

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

Standard	Student Learning Outcome	Evaluation of Outcome
COM01/EPA_1D	Articulate written or verbal professional recommendations succinctly.	MTM Practical Assessment, SOAP Notes, and HTN Simulation
COM05/ EPA_1D	Utilize principles of effective communication and patient counseling skills to provide information that empowers patients to effectively manage their health.	MTM Practical Assessment, SOAP Notes, and HTN Simulation
COM06/ EPA_2A	Communicate effectively with other healthcare providers using appropriate medical terminology.	MTM Practical Assessment, SOAP Notes, and HTN Simulation
DILE03/ EPA_4B	Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	MTM Practical Assessment, SOAP Notes, and HTN Simulation
PROF01/ EPA_6A	Develop and model professional behavior through demonstration of professional work habits, priorities, time management and positive interactions.	Weekly during formative and summative activities
PT01/ EPA_1B	Apply knowledge of commonly used prescription and non-prescription medications to create a care plan.	Complex Clinical Cases, Asthma Simulation, and HTN Simulation
PT08/ EPA_1C	Utilize clinical skills to select optimal therapy and create patient centered care plans.	MTM Practical Assessment, SOAP Notes, and HTN Simulation
PtCP09/ EPA_1C	Devise a plan and justify rationale to address drug-therapy concerns.	SOAP Notes
PtCP16/ EPA_5B	Perform accurate calculations.	Calculations Exam
PtCP18/ EPA_1A	Identify or collect relevant subjective or objective data from the medical record, the patient, or physical assessments.	MTM Practical Assessment, SOAP Notes, and HTN Simulation
PtCP19/ EPA_1B	Interpret & evaluate subject or object data to identify medication-related problems and prioritize health-related needs.	MTM Practical Assessment, SOAP Notes, and HTN Simulation
PtS05/ EPA_3B	Identify and resolve medication errors, including errors in prescribing, dispensing, or compounding.	Calculations Exam
2A	Provide patient-centered care as the medication expert.	Weekly during formative and summative activities
3A	Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.	Weekly during formative and summative activities
3B	Educate all audiences by determining the most effective and enduring ways to impart information and assess learning.	Weekly during formative and summative activities
3C	Represent the patient's best interests.	Weekly during formative and summative activities
3F	Effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.	Weekly during formative and summative activities
4D	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.	Weekly during formative and summative activities

**Class format and schedule**

**Tutorial:** Tuesday 9:10-10:00 AM; 1 hour per week, 15 hours per semester

Room: Yakima – UCC BHA; Spokane – HSB Quads

**Lab:** Assigned lab section; 2 hours per week, 30 hours per semester

Section 1: Wednesday 8:10-10:00 AM

Section 2: Wednesday 10:10 AM-12:00 PM

Section 3: Wednesday 1:10-3:00 PM

Section 50 (Yakima): Wednesday 10:10 AM – 12:00 PM

Room: Yakima – UCC BHA; Spokane PBS 304 unless otherwise specified

**Office hours:** by appointment on Zoom or in person, email the instructor to arrange.

**Class format** will vary from week to week but will include time for skills technique practice and assessment, individual activities, human patient simulations, presentations, small group activities and discussions, and large group discussions. Students will also participate in active learning activities including cooperative cases, individual cases, role playing, peer formative assessment, and application activities.

## 541 Class Schedule

Week	Dates	Tutorial	Lab	Yakima Faculty Lead	Spokane Faculty Lead
1	Jan 9-13	Course Overview	Intro to Diabetes	Dr. Buchman	Dr. Vaitla
2	Jan 16-20	No tutorial	Diabetes Counseling	Dr. Buchman	TBD
3	Jan 23-27	APhA MTM Training at-home self-study	APhA MTM Training Part 1	Dr. Buchman	Dr. McKeirnan
4	Jan 30-Feb 3	No tutorial	APhA MTM Training Part 2	Dr. Buchman	Dr. McKeirnan
5	Feb 6-10	No tutorial	APhA MTM Training Part 3	Dr. Buchman	Dr. McKeirnan
6	Feb 13-17	Prep for MTM Practical	<b>MTM Practical Assessment</b>	Dr. Buchman	Dr. McKeirnan
7	Feb 20-24	Prep for Hypertension Simulation	Telehealth Hypertension Simulation	Dr. Buchman	Dr. Barash
8	Feb 27-Mar 3	Class cancelled for other assessments			
9	Mar 6-10	Calculations Review	Anticoagulation Patient Cases	Dr. Buchman	Dr. Barash
<b>Mar 13-17 Spring Break</b>					
10	Mar 20-24	<b>Calculations Exam</b>	Asthma Simulation	Dr. Buchman	Dr. Barash
11	Mar 27-31	Top 200 Review	Complex Clinical Case 1	Dr. Buchman	Dr. Vaitla
12	Apr 3-7	<b>Top 200 Exam</b>	Complex Clinical Case 2	Dr. Buchman	Dr. Vaitla
13	Apr 10-14	<b>Top 200/Calculations ELE</b>	<b>Complex Clinical Case Assessment</b>	Dr. Buchman	Dr. Vaitla
14	Apr 17-21	<b>Honors Exam (Optional)</b>	Remediations PRN	Dr. Buchman	Dr. Vaitla
15	Apr 24-28	Class cancelled for other assessments			

16	May 1-5	Class cancelled for other assessments
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### **Competency-based active learning**

The College of Pharmacy and Pharmaceutical Sciences has adopted an active learning model. In this model, introductory materials are provided to students as pre-class content (short video, readings, worksheets, etc.) and in-lab time is dedicated to collaborative, active learning activities facilitated by faculty. While some introductory material will also be in-class, for weeks with an active and collaborative learning environment, all students share a responsibility to their peers to *prepare* for and *participate* in learning activities.

Individual preparation for class (i.e. consistent completion of pre-class materials) and participation in class (i.e. consistent attendance and engagement with in-class activities) are therefore expectations of all students.

### **Course expectations**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

#### **Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:**

As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

**Professionalism and attendance are MANDATORY**, for all tutorials, labs, breakout sessions, small group activities/study sessions, and exams unless otherwise stated by the instructor of record.

**Attendance & Participation:**

- **Attendance is mandatory for this course.** See attendance policy below.
- **Active participation** is expected of all students during the small group discussions. Participation will be graded by the facilitator for each group. Active participation means contributing to the discussion each week.
- **Professionalism** is expected of all students in this course. Professionalism includes professional attire, promptness, and attitude/behavior during tutorials, in-lab discussions, and simulations. We will be checking for professional dress during lab. Points will be taken off at the discretion of the instructor.

**Assignments:**

- Course assignments must be turned in on time in order to receive full credit.
  - Assignments turned in after the due date will automatically receive a reduction of grade by 50% if received within 1 week of the assignment due date (for formative assignments only).
  - Assignments turned in after 1 week will receive a zero without an opportunity to remediate.
  - Assignments not submitted in the proper format (.docx, .pdf, .jpg, or .png) will automatically receive a reduction of grade by 20%.
- **All assignments in this course are expected to be individual work unless otherwise specified.** Individual work means the student may not obtain assistance from any other person in completion of the assignment or examination. Individual assignments or examinations will specify the types of resources that may be used (i.e., closed-book, open-book, e-resources allowed). Faculty will be actively checking to ensure that your work is in your own words using the “Safe Assign” feature in Canvas.
- Group work means the student is expected to complete the specified portion of the assignment or examination in collaboration with other members of their assigned group, with a clear description of the required tasks. The expectation is that all students participate fully in the group activities; the degree of each member's contribution to the total group effort may be taken into account in the assessment. Group work includes the in-lab case discussions, but all assignments are expected to be completed as individual work unless specifically noted as group work.

<b>Professional Behavior</b>	<p><b>RELIABILITY:</b> arrives on time or early with appropriate attire/supplies, prepared, and meets deadlines.</p> <p><b>QUALITY:</b> prepared and actively participates, completes assignments/activities attempting to exceed minimum.</p> <p><b>SAFETY:</b> follows all lab instructions/safety procedures, upholds HIPAA, maintains a clean/orderly work environment, and returns all materials to appropriate place.</p> <p><b>PROFESSIONALISM:</b> adheres to expected professional student conduct by displaying courtesy towards students and facilitators, communicates effectively and respectfully with faculty &amp; student colleagues using appropriate language, tone and body language.</p> <p><b>ACCOUNTABILITY:</b> collaborates with instructors if anticipating tardiness or requesting other assistance; works cooperatively with others, contributes to group activities, remains on task, manages time well, and meets deadlines and due dates.</p> <p><b>INTEGRITY:</b> responds positively to constructive criticism and implements change accordingly, and upholds and models academic integrity and professional responsibility.</p>
<b>Professional Attire</b>	<p>Professional attire is required during lab (<i>not during tutorial</i>). Students will either wear scrubs or their white coats with business casual attire, and close-toed shoes for all lab sessions. Business casual attire is defined as a collared shirt, blouse, slacks, skirts/dresses of an appropriate style and length, and dress shoes. Length of skirts or dresses</p>



	will consist of no shorter than the vertical length of a student ID above the middle of the knee (about 3 3/8 inches). White coats with business casual attire are required during simulations and informal patient presentations. Student IDs should be worn for every lab, regardless of choice of attire.
<b>Electronics</b>	All electronic devices <b>must be turned off</b> when instructed by facilitator. Facilitators may dismiss a student from the class/activity for failure to follow this rule. The use of cell phones, smart watches, and computers/tablets will not be allowed during examinations unless specified.

### Course attendance policy

**Attendance is mandatory for this course.**

#### Absence Policy

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to notify the instructor of the absence as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts as outlined below.

- **Absence from an Exam/Assessment:**
  - All absences during test days will result in *forfeiting that testing attempt* unless arrangements have been made in advance as outlined below.
- **Absence from Lab:**
  - An absence for the first missed lab (excused or unexcused) can be made-up for full points. If you are absent from lab, you will be required to attend a comprehensive make-up lab by Week 15 of the semester at the latest to earn your participation points as well as submit the assignment from the missed week by the deadline assigned by the instructor.
  - A second missed lab is allowed and must be made-up similarly to the first lab, with additional work at the discretion of the instructor, but can only receive up to 80% of the total lab points.
  - A third missed lab is allowed and must be made-up similarly to the first lab, with additional work at the discretion of the instructor, but will receive 0% of the total lab points.
  - **Any additional absences past the third will receive a failing grade for the course.**
- **Switching labs** with other students is allowed. If you know ahead of time that you would like to attend a different lab time it is your responsibility to contact the IOR and the instructional assistant at least ONE week ahead of time AND find a student in a different lab to switch with. You are responsible for notifying both sets of team members and your IOR of the switch. If you need to switch labs during a simulation day, contact your IOR as soon as possible.

#### Missed Assessment Policy:

- All absences during assessment days will result in forfeiting that attempt unless arrangements have been made in advance through the Remote Proctoring Request policy.
- Exceptions to the missed assessment policy may be made due to extenuating circumstances encountered during ELE's on a case by case basis by the instructor of record.

#### Student Reporting Procedure:

- The student completes the Absence Notification form prior to the start of the exam or required course activity.
- For planned absences associated with university sanctioned events, military duty, jury duty or court summons, an individual may opt to schedule to take the exam remotely according to the Remote Proctoring Request policy.
- To request remote proctoring, a Remote Proctoring Request form must be submitted 15 business days prior to the scheduled absence. Before submitting, please review the Remote Proctoring Request policy for information related to student responsibilities and costs.

CPPS Absence and Campus Closure Policy: <https://pharmacy.wsu.edu/documents/2020/05/block-test-absence-policy.pdf/>

CPPS Absence Notification Form: <https://apps.pharmacy.wsu.edu/absence/>

The university policy for adverse weather conditions can be found here; <https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

### **COVID-19 Policy**

Students are expected to abide by all current COVID-19 related university policies and public health directives. These directives may be adjusted to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU's COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who do not comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.

### **Competency-based assessment, methods of assessment, and course grading criteria/components**

Competency-based Assessment Model Overview: The College of Pharmacy and Pharmaceutical Sciences uses a 3-tiered grading scheme of Honors, Satisfactory and Failure (H-S-F) which requires that students achieve at least 80% competency on each assessment (or more stringent for some courses). Some courses may not offer an Honors designation. Important aspects of the model include frequent testing, testing over smaller amounts of material and multiple attempts to meet competency. Click on Frequently Asked Questions Document at this link: <https://pharmacy.wsu.edu/documents/2017/11/hsf-faq-2.pdf>.

Competency for this course is defined using the following criteria:

**Honors:** The student demonstrates long-term retention of the course material by achieving at least **90%** competency on an **optional** comprehensive examination at the end of the semester. This comprehensive exam will consist material from each section of the course. All students are eligible to take this exam, however only those who pass the course are eligible to receive the honors designation.

**Satisfactory:** The student **demonstrates** attainment of knowledge and skills relevant to the defined learning outcomes by achieving **at least 80%** on the outcomes/learning objectives assessed. 80% is required to meet competency on the MTM Practical Assessment, Top 200 Exam, and Complex Clinical Case Practical Assessment. A minimum score of **90%** is required to meet competency on the

Calculation Exam. A minimum of 80% for the overall course percentage is also required to meet competency for this course.

**Fail:** Failure to demonstrate competency of the material and successfully complete any of the components with the required minimum grade (as stated) will result in an incomplete or failure for the course. Students must pass outlined requirements and competency validation in order to progress. Students are responsible for knowing if their assignments, quizzes etc. have been completed and turned in. Grades will be updated and posted regularly to Canvas.

The final grade in the Applied Patient Care III Course will be based on the following criteria:

Topic	Percent of Total Course Grade
Intro to Diabetes	5%
Diabetes Counseling	5%
APhA MTM Self-Study	5%
APhA MTM Training Part 1	5%
APhA MTM Training Part 2	5%
APhA MTM Training Part 3	5%
<b>APhA MTM Assessment</b>	<b>10%</b>
Hypertension Simulation	5%
Anticoagulation Patient Cases	5%
Asthma Simulation	5%
Complex Clinical Case 1	5%
Complex Clinical Case 2	5%
<b>Complex Clinical Case Sim Assessment</b>	<b>10%</b>
<b>Calculations Exam</b>	<b>10%</b>
<b>Top 200 Exam</b>	<b>10%</b>
Professionalism	2.5%
Participation	2.5%
<b>Total</b>	<b>100%</b>

A more detailed breakdown of grading will be provided in the Student Pharmacist Lab Overview each week. *Note: Bolded topics have an assessment component that require an 80% or 90% competency minimum*

If a student has an objection about assessment scoring and/or specific assessment items, they may bring the issue to the attention of the IOR through the following process:

Within 7 days of the score release, the student should email the IOR. The email should include the following:

- A 1 page description of the issue including what is being challenged, why it is being challenged, rationale for why it should be changed, as well as summary of evidence to support the student's argument
- The student's availability for a meeting with the IOR

The student must then meet with the IOR to discuss the issue by appointment.

**Exam Extended Learning Experience (ELE)** will be given to any student who does not successfully meet competency on the MTM Practical Assessment, Top 200 Exam, Complex Clinical Case Practical

Assessment, and/or Calculations Exam. In order to take the ELE for any of these topics, the student **must meet with the instructor in charge of that material** (Spokane and Yakima students to meet with their respective instructor) **prior** to receive assistance in preparing for the ELE. The ELE will consist of **different material** than originally given (e.g. exams, simulation case, patient case). Students who do not pass the ELE associated with this course will be assigned a failing grade for the course. The maximum score available on an ELE exam is set as the minimum competency score for the initial attempt.

**Students will lose an additional 10% on their final grade for any of the following unprofessional behaviors (at the discretion of the facilitator/instructor):** Examples may include: academic dishonesty; disrespectful treatment of colleagues, faculty or guests; breaching simulation policy; cell phone or inappropriate computer use during class. Repeated unprofessional behavior may result in a failing grade for the course at the discretion of course faculty.

### **Testing policies**

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Exemplify™ will be provided by the CPPS ExamSoft™ Coordinator. As described in the “Block Test Schedule” students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations. Links are provided for you to review the following important information regarding block testing schedule and CPPS Testing Policies.

- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment): <https://pharmacy.wsu.edu/documents/2019/07/block-test-administration-policy.pdf/>

### **Academic honesty, conduct, and behavior**

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Students are responsible for understanding the full [Academic Integrity Statement](#). Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will fail an assignment and/or examination, may receive a 10% reduction from the overall semester grade, may receive a failing grade for the semester, will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct and Student Progress Committee.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the [definitions of cheating](#). If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [communitystandards.wsu.edu](http://communitystandards.wsu.edu). Make sure you submit your appeal within 21 calendar days of the faculty member's decision.

In addition to university academic integrity standards, students are reminded that they must adhere to the policies agreed to in writing when entering the College of Pharmacy and Pharmaceutical Sciences.

These are detailed in the Pharmacy Student Handbook under Pharmacy Code of Professionalism. Departures from this code may have serious consequences for academic standing in the class and/or continued enrollment in the College of Pharmacy and Pharmaceutical Sciences. Sanctions for violation of the code will depend upon the seriousness of the infraction. Furthermore, depending on the nature of the code violation, students will be referred to the Student Progress Committee, Director of Student Services, or the WSU Office of Community Standards. Any CODE violations that constitute an alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26-404).

### Unapproved Medical Abbreviations

Students may **not** use any of the following on assignments/quizzes/exams or related activities. Use of unapproved abbreviations may result in loss of points, redoing assignment/activity/etc., or a failing grade on the assignment/activity/quiz/etc. Refer to the [Institute for Safe Medication Practices \(ISMP\) website](#) for additional unsafe abbreviations.

Do Not Use	Use	Rationale
Lack of leading zero (.5 mg)	Use a zero before a decimal point (0.5mg)	Decimal point is missed, 10 fold error
Trailing zero (3.0 mg)	Avoid writing a zero by itself after a decimal point (3 mg)	Decimal point is missed, 10 fold error
Lack of space between dose and unit (3mg)	Place a space between # and unit (3 mg)	Unit may be mistaken for number, etc.
U or IU (for unit)	Write "Unit"	Mistaken for the number "zero" or the number "four" or "cc" or IV (intravenous) or 10 (ten)
μ (for micro)	Write "mcg"	Handwritten μ easily confused with m for milli
DC (used for both discontinue and discharge)	Write "discontinue" or "discharge"	Mistaken as discharge vs. discontinue
Q.D. (Latin abbreviation for once daily)	Write "daily" or "Qday"	Mistaken for Q.O.D. or Q.I.D. The period after the Q can be mistaken for an "I".
Q.O.D. (Latin abbreviation for every other day)	Write "every other day"	Mistaken for Q.D. The "O" can be mistaken for "I".
Abbreviations of drug names (ASA, APAP, MS, HCTZ, AZT, MSO4, MgSO4, etc.)	Write out drug name	Drugs name unclear can lead to medication error & patient harm
Teaspoon, Tablespoon	Use metric designation "ml"	Significant dosing errors have been reported with the use of teaspoon and tablespoon.

### Critical Errors

APC instructors and facilitators are dedicated to ensuring your success as you prepare for your introductory and advanced pharmacy practice experiences and ultimately as you transition into pharmacists. All activities in this course have been carefully designed (by instructors and facilitators) to meet College and course outcomes to enhance your clinical application and professional development. In keeping with the philosophy of sound patient care, assignments, activities, exams, etc. that reflect patient care errors or omissions (i.e. application of knowledge lacking or inappropriate for situation and could result in significant harm to a patient, calculation/dosing errors, omission of essential information, poor professional communication, etc.) will have their **score reduced based on the severity of the error** (at the discretion of the APC instructors or facilitators). A "critical" error or omission may result in redoing a portion or the entire assignment/activity, impact grade, or cause a failing grade for the assignment/activity, or course depending on the situation.

*Note: if an assignment, activity, quiz, etc. is identified with a critical error of omission, clinical application, or related concern, it is the student pharmacist's professional responsibility to correct as instructed. Appropriate correction within specified timeframe is required and non-negotiable.*

### **Students with disabilities and religious accommodations statement**

Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have a disability and need accommodations to fully participate in this class, please visit your campus' Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students visit with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after officially requesting accommodations.

Spokane: 509-358-7816 Access Services (<https://spokane.wsu.edu/studentaffairs/access-resources/>)

Please also see, "Procedures for Students with Accommodations" in the College of Pharmacy and Pharmaceutical Sciences Student Handbook (link on right hand side of webpage):  
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/> .

**Reasonable Religious Accommodation:** Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized religious activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures.

### **Sex and Gender-based Violence**

Any form of sexual harassment or violence will not be excused or tolerated at Washington State University. WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

If you are experiencing or have experienced sexual assault, domestic violence, dating violence or stalking, you may report it to me and I will connect you to resources. However, WSU employees mandated to contact the WSU Title IX Coordinator with these reports. You may also contact the Office of Civil Rights Compliance and Investigation at 509-335-8288

For confidential resources, you may contact WSU Health Sciences Counseling at 509-358-7740 (Spokane), 509-494-7925 (Yakima), or the WSU Health Sciences After Hours Crisis Line at 509-358-

6500. For community resources you may contact the Spokane YWCA at 509-789-9297, Yakima YWCA at 509-248-7796, Spokane Sexual Assault 24-hour Crisis Line at 509-624-7273 or Yakima Aspen Victim Services 24-hour line at 509-452-9672. You may also reach out to Spokane Campus Safety and Security 24-hours a day at 509-358-7995, YVC Campus Security at 509-574-4610, or PNWU Campus Safety at 823-3346. All victims and survivors are treated with respect and dignity.

If you are in immediate danger, call 911.

### **Campus safety and emergency notification**

Please sign up for emergency alerts on your account at MyWSU. For more information on classroom safety and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the classroom safety page [<https://provost.wsu.edu/classroom-safety/>].

Spokane students can find detailed information regarding the current WSU Spokane Security Services, including a link to Emergency Management, at the following website: <https://spokane.wsu.edu/campus-security/>.

Similar information relevant to the Pacific Northwest University campus in Yakima can be found on their web-site at: <https://www.pnwu.edu/inside-pnwu/offices-and-departments/campus-security>

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

**Washington State University College of Pharmacy and Pharmaceutical Sciences  
Doctor of Pharmacy Program  
Spring 2023**

**Course Number:** PHARMACY 544  
**Course Title:** Pharmacotherapy III  
**Credits:** 4

**Instructors of Record:** Dana R. Bowers PharmD BCPS (AQ-ID) BCIDP  
Assistant Professor  
Department of Pharmacotherapy  
WSU College of Pharmacy and Pharmaceutical Sciences  
Office: CSC 122  
Phone: 509-494-7948  
Email: [dana.bowers@wsu.edu](mailto:dana.bowers@wsu.edu)  
Office Hours: **Wednesdays 3 – 4:30 pm, by arrangement**

Andrea Lazarus, PhD  
Associate Dean for Research, Professor  
Department of Pharmacotherapy  
WSU College of Pharmacy and Pharmaceutical Sciences  
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Office Hours: **By arrangement**

**Participating Instructors:**

**Julie Akers, PharmD**  
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**Course Communication:**

The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “WSU Authentication” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “Help” feature you can utilize located on the bottom left menu once you are signed into Canvas.



**Course overview**

This course is the third in the Pharmacotherapy series. The purpose of this series is to provide a broad overview of the drug therapy of disease states as well as to facilitate progressive development of clinical skills. These courses complement the Pharmacology Course series and the Applied Patient Care Course series, and together provide the knowledge and clinical skills necessary for the practice of pharmacy. Active learning sessions will be held per the course schedule. Information from previous pharmacy courses will also be utilized in developing appropriate patient care plans.

During the course, students will learn how medications are used to treat specific illness/disorders, the principles of drug and dosage selection, the techniques for monitoring drug therapy for both desired and adverse effects, and the methods of developing alternative treatment plans. Emphasis will be placed on applying concepts and drug information to specific pharmacotherapy problems, which will provide a strong foundation upon which clinical skill may be built. Students should be able to offer safe and effective drug treatment plans for the diseases discussed, recognize inappropriate or unsafe drug use, and state precisely why certain regimens are rational and why others are not.

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

<b>Student Learning Outcomes</b>	<b>Course topic</b>	<b>Evaluation of Outcome</b>
<b>Standard 1</b>		
DILE03) Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	All weeks	Exams
PC02) Describe the anatomy, physiology, and pathophysiology of the human body.	All weeks	Exams
PT02) Describe administration considerations and potential infusion-related complications for parenteral products and provide safe recommendations for prevention and management of adverse effects	All weeks	Exams
PT04) Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	All weeks	Exams
PT05) Identify or apply the key facts including, pharmacologic activity, mechanism of action, interactions, therapeutic use, tolerability of over-the-counter medicines and their application to patient care.	All weeks	Exams
PT06) Monitor and adjust therapy based on efficacy, cost, tolerability, or risk for adverse events.	All weeks	Exams
PT07) Identify or apply the key facts, including the pharmacologic activity, mechanism of action, therapeutic use, tolerability of prescription drugs and their application to patient care.	All weeks	Exams
PT08) Utilize clinical skills to select optimal therapy and create a patient centered care plan	All weeks	Exams
PT10) Identify the key facts including, pharmacologic activity, mechanism of action, interactions, therapeutic use, tolerability of natural products, dietary supplements, and/or other alternative/complementary strategies and their application to patient care.	All weeks	Exams
<b>Standards 2-4</b>		
2A) Patient-centered care	All weeks	Exams
2D) Population-based care	All weeks	Exams
3A) Problem solving	All weeks	Exams
4D) Professionalism	All weeks	Formative

**Required and optional textbooks, references, and other resources****Suggested Textbook:**

DiPiro JT, Yee GC, Posey LM, Haines ST, Nolin TD, Ellingrod V (eds). Pharmacotherapy: A Pathophysiologic Approach. 11<sup>th</sup> edition. McGraw-Hill. 2020.

Required reading materials and pre-assignments (i.e., pre-class recordings, case study reviews, etc.) will be posted to Canvas.

**Class format and schedule**

Pharmacy 544 will meet on Tuesdays and Thursdays from 10:10 am - 12:00 pm throughout the semester. In Spokane we will meet in HSB Quads and in Yakima we will meet in UCC BHA. The Pharmacy 544 course will be team taught by the Pharmacotherapy faculty and guest presenters; Drs. Dana Bowers and Andrea Lazarus will serve as the Instructors of Record for the course on the Yakima and Spokane campuses, respectively. To increase interaction between campus sites, the active learning component of the course will include discussion between campuses via use of Zoom.

**Please note that this syllabus is subject to change based on unforeseen circumstances that may arise during the semester.**

Week	Date	Content/Topic	Content Expert/Facilitator
Week 1:	1-10-2023 1-12-2023	Dyslipidemia Hypertension	N. Giruzzi Willson
Week 2:	1-17-2023 1-19-2023	Coronary Heart Disease Peripheral Artery Disease	Giruzzi Giruzzi
Week 3:	1-24-2023 1-26-2023	Venous Thromboembolism Anticoagulation	Giruzzi Giruzzi
Week 4:	1-31-2023 2-2-2023	Stroke Supraventricular Arrhythmias	Greer Willson
<b>TEST 1 – Monday -2-6-2023 at 8:00am</b>			
Week 5:	2-7-2023 2-9-2023	Ventricular Arrhythmias ACLS Guidelines	Willson Willson
Week 6:	2-14-2023 2-16-2023	Heart Failure (Acute) Heart Failure (Chronic)	Undeberg Undeberg
Week 7:	2-21-2023 2-23-2023	ACS <b>No Class – Study Day</b>	Giruzzi <b>No Class</b>
<b>TEST 2 – Monday 2-27-2023 at 8:00 am</b>			
Week 8:	<b>NO CLASS – Comprehensive Exam Study Week</b>		
<b>COMPREHENSIVE EXAM 1 – Monday 3-6-2023 at 8:00 am</b>			
Week 9:	3-7-2023 3-9-2023	Allergic Rhinitis Asthma	Levien N. Giruzzi
<b>NO CLASS – Spring Break (March 13-17)</b>			
Week 10:	3-21-2023 3-23-2023	COPD Cystic Fibrosis	N. Giruzzi Akers
Week 11:	3-28-2023 3-30-2023	Kidney Overview & ARF CRF & Dialysis	Willson Willson

<b>TEST 3 – Monday 4-3-2023 at 8:00 am</b>			
<b>Week 12:</b>	<b>4-4-2023</b> <b>4-6-2023</b>	Electrolyte Disorders I (Ca, P) Electrolyte Disorders II (Mg, K)	Bowers Bowers
<b>Week 13:</b>	<b>4-11-2023</b> <b>4-13-2023</b>	Acid Base Disorders Salt & Water Balance Disorders	Bowers Willson
<b>Week 14:</b>	<b>4-18-2023</b> <b>4-20-2023</b>	Enteral Nutrition Parenteral Nutrition	Undeberg Undeberg
<b>TEST 4 – Monday 4-24-2023 at 8:00 am</b>			
<b>Week 15:</b>	<b>NO CLASS – Comprehensive Exam Study Week</b>		
<b>COMPREHENSIVE EXAM 2 – Monday 5-1-2023 at 8:00 am</b>			
<b>Week 16:</b>	<b>NO CLASS – Comprehensive Exam Week (if needed)</b>		

### **Course expectations**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

Active learning sessions will be held per the attached course schedule. In order to get the most out of the course, students are expected to come to class prepared to contribute to the discussion. Preparation for the discussion should involve reading and reviewing any material distributed or posted on Canvas or recorded on Panopto **prior to the class period**. Questions stemming from the pre-class preparation materials AND/OR in-class discussions may (and likely will) appear on the exams. During scheduled class time, subject material will be openly discussed, and students are encouraged to ask questions regarding the assigned materials. In addition, frequent use of patient-based case studies will be employed to illustrate how the course content is applied in the clinical setting. Students may be called on individually to answer questions related to the assigned preparation materials. All assessments in the Pharmacy 544 course are designed to be individual work. *"Individual work"* means the student may not obtain assistance from any other person in completion of the assessments.

You will be expected that you take the exam at the designated time and place. **Therefore, do not make travel plans that interfere with scheduled examinations.**

**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:** As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus

- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

### **Attendance policy**

#### **Required Attendance**

Attendance is a graded component of this course contributing to 5% of the overall course grade. Students must attend 22/25 sessions to receive full credit for this component. If <22 sessions are attended, then the student will receive the corresponding percent of the sessions attended. For example, if only 50% of the sessions are attended, then the grade received for this component is 50%.

#### **Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. Attendance will be taken randomly at either the beginning, middle or end of class. **Students must be present for the entire class session for attendance credit.** All absences should be communicated to Drs. Bowers and Lazarus as early as possible (at minimum 2 hours prior to the date and time of the scheduled assessment) via email and through the CPPS Absence Notification Form link below. Failure to notify to Drs. Bowers and Lazarus of your absence prior to the assessment may result in receiving a 0% on the scheduled assessment. Makeup assessments for excused absences will be made in arrangement with to Drs. Bowers and Lazarus. **Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts.**

CPPS Absence and Campus Closure Policy: <https://pharmacy.wsu.edu/documents/2020/05/block-test-absence-policy.pdf/>

CPPS Absence Notification Form: <https://apps.pharmacy.wsu.edu/absence/>

The university policy for adverse weather conditions can be found here; <https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

### **Competency-based assessment, methods of assessment, and course grading criteria/components**

**Competency** for this course is defined using the following criteria:

**Satisfactory:** The student demonstrates attainment of knowledge and skills relevant to the defined learning outcomes by achieving at least **70%** for the course without rounding. If a score less than 70% is earned in the course, students will have an additional attempt to pass the course via a single comprehensive exam attempt at the end of the semester (Week 16). A score of 70% is required on the comprehensive exam to pass the course, and the maximum score a student will receive for the course is 70%. **There will be no retakes in this course; students will have 1 attempt on each assessment and students are required to take every scheduled assessment in the course.** Please see the section immediately above regarding notifying Drs. Bowers and Lazarus of any absences for scheduled course assessments. Failure to do so may result in a failing course grade.

**Fail:** The student fails to demonstrate attainment of knowledge and skills relevant to the defined learning outcomes by achieving less than **70%** for the course without rounding.

**Honors:** Honors will be assigned for students achieving  $\geq 95\%$  for the overall course grade without rounding.

**Methods of Assessment:**

Students will be assessed through block testing per the grading criteria table below.

Assessment Type	% of final course grade
Test 1	8.75%
Test 2	8.75%
Comprehensive Exam #1	30%
Test 3	8.75%
Test 4	8.75%
Comprehensive Exam #2	30%
Attendance	5%

Grades will be reported to a tenth of a percent (i.e. 70.0%) and will not be rounded.

**Testing schedule and policies**

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Exemplify™ will be provided by the CPPS ExamSoft™ Coordinator. As described in the “Block Test Schedule” students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations. Links are provided for you to review the following important information regarding block testing schedule and CPPS Testing Policies.

- Block Test Schedule:  
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/block-testing/>
- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment):  
<https://pharmacy.wsu.edu/documents/2019/07/block-test-administration-policy.pdf/>

**Academic honesty, conduct, and behavior**

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. All members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students are responsible for understanding the full [Academic Integrity Statement](#). Students who violate WSU’s Academic Integrity Policy (identified in WAC 504-26-010(3) and -404) will fail the course and will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. If you have any questions about what is and is not allowed in this course, ask your course instructor.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the [definitions of cheating](#). If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [communitystandards.wsu.edu](http://communitystandards.wsu.edu). Make sure you submit your appeal within 21 calendar days of the faculty member's decision.

In addition to university academic integrity standards, students are reminded that they must adhere to the policies agreed to in writing when entering the College of Pharmacy and Pharmaceutical Sciences. These are detailed in the Pharmacy Student Handbook under Pharmacy Code of Professionalism. Departures from this code may have serious consequences for academic standing in the class and/or continued enrollment in the College of Pharmacy and Pharmaceutical Sciences. Sanctions for violation of the code will depend upon the seriousness of the infraction. Furthermore, depending on the nature of the code violation, students will be referred to the Student Progress Committee, Director of Student Services, or the WSU Office of Community Standards. Any CODE violations that constitute an alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26-404).

### ***Students with disabilities and religious accommodations statement***

Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have a disability and need accommodations to fully participate in this class, please visit your campus' Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students visit with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after officially requesting accommodations.

Spokane: 509-358-7816 Access Services (<https://spokane.wsu.edu/studentaffairs/access-resources/>)

Please also see, "Procedures for Students with Accommodations" in the College of Pharmacy and Pharmaceutical Sciences Student Handbook (link on right hand side of webpage): <https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/>.

**Reasonable Religious Accommodation:** Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized religious activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures.

### ***Sex and Gender Based Violence***

Lauren's Promise – I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, on the University of Utah campus by a man she briefly dated. *We must all take actions to ensure that this never happens again.*

Any form of sexual harassment or violence will not be excused or tolerated at Washington State University. WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

If you are experiencing or have experienced sexual assault, domestic violence, dating violence or stalking, you may report it to me and I will connect you to resources. However, WSU employees mandated to contact the WSU Title IX Coordinator with these reports. You may also contact the Office of Civil Rights Compliance and Investigation at 509-335-8288

For confidential resources, you may contact WSU Health Sciences Counseling at 509-358-7740 (Spokane), 509-494-7925 (Yakima), or the WSU Health Sciences After Hours Crisis Line at 509-358-6500. For community resources you may contact the Spokane YWCA at 509-789-9297, Yakima YWCA at 509-248-7796, Spokane Sexual Assault 24-hour Crisis Line at 509-624-7273 or Yakima Aspen Victim Services 24-hour line at 509-452-9672. You may also reach out to Spokane Campus Safety and Security 24-hours a day at 509-358-7995, YVC Campus Security at 509-574-4610, or PNWU Campus Safety at 823-3346. All victims and survivors are treated with respect and dignity.

If you are in immediate danger, call 911.

#### **Campus safety and emergency notification**

Please sign up for emergency alerts on your account at MyWSU. For more information on classroom safety and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the classroom safety page [<https://provost.wsu.edu/classroom-safety/>].

Spokane students can find detailed information regarding the current WSU Spokane Security Services, including a link to Emergency Management, at the following website: <https://spokane.wsu.edu/campus-security/>.

Similar information relevant to the Pacific Northwest University campus in Yakima can be found on their website at: <https://www.pnwu.edu/inside-pnwu/offices-and-departments/campus-security>

#### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

**Washington State University College of Pharmacy and Pharmaceutical Sciences**  
**Doctor of Pharmacy Program**  
**Fall 2023**

Course Number: Pharmacy 551  
Course Title: Applied Patient Care IV: Advanced Medication Therapy Management  
Credits: 2 (1-3) laboratory credits= 2-6 hours of contact time per week

**Yakima Instructor of Record:**

Christina Buchman, PharmD, BCACP  
Assistant Professor  
Cadwell 104, 509-494-7932  
[christina.buchman@wsu.edu](mailto:christina.buchman@wsu.edu)  
Office Hours: Tuesdays & Thursdays  
1-3 PM

**Spokane Instructor of Record:**

Lexie Powell, PharmD  
Assistant Professor  
HSB 212F, 509-368-6697  
[alexa.j.powell@wsu.edu](mailto:alexa.j.powell@wsu.edu)  
Office Hours: Wednesdays 12-1 PM & by appointment

**Instruction and Classroom Support Technician:**

Jill Morin  
HSB 210A  
[jill.morin@wsu.edu](mailto:jill.morin@wsu.edu)

**Course Communication:**

The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “WSU Authentication” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “Help” feature you can utilize located on the bottom left menu once you are signed into Canvas.

Zoom is used to deliver some course material, in a virtual and accessible way. The following directions need to be used when signing in to Zoom for this course. Pharmacy Information Services is available if you have difficulty with Zoom 509-368-7609.

- Open the Zoom application and you will be presented with a window to sign in.
- Click the Sign in with SSO option on the right-hand side.
- Enter wsu in the field so that it reads wsu.zoom.us and then click the Continue button.
- You will be redirected to the WSU Network Authentication page where you can enter your WSU username and password.
- Once you’ve successfully logged in, the Zoom application should open and be signed in. If it does not open right away, click the Launch Zoom button shown in your browser.



**Course overview**

**Applied Patient Care IV: Advanced Medication Therapy Management** is the **fourth** in a series of five courses designed to teach applied patient care skills from the pharmacist's perspective. You will be required to develop clinical skills and apply knowledge about drug therapy to provide patient specific care. The Applied Patient Care Course series is designed to complement and reinforce the drug therapy and disease knowledge from the Pharmacotherapy and Pharmacology Course Series. Throughout the Applied Patient Care Series, patient cases will progress from basic to complex according to the following *general* criteria – see table below.

Patient Type	Number of medical problems	Number of medications	Course emphasis
Basic	1 or 2	< 5	APC I and APC II
Intermediate	3-5	5-10	APC III and APC IV
<b>Complex</b>	Multiple and/or serious	>10	APC IV and APC V

This course will build upon the skills you developed during Applied Patient Care I, II and III and will continue to emphasize the clinical application of the medications learned in the Pharmacology and Pharmacotherapy series. Professional behaviors (including application of legal and ethical principles) are always expected and required during this course.

Applied Patient Care IV will utilize and apply the framework of the “**Pharmacists’ Patient Care Process**” (pictured to the right).



The objective of **Applied Patient Care IV: Advanced Medication Therapy Management** is to expand clinical skills by evaluating medication therapy for patients with intermediate to complex medication regimens. Through independent patient case review and small group discussions, student pharmacists will assess drug therapy, determine appropriate interventions and develop appropriate therapeutic plans (including clinical documentation). APC IV will focus on the pharmacist's role in medication therapy management and clinical skill development in concert with content covered previously and concurrently.

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

ACPE Standard/ EPA Domain	Student Learning Outcomes: At the end of this course, students will be able to:	Course topic and activities that will address this outcome.	Evaluation of Outcome
COM01 EPA Domain 1/ EPA_1D	Articulate written or verbal professional recommendations succinctly.	Patient Case Group Discussions, Simulation, Medication Counseling, Prescription Checking Homework, SOAP Notes	Formative and Summative Assessment of Assignments
COM05 EPA Domain 1/ EPA_1D	Utilize principles of effective communication and patient counseling skills to provide information that empowers patients to effectively manage their health.	Patient Case Group Discussions, Simulation, SOAP Notes, Counseling	Formative and Summative Assessment of Assignments
COM06 EPA Domain 2/ EPA_2A	Communicate effectively with other healthcare providers using appropriate medical terminology	Patient Case Group Discussions, Simulation, Medication Counseling,	Formative and Summative Assessment of Assignments

		Prescription Checking Homework, SOAP Notes	
DILE03 EPA Domain 4/EPA_4B	Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	Patient Case Group Discussions, Prescription Checking, SOAP Notes, Journal Club	Formative and Summative Assessment of Assignments
PROF01 EPA Domain 6/ EPA_6A	Develop and model professional behavior through demonstration of professional work habits, priorities, time management and positive interactions.	Weekly class participation.	Attendance, Participation, Peer Feedback, Due Dates
PT01 EPA Domain 1/ EPA_1B	Apply knowledge of commonly used prescription and non-prescription medications to create a care plan	Patient Case Group Discussions, Simulation, Prescription Checking, Medication Counseling, SOAP Notes	Formative and Summative Assessment of Assignments
PT04 EPA Domain 1/ EPA_1B	Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	Patient Case Group Discussions, Simulation, SOAP Notes	Formative and Summative Assessment of Assignments
PT08 EPA Domain 1/ EPA_1C	Utilize clinical skills to select optimal therapy and create a patient centered care plans	Patient Case Group Discussions, Simulation, Prescription Checking, SOAP Notes	Formative and Summative Assessment of Assignments
PtCP01 EPA Domain 5/ EPA_5B	Accurately assess a medication order and prepare a prescription for dispensing within an appropriate time frame	Patient Case Group Discussions, Simulation, Medication Counseling, Prescription Checking Homework, SOAP Notes	Formative and Summative Assessment of Assignments
PtCP09 EPA Domain 1/ EPA_1c	Devise a plan and justify rationale to address drug-therapy concerns.	Patient Case Group Discussions, Simulation, Prescription Checking, SOAP Notes	Formative and Summative Assessment of Assignments
PtCP15 EPA Domain 1/ EPA_1D	Interpret scenario-based order to calculate a multi-step problem and report final answer(s) in a clinically appropriate manner.	Patient Case Group Discussions, Prescription Checking, SOAP Notes, Calculations Exam	Formative and Summative Assessment of Assignments, Calculations Exam
PtCP16 EPA Domain 5/ EPA_5B	Perform accurate calculations.	Patient Case Group Discussions, Written SBAR and SOAP Notes, Calculations Worksheets, Calculations Exam	Calculations Exam & Other Formative and Summative Assessment of Assignments
PtCP18 EPA Domain 1/ EPA_1A	Identify or collect relevant subjective or objective data from the medical record, the patient, or physical assessments.	Patient Case Group Discussions, Simulation, Medication Counseling, SOAP Notes	Formative and Summative Assessment of Assignments
PtCP19 EPA Domain 1/ EPA_1B	Interpret & evaluate subject or object data to identify medication-related problems and prioritize health-related needs.	Patient Case Group Discussions, Simulation, Prescription Checking Homework, Medication Counseling, SOAP Notes	Formative and Summative Assessment of Assignments
PtS05 EPA Domain 3/ EPA_3B	Identify and resolve medication errors, including errors in prescribing, dispensing, or compounding.	Patient Case Group Discussions, Simulation, Prescription Checking Homework, Medication Counseling, SOAP Notes	Formative and Summative Assessment of Assignments
2A	<b>Patient-centered care</b> – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). (CAPE 2.1 Caregiver)	Patient Case Group Discussions, Simulation, Prescription Checking, Medication Counseling, SOAP Notes	Formative and Summative Assessment of Assignments
3A	<b>Problem solving</b> – The graduate is able to identify problems; explore and prioritize potential strategies; and design,	Patient Case Group Discussions, Simulation, Prescription Checking,	Formative and Summative Assessment of Assignments

	implement, and evaluate a viable solution. (CAPE 3.1 Problem Solver)	Medication Counseling, SOAP Notes	
3B	<b>Education</b> – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning. (CAPE 3.2 Educator)	Patient Case Group Discussions, Simulation, Prescription Checking, Medication Counseling, SOAP Notes	Medication Counseling Activity, SOAP Notes
3C	<b>Patient advocacy</b> – The graduate is able to represent the patient’s best interests. (CAPE 3.3 Advocate)	Patient Case Group Discussions, Simulation, Prescription Checking, Medication Counseling, SOAP Notes	Not evaluated.
3F	<b>Communication</b> – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations. (CAPE 3.6 Communicator)	Patient Case Group Discussions, Simulation, Prescription Checking, Medication Counseling, SOAP Notes	Formative Medication Counseling, Simulation and Other Formative/Summative Assessment of assignments
4D	<b>Professionalism</b> – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (CAPE 4.4 Professional)	Weekly classroom activities.	Attendance, Participation Peer Feedback, Due Dates

### Required and optional textbooks, references, and other resources

#### Required Pharmacy 551/561 Electronic Health Record (EHR) Subscription (EHR Go):

- Please follow the directions in Canvas to create your EHR Go account.

#### Required Resources:

- Electronic resource such as Micromedex, Lexi-Comp, ClinicalPharmacology, UpToDate, etc.
  - May be accessed for free on the WSU Pharmacy Software & Resources Page: <https://apps.pharmacy.wsu.edu/resources/>

#### Required APC Course Materials:

- **Student Pharmacist Lab Overviews** and other course materials will be posted to Canvas each week. All required course material will be posted no later than 5pm on Friday prior to the upcoming lab. Students are required to review documents and complete necessary assignments prior to lab and/or tutorial. In addition, weekly materials should be readily available for use at the start of tutorial and lab (via print form or electronic). Material that is posted to Canvas following the above timeline will not be provided in hard copy form in lab or tutorial. However, if there is a late posting to Canvas and/or the lab requires additional printed material, it will be provided.
- **WSU name tag or name tag issued by place of employment**
- **Clean white coat for presentations & simulations**
- **Professional attire (See guidelines below in “Expectations of Students” section)**
- **Laptop computer**
  - Laptop computers are required in lab and tutorial as they will be used to access EHRGo and to complete assessments. Please ensure that your computer is functional and charged prior to each class session.
- **Calculator** (NOTE: No cell phones, iPad or graphing calculators may be used during assessments. Calculators may not be shared during assessments).

**Recommended Textbooks (optional):**

- *Pharmacotherapy: A Pathophysiologic Approach*; DiPiro, JT, et al, McGraw Hill.
- *Frequently Prescribed Medications, Drugs you need to know*; Jones & Bartlett
- *Sanford Guide to Antimicrobial Therapy 2023*

**Class format and schedule**

**Tutorial: Wednesdays 2:10-3 PM**, 1 hour per week, 15 hours per semester

**Location:** Spokane: PBS 101 (unless otherwise specified)    Yakima: CSC 101 (unless otherwise specified)

**Lab sections:** 2 hours per week on Thursdays, 30 hours per semester

**Location:** Spokane: PBS 304 (unless otherwise specified)    Yakima: CSC 101 (unless otherwise specified)

8:10 AM-10:00 AM    Section 1: Spokane  
 10:10 AM-12:00 PM    Section 2: Spokane    Section 50: Yakima  
 1:10 PM-3:00 PM    Section 3: Spokane

Week	Dates	Tutorial (Wednesday)	Lab (Thursday)	Assignments	Faculty Lead
1	Aug 21-25	Course and EHR Overview	<b>EHR Case #1 – CMR</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• Practice IRAT/TRAT</li> <li>• Google Form Escape Room</li> </ul>	Dr. Powell
2	Aug 28- Sep 1	Utilizing Guidelines and SOAP Note Review	<b>EHR Case #2 – Chronic Disease Management</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> <li>• In-Lab Assignment</li> </ul>	Dr. Powell
3	Sep 4-8	Facilitator Led/Group Guided SOAP Note on Screen	<b>EHR Case #3 – Infectious Disease</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> </ul> <b>Post-Lab:</b> <ul style="list-style-type: none"> <li>• SOAP Note</li> </ul>	Dr. Buchman
4	Sep 11-15	Peer Grading & Feedback	<b>EHR Case #4 – Infectious Disease</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> <li>• In-Lab Assignment</li> </ul>	Dr. Powell
5	Sep 18-22	Top 200 Review Game	<b>EHR Case #5 – Infectious Disease</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> </ul> <b>Post-Lab:</b> <ul style="list-style-type: none"> <li>• <b>Summative SOAP Note</b></li> </ul>	Dr. Buchman
6	Sep 25-29	Counseling Review	<b>Counseling*</b>		Dr. Buchman
7	Oct 2-6	Community Prescription Checking Review	<b>Prescription Checking Part 1- Community</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> <li>• Prescription Checking Packet</li> </ul>	Dr. Powell
8	Oct 9-13	Drug-Drug Interaction Evaluation	<b>EHR Case #6- Infectious Disease</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> <li>• In-Lab Assignment</li> </ul>	Dr. Powell

9	Oct 16-20	Inpatient Prescription Checking Review	<b>Prescription Checking Part 2- Inpatient</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> <li>• Prescription Checking Packet</li> </ul>	Dr. Powell
10	Oct 23-27	Simulation Prep	<b>Simulation</b> (1/2 class by appointment each week) <b>Prescription Checking Homework Packet</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• Simulation In-Lab Assignment</li> </ul>	Dr. Powell
11	Oct 30-Nov 3	Top 200 Review Game			
12	Nov 6-10	Calculations Review Part 1	<b>EHR Case #7 – Simulation Overview/Build Upon</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> <li>• In-Lab Assignment</li> </ul>	Dr. Powell
13	Nov 13-17	Calculations Review Part 2	<b>Calculations Exam+</b>		Dr. Powell
	Nov 20-24	<b>Thanksgiving Break</b>			
14	Nov 27-Dec 1	Journal Club Review	<b>Journal Club</b> (Virtual via Zoom)	<b>Pre-Lab:</b> <ul style="list-style-type: none"> <li>• Journal Club Presentation Worksheet</li> </ul> <b>In-Lab:</b> <ul style="list-style-type: none"> <li>• Journal Club Presentation Rubric</li> </ul>	Dr. Buchman
15	Dec 4-8	Top 200 Review Game	<b>EHR Case #8- Oncology</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>• IRAT/TRAT</li> <li>• In-Lab Assignment</li> </ul>	Dr. Buchman
16	Dec 11-15	Optional Honors Exam	<b>Calculations Exam Re-engagement 8 AM/Makeup Case Discussions 10 AM, 1 PM</b>		

**Indicates summative assignments.**

**\*Indicates summative assignments with a minimum 80% competency required.**

**\*Indicates summative assignments with a minimum 90% competency required.**

### **Course expectations**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

### **Pre-Class Materials and Assignments:**

To be prepared for in-class activities, students are expected to review all pre-class materials and complete any pre-class assignments prior to the start of class.

**In-Class Expectations:**

- Classes will be held-in person. Class attendance is mandatory. *See attendance policy below.*
- Preparedness for class is expected. As outlined above, all pre-class work should be reviewed and completed prior to coming to class.
- **Active participation** is expected of all students during the small group case discussions. Participation will be graded by the facilitator for each group. Active participation means contributing to the discussion each week.
- **Professionalism** is expected of all students in this course. Professionalism includes professional dress and behavior during the in-class discussions and simulations. We will be checking for professional dress during lab.

**Professionalism Expectations:**

<b>Zoom Etiquette</b>	<p><b>ACCOUNT:</b> You must use your official WSU network ID when logging in to Zoom &amp; display your real name as your Zoom username.</p> <p><b>MICROPHONE:</b> You must have a working microphone. Please mute your microphone if you are not talking. Wait to be called on prior to unmuting yourself and display your video</p> <p><b>VIDEO:</b> You must have a working webcam. Keep video turned off unless speaking in tutorial or large group interactions. Turn your video on during all small breakout room discussions. Display a professional photo to allow others to see your face when your camera is off.</p> <p><b>CHAT:</b> Only post chat messages relevant to the lessons. Please use the chat to ask questions during tutorial or large group interactions.</p>
<b>Professional Behavior</b>	<p><b>RELIABILITY:</b> arrives on time or early with appropriate attire/supplies and prepared, meets deadlines.</p> <p><b>QUALITY:</b> prepared and actively participates, completes assignments/activities attempting to exceed minimum.</p> <p><b>SAFETY:</b> follows all lab instructions/safety procedures, upholds HIPAA, maintains a clean/orderly work environment and returns all materials to appropriate place.</p> <p><b>PROFESSIONALISM:</b> adheres to expected professional student conduct by displaying courtesy towards students and facilitators, communicates effectively and respectfully with faculty &amp; student colleagues using appropriate language, tone and body language.</p> <p><b>ACCOUNTABILITY:</b> collaborates with instructors if anticipating tardiness or requesting other assistance; works cooperatively with others, contributes to group activities, remains on task, manages time well, meets deadlines and due dates.</p> <p><b>INTEGRITY:</b> responds positively to constructive criticism and implements change accordingly, upholds and models academic integrity and professional responsibility.</p>
<b>Professional Attire</b>	<p><b>Professional attire</b> is required during lab (not during tutorial). This includes scrubs and professional dress as described in the student handbook.</p> <p><b>White coats</b> are required during simulations and informal patient presentations.</p>
<b>Electronics</b>	<p>All electronic devices <b>must be turned off</b> when instructed by facilitator. Facilitators may dismiss a student from the class/activity for failure to follow this rule.</p> <p>The use of cell phones, smart watches, and computers/tablets will not be allowed during examinations unless specified. Accessing alternate electronic or print resources during a quiz/assessment will result in a "0" for the quiz/assessment.</p> <p>Close any applications on your computer or device that cause notifications and silence your phone during Zoom meetings.</p>
<b>Food and Drink</b>	<p>Food and drink (except water) are not permitted in the lab/classrooms unless authorized by instructor/facilitators.</p>

**Assignments:**

- All online and written assignments must be completed in order to receive a final grade in this course. These assignments must be turned in on time in order to receive full credit.
  - Assignments turned in after the due date will automatically receive a reduction of grade by 50% if received within 1 week of the assignment due date.

- Assignments turned in after 1 week will receive a zero without an opportunity to remediate.
- All SOAP notes, SBARs and treatment plans must be written into EHR Go and then downloaded and submitted to Canvas, unless otherwise noted.
  - Assignments not submitted in the proper format will automatically receive a reduction of grade by 20%.
- **All assignments in this course are expected to be individual work unless otherwise specified.**
  - **Individual work** means the student may not obtain assistance from any other person in completion of the assignment or examination. Individual assignments or examinations will specify the types of resources that may be used (i.e., closed-book, open-book, e-resources allowed). Faculty will be actively checking to ensure that your work is in your own words using the “Safe Assign” feature in Canvas.
  - **Group work** means the student is expected to complete the specified portion of the assignment or examination in collaboration with other members of their assigned group, with a clear description of the required tasks. The expectation is that all students participate fully in the group activities; the degree of each member's contribution to the total group effort may be taken into account in the assessment. Group work includes the in-lab case discussions, but all assignments are expected to be completed as individual work unless specifically noted as group work.

**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:** As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

**Attendance policy****Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts.

**1. Absence from Lab:****Attendance in lab is MANDATORY for this course.**

Student pharmacists may miss a maximum of TWO labs per semester. If you are absent from lab, you will be required to contact the instructor prior to the absence and be required to make-up up the lab for the percentage as outlined below:

First Absence= May be made up for full credit

Second Absence= May be made up for 50% credit

**Students with more than TWO absences from lab will receive a failing grade for the course.**

**Switching labs** with other students is allowed. If you know ahead of time that you would like to attend a different lab time it is your responsibility to contact the IOR and the instructional assistant at least ONE week ahead of time AND find a student in a different lab to switch with. You are responsible for notifying both sets of team members and your IOR of the switch. If you need to switch labs during a simulation day, contact your IOR as soon as possible.

**2. Absence from Tutorial:**

Points will be given for Participation & Professionalism in tutorial. Absences from tutorial will result in zero points for Participation & Professionalism for that week's tutorial.

No makeups will be offered for missed Tutorial sessions.

**3. Absence from an Exam/Assessment:**

All absences during test days will result in forfeiting that testing attempt unless arrangements have been made in advance as outlined below.

**Missed Assessment Policy:**

All absences during assessment days will result in forfeiting that attempt unless arrangements have been made in advance through the Remote Proctoring Request policy.

Exceptions to the missed test policy may be made due to extenuating circumstances on a case-by-case basis by the instructor of record.



**Student Reporting Procedure:**

- The student completes the Absence Notification form prior to the start of the exam or required course activity.
- For planned absences associated with university sanctioned events, military duty, jury duty or court summons, an individual may opt to schedule to take the exam remotely according to the Remote Proctoring Request policy.
- To request remote proctoring, a Remote Proctoring Request form must be submitted 15 business days prior to the scheduled absence. Before submitting, please review the Remote Proctoring Request policy for information related to student responsibilities and costs.

**CPPS Absence Notification Form:** <https://apps.pharmacy.wsu.edu/absence/>

**CPPS Absence and Campus Closure Policy:**

<https://pharmacy.wsu.edu/documents/2023/06/absence-and-campus-closure.pdf>

**The university policy for adverse weather conditions can be found here:**

<https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf>

**Competency-based assessment, methods of assessment, and course grading criteria/components**

**Competency** for this course is defined using the following criteria:

- **Honors:** The student demonstrates long-term retention of the course material by achieving at least **90%** competency on an **optional** comprehensive examination at the end of the semester. This comprehensive exam will consist of questions from each patient case, and content covered in the course. All students are eligible to take this exam, however only those who pass the course are eligible to receive the honors designation.
- **Satisfactory:** The student demonstrates attainment of knowledge and skills relevant to the defined learning outcomes by achieving at least an **70% overall course grade** and meeting the following competency guidelines:
  - **80%** competency on each of the following:
    - Counseling
  - **90%** competency on the Calculations Exam
- **Fail:** The student fails to demonstrate attainment of knowledge and skills relevant to the defined learning outcomes by achieving less than an **70% overall course grade** or failing to meet any of the following competency guidelines:
  - **80%** competency on each of the following:
    - Counseling
  - **90%** competency on the Calculations Exam

**Methods of Assessment:**

This course will consist of the following (see schedule above for plans & scheduled assessment dates):

- IRAT/TRATs
- Formative Assignments
- Summative Assignments
- Counseling
- Calculations Exam
- Participation & Professionalism

**Graded Components and Grading Criteria:**

Failure to demonstrate competency of the material and successfully complete any of the components with the required minimum grade (as stated) may result in an incomplete or failure for the course. Students must pass outlined requirements and competency validation to progress. Students are responsible for knowing if their assignments, quizzes etc. have been completed and turned in. Grades will be updated and posted regularly to Canvas.

Assessment Type	Competency Level Required	Percent of Total Course Grade (or points toward total course grade)
Counseling	80%	10%
Calculations Exam	90%	10%
Summative Assignments (SOAP Note, Prescription Checking Homework)		20%
IRAT		7.5%
TRAT		5%
Completion of Formative In-Class/Post-class Assignments		17.5%
Peer Grading		5%
Participation & Professionalism- <b>Tutorial</b>		5%
Participation & Professionalism- <b>Lab</b> (Please note attendance in lab is MANDATORY. Only 1 absence is allowed/semester)	Attends all classes; scored at 10 points per week	20%
Total Course Percent	70% overall course grade	100%

**\*\*Note that critical errors that could result in patient harm may result in points lost or failure of an assignment and/or assessment. See Critical Errors Section below.**

**Students will lose 10% on their final grade for any of the following:**

Unprofessional Behavior (at the discretion of the facilitator/instructor):

Examples could include routinely failing to follow dress code (including no nametag or no white coat for simulations); routinely being tardy; routinely not prepared for lab (including not having appropriate lab supplies, documents and/or reading material); disrespectful treatment of colleagues, faculty, simulated patients/manikins, or guests; breaching HIPAA; breaching simulation confidentiality; unauthorized cell phone or computer use.

Repeated unprofessional behavior may result in a failing grade for the course at the discretion of course faculty.

**Re-engagement Opportunities for Competency Based Assessments:**

This course will only offer an initial attempt and one re-engagement opportunity for a total of 2 attempts for any assessment or assignment requiring a minimum competency. An additional opportunity to meet competency will be given to any student who does not successfully meet competency on the first attempt. Re-engagement opportunities on all competency-based assignments will cover the same material (ex: infectious disease topic covered in lab) but will cover a new patient scenario/case or new prescriptions (ie on prescription checking homework or counseling assessment).

The student will be given the opportunity to seek assistance from their instructors to prepare for the second attempts of the competency components. This is the second and final time for a student to demonstrate competency. Students who do not pass the second attempt will be assigned a failing grade for the course.

### Testing schedule and policies

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Exemplify™ will be provided by the CPPS ExamSoft™ Coordinator. Students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations.

- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment): <https://pharmacy.wsu.edu/documents/2023/06/test-administration-policies.pdf>

### Critical Errors

APC instructors and facilitators are dedicated to ensuring your success as you prepare for your introductory and advanced pharmacy practice experiences and ultimately as you transition into pharmacists. All activities in this course have been carefully designed by instructors and facilitators to meet college and course outcomes to enhance your clinical application and professional development.

In keeping with the philosophy of sound patient care, assignments and assessments that reflect patient care errors or omissions will be graded according to the severity of the error as outlined below at the discretion of the APC instructors or facilitators.

<p><b>Critical Error</b></p> <p>Moderate to high potential of causing severe irreversible or lasting patient harm or death if not caught.</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• 10-fold dosing errors</li> <li>• Medication with potential to lead to fatal/severe reaction (contraindications, allergies, etc)</li> <li>• Severe drug-drug interactions</li> </ul>	<p><b>Errors of this magnitude will result in:</b></p> <ul style="list-style-type: none"> <li>• 50% reduction on assignment grade</li> <li>• Required critical error prevention reflection</li> </ul>
<p><b>Minor Error</b></p> <p>Low potential to cause irreversible or lasting harm to patient health outcomes but may have major impact on relationships between patient and healthcare provider.</p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Choosing a non-preferred antibiotic</li> <li>• Spelling not impacting interpretation of recommendation</li> <li>• Minor dosing errors</li> </ul>	<p><b>Errors of this magnitude will result in:</b></p> <ul style="list-style-type: none"> <li>• 15% reduction on assignment grade</li> <li>• Optional critical error prevention reflection</li> </ul>

**Unapproved Medical Abbreviations**

Students shall **not** use any unapproved abbreviations in coursework. Use of unapproved abbreviations is unsafe, is prohibited, and may result in loss of points, redoing coursework, or a failing grade on coursework. Refer to the *Institute for Safe Medication Practices* (ISMP) website for additional error-prone abbreviations, which are also unapproved.

Do Not Use	Use	Rationale
Lack of leading zero (.5 mg)	Use a zero before a decimal point (0.5mg)	Decimal point is missed, 10 fold error
Trailing zero (3.0 mg)	Avoid writing a zero by itself after a decimal point (3 mg)	Decimal point is missed, 10 fold error
Lack of space between dose and unit (3mg)	Place a space between # and unit (3 mg)	Unit may be mistaken for number, etc.
U or IU (for unit)	Write "Unit"	Mistaken for the number "zero" or the number "four" or "cc" or IV (intravenous) or 10 (ten)
μ (for micro)	Write "mcg"	Handwritten μ easily confused with m for milli
DC (used for both discontinue and discharge)	Write "discontinue" or "discharge"	Mistaken as discharge vs. discontinue
Q.D. (Latin abbreviation for once daily)	Write "daily" or "Qday"	Mistaken for Q.O.D. or Q.I.D. The period after the Q can be mistaken for an "l".
Q.O.D. (Latin abbreviation for every other day)	Write "every other day"	Mistaken for Q.D. The "O" can be mistaken for "l".
Abbreviations of drug names (ASA, APAP, MS, HCTZ, AZT, MSO4, MgSO4, etc.)	Write out drug name	Drugs name unclear can lead to medication error & patient harm
Teaspoon, Tablespoon	Use metric designation "ml"	Significant dosing errors have been reported with the use of teaspoon and tablespoon.

**Human Patient Simulation Guidelines**

Participating in Human Patient Simulation (HPS) utilizing a simulation manikin or simulated patient (SP) is a required element of the APC curriculum. Student pharmacists will agree to treat the simulator/SP with care and respect as outlined in the Human Patient Simulation Guidelines for Students, Faculty and Staff which is posted to Blackboard. **Confidentiality** regarding the patient case scenarios is **essential** and includes all **aspects of the case**. Student pharmacists will sign a Confidentiality Statement which is also posted to Blackboard. Failure to follow this covenant will be handled as an academic integrity issue according to the guidelines in the Pharmacy Student Handbook and below in the Academic Honesty, Conduct and Behavior section.

**Academic honesty, conduct, and behavior**

You are responsible for reading WSU's Academic Integrity Policy, which is based on Washington State law. If you cheat in your work in this class, you will:

- **Receive a zero on the assignment and/or a failing grade in the course.**
- Be reported to the Center for Community Standards.
- Have the right to appeal my decision.
- Not be able to drop the course or withdraw from the course until the **appeals** process is finished.

If you have any questions about what you can and cannot do in this course, ask us.

The Standards of Conduct for Students, WAC 504-26-010(3) covers cheating, plagiarism, or other forms of academic dishonesty including but not limited to the following:

- Unauthorized collaboration on assignments.
- Facilitation of dishonesty including not challenging academic integrity violations by others (i.e., helping someone else cheat).
- Obtaining unauthorized knowledge of course assignments or exam materials.
- Unauthorized multiple submissions of the same work for different course assignments.
- Sabotage of another student's work.
- Knowingly furnishing false information or data to any University official, faculty, or staff.
- Forgery, alteration, or misuse of any University document, record, or form of personal identification.

Given the accessibility of electronic information, further discussion of commonly observed examples of plagiarism is warranted. Examples may include:

- Copying material (e.g., copy and paste) from any source without proper citation.
- Copying homework solutions from online sources such as CHEGG, Bartleby, StackExchange, and solutions manuals.
- Using an essay for hire service, AI generated responses, or copying material from another student.

If you want to ask for a change in our decision about academic integrity, use [the form](#) at the [Center for Community Standards](#) website. You must submit this request within 21 calendar days of the decision.

Ayn alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26-404).

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

### **University Syllabus**

*Students are responsible for reading and understanding all university-wide policies and resources pertaining to all courses (for instance: accommodations, care resources, policies on discrimination or harassment), which can be found in the [University Syllabus](#).*

**Washington State University College of Pharmacy and Pharmaceutical Sciences  
Doctor of Pharmacy Program  
Fall 2023**

**Course Number:** Pharmacy 554  
**Course Title:** Pharmacotherapy IV  
**Credits:** 4

**Instructors of Record:**

Spokane IOR: Cheyenne Frazier, PharmD, BCACP  
Clinical Associate Professor  
WSU College of Pharmacy and Pharmaceutical Sciences  
Office: HSB 210H  
Email: C.Frazier@wsu.edu  
Office hours: Wednesdays and Fridays by appointment

Yakima IOR: Dana R. Bowers, PharmD, BCPS (AQ-ID), BCIDP  
Clinical Assistant Professor  
WSU College of Pharmacy and Pharmaceutical Sciences  
Office: CSC 122  
Email: Dana.Bowers@wsu.edu  
Office hours: Tuesdays 10 – 12 pm and 1 – 3 pm

**Participating Instructors:**

<b>Olivia Hiskey, PharmD</b> PGY1 Pharmacy Practice Resident Mann Grandstaff VAMC Spokane, WA Olivia.Hiksey@va.gov	<b>Nate Ramsbacher, PharmD</b> Clinical Assistant Professor WSU CPPS Spokane, WA nathan.ramsbacher@wsu.edu
<b>Elizabeth Satterwhite, PharmD</b> Ambulatory Care Pharmacist Providence Sacred Heart Anticoagulation and Pharmacotherapy Clinic Spokane, WA Laura.Satterwhite@providence.org	<b>Semra Stanley, PharmD</b> Ambulatory Care Pharmacist Peace Health-Southwest Medical Center Vancouver WA SStanley@peacehealth.org
<b>Megan Willson, PharmD, BCPS</b> Clinical Professor WSU CPPS Spokane, WA mwillson@wsu.edu	<b>Toby Bowers, DO</b> Board Certified Emergency Medicine Physician Trios Health Kennewick, WA

**Course Communication:**

The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “*WSU Authentication*” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “*Help*” feature you can utilize located on the bottom left menu once you are signed into Canvas.

**Course overview**

This course is the fourth in the Pharmacotherapy series. The disease states that will be focused on include infectious diseases and antimicrobials, liver disease, and oncology. In addition to knowledge and comprehension of the material, students will be expected to start utilizing higher level cognitive domains such as, application, analysis, synthesis and evaluation. Lectures and discussion will be held per the course schedule found on page 4. Heavy reliance on case-based learning will be emphasized in an effort to prepare students for their experiential training. Students will be expected to come to class prepared to discuss the material so greater time can be devoted to case discussions.

During this course, students will learn how medications are used to treat specific illness/disorders, principles of drug and dosage selection, and techniques for monitoring drug therapy for both desired and adverse effects. Students should be able to recommend safe and effective drug treatment plans for the disease states discussed, recognize inappropriate or unsafe drug use, and state precisely why certain regimens are appropriate and why others are not.

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

Student Learning Outcomes: At the end of this course, students will be able to:	Course topic and activities that will address this outcome.	Evaluation of Outcome
DILE03) Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	All weeks	Exams
PC02) Describe the anatomy, physiology, and pathophysiology of the human body.	All weeks	Exams
PC03) Understand the immune response and how drugs affect the immune system.	Antibiotics I-III, HIV Antiretrovirals, HIV Opportunistic Infections	Exams
PT02) Describe administration considerations and potential infusion-related complications for parenteral products and provide safe recommendations for prevention and management of adverse effects	Cancer Supportive Care, Antibiotics I-III	Exams
PT04) Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	All weeks	Exams
PT06) Monitor and adjust therapy based on efficacy, cost, tolerability, or risk for adverse events.	All weeks	Exams
PT07) Identify or apply the key facts, including the pharmacologic activity, mechanism of action, therapeutic use, tolerability of prescription drugs and their application to patient care	All weeks	Exams
PT08) Utilize clinical skills to select optimal therapy and create a patient centered care plans	All weeks	Exams

PT09) Discuss the properties of microorganisms (bacteria, viruses, parasites, and fungi) as they relate to human disease and treatment.	Antibiotics I-III and each specific infectious disease state topic	Exams
2A) Patient-centered care – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). (CAPE 2.1 Caregiver)	All weeks	Exams
2D) Population-based care – The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices. (CAPE 2.4 Provider)	All weeks	Exams
3A) Problem solving – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution. (CAPE 3.1 Problem Solver)	All weeks	Exams
4D) Professionalism – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (CAPE 4.4 Professional)	All weeks	Observation

**Required and optional textbooks, references, and other resources**

**Required:**

- Sanford Guide to Antimicrobial Therapy 2023**, digital or print  
Approximate cost \$30  
Available at <https://www.sanfordguide.com/>  
*Strongly recommend buying directly from Sanford Guide because there have been counterfeit copies purchased through Amazon in past years.*

**Highly Recommended:**

- Antibiotics Simplified 5<sup>th</sup> Edition**, by Jason Gallagher and Conan MacDougall  
ISBN: 9781284111293  
Approximate cost \$35  
Available from amazon.com or accp.com

**Optional:**

- DiPiro JT, Yee GC, Posey LM, Haines ST, Nolin TD, Ellingrod V (eds). **Pharmacotherapy: A Pathophysiologic Approach**. 11<sup>th</sup> edition. McGraw-Hill. 2020.  
ISBN: 978-1260116816  
Cost approximately \$130



**Class format and schedule**

Pharmacy 554 will meet on Wednesday and Friday from 10:10 am - 12:00 pm throughout the entire Fall semester in PBS 101 in Spokane and CSC 101. The Pharmacy 554 course will be team taught by the Pharmacotherapy faculty and guest presenters. **Please note that this syllabus is subject to change based on unforeseen circumstances that may arise during the semester.**

Week		Topic	Spokane Facilitator	Yakima Facilitator	Contact Time (hrs)
1	8/23	Antibiotics I	Live Stream	<b>Dr. Bowers</b>	4
	8/25	Antibiotics II	Live Stream	<b>Dr. Bowers</b>	3
2	8/30	Antibiotics III	Live Stream	<b>Dr. Bowers</b>	3
	9/1	CNS Infections	Live Stream	<b>Dr. Bowers</b>	3
3	9/6	Upper Respiratory Tract Infections	<b>Dr. Frazier</b>	Dr. Bowers	3
	9/8	Pneumonia	Live Stream	<b>Dr. Bowers</b>	3
4	9/13	Bacteremia and Infective Endocarditis	Live Stream	<b>Dr. Bowers</b>	3
	9/15	Intra-abdominal & <i>C. difficile</i> Infections	Live Stream	<b>Dr. Bowers</b>	3
5	9/20	Review Session			2
	9/22	<b>EXAM #1</b>			2
6	9/27	Urinary Tract Infections	Live Stream	<b>Dr. Bowers</b>	3
	9/29	Sexually Transmitted Infections	Live Stream	<b>Dr. Bowers</b>	3
7	10/4	Acute Bacterial Skin & Skin Structure, Bone, & Joint Infections	Live Stream	<b>Dr. Bowers</b>	3
	10/6	Fungal Infections & Antifungal Agents	Live Stream	<b>Dr. Bowers</b>	3
8	10/11	HIV	<b>Dr. Hiskey</b>	Live Stream	3
	10/13	Opportunistic Infections	Live Stream	<b>Dr. Bowers</b>	3
9	10/18	Influenza Virus & Coronavirus	Live Stream	<b>Dr. Bowers</b>	3
	10/20	Sepsis	Live Stream	<b>Dr. Bowers</b>	3
10	10/25	Review Session			2
	10/27	<b>EXAM #2</b>			2
11	11/1	Liver Disease	<b>Dr. Willson</b>	Live Stream	3
	11/3	Hepatitis	<b>Dr. Satterwhite</b>	Live Stream	3
12	11/8	Introduction to Oncology	<b>Dr. Ramsbacher</b>	Live Stream	3
	11/10	<b>Veterans Day Observation</b>			
13	11/15	Chemotherapy Agents	<b>Dr. Ramsbacher</b>	Live Stream	3
	11/17	Breast Cancer	<b>Dr. Ramsbacher</b>	Live Stream	3
	11/20-11/24	<b>Thanksgiving Break</b>			
14	11/29	Lung Cancer	<b>Dr. Ramsbacher</b>	Live Stream	3
	12/1	Cancer Supportive Care I	<b>Dr. Stanley</b>	Dr. Bowers	3
15	12/6	Cancer Supportive Care II	<b>Dr. Stanley</b>	Dr. Bowers	3
	12/8	Febrile Neutropenia	Live Stream	<b>Dr. Bowers</b>	3
16	12/13	<b>EXAM #3</b>			2

**Course expectations**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:** As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each

other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

Lectures/discussions will be held per the course schedule above. In order to get the most out of the course, students are required to come to class prepared to contribute to the discussion. Preparation for the discussion should involve reading and reviewing any material distributed or posted on Canvas or recorded on Panopto **prior to the class period**. Questions stemming from the preparation materials or in class activities may appear on the exams. During scheduled class time, subject material will be openly discussed, and students are encouraged to ask questions regarding the assigned materials. In addition, frequent use of patient-based case studies will be employed to illustrate how the course content is applied in the clinical setting. Students may be called on individually to answer questions related to the assigned preparation materials.

Students will be expected to complete all work independently unless directly instructed otherwise. Individually evaluating patient cases and developing care plans will allow students to better assess their own knowledge and skills.

All assessments in the Pharmacy 554 course are designed to be individual work. "Individual work" means the student may not obtain assistance from any other person in completion of the assessments.

### **Attendance policy**

#### **Required Attendance**

Attendance is a graded component of this course contributing to 5% of the overall course grade. Students must attend 24/27 sessions to receive full credit for this component. If <24 sessions are attended, then the student will receive the corresponding percent of the sessions attended. For example, if only 50% of the sessions are attended, then the grade received for this component is 50%.

#### **Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all

class meetings. Attendance will be taken randomly at either the beginning, middle or end of class. **Students must be present for the entire class session for attendance credit.** However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. **Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts.**

**Missed Assessment Policy:**

- If a student misses an exam, they will need to communicate directly with the IORs to make up the missed exam within 1 week

**Student Reporting Procedure:**

- The student completes the Absence Notification form prior to the start of the exam or required course activity. For planned absences associated with university sanctioned events, military duty, jury duty or court summons, an individual may opt to schedule to take the exam remotely according to the Remote Proctoring Request policy. To request remote proctoring, a Remote Proctoring Request form must be submitted **15 business days prior** to the scheduled absence. Before submitting, please review the Remote Proctoring Request policy for information related to student responsibilities and costs.

CPPS Absence and Campus Closure Policy: <https://pharmacy.wsu.edu/documents/2023/06/absence-and-campus-closure.pdf>

CPPS Absence Notification Form: <https://apps.pharmacy.wsu.edu/absence/>

The university policy for adverse weather conditions can be found here; <https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

**Competency-based assessment, methods of assessment, and course grading criteria/components**

**Methods of Assessment:**

Students will be assessed by 3 Exams. Attendance will also be a graded component.

**Graded Components and Grading Criteria:**

Assessment Type	Percentage of final course grade
Exam 1	31.5%
Exam 2	31.5%
Exam 3	32%
Attendance	5%
Final overall course grade	100%

**Competency for this course is defined using the following criteria:**

**Satisfactory:** achieve  $\geq 70.0$  % in the course, without rounding as shown in the grading criteria table.

**Fail:** fail to achieve  $\geq 70.0$  % in the course

**Honors:** achieve an overall course average of 95.0 % without rounding

*Please note that scores will be reported to 1 decimal place and will not be rounded further.*

### **Testing schedule and policies**

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Examplify™ will be provided by the CPPS ExamSoft™ Coordinator. **Students must download the exam onto their laptop/tablet device by 8:00 AM on the day of the scheduled examination. Failure to download the exam will result in forfeiting the examination attempt.**

- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment): <https://pharmacy.wsu.edu/documents/2023/06/test-administration-policies.pdf/>

### **Academic honesty, conduct, and behavior**

You are responsible for reading WSU's [Academic Integrity Policy](#), which is based on [Washington State law](#). If you cheat in your work in this class, you will:

- Receive a failing grade for the course
- Be reported to the [Center for Community Standards](#).
- Have the right to appeal my decision.
- Not be able to drop the course or withdraw from the course until the **appeals** process is finished.

If you have any questions about what you can and cannot do in this course, ask us.

The Standards of Conduct for Students, WAC 504-26-010(3) covers cheating, plagiarism, or other forms of academic dishonesty including but not limited to the following:

- Unauthorized collaboration on assignments.
- Facilitation of dishonesty including not challenging academic integrity violations by others (i.e., helping someone else cheat).
- Obtaining unauthorized knowledge of course assignments or exam materials.
- Unauthorized multiple submissions of the same work for different course assignments.
- Sabotage of another student's work.
- Knowingly furnishing false information or data to any University official, faculty, or staff.
- Forgery, alteration, or misuse of any University document, record, or form of personal identification.

Given the accessibility of electronic information, further discussion of commonly observed examples of plagiarism is warranted. Examples may include:

- Copying material (e.g., copy and paste) from any source without proper citation.
- Copying homework solutions from online sources such as CHEGG, Bartleby, StackExchange, and solutions manuals.
- Using an essay for hire service, AI generated responses, or copying material from another student.

If you want to ask for a change in our decision about academic integrity, use [the form](#) at the [Center for Community Standards](#) website. You must submit this request within 21 calendar days of the decision.

Any alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26-404).

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.

### **University Syllabus**

*Students are responsible for reading and understanding all university-wide policies and resources pertaining to all courses (for instance: accommodations, care resources, policies on discrimination or harassment), which can be found in the [University Syllabus](#).*

# Washington State University College of Pharmacy and Pharmaceutical Sciences

## Doctor of Pharmacy Program

Spring 2023

**Course:** Pharmacy 557  
**Course Title:** Pharmacotherapy V  
**Credits:** 4

### Instructor of Record:

Spokane IOR: Megan R. Undeberg, PharmD, BCACP  
Clinical Associate Professor  
WSU College of Pharmacy and Pharmaceutical Sciences  
Office: HSB 210F  
Email: [meganru@wsu.edu](mailto:meganru@wsu.edu)  
Office Hours: To Be Announced at start of semester

Yakima IOR: Nicholas R. Giruzzi, PharmD, BCPS  
Clinical Assistant Professor  
WSU College of Pharmacy and Pharmaceutical Sciences  
Office: Caldwell 109  
Email: [nicholas.giruzzi@wsu.edu](mailto:nicholas.giruzzi@wsu.edu)  
Office hours: To Be Announced at start of semester

### Participating Instructors:

Taylor Bertsch, PharmD  
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509-358-7733

Jeff Clark, PharmD  
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John White, PharmD, PA-C  
[whitej@wsu.edu](mailto:whitej@wsu.edu)  
509-358-7731

**Course Communication:** The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “WSU Authentication” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “Help” feature you can utilize located on the bottom left menu once you are signed into Canvas.

## **COURSE OVERVIEW:**

This course is the final segment in the Pharmacotherapy Series. This sequence is designed to complement the pharmacotherapy course series and the applied patient care course series. Together, they provide the knowledge and clinical skills necessary for the practice of pharmacy. We will cover endocrinology and related diseases, men's and women's health, diseases of the bone and immune-mediated diseases and complications.

Being the final course, students can anticipate a greater extent of application, analysis, synthesis and evaluation to prepare you for your role as a clinician on the interprofessional team. Please refer to the course schedule as to when the topics will be covered. Case-based learning will be incorporated into the lectures and discussions to guide and assist you in preparation for your experiential year of applied, patient care-based education. Students will be expected to come to class prepared so as to allow for maximal time for case discussions.,

Each module within the course will cover typical medications used to treat specific disorders, review principles of drug and dosage selection, and techniques to monitor for desired and adverse drug therapy actions. Students will be responsible for recommending safe and effective drug treatment plans (including primary and alternative selections), identify inappropriate or unsafe drug use and state precisely and accurately the use of specific regimens with reference to clinical guidelines.

## **COURSE OUTCOMES ASSIGNED BY CPPS CURRICULUM COMMITTEE (in no priority order)**

<b><u>Student Learning Outcomes:</u> <u>At the end of this course,</u> <u>students will be able to:</u></b>	<b><u>Course topic and activities that</u> <u>will address this outcome:</u></b>	<b><u>Evaluation of Outcome</u></b>
DIL03: Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	All weeks	Exams
PC02: Describe the anatomy, physiology, and pathophysiology of the human body.	All weeks	Exams
PC03: Describe the immune response and how drugs affect the immune system.	Osteoarthritis, Rheumatoid Arthritis, Gout, SLE, Collagen Vascular Disease, Transplant I and II.	Exams
PT04: Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	All weeks	Exams
PT05: Identify or apply the key facts including pharmacologic activity, mechanism of action, interactions, therapeutic use, tolerability of over the counter	All weeks	Exams

medicines and their application to patient care.		
PT06: Monitor and adjust therapy based on efficacy, cost, tolerability, or risk for adverse events.	All weeks	Exams
PT07: Identify or apply key facts, including the pharmacologic activity, mechanism of action, therapeutic use, tolerability of prescription drugs and their application to patient care.	All weeks	Exams
PT08: Utilize clinical skills to select optimal therapy and create a patient centered care plans.	All weeks	Exams
PT10: Identify the key facts including pharmacologic activity, mechanism of action, interactions, therapeutic use, tolerability of natural products, dietary supplements, and/or other alternative/complementary strategies and their application to patient care.	Diabetes, Women's Health, OA, RA, Gout, SLE, Adrenals, Thyroid	Exams
2A: Patient-centered care: The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). (DAPE 2.1 Caregiver)	All weeks	Exams
2D: Population-based care: The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices. (CAPE 2.4 Provider)	All weeks	Exams
3A: Problem solving: The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a	All weeks	Exams



viable solution. (CAPE 3.1 Problem Solver)		
4D: Professionalism: The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society (CAPE 4.4 Professional)	All weeks	Exams

**REQUIRED AND OPTIONAL TEXTBOOKS, REFERENCES AND OTHER RESOURCES:**

**Required:** There is no required textbook for Pharmacy 557. Required readings, videos, and pre-assignments (i.e., case study reviews, clinical guidelines, etc) will be posted to Blackboard for each of the topics.

**Optional:**

1. DiPiro JT, Yee GC, Posey LM, Haines ST, Nolin TD, Ellingrod V (eds). **Pharmacotherapy: A Pathophysiologic Approach.** 11<sup>th</sup> edition. McGraw-Hill, 2020.  
ISBN: 978-1260116816  
Cost approximately: \$130
2. Zeind CS and Carvalho MG (eds). **(Koda Kimble and Young’s) Applied Therapeutics.** 11<sup>th</sup> edition. Wolters Kluwer Health, 2020.  
ISBN: 978-1496318299  
Cost approximately \$122

You may also already have the 10<sup>th</sup> edition, which is also appropriate to use.

ISBN: 978-1609137137

**CLASS FORMAT AND SCHEDULE:**

Pharmacy 557 will meet on Wednesday and Friday from 10:10 am to 12:00 pm in Spokane at HSB Quads and Yakima at 101 or UCC. The Pharmacy 557 course will be team taught by the Pharmacotherapy faculty and guest presenters; Dr. Megan Undeberg and Dr. Nick Giruzzi will serve as the Instructors of Record for the course on the Spokane and Yakima campuses, respectively. ***Please note that this syllabus is subject to change based on unforeseen circumstances that may arise during the semester.***

**We will be “live-streaming” the course the entire semester.**

Week	Date	Topic	Faculty	Contact Time/Out of Class Time (hours)
1	11 Jan	Course Overview/Mock Case	Undeberg/Giruzzi	4/8
	13 Jan	Type 1 DM	Neumiller	
2	18 Jan	T2 DM	Neumiller	4/8
	20 Jan	T2 DM		
3	25Jan	T2 DM	Neumiller	4/8
	27 Jan	Obesity/Metabolic Syndrome		
4	1 Feb	DM and Chronic Complications	Neumiller	4/8
	3 Feb	DKA and HHS	White	

5	6 Feb	<b>TEST 1 (covers weeks 1-4)</b>		
	8 Feb	Menstrual Health/PMSS/PMDD	Undeberg	4/8
	10 Feb	Contraception	McKennon	
6	15 Feb	Endometriosis/Assisted Reproduction	Undeberg	4/8
	17 Feb	Pregnancy and Lactation	Undeberg	
7	22 Feb	Anemia	White	4/8
	24 Feb	Menopause and HRT	Undeberg	
8	27 Feb	<b>TEST 2 (covers weeks 5-7)</b>		
	1 Mar	Review/no new material	Undeberg, Giruzzi	
	3 Mar	Review/no new material		
9	6 Mar	<b>EXAM 1 (covers weeks 1-8)</b>		
	8 Mar	Adrenals and Pituitary	White	4/8
	10 Mar	Adrenals and Stress		
	Mar 13-17	Spring Break		4/8
10	22 Mar	Transplant I	Rodin	4/8
	24 Mar	Transplant II	Rodin	
11	29 Mar	Men's Health	Frazier	4/8
	31 Mar	Thyroid	White	
12	3 Apr	<b>TEST 3 (covers weeks 9-11)</b>		
	5 Apr	Rheumatoid Arthritis (RA)	M. Giruzzi	4/8
	7 Apr	Collagen Vascular Disease		
13	12 Apr	Osteoporosis	Clark	4/8
	14 Apr	Osteoarthritis	Bertsch	
14	19 Apr	Systemic Lupus Erythematosus (SLE)	Rodin	4/8
	21 Apr	Gout	Rodin	
15	24 Apr	<b>TEST 4 (covers weeks 13-15)</b>		
	26 Apr	Review/no new material	Undeberg, Giruzzi	
	28 Apr	Review/no new material	Undeberg, Giruzzi	
16	3 May	<b>EXAM 2/Final Exam (covers weeks 9-15)</b>		
	5 May	<b>ELE #1, 1215-1415</b>		
	7 May	<b>ELE #2, 1215-1415</b>		

### **COMPETENCY-BASED ACTIVE LEARNING:**

The College of Pharmacy and Pharmaceutical Sciences has adopted an active learning model. In this model, introductory materials are provided to students as pre-class content (short video, readings, worksheets, etc.) and in-class time is dedicated to collaborative, active learning activities facilitated by faculty.

In an active and collaborative learning environment, all students share a responsibility to their peers to *prepare* for and *participate* in learning activities. Individual preparation for class (i.e. consistent completion of pre-class materials) and participation in class (i.e. consistent attendance and engagement with in-class activities) are therefore expectations of all students in our active learning model.

### **COURSE EXPECTATIONS:**

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

Lectures/discussions will be held per the course schedule above. In order to get the most out of the course, students are required to come to class prepared to contribute to the discussion. Preparation for the discussion should involve reading and reviewing any material distributed or posted on Blackboard or recorded on Panopto **prior to the class period**. Questions stemming from the preparation materials or in class activities may appear on the exams. During scheduled class time, subject material will be openly discussed, and students are encouraged to ask questions regarding the assigned materials. In addition, frequent use of patient-based case studies will be employed to illustrate how the course content is applied in the clinical setting. Students may be called on individually to answer questions related to the assigned preparation materials.

Students will be expected to complete all work independently unless directly instructed otherwise. Individually evaluating patient cases and developing care plans will allow students to better assess their own knowledge and skills.

All assessments in the Pharmacy 557 course are designed to be individual work. "Individual work" means the student may not obtain assistance from any other person in completion of the assessments. Individual assignments or examinations will specify the types of resources that may be used (i.e., closed-book, open-book, e-resources allowed).

"Group Work" means the student is expected to complete the specified portion of the assignment or examination in collaboration with other members of their assigned group, with a clear description of the required tasks. The expectation is that all students participate fully in the group activities; the degree of each member's contribution to the total group effort may be taken into account in the assessment.

#### "Live" vs. "Virtual"

We plan on operating the class in person and on-site this semester. If the situation should arise that we return to the offering of virtual instruction, we will address that at the time it occurs.

Expectations for using video conferencing software (Zoom, if we find we need to utilize it):

- Use your official WSU network ID when logging in to Zoom
- Be on time
- Try to join from a quiet, distraction-free environment
- Mute your microphone if you are not talking
- Keep video turned off unless speaking or in small breakout room
- Display your real name as your zoom username
- Only post chat messages relevant to the lessons
- Use the "Raise Hand" or "Chat" feature to ask questions
- Wait to be called on prior to unmuting yourself and display your video
- Display a professional photo to allow others to see your face when your camera is off
- Dress appropriately for a business meeting, even when you are at home
- Close any applications on your computer or device that cause notifications and silence your phone
- Be aware of your behavior such as eating or multitasking when you have your camera on so that you are not distracting others from the content of the meeting.

#### ATTENDANCE POLICY:

##### **Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all

class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts as outlined in the syllabus.

#### **Student Reporting Procedure:**

- The student completes the Absence Notification form prior to the start of the exam or required course activity.
- For planned absences associated with university sanctioned events, military duty, jury duty or court summons, an individual may opt to schedule to take the exam remotely according to the Remote Proctoring Request policy.
- To request remote proctoring, a Remote Proctoring Request form must be submitted 15 business days prior to the scheduled absence. Before submitting, please review the Remote Proctoring Request policy for information related to student responsibilities and costs.
- CPPS Absence and Campus Closure Policy: <https://pharmacy.wsu.edu/documents/2020/05/block-test-absence-policy.pdf/>
- 
- CPPS Absence Notification Form: <https://apps.pharmacy.wsu.edu/absence/>
- 
- The university policy for adverse weather conditions can be found here; <https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

#### **COVID-19 Policy**

Students are expected to abide by all current COVID-19 related university policies and public health directives. These directives may be adjusted to respond to the evolving COVID-19 pandemic. Directives may include, but are not limited to, compliance with WSU's COVID-19 vaccination policy, wearing a cloth face covering, physically distancing, and sanitizing common use spaces. All current COVID-19 related university policies and public health directives are located at <https://wsu.edu/covid-19/>. Students who do not comply with these directives may be required to leave the classroom; in egregious or repetitive cases, student non-compliance may be referred to the Center for Community Standards for action under the Standards of Conduct for Students.

#### **COMPETENCY-BASED ASSESSMENT, METHODS OF ASSESSMENT, and COURSE GRADING CRITERIA/COMPONENTS:**

##### **Methods of Assessment:**

Students will be assessed by 4 Tests and 2 comprehensive exams with percentages detailed below.

### Graded Components and Grading Criteria:

Assessment Type	% of final course grade	% of unit grade	Competency Required
<b>UNIT 1</b>			
Test 1	7.5%	<b>15%</b>	None required
Test 2	7.5%	<b>15%</b>	None required
Required Comprehensive Exam #1	35%	<b>70%</b>	None required
Unit 1 Score	50%	<b>100%</b>	<p><b>SEE FULL GRADING CRITERIA DEFINITIONS BELOW:</b></p> <p><b>Passing Score: Minimum 80.0% for the unit</b> after comprehensive exam #1 (scores will be reported to 1 decimal place and will not be rounded further) <b>OR Minimum of 80.0% on comprehensive exam + minimum of 75.0% on the unit.</b></p> <p>If not passing the unit, student must take comprehensive ELE #1; see grading above Students needing to take the ELE would receive a maximum score of 80.0% for the unit.</p>
Test 3	7.5%	<b>15%</b>	None required
Test 4	7.5%	<b>15%</b>	None required
<b>UNIT 2</b>			
Required Comprehensive Exam #2	35%	<b>70%</b>	None required
Unit 2 Score	50%	<b>100%</b>	<p><b>SEE FULL GRADING CRITERIA DEFINITIONS BELOW:</b></p> <p><b>Passing Score: Minimum 80.0% for the unit</b> after comprehensive exam #2 (scores will be reported to 1 decimal place and will not be rounded further) <b>OR Minimum of 80.0% on comprehensive exam + minimum of 75.0% on the unit.</b></p> <p>If not passing the unit, student must take comprehensive ELE #2; see grading above Students needing to take the ELE would receive a maximum score of 80.0% for the unit.</p>
<b>FINAL OVERALL COURSE GRADE</b>	Based on the average of the 2 units, with each unit contributing 50% to the final course grade.		

Test 1 will cover 8 sessions, have 30 questions, and will be 60 minutes in duration.  
 Tests 2, 3 and 4 will each cover 6 sessions, have 25 questions and be 50 minutes in duration.  
 Comprehensive Exams 1 and 2 will have 60 questions and be 120 minutes.

**Competency** for this course is defined using the following criteria:

For this course, grading will be divided into 2 units, as indicated in the grading criteria table. Students must achieve competency in each unit to pass the course. Competency for a unit is achieved by meeting one or more of the following criteria:

- 1) **Achieve  $\geq 80\%$  on the unit, without rounding, based on the weighted average for the unit as shown in the grading criteria table.**

**Note:** This criterion makes it possible to meet competency with a score less than 80% on the comprehensive exam if scores achieved on other graded components of the course make the total weighted unit score  $\geq 80\%$ .

- 2) **Achieve  $\geq 80\%$  on the unit's *comprehensive exam* without rounding and achieve a minimum of 75% on the unit, without rounding, based on the weighted average for the unit as shown in the grading criteria table.**

**Note:** This criterion requires a minimum unit score and will not allow a student to meet competency based on a comprehensive score alone.

If a student does not meet unit competency by one or more of the 2 criteria listed above, the student is required to take the ELE for that unit. When moving forward to the ELE for a unit, competency for the unit is achieved by meeting one or more of the following criteria:

- 1) **Scoring  $\geq 80\%$  on the unit, without rounding, based on the weighted average for the unit as shown in the grading criteria table, with the ELE score replacing the initial comprehensive exam score.**
- 2) **Scoring  $\geq 80\%$  on the ELE, without rounding. Since the ELE serves as an additional opportunity to meet competency for the unit, competency will be met for the unit if the ELE score is  $\geq 80\%$  regardless of the overall weighted unit score.**

If moving forward to the ELE for a unit, the maximum score a student will receive for the corresponding comprehensive exam score is 80%.

**Please note that no scores in the class will be rounded upward.**

**Fail:** The student fails to achieve competency on one or both units as outlined above.

**Honors:** Honors grades will be attained if a student achieves an overall course average of 95% without rounding

### **TESTING SCHEDULE AND POLICIES:**

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Exemplify™ will be provided by the CPPS ExamSoft™ Coordinator. As described in the "Block Test Schedule" students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations. Links are provided for you to review the following important information regarding block testing schedule and CPPS Testing Policies.

- Block Test Schedule:  
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/block-testing/>

CPPS Student Test Administration Policy (to ensure a secure, fair testing environment):

<https://pharmacy.wsu.edu/documents/2019/07/block-test-administration-policy.pdf/>

### **ACADEMIC HONESTY, CONDUCT, AND BEHAVIOR:**

Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU's Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will receive a failing grade for the course, and will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the [definitions of cheating](#). If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at [communitystandards.wsu.edu](http://communitystandards.wsu.edu). Make sure you submit your appeal within 21 calendar days of the faculty member's decision.

In addition to university academic integrity standards, students are reminded that they must adhere to the policies agreed to in writing when entering the College of Pharmacy and Pharmaceutical Sciences. These are detailed in the Pharmacy Student Handbook under Pharmacy Code of Professionalism.

Departures from this code may have serious consequences for academic standing in the class and/or continued enrollment in the College of Pharmacy and Pharmaceutical Sciences. Sanctions for violation of the code will depend upon the seriousness of the infraction. Furthermore, depending on the nature of the code violation, students will be referred to the Student Progress Committee, Director of Student Services, or the WSU Office of Community Standards. Any CODE violations that constitute an alleged violation in Washington State University's academic integrity standards will be handled directly by the Office of Student Conduct as set forth in "Procedure for Academic Integrity Violations" (WAC 504-26- 404).

### **STUDENTS WITH DISABILITIES AND RELIGIOUS ACCOMMODATIONS STATEMENT:**

Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have a disability and need accommodations to fully participate in this class, please visit your campus' Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students visit with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after officially requesting accommodations.

Students may also contact Access Coordinator, Jane Summers, with questions via email

[jane.summers@wsu.edu](mailto:jane.summers@wsu.edu) or by phone: 509-358-7816. Access

Services (<https://spokane.wsu.edu/studentaffairs/access-resources/>)

All disability related accommodations MUST be approved by the Access Center. Students with approved accommodations are strongly encouraged to meet with instructors early in the semester during office hours to discuss logistics of implementing the approved accommodations.

Please also see, "Procedures for Students with Accommodations" in the College of Pharmacy and Pharmaceutical Sciences Student Handbook (link on right hand side of webpage):  
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/>

**Reasonable Religious Accommodation:** Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized religious activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures.

### **SEX AND GENDER BASED VIOLENCE:**

Any form of sexual harassment or violence will not be excused or tolerated at Washington State University. WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

If you are experiencing or have experienced sexual assault, domestic violence, dating violence or stalking, you may report it to me and I will connect you to resources. However, WSU employees mandated to contact the WSU Title IX Coordinator with these reports. You may also contact the Office of Civil Rights Compliance and Investigation at 509-335-8288

For confidential resources, you may contact WSU Health Sciences Counseling at 509-358-7740 (Spokane), 509-494-7925 (Yakima), or the WSU Health Sciences After Hours Crisis Line at 509-358-6500. For community resources you may contact the Spokane YWCA at 509-789-9297, Yakima YWCA at 509-248-7796, Spokane Sexual Assault 24-hour Crisis Line at 509-624-7273. or Yakima Aspen Victim Services 24-hour line at 509-452-9672. You may also reach out to Spokane Campus Safety and Security 24-hours a day at 509-358-7995, YVC Campus Security at 509-574-4610, or PNWU Campus Safety at 823-3346. All victims and survivors are treated with respect and dignity.

If you are in immediate danger, call 911.

### **CAMPUS SAFETY AND EMERGENCY NOTIFICATION:**

Please sign up for emergency alerts on your account at MyWSU. For more information on classroom safety and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the classroom safety page [<https://provost.wsu.edu/classroom-safety/>].

For more information, please visit: [vpue.wsu.edu/policies/statements/#safety-and-emergency-notification](http://vpue.wsu.edu/policies/statements/#safety-and-emergency-notification)

Please sign up for the emergency alert notifications at your individual campuses.

Spokane students can find detailed information regarding the current WSU Spokane Security Services, including a link to Emergency Management, at the following



website: <https://spokane.wsu.edu/campus-security/>.

Similar information relevant to the Pacific Northwest University campus in Yakima can be found on their web-site at: <https://www.pnwu.edu/inside-pnwu/offices-and-departments/campus-security>

### **COURSE EVALUATIONS:**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.





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**Washington State University College of Pharmacy and Pharmaceutical Sciences  
Doctor of Pharmacy Program  
Spring 2023**

Course Number: Pharmacy 561  
Course Title: Applied Patient Care V: Integrated Patient Care  
Credits: 2 (1-3) laboratory credits = 2-6 hours of contact time per week

**Instructors of Record:****Yakima IOR:**

Christina Buchman, PharmD, BCACP  
Assistant Professor  
Cadwell 104, 509-494-7932  
christina.buchman@wsu.edu  
Office Hours: By appointment

**Spokane IOR:**

Lexie Powell, PharmD  
Assistant Professor  
HSB 212F, 509-368-6697  
alexa.j.powell@wsu.edu  
Office Hours: Tuesdays 12-1 PM, HSB 212F  
And By Appointment

Damianne Brand-Eubanks, PharmD  
Associate Professor  
Cadwell 110, 509-494-7931  
dbrand@wsu.edu  
Office Hours: By appointment

**Participating Instructors:**

Kavya Vaitla, PharmD  
Research Fellow  
HSB 215F, 509-358-7920  
kavya.vaitla@wsu.edu

**Instruction and Classroom Support Technician:**

Jill Morin  
HSB 210A  
jill.morin@wsu.edu

**Course Communication:**

The College of Pharmacy and Pharmaceutical Sciences utilizes Canvas as our primary Learning Management System. You can log on to Canvas at: <https://canvas.wsu.edu>. Click on the “*WSU Authentication*” and type in your WSU Network ID and password to access Canvas. Your courses should be automatically pre-loaded based on enrollment. If you have difficulty finding one of your courses within the LMS, contact the instructor for the course, or you can reach Pharmacy Information Services at 509-358-7916. There is also a “*Help*” feature you can utilize located on the bottom left menu once you are signed into Canvas.

Zoom is used to deliver course material, in a virtual and accessible way. The follow directions need to be used when signing in to Zoom for this course. Pharmacy Information Services is available if you have difficulty with Zoom 509-368-7609.

- Open the Zoom application and you will be presented with a window to sign in.
- Click the Sign in with SSO option on the right-hand side.
- Enter wsu in the field so that it reads wsu.zoom.us and then click the Continue button.
- You will be redirected to the WSU Network Authentication page where you can enter your WSU username and password.
- Once you've successfully logged in, the Zoom application should open and be signed in. If it does not open right away, click the Launch Zoom button shown in your browser.

### Course overview

**Applied Patient Care V: Advanced Medication Therapy Management** is the **fifth and final** in a series of five courses designed to teach applied patient care skills from the pharmacist's perspective. The Applied Patient Care Course series is designed to complement and reinforce the drug therapy and disease knowledge from the Pharmacotherapy and Pharmacology Course Series. Throughout the Applied Patient Care Series, patient cases will progress from basic to complex according to the following *general* criteria – see table below.

Patient Type	Number of medical problems	Number of medications	Course emphasis
Basic	1 or 2	< 5	APC I and APC II
Intermediate	3-5	5-10	APC III and APC IV
<b>Complex</b>	Multiple and/or serious	>10	APC IV and APC V

This course will build upon the skills you developed during Applied Patient Care I, II, III and IV and will continue to emphasize the clinical application of the medications learned in the Therapeutic Agents course and in the Pharmacology and Pharmacotherapy series. This course was designed as a **capstone** to assess skills necessary for success on APPE rotations and in practice as a pharmacist. In this course, you will be required to apply clinical skills and knowledge about drug therapy to provide patient specific care.

**Professional behaviors (including application of legal and ethical principles) are always expected and required during this course.**

Applied Patient Care V will utilize and apply the framework of the “**Pharmacists’ Patient Care Process**” (pictured to the right).

The objective of **Applied Patient Care V: Advanced Medication Therapy Management** is to expand and assess clinical skills by evaluating medication therapy for patients with intermediate to complex medication regimens. Through independent patient case review and small group discussions, student pharmacists will assess drug therapy, determine appropriate interventions, and develop an appropriate



therapeutic plan (including clinical documentation). APC V will focus on the pharmacist's role in medication therapy management and clinical skill development in concert with content covered previously and concurrently.

**Course outcomes assigned by CPPS Curriculum Committee (in no priority order)**

ACPE Standard/ EPA Domain	Student Learning Outcomes: At the end of this course, students will be able to:	Course topic and activities that will address this outcome.	Evaluation of Outcome
COM01 EPA Domain 1/ EPA_1D	Articulate written or verbal professional recommendations succinctly.	Patient Case Group Discussions, Simulation, Written SOAP Notes, Verbal SBARs, MTM Patient Interview, Informal Presentation	Summative SOAP Note, Informal Presentation, Verbal SBAR
COM06 EPA Domain 2/ EPA_2A	Communicate effectively with other healthcare providers using appropriate medical terminology	Patient Case Group Discussions, Simulation Verbal SBAR, Written SOAP Note, Journal Club Presentation, Informal Presentation	Summative SOAP Note, Informal Presentation, Verbal SBAR
DILE03 EPA Domain 4/EPA_4B	Identify or apply principles of evidence based clinical decision making to evaluate and use appropriate information resources to provide drug information and patient centered care.	Patient Case Group Discussions, Written SOAP Note, Journal Club Presentation, Informal Presentation	Summative SOAP Note, Informal Presentation, Prescription Checking, Verbal SBAR
PROF01 EPA Domain 6/ EPA_6A	Develop and model professional behavior through demonstration of professional work habits, priorities, time management and positive interactions.	Weekly during formative and summative activities	Formative/Summative Assessments
PT01 EPA Domain 1/ EPA_1B	Apply knowledge of commonly used prescription and non-prescription medications to create a care plan	Weekly during formative and summative activities	Formative/Summative Assessments
PT04 EPA Domain 1/ EPA_1B	Identify and evaluate relevant clinical lab data or diagnostics essential to screen, diagnose, or evaluate treatment.	Weekly during formative and summative activities	Formative/Summative Assessments
PT08 EPA Domain 1/ EPA_1C	Utilize clinical skills to select optimal therapy and create a patient centered care plans	Weekly during formative and summative activities	Formative/Summative Assessments
PtCP01 EPA Domain 5/ EPA_5B	Accurately assess a medication order and prepare a prescription for dispensing within an appropriate time frame	Prescription Checking Homework, ACLS Assessment, Simulation	Summative Prescription Checking, ACLS Assessment, Simulation
PtCP09 EPA Domain 1/ EPA_1c	Devise a plan and justify rationale to address drug-therapy concerns.	Weekly during formative and summative activities	Formative/Summative Assessments
PtCP15 EPA Domain 1/ EPA_1D	Interpret scenario-based order to calculate a multi-step problem and report final answer(s) in a clinically appropriate manner.	Weekly during formative and summative activities	Formative/Summative Assessments
PtCP16 EPA Domain 5/ EPA_5B	Perform accurate calculations.	Weekly during formative and summative activities	Calculations Exam Formative/Summative Assessments
PtCP18 EPA Domain 1/ EPA_1A	Identify or collect relevant subjective or objective data from the medical record, the patient, or physical assessments.	Heparin Simulation, Written SBAR and SOAP Notes, MTM Patient Interview, MTM Informal Presentation	Summative SOAP Note, Informal Presentation, Verbal SBAR

PtCP19 EPA Domain 1/ EPA_1B	Interpret & evaluate subjective or objective data to identify medication-related problems and prioritize health-related needs.	Weekly during formative and summative activities	Formative/Summative Assessments
PtS05 EPA Domain 3/ EPA_3B	Identify and resolve medication errors, including errors in prescribing, dispensing, or compounding.	Weekly during formative and summative activities	Formative/Summative Assessments

### **Required and optional textbooks, references, and other resources**

#### **Required Pharmacy 551/561 Electronic Health Record (EHR) Subscription (EHR Go)**

Your account from Pharmacy 551 should still be active. If you have issues accessing your EHR Go account please email your IOR promptly at the start of the semester.

#### **Required Resources:**

- Electronic resource such as Micromedex, Lexi-Comp, ClinicalPharmacology, UpToDate, etc.
  - May be accessed for free on the WSU Pharmacy Software & Resources Page: <https://apps.pharmacy.wsu.edu/resources/>

#### **Required APC Course Materials:**

- **Student Pharmacist Lab Overviews** and other course materials will be posted to Canvas each week. All required course material will be posted no later than 5pm on Friday prior to the upcoming lab. Students are required to review documents and complete necessary assignments prior to lab and/or tutorial. In addition, documents should be readily available for use in class. In addition, weekly materials should be readily available for use at the start of tutorial and lab (via print form or electronic). Material that is posted to Canvas following the above timeline will not be provided in hard copy form in lab or tutorial. However, if there is a late posting to Canvas and/or the lab requires additional printed material, it will be provided.
- **WSU name tag or name tag issued by place of employment**
- **Clean white coat for presentations & simulations**
- **Professional attire (See guidelines below in “Expectations of Students” section)**
- **Laptop computer**
  - Laptop computers are required in lab and tutorial as they will be used to access EHRGo and to complete assessments. Please ensure that your computer is functional and charged prior to each class session.
- **Calculator** (NOTE: No cell phones, iPad or graphing calculators may be used during assessments. Calculators may not be shared during assessments).

#### **Recommended Textbooks (optional):**

- *Pharmacotherapy: A Pathophysiologic Approach*; DiPiro, JT, et al, McGraw Hill.
- *Frequently Prescribed Medications, Drugs you need to know*; Jones & Bartlett
- *Sanford Guide to Antimicrobial Therapy 2022*

**Class format and schedule****Tutorial: Tuesdays, 8:10-9:00 AM** 1 hour per week, 15 hours per semester**Location:****Spokane:** SNRS 105 (unless otherwise specified)**Yakima:** CSC 101 (unless otherwise specified)**Lab:** 2 hours per week on Thursdays, 30 hours per semester**Location:****Spokane:** PBS 304 (unless otherwise specified)**Yakima:** CSC 101 (unless otherwise specified)

8:10 AM-10:00 AM    Section 1: Spokane  
 10:10 AM-12:00 PM    Section 2: Spokane                      Section 50: Yakima  
 1:10 PM-3:00 PM      Section 3: Spokane

Week	Dates	Tutorial (Tuesday)	Lab (Thursday)	Assignments	Faculty Lead
1	Jan 9-13	Course Overview	<b>Case #1</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>○ IRAT, TRAT</li> <li>○ Worksheet</li> </ul>	<b>Dr. Powell</b>
2	Jan 16-20	Note Writing Overview (optional)	<b>Case #2</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>○ IRAT, TRAT</li> </ul> <b>Post-Lab:</b> <ul style="list-style-type: none"> <li>○ Global SOAP Note (formative)</li> </ul>	<b>Dr. Powell</b>
3	Jan 23-27	Guided Peer Feedback SOAP Notes	<b>Case #3</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>○ IRAT, TRAT</li> <li>○ Worksheet</li> </ul>	<b>Dr. Powell</b>
4	Jan 30-Feb 3	ACLS Review (optional)	<b>ACLS Activities</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>○ IRAT, TRAT</li> <li>○ Worksheet</li> </ul>	<b>Dr. Powell</b>
5	Feb 7-10	<b>ACLS Assessment*</b>	<b>Prescription Checking Lab</b>	<b>In-Lab:</b> <ul style="list-style-type: none"> <li>○ Prescription Checking Worksheet</li> </ul>	<b>Dr. Powell</b>
6	Feb 13-17	Chart Review & Interview Tips (optional)	<b>MTM Patient Interview~</b>  <b>Informal Presentations*</b>	<b>Post-Lab:</b> <ul style="list-style-type: none"> <li>○ <b>Global SOAP Note (SUMMATIVE)~*</b></li> </ul>	<b>MTM Patient Interview: Dr. Buchman</b>  <b>Informal Presentations: Dr. Powell</b>
7	Feb 20-24	Prescription Checking Worksheet Review (optional)			
8	Feb 27-Mar 3	<b>No Tutorial or Lab</b> <b>Optional Open Lab for Prescription Checking Practice</b>			
9	Mar 6-10	Anticoagulation Review/Preparation for Simulation (optional)	<b>Prescription Checking Assessment*</b>		<b>Dr. Powell</b>
	Mar 13-17	<b>Spring Vacation</b>			



10	Mar 20-24	<b>ACLS Assessment ELE*</b>	<b>Case #4</b>	<b>In-Lab:</b> ○ IRAT, TRAT ○ Worksheet	
11	Mar 27-31	Calculations Review 1 (optional)	<b>Heparin Simulation (1/2 class by appointment)</b>	<b>In-Lab:</b> ○ <b>Verbal SBAR*</b>	<b>Drs. Powell &amp; Vaitla</b>
12	Apr 3-7	Calculations Review 2 (optional)			
13	Apr 10-14	Journal Club Review 1 (optional)	<b>Calculations Exam<sup>+</sup></b>		<b>Dr. Powell</b>
14	Apr 17-21	Journal Club Review 2 (optional)	<b>Journal Club</b>	<b>Pre-Lab:</b> ○ Journal Club Presentation Worksheet <b>In-Lab:</b> ○ Journal Club Presentation Rubric	<b>Dr. Buchman</b>
15	Apr 24-28	<b>No Tutorial or Lab</b>			
16	May 1-5	<b>Optional Honors Exam<sup>+</sup></b>	<b>Calculations Remediation Exam<sup>+</sup></b>		

\*Indicates summative assignments with a minimum 80% competency required

+Indicates summative assignments with a minimum 90% competency required

### Course expectations

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside class.

#### Attendance & Participation:

- **Attendance is mandatory for this course.** See attendance policy below.
- **Active participation** is expected of all students during the small group case discussions. Participation will be graded by the facilitator for each group. Active participation means contributing to the discussion each week.
- **Professionalism** is expected of all students in this course. Professionalism includes professional dress and behavior during the in-class discussions and simulations. We will be checking for professional dress during lab.

#### Assignments:

- All online and written assignments must be completed in order to receive a final grade in this course. These assignments must be turned in on time in order to receive full credit.
  - Assignments turned in after the due date will automatically receive a reduction of grade by 50% if received within 1 week of the assignment due date.

- Assignments turned in after 1 week will receive a zero without an opportunity to remediate.
- All SOAP notes, SBARs and treatment plans must be written into EHR Go and then downloaded and submitted to Canvas, unless otherwise noted.
  - Assignments not submitted in the proper format will automatically receive a reduction of grade by 20%.
- **All assignments in this course are expected to be individual work unless otherwise specified.**
  - **Individual work** means the student may not obtain assistance from any other person in completion of the assignment or examination. Individual assignments or examinations will specify the types of resources that may be used (i.e., closed-book, open-book, e-resources allowed). Faculty will be actively checking to ensure that your work is in your own words using the “Safe Assign” feature in Canvas.
  - **Group work** means the student is expected to complete the specified portion of the assignment or examination in collaboration with other members of their assigned group, with a clear description of the required tasks. The expectation is that all students participate fully in the group activities; the degree of each member's contribution to the total group effort may be taken into account in the assessment. Group work includes the in-lab case discussions, but all assignments are expected to be completed as individual work unless specifically noted as group work.

### Professionalism Expectations:

<b>Zoom Etiquette</b>	<p><b>ACCOUNT:</b> You must use your official WSU network ID when logging in to Zoom &amp; display your real name as your Zoom username.</p> <p><b>MICROPHONE:</b> You must have a working microphone. Please mute your microphone if you are not talking. Wait to be called on prior to unmuting yourself and display your video</p> <p><b>VIDEO:</b> You must have a working webcam. Keep video turned off unless speaking in tutorial or large group interactions. Turn your video on during all small breakout room discussions. Display a professional photo to allow others to see your face when your camera is off.</p> <p><b>CHAT:</b> Only post chat messages relevant to the lessons. Please use the chat to ask questions during tutorial or large group interactions.</p>
<b>Professional Behavior</b>	<p><b>RELIABILITY:</b> arrives on time or early with appropriate attire/supplies and prepared, meets deadlines.</p> <p><b>QUALITY:</b> prepared and actively participates, completes assignments/activities attempting to exceed minimum.</p> <p><b>SAFETY:</b> follows all lab instructions/safety procedures, upholds HIPAA, maintains a clean/orderly work environment and returns all materials to appropriate place.</p> <p><b>PROFESSIONALISM:</b> adheres to expected professional student conduct by displaying courtesy towards students and facilitators, communicates effectively and respectfully with faculty &amp; student colleagues using appropriate language, tone and body language.</p> <p><b>ACCOUNTABILITY:</b> collaborates with instructors if anticipating tardiness or requesting other assistance; works cooperatively with others, contributes to group activities, remains on task, manages time well, meets deadlines and due dates.</p> <p><b>INTEGRITY:</b> responds positively to constructive criticism and implements change accordingly, upholds and models academic integrity and professional responsibility.</p>
<b>Professional Attire</b>	<p><b>Professional attire</b> is required during lab (not during tutorial). This includes scrubs and professional dress as described in the student handbook.</p> <p><b>White coats</b> are required during simulations and informal patient presentations.</p>
<b>Electronics</b>	<p>All electronic devices <b>must be turned off</b> when instructed by facilitator. Facilitators may dismiss a student from the class/activity for failure to follow this rule.</p> <p>The use of cell phones, smart watches, and computers/tablets will not be allowed during examinations unless specified. Accessing alternate electronic or print resources during a quiz/assessment will result in a “0” for the quiz/assessment.</p> <p>Close any applications on your computer or device that cause notifications and silence your phone during Zoom meetings.</p>

<b>Food and Drink</b>	Food and drink (except water) are not permitted in the lab/classrooms unless authorized by instructor/facilitators.
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**Creating a Vibrant Space for Discussion: Respecting Diversity & Rules of Engagement:** As with any course that deals with social ideas, values, or institutions, please approach readings, lectures, and each other's contributions with a patient, open mind, as well as a willingness to see from new perspectives, explore the unfamiliar, and honestly engage our own assumptions about how the world works. As your instructors, we are committed to anti-racism and equal access to opportunity and treatment for everyone, regardless of race, creed, national origin, religion, political affiliation, age, gender, sex, physical ability, and/or sexual orientation. Discriminatory behavior will not be tolerated in this course or classroom. All students are expected to abide by these shared principles in interactions with the teaching team and with fellow students.

WSU Health Sciences values embracing and respecting diversity, equity. Demonstrating this value requires each of us to pledge to continually commit:

- To honor and respect the intrinsic value of each person
- To engage in respectful dialogue
- To become aware of and address my biases to mitigate their impacts
- To respect and promote physical, emotional and spiritual wellness on our campus
- To make our campus a safe and welcoming place for all people
- To represent, honor and advocate for those we serve
- To recognize and address inequity and injustice in the broader community
- To work toward health equity in our communities

### **Attendance policy**

#### **Absence Policy**

Students are responsible for ensuring that they attend all class meetings and complete all in-class and out-of-class work as assigned by the instructor. Students should make all reasonable efforts to attend all class meetings. However, in the event a student is unable to attend a required course component or class session, it is the responsibility of the student to submit the Absence Notification form to inform the instructor of the absence as soon as possible and make arrangements for any missed work. Missing class meetings or scheduled exams may result in reduced overall course grade or forfeited assessment attempts.

#### **Attendance in lab is MANDATORY for this course.**

- Absence from an Exam/Assessment:
  - All absences during test days will result in **forfeiting that testing attempt** unless arrangements have been made in advance as outlined below.
- Absence from Lab:
  - Student pharmacists may miss a maximum of **ONE** lab per semester (excused or unexcused). If you are absent from lab, you will be required to attend a make-up lab during one of the designated remediation weeks.

- Students with more than ONE absence from lab will receive a failing grade for the course.

**Attendance in tutorial is MANDATORY on all assessment and Peer Feedback Days.** All other tutorial sections are optional, but participation points will be given for attendance. Please see schedule above for required attendance days.

- Absence from Tutorial:
  - Absences from tutorial will result in zero points for Participation & Professionalism for that week's tutorial.
  - No makeups will be offered for missed Tutorial sessions.

**Switching labs** with other students is allowed. If you know ahead of time that you would like to attend a different lab time it is your responsibility to contact the IOR and the instructional assistant at least ONE week ahead of time AND find a student in a different lab to switch with. You are responsible for notifying both sets of team members and your IOR of the switch. If you need to switch labs during a simulation day, contact your IOR as soon as possible.

#### **Missed Assessment Policy:**

- All absences during assessment days will result in forfeiting that attempt unless arrangements have been made in advance through the Remote Proctoring Request policy.

Exceptions to the missed test policy may be made due to extenuating circumstances encountered during ELE's on a case-by-case basis by the instructor of record.

#### **Student Reporting Procedure:**

- The student completes the Absence Notification form prior to the start of the exam or required course activity.
- For planned absences associated with university sanctioned events, military duty, jury duty or court summons, an individual may opt to schedule to take the exam remotely according to the Remote Proctoring Request policy.
- To request remote proctoring, a Remote Proctoring Request form must be submitted 15 business days prior to the scheduled absence. Before submitting, please review the Remote Proctoring Request policy for information related to student responsibilities and costs.

**CPPS Absence Notification Form:** <https://apps.pharmacy.wsu.edu/absence/>

#### **Campus Closure Policy**

- Campus closure (all day) – SPOK or YAK:
  - If both campuses are closed, assessments and class is cancelled and will be rescheduled.
  - If one campus is closed and one campus is open, assessments and class will be cancelled on the closed campus. Assessment and class rescheduling will be communicated by the instructor of record. Unless instructed otherwise, the students on the open campus should expect to attend class and sit for any assessments.
- Campus delay – SPOK or YAK:

- If both campuses are delayed, assessments will be administered as scheduled for exams/tests/activities starting after the campus is open unless instructed otherwise by the instructor of record. Students who have assessment start times during the campus delay window may be rescheduled to test later in the day. Any adjustments in testing time or test administration will be communicated by the instructor of record via email.
- If one campus is delayed and one campus is open, testing will be administered as scheduled for the open campus, unless instructed otherwise by the instructor of record. Students who have assessment start times during the campus delay window on their campus may be rescheduled to later in the day. Any adjustments in assessment time or administration will be communicated by the instructor of record via email.
- Class rescheduling will be communicated by the instructor of record. Unless instructed otherwise, the students on the open campus should expect to participate in scheduled class activities.

**CPPS Absence and Campus Closure Policy:**

<https://pharmacy.wsu.edu/documents/2020/05/block-test-absence-policy.pdf/>

The university policy for adverse weather conditions can be found here;

<https://provost.wsu.edu/documents/2019/03/inclement-weather-policy.pdf/>

**Competency-based assessment, methods of assessment, and course grading criteria/components**

**Competency** for this course is defined using the following criteria:

- **Honors:** The student demonstrates long-term retention of the course material by achieving at least **90%** competency on an **optional** comprehensive examination at the end of the semester. This comprehensive exam will consist of questions from each patient case, and content covered in the course. All students are eligible to take this exam, however only those who pass the course are eligible to receive the honors designation.
- **Satisfactory:** The student demonstrates attainment of knowledge and skills relevant to the defined learning outcomes by achieving at least an **80% overall course grade** and meeting the following competency guidelines:
  - **80%** competency on each of the following:
    - ACLS Assessment
    - Written SOAP Note
    - Informal Presentation
    - Prescription Checking
    - Verbal SBAR
  - **90%** competency on the Calculations Exam
- **Fail:** The student fails to demonstrate attainment of knowledge and skills relevant to the defined learning outcomes by achieving less than an **80% overall course grade** or failing to meet any of the following competency guidelines:
  - **80%** competency on each of the following:

- ACLS Assessment
- Written SOAP Note
- Informal Presentation
- Prescription Checking
- Verbal SBAR
- **90%** competency on the Calculations Exam

### Methods of Assessment:

**Calculations Competency Assessment:** The calculations competency assessment will demonstrate student pharmacists' achievement of an outlined ACPE core ability prior to advancement to 4th year advanced pharmacy practice experiences. A 90% or higher competency will be required for the calculations competency assessment to successfully pass this course.

### Graded Components and Grading Criteria:

Failure to demonstrate competency of the material and successfully complete any of the components with the required minimum grade (as stated) may result in an incomplete or failure for the course. Students must pass outlined requirements and competency validation to progress. Students are responsible for knowing if their assignments, quizzes etc. have been completed and turned in. Grades will be updated and posted regularly to Canvas.

Assessment Type	Competency Level Required	Percent of Total Course Grade (or points toward total course grade)
ACLS Assessment	80%	10%
SOAP Note	80%	10%
Informal Presentation	80%	10%
Prescription Checking Assessment	80%	10%
Verbal SBAR	80%	10%
Calculations Exam	90%	10%
IRAT		7.5%
TRAT		2.5%
Completion of In-Class/ Post-class Assignments		15%
Peer Grading		2.5%
Participation & Professionalism-Tutorial ( <u>Optional with the exception of assessments as outlined above</u> . Missed tutorials will result in a 0 for the week)		2.5%
Participation & Professionalism-Lab (Please note attendance in lab is MANDATORY. Only 1 absence is allowed/semester)	Attends all classes; scored at 10 points per week	10%
Total Course Percent	80% overall course grade	100%

IRAT: Individual readiness assessment

TRAT: Team readiness assessment

**\*\*Note that critical errors that could result in patient harm may result in points lost or failure of an assignment and/or assessment. See Critical Errors Section below.**

**Students will lose 10% on their final grade for any of the following:**

Unprofessional Behavior (at the discretion of the facilitator/instructor): Examples may include: routine failure to follow dress code – including no nametag or no white coat for simulations; routinely being tardy; routinely not prepared for lab – including not having appropriate lab supplies, documents and/or reading material; disrespectful treatment of colleagues, faculty, simulated patients/manikins, or guests; breaching HIPAA; breaching simulation confidentiality; unauthorized cell phone or computer use. Unprofessional behavior will result in a failing grade for the course.

**Remediations/Extended Learning Experiences (ELEs):**

This course will only offer an initial attempt and one remediation (2 total attempts) for any assessment or assignment requiring a minimum competency. An additional opportunity to meet competency will be given to any student who does not successfully meet competency on the first attempt. Remediations on all summative assignments will cover the same material (ex: infectious disease topic covered in lab) but will cover a new patient scenario/case or new prescriptions (ie on prescription checking homework or counseling assessment).

The student will be given the opportunity to seek assistance from their instructors to prepare for the Remediation/ELE attempts of the competency components. This is the second and final time for a student to demonstrate competence. Students who do not pass the Remediation/ELE associated with this course will be assigned a failing grade for the course.

### **Critical Errors**

APC instructors and facilitators are dedicated to ensure your success as you prepare for your introductory and advanced pharmacy practice experiences and ultimately as you transition into pharmacists. All activities in this course have been carefully designed (by instructors and facilitators) to meet College and course outcomes to enhance your clinical application and professional development.

In keeping with the philosophy of sound patient care, assignments, activities, exams, quizzes, etc. that reflect critical patient care errors or omissions (i.e. application of knowledge lacking or inappropriate for situation and could result in significant harm to a patient, calculation/dosing errors, omission of essential information, poor professional communication, etc.) will be graded according to the severity of the error (at the discretion of the APC instructors or facilitators).

**A “critical” error or omission may result in redoing a portion or the entire assignment/activity, impact grade, or cause a failing grade for the assignment/activity, quiz, or course depending on the situation.**

*Note: if an assignment, activity, assessment, etc. is identified with a critical error of omission, clinical application, or related concern, it is the student pharmacist’s professional responsibility to correct as instructed. Appropriate correction within specified timeframe is required and non-negotiable.*

### **Unapproved Medical Abbreviations**

Students shall **not** use any unapproved abbreviations in coursework. Use of unapproved abbreviations is unsafe, is prohibited, and may result in loss of points, redoing coursework, or a failing grade on coursework. Refer to the *Institute for Safe Medication Practices (ISMP)* website for additional error-prone abbreviations, which are also unapproved.

Do Not Use	Use	Rationale
Lack of leading zero (.5 mg)	Use a zero before a decimal point (0.5mg)	Decimal point is missed, 10 fold error
Trailing zero (3.0 mg)	Avoid writing a zero by itself after a decimal point (3 mg)	Decimal point is missed, 10 fold error
Lack of space between dose and unit (3mg)	Place a space between # and unit (3 mg)	Unit may be mistaken for number, etc.
U or IU (for unit)	Write "Unit"	Mistaken for the number "zero" or the number "four" or "cc" or IV (intravenous) or 10 (ten)
μ (for micro)	Write "mcg"	Handwritten μ easily confused with m for milli
DC (used for both discontinue and discharge)	Write "discontinue" or "discharge"	Mistaken as discharge vs. discontinue
Q.D. (Latin abbreviation for once daily)	Write "daily" or "Qday"	Mistaken for Q.O.D. or Q.I.D. The period after the Q can be mistaken for an "I".
Q.O.D. (Latin abbreviation for every other day)	Write "every other day"	Mistaken for Q.D. The "O" can be mistaken for "I".
Abbreviations of drug names (ASA, APAP, MS, HCTZ, AZT, MSO4, MgSO4, etc.)	Write out drug name	Drugs name unclear can lead to medication error & patient harm
Teaspoon, Tablespoon	Use metric designation "ml"	Significant dosing errors have been reported with the use of teaspoon and tablespoon.

### Human Patient Simulation Guidelines

Participating in Human Patient Simulation (HPS) utilizing a simulation manikin or simulated patient (SP) is a required element of the APC curriculum. Student pharmacists will agree to treat the simulator/SP with care and respect as outlined in the [Human Patient Simulation Guidelines for Students, Faculty and Staff](#) which is posted to Blackboard. **Confidentiality** regarding the patient case scenarios is **essential** and includes all **aspects of the case**. Student pharmacists will sign a [Confidentiality Statement](#) which is also posted to Blackboard. Failure to follow this covenant will be handled as an academic integrity issue according to the guidelines in the Pharmacy Student Handbook and below in the Academic Honesty, Conduct and Behavior section.

### Testing schedule and policies

The College of Pharmacy and Pharmaceutical Sciences uses ExamSoft™, a computer-based assessment software, as the primary method for administering all knowledge type examinations. Students are required to have a functioning laptop/tablet device with the appropriate configuration. One week prior to the first exam students will need to install the software on their laptop/tablet device. Instructions for installing ExamSoft™ and Exemplify™ will be provided by the CPPS ExamSoft™ Coordinator. As described in the "Block Test Schedule" students must download the exam onto their laptop/tablet device the day prior to the scheduled examinations. Links are provided for you to review the following important information regarding block testing schedule and CPPS Testing Policies.



- CPPS Student Test Administration Policy (to ensure a secure, fair testing environment):  
<https://pharmacy.wsu.edu/documents/2019/07/block-test-administration-policy.pdf/>

### ***Academic honesty, conduct, and behavior***

All members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Students are responsible for understanding the full [Academic Integrity Statement](#). Students who violate WSU's Academic Integrity Policy (identified in WAC 504-26-010(3) and -404) will receive either a failing grade for the assignment or the course depending on the seriousness of the violation, will not have the option to withdraw from the course pending an appeal, and will be reported to the Center for Community Standards. If you have any questions about what is and is not allowed in this course, ask your course instructor.

### ***Students with disabilities and religious accommodations statement***

Reasonable accommodations are available for students with documented disabilities or chronic medical or psychological conditions. If you have a disability and need accommodations to fully participate in this class, please visit your campus' Access Center/Services website to follow published procedures to request accommodations. Students may also contact their campus offices to schedule an appointment with a Disability Specialist. All disability related accommodations are to be approved through the Access Center/Services on your campus. It is a university expectation that students visit with instructors (via email, Zoom, or in person) to discuss logistics within two weeks after officially requesting accommodations.

Spokane: 509-358-7816 Access Services (<https://spokane.wsu.edu/studentaffairs/access-resources/>)

Please also see, "Procedures for Students with Accommodations" in the College of Pharmacy and Pharmaceutical Sciences Student Handbook (link on right hand side of webpage):  
<https://pharmacy.wsu.edu/doctor-of-pharmacy/current-student-resources/> .

**Reasonable Religious Accommodation:** Washington State University reasonably accommodates absences allowing for students to take holidays for reasons of faith or conscience or organized religious activities conducted under the auspices of a religious denomination, church, or religious organization. Reasonable accommodation requires the student to coordinate with the instructor on scheduling examinations or other activities necessary for course completion. Students requesting accommodation must provide written notification within the first two weeks of the beginning of the course and include specific dates for absences. Approved accommodations for absences will not adversely impact student grades. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who feel they have been treated unfairly in terms of this accommodation may refer to Academic Regulation 104 - Academic Complaint Procedures.

### ***Sex and Gender Based Violence***

Lauren's Promise – I will listen and believe you if someone is threatening you.

Lauren McCluskey, a 21-year-old honors student athlete, was murdered on Oct. 22, 2018, on the University of Utah campus by a man she briefly dated. *We must all take actions to ensure that this never happens again.*

Any form of sexual harassment or violence will not be excused or tolerated at Washington State University. WSU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims.

If you are experiencing or have experienced sexual assault, domestic violence, dating violence or stalking, you may report it to me and I will connect you to resources. However, WSU employees mandated to contact the WSU Title IX Coordinator with these reports. You may also contact the Office of Civil Rights Compliance and Investigation at 509-335-8288

For confidential resources, you may contact WSU Health Sciences Counseling at 509-358-7740 (Spokane), 509-494-7925 (Yakima), or the WSU Health Sciences After Hours Crisis Line at 509-358-6500. For community resources you may contact the Spokane YWCA at 509-789-9297, Yakima YWCA at 509-248-7796, Spokane Sexual Assault 24-hour Crisis Line at 509-624-7273 or Yakima Aspen Victim Services 24-hour line at 509-452-9672. You may also reach out to Spokane Campus Safety and Security 24-hours a day at 509-358-7995, YVC Campus Security at 509-574-4610, or PNWU Campus Safety at 823-3346. All victims and survivors are treated with respect and dignity.

If you are in immediate danger, call 911.

### **Campus safety and emergency notification**

Please sign up for emergency alerts on your account at MyWSU. For more information on classroom safety and related topics, please view the [FBI's Run, Hide, Fight video](#) and visit the classroom safety page [<https://provost.wsu.edu/classroom-safety/>].

Spokane students can find detailed information regarding the current WSU Spokane Security Services, including a link to Emergency Management, at the following website: <https://spokane.wsu.edu/campus-security/>.

Similar information relevant to the Pacific Northwest University campus in Yakima can be found on their web-site at: <https://www.pnwu.edu/inside-pnwu/offices-and-departments/campus-security>

### **Course evaluations**

Student evaluations of courses/course modules and faculty effectiveness are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Because the most effective way to impact positive changes is through **constructive comments**, students are encouraged to provide feedback as they would wish to receive it. This will allow the faculty member to focus on improvements or affirm students' perspective on effective elements of the course.