



Pharmaceutical Care I (2+1) Spring 2013

Course Coordinator/Instructor

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CLASS MEETING TIMES AND LOCATIONS:

<i>Day;Lecture</i>	<i>Classroom#</i>	<i>Day; Lab</i>	<i>Lab meeting time</i>
Sunday 9-10	8-B Bldg 8	Sunday (1grp)	10-1, room 50
Tuesday 9-10	8-B Bldg 8	Monday (2grp)	10-1 rooms 31,39

Course Learning Objectives:

At the completion of this course the student should be able to:

1. Learn interviewing skills
2. Formulate a comprehensive approach to identify drug related problems
3. Collect, organize, analyze, and evaluate patient-specific information
4. Formulate, implement and monitor a specific therapeutic plan for patient's drug related problems
5. Professionally communicate pharmaceutical care plan to patients and other healthcare professionals.
6. Acquire skills to give and receive critical evaluation on peers presentations and clinical care plan.
7. Apply drug information skills in searching and assessing medical literature for evidence relevant to a patient case

Course Ability Based Outcomes

Drug-Related Problems and care plans:

- Knowledge:
 - a. Identify key patient information that is important for evaluating drug related problem (DRP)
 - b. Describe a logical process for identifying, preventing and resolving DRP
 - c. Demonstrate an understanding of a process for formulating concise, organized and rational recommendations to resolve actual and potential DRP
 - d. Describe the principles of communicating patient data and recommendations
 - e. Understand the role of pharmacist in patient self-care therapeutics
- ☐ Skills:
 - a. Perform a comprehensive medication history session to assess if patient's drug therapy needs are met.
 - b. Perform a comprehensive patient evaluation to identify potential and actual DRP
 - c. Effectively use patient-specific data to formulate concise, organized and rational recommendations for resolving DRP
 - d. Effectively utilize primary and secondary resources and clinical practice guidelines to make recommendations when resolving patient DRP.
 - e. Recognize adherence issues and design a patient-centered plan to resolve adherence problems.
- Attitude:
 - a. Recognize that problem-solving skills are essential component of a pharmacist function
 - b. Appreciate the professional and moral responsibility of pharmacists.
 - c. Respect patients and other healthcare professionals
 - d. Respect different learning styles that classmate exhibit
 - e. Recognize the value and need to be self-learning, life-learning for the profession of a pharmacist
 - f. Appreciate that all pharmacists are teachers and that they must effectively communicate their knowledge.

Communication Skills

- ☐ Knowledge:
 - a. Understand the concept of professionalism
 - b. Identify the important elements of good interpersonal and group communication
 - c. Understand active learning and responsibility to be teachers as well as learners
 - d. Describe important problems and recommendations learned from the presentations made by self and classmates.
 - e. Identify important questions or issues that are unclear or missing from a classmate's presentation.

f. Understand the need to provide constructive criticism and feedback of one's peers

g. Practice giving and receiving feedback

▪ Skills

a. Define and perform professionally

b. Demonstrate effective group communication

c. Participate in a group that includes members with different learning and work styles

d. Effectively and constructively work in a group learning team

e. Perform self-learning strategies effectively

f. Ask logical questions that help clarify a patient presentation and avoid asking questions that are obvious, unnecessary

g. Effectively perform an evaluation of a student's patient presentation that is appropriate for the performance of the presenter. Provide written comments that are constructive and can help student improve their performance

▪ Attitude

a. Respect different cultures, values, customs and learning strategies in classmates and colleagues

b. Value the diversity and difference of opinion or methods of accomplishing goals

c. Value the importance of student self learning (self directed learning)

d. Appreciate that some classmates will be anxious and nervous during their presentations

e. Recognize that a good question may help both the presenter and the audience recognize or understand a topic in different way or it may generate new information or questions Value the need to avoid questions that are inappropriate or personal attacks Recognize that feedback and evaluation is critically important in order that a student or a colleague can improve their performance Respect the need for constructive criticism, and confidentiality in feedback and evaluation.

TEXTBOOK(S) & LEARNING RESOURCES

Required:

- **Ref 1:** Cipolle RJ, Strand LM, Morley PC. *Pharmaceutical Care Practice: The Clinician's Guide*, 2nd Ed. New York: Mcgraw-Hill, 2004.

Extra resources:

- **Ref 2:** Terry L. Schwinghammer, Julia M. Koehler. *Pharmacotherapy Casebook: A Patient- Focused Approach*, 7e. New York: Mcgraw-Hill, 2008
- **Ref 3:** Rovers JP and Currie JD. *A Practical guide to Pharmaceutical Care: A Clinical Skills Primer*. 3rd Ed, Washington DC, APhA; 2007
- **Ref 4:** Rantucci MJ. *Pharmacists talking with patients: A guide to patient counseling*. 2ndEd. Philadelphia: Lippincott Williams & Wilkins, 2007
- **Ref 5:** Berardi et al. 16thed. Handbook of non-prescription drugs: an interactive approach to self care. Washington DC, APhA; 2009
- **Ref 6:** Ninno Sharon Davis, Ninno Mark A. Adverse Drug Events. The Science and Practice of Pharmacotherapy I Pharmacotherapy Self-Assessment Program, 4th Edition
- Leasar.TS, Medication Safety. Pharmacotherapy Self-Assessment Program,5th Edition
- Other materials will be distributed in the class as required.
- **Availability of copies of the required chapters will be arranged through the course coordinator and lecturers. Supplemental materials will be provided by instructor. It is the student's responsibility to ensure they acquire and read the materials in advance.**

Course Format And Assessment:

During this course the following mode of teaching may be used: formal and informal Lecture discussion, role-playing, debate, group-facilitated discussion and practical case presentations. Student's abilities and course outcomes will be assessed through exams, quizzes, assignments and oral presentation.

Exam Format:

Written exams mainly are based on case scenarios and consist of, but not limited to: one correct answer multiple choice questions, true/false, short notes, matching, organize a list and fill in blanks (one word), possible calculations.

Errors in Grading:

Errors in grading must be adjudicated by the instructor. If you believe that your work has been incorrectly graded (e.g. points were added up incorrectly), you must contact the instructor in writing and clearly state the error you believe has occurred. The instructor of the course will always determine the final grade. Grade change requests after the end of the term are further limited by the University's policies.

Attendance, late assignments/homework policy or missed quizzes/midterm exams:

- o Attendance is mandatory; students missing more than 25% on the course attendance will not be allowed to set for the final exam PER UNIVERSITY POLICY.
- o Students with **legitimate excuse** missing a lecture, lab, midterm exam, quiz or homework should provide the course **coordinator** with the appropriate documents **as soon as possible (within 2 WEEKS)**. **Beyond that the instructor reserves the right to deny any late home work/make up exams requests.**
- o For missed midterm exam: If the excuse is legitimate and accepted by the College Vice Dean and the Academic Committee, a make-up exam can be granted. The date of the make-up exam will follow the directions from the Academic Affairs office. **Questions on the make-up midterm exams will include short answer and essay questions.**
- o For missed assignments/homework after your Preceptor agrees on a makeup assignment you should arrange a time with her. Late assignments/homework will not be accepted

Academic Dishonesty/plagiarism

Students are expected to demonstrate **professionalism** and **honesty** during this course. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students found in violation of such policy are subjected to disciplinary actions as per University Policy.

Protected Health Information:

This course will require you to collect and evaluate patient specific information and data. This information should be handled with the utmost respect and privacy. If you have questions regarding this type of information at any time, please contact your Course Coordinator or instructor(s). **Patient confidentiality should be respected at all times. No excuses.**

Syllabus Changes

The course coordinator and instructors reserve the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes by email communication through emailing the class leader.

Course Evaluation

An evaluation of the full course and course faculty will be administered towards the end of the course. Additionally, individual instructors or module coordinator may ask for an evaluation of their lecture(s)/modules.

Email Policy

During this course, students are highly encouraged to use the email to communicate with the course instructor and facilitators. However, email correspondences should satisfy the following:

- Students **MUST** use their KSU email account to communicate from.
 - Private emails account will be regarded as SPAM and will not be acknowledged.
 - Each email must have a **subject title** indicating the purpose of the email and the name of the course.
 - Body of the email:
 - Email text should be written in in proper English or **CORRECT** Arabic (الرسائل المكتوبة بلغة عامية لن يتم الرد عليها).
 - English terms should be written in English or a proper translation should be used. Terms such as (كيس بريزنتاشن) are **NOT** appropriate.
 - Each email should be started with : Dear Dr.
 - You should end your email as follow: Respectfully, (then state your full name)
 - Emails not fulfilling **ALL** of the above will not be recognized or answered.
 - Any misuse of the email will be reported to the College administration for proper disciplinary action.

Grade Policy and Distribution

Activity	Points credit	
1 st Midterm	10%	
2 nd Midterm	15%	
Lab Activities	45%	(Final Exam)
Final Exam	30%	(HO, NO)
	100% Total	

Please observe college schedule for Midterm and final exam dates.

Activity	Requirement	Title	Due Date Wk #	Points
Assignment #1	Homework	Patient interview	2	10
Assignment #2a	Hospital visit	Hospitalized Patient interview	3-4 (alternation)	15
Assignment #2b	Hospital visit	Hospital visit Reflection	5	2
Assignment #3	In-class	Guidelines	3-4 (alternation)	14
Assignment #4	In-class	DRP	Will be divided 5 and 6	18
Assignment #5	In-class	Assessment and care Plan (SOAP notes)	Will be in two parts 7-8	20
Assignment #6	In-class	Medication safety	13	20
Assignment #7	In-class	Pharmaceutical care for Self care	14	20
Assignment #8	In-class	Adherence	15	18
Assignment #9	Oral case presentation	Group activity	See schedule	50
Assignment#10	Case write up		A week after case is presented	25
Professionalism		Checklist		2
Quiz		TBD		4

Total				= X(45/220)
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COURSE OUTLINE & SCHEDULE:

Week	Day	G	Topics	TF	Reading Material
1	Sun	26-Jan	Orientation and Introduction	JS	Reading Article
	Tue	28-Jan	Professionalism		
2	Sun	2-Feb	The patients role and the patients medication experience (I)	JS	Chapter 3 & 5 from Ref 1 Chapter 1 from Ref 1
	Tue	4-Feb	Introduction to pharmaceutical Care (I)		
3	Sun	10-Feb	Clinical and Economic Impact of Pharmaceutical Care Practice (II) The Practitioners responsibilities	JS	Chapter 2 from Ref 1
	Tue	12-Feb			
4	Sun	17 Feb	Therapeutic Planning- Assessment Therapeutic Planning- Assessment	JS	Chapter 6 from Ref 1
	Tue	19-Feb			
5	Sun	24 Feb	Therapeutic Planning- Drug Related Problem(I &2)	JS	Chapter 7 from Ref 1
	Tue	26-Feb			
6	Sun	3-Mar	The Care Plan	JS	Chapter 8 from Ref 1 Chapter 9 from Ref 1
	Tue	5-Mar	Follow Up Evaluation		
7	Sun	9-Mar	Pharmacotherapy Patient Case Presentation		Chapter 13 from Ref 1
	Tue	11-Mar	Pharmacotherapy Patient Case Presentation		
8	Sun	16-Mar	Acquiring the skills and knowledge you need to practice (I&II)	JS	Chapter 11 from Ref 1
	Tue	18-Mar			
9					
10	Sun	31-Mar	Pharmaceutical Care in Hospitalized/Ambulatory Patients Pharmaceutical Care in selected disease states (I and II)	HO	Reading Articles
	Tue	2 Apr			
11	Sun	6-Apr	Medication Safety (I and II)	HO	Reading Articles
	Tue	8-Apr			
12	Sun	14-Apr	Medication Safety (III) Self Care (I)	HO NO	Ref 6
	Tue	16-Apr			
13	Sun	21-Apr	Self Care (II)	NO	Ref 6 Chapter 1 and 2 from
	Tue	23-Apr	Self Care (III)	NO	
14	Sun	28 Apr	Adherence (I & II)	NO	Ref 6 Chapter 1 and 2 from
	Tue	30-Apr			
15	Sun	5 May	Adherence (III)	NO	Reading Article
	Tue	7-May			
16	Sun	May12	Course Evaluation and Revision	JS HO NO	

Course Outline-Lab activities

Wk #	Lab #	Topics	Reading Chapters	Assignment activity	Due date
1	-	Orientation	-	Medication history from a relative	Next lab
2	1	Review on essential skills (medication history clinical skills, lab interpretation, counseling)	Your textbook and notes from PHCL 326 and 328	Discussion of medication history	In the Lab
3	2	King Khalid University Hospital visit (Alternate with guidelines)		Understanding patient medical chart Performing medication history interview on hospitalized patients	Instructor evaluation (Form)
4	3	Utilizing guideline to make recommendations (Alternate with Hosp visit)		Cases	In Lab
5	4	Assessing patient drug related needs and drug related problems (Part I)	Ref 1	Cases	In the Lab
6	5	Assessing patient drug related needs and drug related problems (Part II)			
7	6	Writing SOAP notes	Ref 1	Writing SOAP Notes	In the Lab
8	7	Designing care plan to resolve DRP	Ref 1	Cases	In the Lab
9		Mid semester Break			
10	8	Review of Formal case and SOAP notes	Chapter 13		
11	9	Cases 1-5 Presentation	Chapter 13		
12	10	Cases 6-10 Presentation	Chapter 13		
13	11	Medication safety	Ref-6	Cases;scenarios	In the Lab
14	12	Self Care	Reading Chapters	Cases; role playing	In the Lab
15	13	Cases 10-15 Presentation	Chapter 13		
16	14	Adherence	Reading Articles	Cases	In Lab

** Schedule may be subjected to changes. Students will be notified accordingly.

COURSE BINDING AGREEMENTS

“I have read this syllabus, understand its implications (and have sought clarification of those parts that were unclear to me), and will abide by it. I understand that the course coordinator has the right to make alterations to the class and exam schedule as needed.”

Name of Student: _____

University ID: _____

Signature of Student: _____ Date _____

To Student: Please fill and submit this PAGE to class leader by Week 2.

DESCRIPTION OF ASSIGNMENTS AND LAB ACTIVITIES

Assignment 1: Exercise: Assessing patient's drug-related needs (Family or Friend) **~10 points~**

Objectives: by the end of this activity student's should be able to:

- Perform medication history interview
- Understand patient medication experience
- Demonstrate empathy and respect to patient values and preferences.
- Understand a patient's drug-related needs

How to complete/conduct a medication history:

1. Identify a patient with whom you wish to discuss drug therapy. Make sure your patient is taking at least one drug therapy (not including OTC, or MVI)
2. You want to understand three things from your discussion.
 - a. Does the patient understand why he/she is taking the drug therapy and exactly how to take it?
 - b. Does the patient know what to expect from the drug therapy—when it will work, what to do if it doesn't work, etc.?
 - c. What concerns does he or she have about taking the drug therapy?

For a successful interview:

1. Let the patient know why you are interviewing him/her, how the interview will go, how much time the interview will last.
2. Use open ended question as much as you can
3. Demonstrate empathy and understanding but avoid giving advice or recommendations,
4. Use a data collection sheet to help organize the process of the interview
 - a. Refer to Appendix A for a sample data collection sheet
5. Document how much time the interview last.

Due Date & Grading:

- Submit a copy of your data collection sheet to your lab facilitator before the next week is due
- Be ready to discuss your patient during lab 2 or when asked.

Assignment#2: assessing a patient's drug-related needs (Hospital patient) **~ 15 points ~**

Objectives: by the end of this activity student should be able to:

- Enhance student skills in obtaining information from patients
- Understand patient medication experience
- Demonstrate empathy and respect to patient values and preferences.
- Understand a patient's drug-related needs

The purpose of this assignment is to further practice patient interview and medication history taking in a professional setting (in-patient or ambulatory). In addition, students will enhance their skills to practice and understands patient's drug-related needs and how you might help him or her to meet those needs.

Before the lab:

1. Identify one patient with whom you wish to discuss drug therapy. The selection criteria are: patient should be selected from the hospital setting, should be neither related to you nor a close friend and be taking some type of medication (**more than 3** prescription medications).
2. Allow 20-30 for the interview.

3. You want to complete an assessment and care plan for the patient.

During the interview:

4. Each group will be assigned to a facilitator and Ward section in KKUH

a. Make sure to have a data collection sheet (Use the Pharmacotherapy Workup© (Appendix C in the textbook) documentation forms to take notes during your conversation.

5. The facilitator will help you find a patient and will evaluate the interview.

6. Feedback on your interview will be given to you at the end of the activity.

7. The interview process may be audio-taped after taking patient permission

The following is a suggestion of how you might begin your discussion and how you might bring it to a close.

السلام عليكم..أنا طالبة في السنة الرابعة بكلية الصيدلة ولدي تمرين يخص التحدث مع مريض وأخذ التاريخ الدوائي له مما سيساعدني في تطبيق ماتعلمناه في الكلية..هل ممكن أن أخذ من وقتك وأسالك بعض الأسئلة عن الأدوية التي تستخدمونها؟ قد يحتاج الأمر لحواي 10 دقائق أو أكثر قليلا.

بعدأخذ الموافقه،

"سأبدأ بالسؤال عن الأدوية التي تستخدمونها هذاالفترة..ماهي؟

تأكدي من الحصول على معلومات تخص:

اسم الدواء ان أمكن (أو وصفه)،قوة الدواء،نوع المستحضر الدوائي(شراب،كبسولات،حبوب،حقن)،منذ متى يستخدم؟هل تعرفين ماذا تعالج هذه الأدوية؟ كيف تأخذين هذه الأدوية؟ هل تعتقدين أن هذه الأدوية فعالة؟كيف؟(سواء كانت الاجابة بنعم او لا).

يجب التأكد أيضاالتطرق والسؤال عن الأدوية التي تأخذ بدون وصفه طبية، الأعشاب الفيتامينات (الجرعه،سبب أخذها، فاعليتها) يجب ايضا السؤال عن الألتزام بالعلاج(مثلا اذاكان المريض لديه ضغط دم مرتفعهل هناك التزام بتجنب الأطعمة ذات النسبة العالية من الأملح...الخ)

أخيرا هل لديك أي استفسارات عن أدويتك؟

شكرا جزيلاً على وقتك وإجابتك

After the interview:

1. You will be required to write a reflection of your experience of the hospital trip, what you learned, how you felt
2. Also a chance to write your expectations of the trip
3. This assignment is to be printed and handed to course coordinator on by Wednesday 27th Feb

DO NOT give any recommendations or assessment to the patient.

No student is allowed to interview a patient without the presence of an evaluator (see schedule). Due to arrangement delays, this assignment maybe conducted at a later time than scheduled.

Evaluators

JS: Jamilah Alsaidan; HA: Huda Alowairdy, NO; Noura Alosaimy, EH; Emtenan Alharbi, NK; Nora Kalagi, AS: Amal Alsubaity, HM: Haila Almoghira, NM: Nouf Almishal; SO; Sarah Alosaimy.

This assignment will be graded according to an evaluation form.

Assignment#3: Reviewing Clinical Practice Guideline ~ 16 points ~

The purpose of this assignment is to help the student understand the utility and applicability of clinical practice guidelines to aid the decision about a therapeutic recommendation.

1. You will work as a group of 3 or more students
2. Each group will be assigned a clinical practice guideline (or portion of it).
3. You will have 1 hour to read the guideline

4. For the next 30 minutes and using a set of questions (will be handed during the lab) the students should be able to refer to the guideline for proper recommendation and/or answer.

Your assignment will be graded in the following manner:

1. 14 points for answering the questions about the guideline (write eligibly)
2. Two points for discussing the main strengths, weaknesses of the guideline with colleagues and perceptors

This assignment Must be completed and submitted in Class...

Assignment#4: Identification of Drug Therapy Problem

~ 20 points ~

The purpose of this assignment is to practice the rational approach to drug therapy by identifying drug therapy problems from a number of patient case scenarios and describing them.

1. Read the cases distributed in the lab and describe the patient's drug therapy problem. If more than one drug therapy problem is present, prioritize the drug therapy problems.
2. For the most significant drug therapy problem, describe the patient's medical condition, the drug therapy involved, and the specific association between the drug therapy and the patient's condition including the cause of the drug therapy problem in the description. (see the examples on pages 180-188 in the textbook).
3. Describe the drug therapy problem in the appropriate format. (see textbook).

Your assignment will be graded in the following manner:

For each case:

4. 2 points: identification and prioritization of the drug therapy problem (there may be more than one answer, please choose and describe the most significant problem from the patient's perspective).
5. 3 points: Complete description of drug therapy problem (medical condition, drug therapy involved, and association between the two). Be sure to include the likely cause of the drug therapy problem in the description.

N.B. Please write eligibly and mind spelling and grammar.

This assignment Must be completed and submitted in class

Assignment# 5:Assessment & Development of a Care Plan and follow up evaluation plan

~ 20 points

The purpose of this assignment is to practice the rational approach to care planning, evaluation and follow up. You will work as a group, each group will work up one case

During the first 45 min of the lab,

1. Identify the most significant drug therapy problem in the case assigned to your group.
2. Work as a team to create the best treatment and follow-up evaluation plan
3. Use available resources to look for the best intervention to resolve the DRP (during the lab the following resources will be available: internet access, pharmacotherapy textbook, drug information textbook, printed clinical practice guidelines suitable for the cases)
4. As a team be ready to discuss your care plan (each team has 10 min to present and defend their plan)

Your assignment will be graded in the following manner:

1. 10 points for the assessment portion of the Pharmacotherapy Workup: completeness and drug therapy problems stated appropriately
2. 10 points for the care plan portion of the Pharmacotherapy Workup: completeness and appropriate schedule for the follow-up evaluation. (SOAP Note)
3. Five points will be deducted for grammar, spelling, and structure

N.B. Please write eligibly and mind spelling and grammar.

This assignment will be two parts weeks 7 and 8

This assignment Must be completed and submitted in class

Assignment #6 : Medication safety cases ~ 20 points ~

The purpose of this assignment is to understand the best practice in delivering patient care for the purpose of minimizing medication error and to identify and assess adverse drug reactions. You should be able to anticipate potential errors, and resolve actual errors

Case 1 Medication Error

1. You will work as a group of 5 students.
2. Each group will be given a scenario representing a setting where pharmacist practices (in-patient, out-patient, IV room, ordering, preparing, dispensing, counseling, and administering medications) and at different stages of the prescription process..
3. You are required to identify the actual error or anticipate the potential ones.
4. Discuss the causes of the error, suggest a solution to prevent similar errors and best approach to implement protocols to minimize errors
5. As a team be ready to discuss your case.

Your assignment will be graded in the following manner:

6. 5points for the identification and assessment of the medication error
7. 5 points for the approach to resolve actual errors and plan to prevent potential ones

Case 2 ADR case

1. You will work as a group of 5 students.
2. Each group will be given a scenario representing represents a patient case experiencing an adverse drug reaction
3. You are required to identify the actual ADRs or anticipate the potential ones.
4. To assess the ADRs as taught in the lecture from ref 6
5. To discuss how to treat them an overcome them
6. As a team be ready to discuss your case.

Your assignment will be graded in the following manner:

7. 5points for the identification and assessment of the ADR.
8. 5 points for the approach to treat and overcome them

Assignment # 7 Self care ~ 20 points ~

The aim of this assignment: Through a case scenario the students will have the opportunity to apply the steps a pharmacist should go through when dealing with a patient in the ambulatory setting. Real medications will be brought to the lab, and students will envision through role playing an actual interaction with sick individuals who ask for their advice; and hence recommend non-prescription medication.

Case Scenario given to students; you will work in groups

1. In the case a patient comes seeking the advice of a pharmacist
2. Students will have to identify exclusions to self treatment
3. Recommendation of appropriate nonprescription medication or non pharmacological measures; or even referral to physician
4. Act out (role play) the pharmacists advice to the patient

Utilizing chapters distributed by facilitators

Your assignment will graded according to answered questions and filling out table.

Assignment #8 Adherence ~ 20 points ~

The purpose of this assignment is to understand the best practice in assessing and resolving patient non-adherence.

1. You will work as a group of 5 students.
2. Each group will be given a scenario representing a patient with a non-adherence issue.
3. You are required to identify the problem and provide the means or ways of identifying the non-adherence issue in this patient.
4. Discuss the causes of the non-adherence; suggest a solution to prevent this problem to occur in future
5. The student should specify the questions that should be asked to the patient.
6. As a team be ready to discuss your case.

Your assignment will be graded in the following manner:

7. 10 points for the identification and assessment of the cause of non adherence
8. 10 points for how to counsel the patient and overcome the problem

This assignment Must be completed and submitted in Class

Assignment #9: Formal Case Presentation ~ 50 points ~

Objective: To provide students with the opportunity to develop skills to collect, assess, and present patient medical information in a logical and systematic manner. In addition student should be able to design a patient specific therapeutic plan based on current available evidence, and students will acquire skills of giving and receiving constructive feedback on approach to patient management, SOAP write up and presentation skill.

Preparing for the Case

1. You will work as a group of 4 or 5 or 6 students per group
2. On week 6 you the formal cases will be distributed to you.
3. Once you receive your case:
 - a. Work as a team to create the best plan possible. All members of the team are expected to discuss, debate, and create the best approach to caring for the patient.
4. A case write up (25 points, refer to case write up#1 requirement) should be submitted by **email AND as a hard copy 1 week before** your presentation date.
5. Team will present according to case presentation requirements (read below) and schedule. The team should assign a section to present for each student. Presenting students **must** dress in appropriate professional attire (clean white lab coat, name tag).

On the day of presentation:

6. Please prepare the audiovisual in advance
7. A handout of the presentation slides (6 slides/page, black and white) must be distributed to the facilitators before the presentation
8. The students are expected to be able to discuss ANY active medical problems for the patient (The student is expected to have both a global view of the care plan and a more detailed knowledge of the drug therapy (i.e. MOA, SE, rationale for use, monitoring parameters).
9. The instructor will select **3** students to formally fill the peer evaluation form and **3** other students to conduct the Q&A portion at the end of the presentation (names will be revealed just before the presentation, absent students will receive a zero credit)

After the presentation:

12. Students are expected to incorporate essential changes on their case write up as per discussion during the lab time and submit the corrected write up with one week.

Case presentation requirements:

1. You will have 35 minutes to present the case
2. The case will be presented as a PowerPoint presentation.

3. There will be four parts to this presentation, general breakdown of time is as follow.

- a. Presentation of the case and introduction of patient: **7 min**
- b. Discussion of the topic (5 problems each problem should take 5 min): **25 min**
- c. Wrap up and summary: **5 min**

The final slide of your presentation should summarize the list of medication (with dosage regimen) the patient will receive according to your care plan.

You will be graded according to the evaluation form attached to this syllabus. **GRADES ARE NOT NEGOTIABLE.**

Assignment 10: Write up ~ 25 points ~

For the formal case presentation, you should submit a case write up, similar to the example attached at the end of this booklet (Appendix A).

You should include the following:

- The patient information recited in an organized coherent format (5 points)
- Your care plan for each drug related problems, specifically your rational for any intervention and the completeness of the follow up plan (cite your references). (15 points)
- Spelling, grammar and structure (2 points)
- Proper format of the Reference list (Vancouver style) (3 points)

Important information about an **acceptable** write up

Use a word processor to prepare your assignment. The assignment must be formatted in

- Times Roman font, 12 point size, and must be 1.5 or double-spaced.
- Use proper headings
- Use short sentences and bullets
- **DON'T CUT & PASTE** from the reference (zero credit will be awarded)
- Include a cover sheet with the following information:
- Your name(s) and student identification numbers

o Pharmaceutical Care I (PHCL 429): Case # Write up assignment

o Date

Appendices to this Syllabus:

- Appendix A: Course related evaluation forms:

- Patient interview evaluation form
- Case presentation evaluation form for facilitators
- Case presentation evaluation form for peers
 - Appendix B: Example of case write up
 - Appendix C: Example of power point case presentation
 - Appendix D: Course competency survey

