Course Title: Advanced Acute Care Clinical Skills II

Academic Semester: Spring 2017

Course Number: PHPR 494

Credits: 3

Prerequisites: Advanced Acute Care Clinical Skills I

Scheduled Class Meeting Times and Class Location: Tuesday 4:30-7:00, Bayer 203

Instructor(s) and Office Location(s)

Dr. Branden Nemecek
Bayer Learning Center 312

Dr. Dave Zimmerman
Bayer Learning Center 311

Office Hours

By appointment. Please email Dr. Nemecek at nemecsek@duq.edu and Dr. Zimmerman at zimmerm6@duq.edu

Course Description

This course is a continuation of Advanced Acute Care Clinical Skills I. The focus will be on additional selected advanced therapeutic topics and preparing the student for careers in health system pharmacy and ASHP accredited residencies.

Required Textbooks and/or other Course Materials

Selected readings.

Educational Technology Requirements

Access to Blackboard™

PDA/Phone with approved electronic database

Laptop
Assignments, Presentations, Examinations, and other Methods of Evaluation

Pre class readings and questions:

Students will be required to read an assigned review article(s) and/or chapters from the required textbook related to the weekly topic and provide written answers to discussion questions each week. This will provide preparation for the lecture and in class exercises. Articles or assigned readings will be distributed and/or posted on Blackboard prior to each class.

Problem solving exercises or pharmacotherapy care plans

Each week the students will be presented with a clinical problem, or case scenario. Working in teams, the students will develop recommendations for problem resolution or completed care plan based on the case scenario. When a care plan is assigned, the standard care plan format should be used (Problem, Recommendations/ Monitoring Plan). Students should bring required textbook, assigned readings, and other references of choice (electronic or written). Once all teams have completed their work they will turn in their product. Teams will be selected each week to present their in class work assignment. Students will be expected to justify their decisions and support their response with evidence based upon the current literature. A standard care plan and grading rubric will be posted on Blackboard.

Pharmacotherapy Rounds

Students will be placed into groups and will give a 10-15 minute presentation on an assigned pharmacotherapy topic. Working in a group, students will develop a PowerPoint presentation that includes objectives and references. The presentation will include a brief introduction on the epidemiology, pathophysiology, and have a strong focus on the pharmacotherapy of the disease state.

Therapeutic debates – clinical controversies

Student teams will be assigned to debate a clinical controversy in acute care practice by discussing the pros and cons, along with formulating their own conclusion. The topics will be assigned early in the semester and the students are expected to research the current literature and provide evidence-based arguments to support their position. PowerPoint presentations with references will be presented.

Research Methods

Students will complete assigned readings and pre-class exercises, attend three (3) hours of lecture/demonstrations of potential research methodology and project development, and participate in in-class exercises designed to facilitate development of a research project during acute care and research blocks of experiential rotations.
Mock Wards

Students will work in groups to prepared for mock rounds and round with an “attending physician” to provide patient care. Students will be evaluated on their ability to effectively identify patient care issues and communicate plans to the medical team.

Grading Policy

The final grade will be determined by a combination of completion of guided reading discussion questions, problem solving exercises or pharmacotherapy care plans, and contemporary issues debate presentation. Final grades will be assigned after review by all of the instructors in the course.

Problem solving exercises or pharmacotherapy care plans 30%
Clinical controversies debate presentation 20%
Pre class questions/guided readings 15%
Pharmacotherapy Rounds 15%
Research mini-propsoal 10%
Mock Wards 10%

A = 89.5-100  B- = 77.5-79.4
A- = 87.5-89.4  C+ = 75.5-77.4
B+ = 85.5-87.4  C = 69.5-75.4
B = 79.5-85.4  F = <69.5

Learning Outcomes and Assessment Strategy

1. Interpret and analyze contemporary pharmacy literature and apply in answering directed questions.

2. Apply evidence-based medicine to optimize therapeutic outcomes and prevent adverse drug reactions.

3. Identify and develop an effective clinical argument for a contemporary controversy in drug therapy management.

4. Develop a pharmacotherapy presentation that includes objectives, references, and evidence-based recommendations.
5. Develop a mini-proposal for a potential research project to be undertaken during acute care/ research experiential blocks.

The assessment methods described above are structured to involve the student in an active learning process. The student is expected to continue to build upon prior knowledge from earlier courses regarding the pharmacist’s duties and responsibilities in the institutional environment, the organizational components specific to health care systems, and the care of patients and disease states unique to the clinical setting. Through two presentations, the student is expected to gain an increased comfort in public speaking on a clinical topic preparing them for experiential rotations. In addition, the student is expected to enhance their skills in clinical research by participating in the development of a mini research proposal and devising a potential plan to conduct the research during the Advanced Pharmacy Practice Experiences. Where appropriate, the integration of the organizational, distributive, and clinical functions of the pharmacist will be emphasized.

**Course Objectives**

1. Assist the student in developing the appropriate clinical and communication skills required to function as a member of the health care team.

2. Enhance the student’s ability to apply evidence-based medicine to the treatment of disease states commonly encountered in the acute care environment.

3. Develop and expand the student’s research skills and potential to participate in the clinical research process.

4. Provide the student the opportunity to present in a professional forum.

5. Prepare the student to be competitive in the residency or job search process.
Outline of Course Topics and Lecture/Lab Schedule

Week 1  January 17th  Syllabus and Patient Work-up Discussion  
Drs. Nemecek and Zimmerman

Week 2  January 24th  Infectious Diseases in the Acute Care Setting  
Dr. Nemecek

Week 3  January 31st  Moral & Ethics in Oncology  
Dr. Fancher

Formal Care Plan #1 Assigned

Week 4  February 7th  Hypertensive Emergency  
Drs. Perry & Zimmerman

Formal Care Plan #1 Due

Week 5  February 14th  Mock Wards I  
Drs. Nemecek, Zimmerman and colleagues

Week 6  February 21st  Research projects /Pharmacotherapy Presentations  
Students, Drs. Nemecek and Zimmerman

Week 7  February 28th  Pharmacotherapy Presentations  
Students, Drs. Nemecek and Zimmerman

Spring Break March 6th – 11th

Week 8  March 14th  Infectious Diseases in the Acute Care Setting II  
Dr. Guarascio

Week 9  March 21st  Psychiatric Emergencies  
Dr. Tomko

Research Mini-Proposal Due

Formal Care Plan #2 Assigned

Week 10  March 28th  Special Topics in Transplant  
Drs. Horn & Kipp

Formal Care Plan #2 Due

Week 11  April 4th  Vasopressor & Inotrope Simulation  
Drs. Perry and Zimmerman

Week 12  April 11th  Mock Wards II  
Drs. Nemecek, Zimmerman and colleagues
April 18th – meeting per Monday schedule

Week 13  April 25th  Therapeutic Debates
Week 14  May 2nd  Therapeutic Debates *As needed if not completed on 25th *

Professional Classroom Behavior (particularly student responsibilities and accountability)

The instructors endeavor to foster an environment of mutual respect and professionalism in the classroom. Disruptive behavior (loud or continuous talking, music, or other behaviors that disrupt learning) will not be tolerated. Students are expected to be active in discussions while respecting the opinions of fellow classmates. It is also expected that students will display proper respect to instructors and fellow students by turning off cell phones and pagers during class sessions.

Policy for Missed or Late Assignments and Class Attendance

Attendance is mandatory, unless prior authorization is obtained from the Coursemaster. This may be done by phone, e-mail or in person. If a student is absent without prior authorization (due to illness, emergency), they must obtain an excuse from Student Services. If a student has an “excused absence” from a discussion session, they will be permitted to submit written responses for all of the questions/cases/notes assigned to that session to receive credit for that day. Students failing to obtain prior authorization or an excuse from Student Services will be considered to have an "unexcused absence" and will be subject to loss of points for each absence.

Administrative Policies Governing All Courses

Grade Appeal Policy

Please refer to the Pharmacy Grade Appeal Policy found in Blackboard at www.blackboard.duq.edu

Academic Integrity Policy

The Mylan School of Pharmacy has a long-standing commitment and adherence to academic integrity as a critical component of professional conduct. Pharmacy students are bound by the Duquesne University Academic Integrity Policy and the Mylan School of Pharmacy Code of Student Conduct.

School of Pharmacy Student Services/Academic Policies/Code of Student Conduct

www.blackboard.duq.edu

Services for Students with Disabilities

Student pharmacists with designated disabilities, who are applying for special accommodations, must provide proper written documentation for evaluation to the University Office of Special Student Services. Upon a request from an approved student, the Office of Special Student Services will notify, in writing, individual instructors of those students who are eligible for reasonable accommodations in class work, labs or practicums, exams, and Experiential Education courses. Pharmacy students who have been granted special accommodations must contact the University Office of Special Student Services each semester and summer session for renewal of their status.

Student pharmacists with defined disabilities, who have been granted special accommodations, must discuss reasonable accommodations with each course instructor/master (including each preceptor for Experiential Education assignments) at the beginning of each academic semester or summer session. For all student pharmacists, it is the student’s responsibility to demonstrate that the required competencies have been acquired to a satisfactory degree for successful completion of the course.

Students are required to review these policies in their entirety. Complete copies of or links to the policies may be found on the Student Services Blackboard site, Policy and Procedures