PHAR 549 - Pathophysiology, Pharmacology and Therapeutics IV (3 credits)
PHAR 550 - Pathophysiology, Pharmacology and Therapeutics V (3 credits)
PHAR 551 - Pathophysiology, Pharmacology and Therapeutics VI (3 credits)
Fall 2013

Course Managers:
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Course Faculty:  TBD

Maximum Enrollment:  120 Baltimore/ 40 Shady Grove
Minimum Enrollment:  N/A
Eligible Class Standing:  Year 2
Pathway:  None
Dual Degree Program:  N/A
Supported Campuses:  Baltimore/Shady Grove


Concurrent Enrollment Courses:  PHAR 539 Medicinal Chemistry II and PHAR 556 Pharmacokinetics

Catalog Course Description:
Pathophysiology, Pharmacology and Therapeutics IV, V and VI continue the system based approach to understanding pathologic mechanisms, the relationship of these mechanisms to subjective and objective findings, disease progression, and potential targets of treatment. This course reinforces the integration of the basic and clinical sciences in therapeutic decision making. The topics covered in PP&T IV include renal and certain cardiovascular diseases. PP&T V covers cardiovascular and cerebrovascular diseases. Topics covered in PP&T VI include oncologic, autoimmune, and bone and joint disorders.

Expanded Course Description:
None
Course Outcomes for Pathophysiology, Pharmacology, and Therapeutics IV, V, and VI:

1. Given a patient case, collect and organize pertinent data.
2. List factors that affect the interpretation of diagnostic and monitoring tests.
3. Given a disease state or condition, describe the prevalence and incidence.
4. Given a disease state or condition, describe the alteration in physiologic mechanism responsible for subjective and objective manifestations of disease.
5. Given a disease state or condition, describe the natural progression of the clinical manifestations of the disease.
6. Given a drug or drug class, identify the chemical, cellular or organ site and mechanism of action.
7. Given a disease state or condition, describe potential targets for disease modifying therapy.
8. Given a disease state or alteration in normal physiology, select a drug based on its mechanism of action that will have the desired therapeutic effect.
9. Given a drug or drug class, list significant adverse effects and where known describe the mechanisms by which they occur.
10. Given a patient drug regimen, identify potentially clinically significant drug interactions and where known describe the mechanism by which they occur.
11. Given a case, define and assess the clinical problems that are present.
12. Given a case, establish therapeutic objectives for the defined problems.
13. Given a case, identify the variables that affect drug therapy and determine their potential impact.
14. Given a case, recommend a specific treatment to achieve the optimal therapeutic outcomes.
15. Given a case, and treatment regimen, recommend a monitoring plan for therapeutic and adverse effects.

Terminal Performance Outcomes:

TPO 1: Participate in the development of patient-specific therapeutic plans
TPO 2: Select the appropriate drug, dosage form, formulation, route of drug administration, and/or drug delivery system
TPO 6: Educate patients regarding patient-specific therapeutic plans
TPO 7: Administer drug products to patients
TPO 8: Perform basic life support measures and triage patients
TPO 9: Maximize appropriate drug use behaviors
TPO 10: Participate in the process of monitoring patient outcomes

Required Textbooks/Readings:


Recommended Textbooks/Readings:


**Required Equipment:**

None

**Course Delivery:**

**Activities and Assessments:**

- **Self-Assessments**
  Self-assessments are designed to assist students in assuring that they understand foundational material prior to case discussions or lectures. As part of the self-assessment, the instructor may assign review articles, readings, lectures to review or study guide questions. These are optional ungraded activities.

- **Clinical Cases**
  Clinical cases consist of a set of activities that may include a case readiness assessment, case discussion, group response posting, case closure, and peer assessment.
    - **Clinical Case Discussions**
      Students will be assigned to work together on cases in small groups of 5-7 members. In order to assure that all students have an opportunity to participate, groups are advised to delegate specific roles to specific group members. It is vital that all students understand the answers for all aspects of the case.

      Time and space are allocated in the schedule for case discussions. **Students are expected to remain in their assigned areas** unless given permission to move by the faculty member in charge of the case. Faculty and residents are available on a rotating basis during these discussion sessions to facilitate group activities and address questions. This will be the primary opportunity for groups and individuals to receive guidance from faculty regarding the case and related material. Faculty availability to address issues outside of case discussion may vary with the availability of the faculty member and the individual circumstances.

      At the conclusion of the case discussion session, each group is responsible for submitting its answers as directed by the instructor. Cases will be graded by faculty and residents assigned to the case. Cases submitted after the due date will incur a deduction in points from the group grade.

    - **Case Closures**
      Several days after case discussions are held, the entire class will meet for a case closure session teleconference between Shady Grove and Baltimore. This session will not be recorded. The instructor will review salient points from the cases, pose questions for discussion, and call upon members of the class to determine class understanding of important concepts.

    - **Peer Assessment**
      At the conclusion of a topic’s case activities, students will have an opportunity to assess the contribution and cooperation of their group members in an anonymous fashion. Group members will receive a grade based on these peer assessments. Failure to complete a peer assessment may result in receipt of zero points for this portion of the grade. One point will be deducted from the grade for each day late that a peer assessment is submitted. One-half of one point will be deducted for peer assessments that are missing information or for which instructions are not followed.
PHAR 549 - Pathophysiology, Pharmacology and Therapeutics IV

3 Exams, weighted based on lecture hours 80%

Cardiovascular/Thromboembolic Disease Case 20%
  Faculty Evaluation of Case 17%
  Peer Assessment 3%

PHAR 550 - Pathophysiology, Pharmacology and Therapeutics V

3 Exams, weighted based on lecture hours 80%

Cardiovascular Case 20%
  Faculty Evaluation of Case 17%
  Peer Assessment 3%

PHAR 551 - Pathophysiology, Pharmacology and Therapeutics VI

3 Exams, weighted based on lecture hours 80%

Oncology Case 20%
  Faculty Evaluation of Case 17%
  Peer Assessment 3%

Grading:

- Examinations

Examinations assess mastery and application of material covered in each unit. Students are responsible for all the material from all lectures or activities.

Questions are assigned point values as follows:

- Multiple choice 2
- True/false 1
- K-type 2
- Matching that allow reuse of answers 2
- Matching in which answers are used only once 1

- Calculation of Grades

Final grades for this course will be determined from points received on course activities and assessments. Students who fail two examinations within a single PP&T course will receive a failing grade for that PP&T course.

All letter grades are determined at the discretion of the course managers. Letter grades will be based on final scores as follows:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F less than 60%
Exam Inquiries

Students may request inquiry forms for examination questions during the examination. Only one inquiry should be submitted on each form. Inquiries should be made for specific reasons such as:

- problematic phrasing of a question;
- inaccuracies in the root of a question;
- presence of more than one correct answer to a single answer question;
- no correct answer to a question.

Students should not submit an inquiry to rationalize or explain answers. Students who have issues with a particular question should address their concerns to the course liaison who will relay it to the course managers immediately after the examination.

Students who use the inquiry form to rationalize their answers may be subject to the loss of credit for each question reported on this form. The determination as to whether a student is pointing out the presence of multiple correct answers or engaging in rationalization is the sole judgment of the course managers.

Course Schedule:

The course schedule can be found linked in the course’s Blackboard site. It is the student’s responsibility to check the course schedule for posted changes during the semester.

Attendance:

Attendance is expected for all course activities.

Academic Honesty:

In addition to School policies regarding academic conduct, the following policies apply to PP&T IV-VI:

- Student groups may use books, notes and internet resources when completing group case assignments. Student groups will complete group assignments without consultation or communication with other groups. All students will contribute to their group efforts. They may not consult notes or information supplied by those who completed the case or a similar case in previous years.

School Policies – Academic Integrity, Examinations, Inclement Weather:

Please refer to this course’s Blackboard site and Course Information page for school policies.
Examination Inquiry Form

Student Name: _____________________________________

Student Email: _____________________________________

Course: ___________________________________________

Exam Date: _________________________________________

Instructions:

- Use one sheet for each question.
- Specifically explain why you believe the test question is a poor measure of the subject matter.
- Students should not submit an inquiry to rationalize or explain their answer(s) or a particular answer. Students who use this form to rationalize their answers may be subject to the loss of credit for each question challenged on this basis. The determination as to whether a student is pointing out the presence of multiple correct answers or engaging in rationalization is the sole judgment of the course managers.
- Incomplete forms will be ignored.

Question Number: ______

Faculty Member Authoring the Question: ____________________________

Matter of concern:

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