

Pharmacy Laboratory 4: Patient Assessment

PHAR 7294

Spring Semester 2022

Course Description

This laboratory course will provide students with the knowledge and skills needed to perform patient assessments for patients with a variety of disease states.

Additional Course Information

This course introduces the student to basic patient assessment methods. This course will give students the knowledge to choose correct patient assessment methods and carry those assessments out skillfully and accurately. Students will learn the relationships between laboratory data and physical symptoms, orientation to and familiarity equipment used in the assessment of illnesses, proper medical terminology used when describing physical findings, and to compare and contrast different assessment methods available when applicable for a specific disease.

Course Credit

2 credit hours

Class Meeting Days, Time & Location

Lecture: Monday 8:00 a.m. – 9:00 a.m.

Lab: Monday 9:00 a.m. – 12:00 noon

Course Coordinator

Charlotte Weller, Pharm.D.

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Office hours: Monday, Wednesday: 12:00-1:30 pm or by appointment.

Preferred method of contact: Email

Fisch College of Pharmacy (FCOP) and UT Tyler Policies

This is part 1 of the syllabus. Part 2 contains UT Tyler and the FCOP course policies and procedures. These are available as a PDF at <https://www.uttyler.edu/pharmacy/academic-affairs/files/fcop-syllabus-policies.pdf>.

Required Materials

Most course required materials are available through the Robert R. Muntz Library. These materials are available either online* (<http://library.uttyler.edu/>) or on reserve.

1. Patient Assessment in Pharmacy. Herrier RN. ISBN 978-0-07-175194-0 (*Available in AccessPharmacy*)
2. Patient Assessment in Pharmacy Practice, 3e. Jones RM. ISBN 978-1451191653 (*OVID – LWW Health Library*)

Recommended Materials

The course recommended materials are on reserve at the Robert R. Muntz Library.

1. Pharmacotherapy: A Pathophysiologic Approach, 11e. DiPiro JT. ISBN 978-1260116816 (*OVID – LWW Health Library*)
2. Bates' Guide to Physical Examination and History Taking, 12e. Bickley LS. ISBN 978-1469893419

Course Format

The course may include, but are not limited to, the following activities:

1. Independent study of selected readings
2. Individual readiness assessment tests (iRATs) and individual applications (iApplications)
3. Individual demonstration of competency in skills assessments.

Course Learning Outcomes (CLOs)

| CLOs | Related PLO(s) | Assessment Methods | Grading Method | PCPP Skill(s) Assessed | ACPE Std. 11 & 12 |
|----------------------------------------------------------------------|----------------|--------------------|----------------|------------------------|-------------------|
| 1. Evaluate patient vital signs and physical symptoms | 4 | 1,2,3 | ES, RUB | 1,2 | 2 |
| 2. Interpret physical findings in relation to disease-state outcomes | 2,4,5 | 1,2,3 | ES, RUB | 2,3 | N/A |
| 3. Monitor pharmacotherapy through physical findings | 2,4,6 | 1,2 | ES, RUB | 3,4,5 | 4 |
| 4. Adjust treatment plan based on physical findings | 2,9 | 1,3 | ES, RUB | 3,4,5 | 2 |

³Course Assessment Methods

| | Assessment Method | Description <i>Please provide a brief description of each summative assessment that you plan to use in this course to allow us to identify which ACPE standards are being assessed</i> |
|---|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Midterm and Final Exam Multiple Choice or Multiple Selection Question(s) | <i>Question types include but are not limited to standard MCQ and "select all that apply" questions.</i> |
| 2 | Midterm and Final Exam Open Ended Question(s) | <i>Question types include, but are not limited to calculations, fill in the blank, short answer.</i> |
| 2 | iRAT's | <i>May include MCQ, select all that apply, short answer, fill in the blank, submission of pre-classroom guided reading notes, etc.</i> |
| 3 | Skills Assessments | <i>Patient assessment techniques demonstrated and assessed through simulations.</i> |
| 4 | SOAP Note | <i>Standardized format for documentation of patient care plan</i> |

Grading Policy & Grade Calculation

Grades will be determined based on evaluation of individual and team readiness assessment tests (iRATs, tRATs), individual cumulative assessment tests (iCATs), midterm examinations, final written examinations, skills assessments, graded application assignments, participation in team-based projects, peer evaluations and other assessment methods that may include, but not limited to, Objective Structured Clinical Examinations (OSCE). Examinations, RATs and CATs may consist of, but not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions.

During the time the course is in progress, students whose cumulative course percentage falls below 70.0% may receive an academic alert and be subject to periodic course content review in special sessions with the course instructor(s). The student's faculty advisor may receive an academic alert to act upon on the student's behalf.

All examinations, tests, and assignments, including the final examination, may be **cumulative**. Students are responsible for material presented during the prior courses. The grading scale for all graded material is below. The final course grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see examination/assessment policy below.

| Standard Grade Calculation* | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Individual Component | |
| iRATs/Other Individual Activities iRATs/iApplications (10%) SOAP Notes (10%) Skills Assessments (20%) e.g. BP, Vitals, Inhalers, DM/CHF/Fluids, POCT | 40% |
| Major Assessments Point of Care Assessment and Post-Assessment 10% Midterm 1 (15%) Midterm 2 (15%) Final Exam (20%) | 60% |
| Total | 100% |

****The final course letter grade will be determined according to the following grading scheme:***

| | |
|---|-----------------|
| A | 90 - 100 % |
| B | 80 - 89.999 % |
| C | 70 - 79.999 % |
| D | 65.0 - 69.999 % |
| F | < 65.0 % |

Case Study Syllabus Section – P2 Spring Spring 2022

Case Studies

Case Studies is a longitudinal supplement intended to reinforce and integrate concepts and skills from the P2 spring curriculum. **Content and concepts from Case Studies will be reinforce course content and aim to enhance understanding of content through critical thinking and clinical reasoning that will better prepare you for summative exams for the P2 spring courses.**

Case Studies Format

Case days may include, but are not limited to, the following activities:

1. Guided discussions
2. Individual and team active learning strategies
 - a. Individual and team case application of content and concepts
 - b. Individual and team case presentation of content and concepts
 - c. Individual and team SOAP note(s)
 - d. Individual and team drug information and clinical literature applications

Case Studies Expectations

Attendance and full participation are a student obligation and expectation. Each Case Study session will be assigned to a course for 2% of the course grade. At the discretion of the session's assigned course coordinator, absences from a case session may be either excused or unexcused. Students are expected to notify the session's assigned course coordinator *as soon as possible, and no later than 8 AM the morning of the requested absence, with supporting documentation of the absence provided within 3 days of the absence per the College of Pharmacy Policies available in Part 2 of the Syllabus.*

- Unexcused absences will result in a grade of zero for that day.
- Students who arrive to class later than 8 AM will be considered tardy and will receive a 50% reduction in their grade for that case study's session.
- Off cycle students (i.e., not enrolled in all Spring P2 courses) are expected to attend and participate in **all case study sessions** regardless of current course enrollment. Off-cycle student absences to case study sessions will be handled on an individual basis.

Case Study Schedule

Case Studies will be held over four sessions on Fridays from 8:00 AM to 11:00 AM. Although each session's attendance deduction is assigned to a specific course, case content is not limited to that course and content from current and previous courses will be integrated into case day activities.

P2 Spring 2022 Case Study Schedule

| Session | Date | Assigned Course Grade | Assigned Course Coordinator |
|---------|------|-----------------------|-----------------------------|
| 1 | 2/11 | PHAR 7483 | Yett |
| 2 | 3/18 | PHAR 7484 | Rice |
| 3 | 4/1 | PHAR 7294 | Weller |

PHAR 7294 Course Schedule for Students

| Week | | Topic | Instructor(s) | CLO | Disease States |
|-------------|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------|--------------------------------------|
| 1* | 1/10 | Course Introduction, Introduction to Patient Assessment and Vital Signs | Snella/Weller | 1,2,3,4 | S19 |
| 2 | 1/17 | MLK Holiday – No Class | | | |
| 3 | 1/24 | SOAP Note Documentation | Rice/Yett | 1,2,3,4 | S19 |
| 4 | 1/31 | SCHOLAR-MAC, QUEST Pain Assessment and Musculoskeletal Assessments Mental Health Assessments | Parmentier | 1,2 | S11.04 S11.01 S11.02 S05.06 |
| 5 | 2/7 | Nutrition Support: Outpatient and Inpatient Considerations | Romerill | 1,2,3,4 | S17 |
| 6 | 2/14 | Midterm 1 + SOAP Assignment Exam [iSOAP] | ALL | - | - |
| 7 | 2/21 | Respiratory Patient Assessment, Asthma + COPD | Beall/Felton/Weller | 1,2 | S02 |
| 8* | 2/28 | BP Skills Check during class. <i>Attempt 1– 100%; Attempt 2– 85%, Attempt 3 – 75%; Attempt 4 – 65%</i> | Snella, Weller, | 1,2,3,4 | S19 |
| N/A | 3/7 | SPRING BREAK | | | |
| 9 | 3/14 | Diabetes and Assessment of Diabetic Complications | Wallace-Gay | 1,2 | S07.01 |
| 10 | 3/21 | Heart Failure/Cardiovascular Assessment | Wallace-Gay | 1,2 | S01.02 S01.05 S01.10 S04 |
| 11 | 3/28 | Midterm 2 + SOAP Assignment Exam [iSOAP] | ALL | | |
| 12 | 4/4 | Skills check <i>Heart Failure Assessment</i> <i>Respiratory Assessment, Asthma + COPD</i> | Wallace-Gay, Weller, Beall, Felton | 1,2 | S06.08 |
| 13 | 4/11 | Point of Care Training “live” 4-hour training <i>Skills check begins: Point of Care Testing</i> | Yett | 3 | S20.01 |
| 14 | 4/18 | 8-9 Final Exam (1 hour) 9-12 POC Sample Collection and Testing and POC Skills Assessment <i>Diabetes & Assessment of Diabetic Complications [lab continues if needed]</i> | Yett/Weller | 3 | S20.01 |