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### PHAR 463.00: Pharmaceutical Care Lab III

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**PHAR 463 – Pharmacy Skills Lab III**  
Syllabus, Spring 2014

**Lab Coordinator:** Lisa Venuti, PharmD  
Office: SB351 x4693 Email: [lisa.venuti@umontana.edu](mailto:lisa.venuti@umontana.edu)

**Course Instructors:** Katy McCartney Hale, PharmD, BCPS / x4647 / Offc. SB353  
Jean Carter, Ph.D., PharmD / x5780 / Offc. SB333A  
Kendra Procacci, PharmD, BCPS / x2783 / Offc. SB320  
Mike Rivey, M.S., BCPS/ x6796 / Offc. SB333

**Room and Meeting Times:** M or W 2:10-3:30 or 3:40-5:00 in SB229

**Text:** Handbook of Nonprescription Drugs, 17<sup>th</sup> Ed.  
American Pharmaceutical Association. Washington, DC. 2009, 2012

You are encouraged to use your notes, textbooks, and assigned readings from PHAR 412 and 452 to optimize your learning experience. Additional resources may be placed on Moodle.

**Course Description:** Clinical case scenarios, discussions, and presentations designed to allow students the opportunity to prepare for, develop, and practice patient-care skills. Particular attention will be paid to non-prescription drugs and devices, and topics that will complement those being studied and discussed in Therapeutics II (PHAR452) and Practice III (PHAR412). Communication skills (written and verbal), overall participation in discussion, lecture, presentations, and debates will be strongly stressed. Toward the end of the semester, each student is required to deliver a short “in-service” presentation in preparation for their hospital IPPE.

**Course Objectives:** Upon completing the course, students should be able to:

- 1) Develop and refine patient interviewing and communication skills;
- 2) Assess the nature and severity of a patient's signs and symptoms, primary complaint or product recommendation request;
- 3) Counsel and educate patients on appropriate therapy including medications, medical devices and non-pharmacological therapies;
- 4) Select and recommend appropriate OTC products;
- 5) Identify potential barriers to communication and employ methods to reduce them;
- 6) Show awareness of and sensitivity towards different types of patient health beliefs;
- 7) Demonstrate problem solving skills when confronted with cultural or communication barriers to providing care;
- 8) Appropriately refer a patient to another healthcare provider when indicated;
- 9) Demonstrate professional attitudes and habits when communicating with patients and other health care providers.

**Attendance:** Attendance is required at each session. Missed labs, **for any reason** will need to be made-up by attending one of the other days. Students who are unexpectedly absent must contact the lab instructor ASAP. If there will be a known absence, a student may switch their lab session with another student that week, provided the instructor is informed well-ahead of time. If a make-up lab is required for an unexcused absence, the instructor will deduct points at her or his discretion.

**Dress Code:** The laboratory environment should be treated as if it is your job. Name tags are to be worn during lab hours. Clean, unwrinkled lab coats are to be worn over any attire that does not meet acceptable professional standards (e.g. over jeans and t-shirt, sweats, etc). Hats of any kind, on men or women, are not permitted.

**Professionalism:** This course is designed to create an environment for learning. As always, professional behavior is expected (no texting, no conversing while others are speaking, etc.). Students exhibiting unprofessional behavior may be instructed to remove themselves from the class at the discretion of the instructor.

**Grading: Students are expected to participate and interact.** Participation and assignments will be graded. In-service presentations will be scored at 50 points each. Participation by the rest of the class in terms of asking questions, offering comments, etc., will count toward individual scores per skills lab.

**Points for PHAR463:**

LAB	Professionalism Points	Content/Skills Points	Total Points
1: BG Monitors/Insulin	10	15	25
2: Motivational Interviewing	10	15	25
3: Medication Interview		20	20
4: MDI/Diskus	10	15	25
5: Kinetics	10	15	25
6: Wound Care/Assistive Devices	10	15	25
7: BP Monitors	10	15	25
8: Book discussion	10	15	25
9: Sleep Aids/Ophthalmics	10	15	25
10: Inservice		50*	50
11: “ “	15		15
12: “ “	15		15
13: “ “	15		15
<b>TOTAL LAB POINTS:</b>			<b>315</b>

\* The week you are scheduled to do your in-service will be worth 50 points. All other weeks during in-service presentations will be worth 15 points.

**Participation Grading Scheme**

Points will be deducted from “professionalism” for the following:

- 1) Tardiness (for any reason)
- 2) Unprofessional attire
- 3) Unprofessional behavior (reading paper, dozing off, distractive talking, inappropriate language, etc.)
- 4) Lack of participation

Points will be deducted at the discretion of the laboratory instructor.

**Grading Scale**

A = 93-100% of possible points  
 B = 86-92% “ “ “  
 C = 79-85% “ “ “  
 D = 72-78% “ “ “  
 F = < 72% “ “ “

**Campus Expectations for Student Conduct:**

*All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.*

**Students with disabilities:**

If you are a student with a disability who will require reasonable program modification in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the Disability Services website at <http://life.umt.edu/dss>.

**Lab Schedule** (subject to change)

<b><u>Week</u></b>	<b>Mon. 2:10</b>	<b>Mon. 3:40</b>	<b>Wed. 2:10</b>	<b>Wed. 3:40</b>	<b><u>LAB TOPIC</u></b>	<b><u>READING</u></b>
<b>(1) Jan. 27</b>	No Lab	No Lab	No Lab	No Lab	<b>Review syllabus</b> in PHAR412, Tuesday 10:10-11:00	
<b>(2) Feb. 3</b>	LV	LV	LV	LV	<b>Insulin/BG Monitors</b>	Pgs. 830-837, OTC Handbook
<b>(3) Feb. 10</b>	KH	KH	KH	KH	<b>Motivational Interviewing</b>	---
<b>(4) Feb. 17</b>	<b>Medication Interviews:</b> sign-up for time, no regular lab (President's Day Week).					
<b>(5) Feb. 24</b>	KP	KP	KP	KP	<b>MDI/Diskus/Peak Flow</b>	---
<b>(6) Mar. 3</b>	MR	MR	MR	MR	<b>Kinetidex</b>	---
<b>(7) Mar. 10</b>	JC	JC	JC	JC	<b>Ophthalmics/Sleep Aids</b>	Chapter 27, & 46 (pgs. 867-876) OTC Handbook
<b>(8) Mar. 17</b>	KH	KH	KH	KH	<b>Blood Pressure Monitors</b>	Pgs. 931-933, OTC Handbook
<b>(9) Mar. 24</b>	LV	LV	LV	LV	<b>Book Discussion</b>	"The Spirit Catches You and You Fall Down"
<b>Mar. 31</b>	<b>S P R I N G B R E A K</b>					
<b>(10) April 7</b>	JC/SO	JC/SO	JC/SO	JC/SO	<b>Wound Care/Assistive Devices</b>	---
<b>(11) April 14</b>	KH	LV	LV	KH	<b>Inservice presentations</b>	
<b>(12) April 21</b>	KH	LV	LV	KH	<b>Inservice presentations</b>	
<b>(13) April 28</b>	KH	LV	LV	KH	<b>Inservice presentations</b>	
<b>(14) May 5</b>	KH	LV	LV	KH	<b>Inservices/Evals</b>	

LV (Lisa Venuti), KH (Katy Hale), JC (Jean Carter), KP (Kendra Procacci), MR (Mike Rivey)

SO (Sue Ostertag)

## PHAR 463 Inservice Seminars (50 points)

Each student will present a 13-15 minute inservice presentation to classmates on a topic related to new medications or new indications for older medications.

**Date:** Presentations will begin the week of **April 14**. Students will be randomly assigned presentation dates. Exchanging dates with another student is fine, but you must let your instructor know well ahead of time.

**Topic:** Choose a new medication or a new indication for an existing medication from the list of topics which will be provided. For presentation, "new" is defined as any medication released into the market within the past three years. If you have a great idea for an inservice topic (must be a medication) that is not on the list, talk to the course coordinator to get topic approved or rejected.

**Audience:** The seminar presentation must be appropriate for healthcare workers, so students should gear their presentations to that audience.

### What to Cover:

Drug name (brand/generic)	ADRs
Indications	Interactions
Efficacy	Dosage/administration
Containdications/warnings/precautions	How supplied
MOA	Cost

This is not an all-inclusive list; there may be other very pertinent information that you will want to discuss (e.g. toxicology, pharmacokinetics, short background on type of disease treated, ongoing trials, etc). ***As much as possible, relate these topics to the clinical trials (what was the efficacy rate during the trials, placebo rates and differences, ADR rates, how were the trials set-up, etc.)***

**References:** Use ***at least two primary source references***, which must be turned in after your presentation is completed.

**Overhead Transparencies:** Each student must ***use at least three*** overhead transparencies for their presentation (it is likely that more will be appropriate). Written formatting tips will be provided to students before Spring Break. Students may request free overhead transparencies from the Pharmacy Practice Department Admin Assistant, Shannon Sivertsen (SB 316). You must get your overheads to her at least ONE day before you need them. The transparencies will be in black and white. Computer-based presentations (e.g., PowerPoint ) will not be allowed.

### Peer Review

You will be required to provide written feedback to your peers on their presentations. Your evaluation will cover speaking skills, content, format, organization, and confidence. Your comments will be reviewed by the instructor prior to release to the student presenter.

**If Necessary, Revise and Present Again.** If your initial presentation does not meet minimum standards, you will be asked to revise and present it again. These "encore" presentations will be slated during the last week of lab and conducted after the rest of the initial presentations have been completed.

Evaluation forms (for both faculty evaluator and students) will be posted on Moodle so that students have a firm understanding of what the instructors will be grading in these presentations.