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PHAR 572.00: Integrated Studies VI

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Section	Day	Time	Room	Facilitator
1	W	1310-1500	SB174	wjd
2	Th	1310-1500	SB111	cf
3	W	1510-1700	SB111	vjc
4	Th	1510-1700	SB111	cf
5	W	0940-1130	SB102	vjc
6	Th	0940-1130	SB270	kh
7	W	1510-1700	SB102	wjd

Abilities Outcomes for Integrated Studies VI

Integrated Studies is designed to allow the development of professional skills and attitudes. Knowledge will be discovered and applied through individual and group activities. Integrated Studies VI, the final course in this stream or sequence, will build upon the abilities learned in earlier courses. Each session will provide an opportunity to practice several of these abilities. Selected abilities will be assessed during each session.

At the end of this stream or sequence of courses, *i.e.* at the end of Integrated Studies VI, the student should possess the ability to:

1. Practice pharmaceutical care
 - Develop an effective, personalized drug therapy monitoring system
 - Organize clinical data into a useful format
 - Identify potential drug related problems for a given case
 - Formulate solutions to these problems
 - Communicate concerns and solutions to other health care professionals and patients
 - Justify recommendations
 - Write professional consultations to physicians
 - Offer and defend opinions to the group
2. Integrate and apply knowledge from various pharmaceutical disciplines
 - Apply information from the pharmaceutical sciences to clinical situations
 - Apply pharmacoeconomic principles to an individual's drug therapy
 - Analyze pharmacokinetic data to devise an individualized dosage regimen for a given individual
3. Illustrate the application of coursework to pharmaceutical care
Synthesize new information from existing knowledge to solve pharmaceutical care problems
 - Use problem solving skills to devise a plan to alleviate potential drug related problems
 - Locate and analyze drug information needed to solve drug related problems

4. Nurture a professional attitude and sense of responsibility to the patient and profession
 - Present information in a professional manner
 - When presented with a practice situation, formulate a plan which is professional, legal, and ethical
 - Foster an independent and life-long learning style

Pharm. D. Program Outcomes addressed by this course: IA, IB, II, III, IV, VA, VIA, VIB, VIIA, VIIIA, VIIIB, VIIIC, VIID, XA, XB Outcomes may be found on the program website: <http://pharmacy.health.umt.edu/documents-and-links>

Student Responsibilities

Attend all sessions. **Unexcused absences will result in failure of the course.**

Excused absences must be made up by arrangements with the coordinator (wjd).

All absences must be arranged beforehand, as early as possible

Prepare for discussion in conference ahead of time.

Participate in discussions each week.

Complete all summative assessments satisfactorily.

Journal Club is part of each session,

Goals: Build a life-long learning attitude

Objectives:

Practice presentation skills

Practice drug literature evaluation skills

Build an interest and commitment to life-long learning

1. Journal articles presented must be
 - a. an article of interest to pharmacists (usually this will be a study of some sort, but a descriptive article about a unique practice may be appropriate). Do not present CE or review articles; a meta-analysis is acceptable)
 - b. recent, not more than three months old, unless pre-approved by instructor
 - c. a new article for you and your classmates. Do not present articles that you or another student has presented in other classes or other sections. This will be considered academic dishonesty.
2. Be prepared to ask some questions to start a discussion after you present the article. Tell the others why the article was of interest to you and how it changes your practice
3. Comment and ask questions about articles others present.
4. You do not need to make copies for the others or prepare handouts for the class.

The University requires the following statement on all syllabi:

“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>.”

Month	Dates	Week	Topic	Assessments (tentative)*
Jan	29-30	1	Orientation Journal Club Monitoring Drug Therapy Bloom's Taxonomy (cognitive scale) Error Prone Abbreviations	SOAP summative assessment DLE – formative
Feb	05-06	2	Journal Club Acute Myocardial Infarction Case	DLE – formative SOAP-formative Potential Drug Related Problem (PDRP) - formative
	12-13	3	Journal Club Dysrhythmias from AMI Case Institutional Review Board	DLE – formative
	19-20	4	Journal Club Dysrhythmia Cases Digoxin Pharmacokinetics Antidysrhythmic Pharmacokinetics	DLE – formative PK Consultation - formative PDRP – formative
	26-27	5	Journal Club Hypertension/Lipid Case	DLE – formative PDRP – formative PK Consultation – summative
Mar	05-06	6	Journal Club Heart Failure Case	DLE – formative PDRP – summative Intervention - formative
	12-13	7	Journal Club Hemodynamics/Shock	DLE – formative
	19-20	8	Journal Club Schizophrenia Cases	DLE – formative Intervention - formative
	26-27	9	Journal Club Depression Cases Bipolar Cases Lithium Pharmacokinetics Formulary Committee	DLE – formative Intervention – formative PK Consultation – summative
Apr	02-03	10	Spring Break	
	09-10	11	Journal Club Anxiety Cases	DLE – formative Intervention – formative

	16-17	12	Journal Club Sleep Cases ADHD Cases	DLE – formative
	23-24	13	Journal Club Seizure Case Anticonvulsant Pharmacokinetics	DLE – formative Intervention Note-summative
Apr/May	30-01	14	Journal Club Parkinsonism Case	DLE - formative
May	07-08	15	Journal Club Dementia Case	Instructor Evaluation

*Assessments may move from week to week depending on the class needs. The scheduled assessments are merely examples of what may occur. Which assessments are done each week are adjusted depending on need.