

FINDLAY

COLLEGE OF PHARMACY

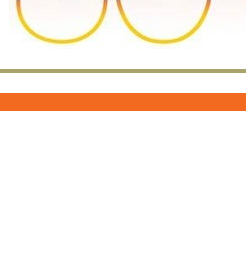
Experiential Connections

Fall 2015

Included in this newsletter is information about ASHP Midyear, topics our students are covering in class, new preceptor information, and much more! For further information or questions, please contact any of the following:

- Tonya Dauterman, Pharm.D., CGP, CDE, Director of Experiential Education (419)434-5449
 Timothy Burkart, Pharm.D., BCPS, CGP, Assistant Director of Experiential Education (419)434-5783
 Melinda Fleegle, B.S.N., M.B.A., Clinical Education Specialist (419)434-5633
 Cynthia Fitzpatrick, M.Ed., Clinical Education Specialist (419)434-5462
- Teaching Assistants:**
- Alisha Chesser, Pharm.D. Candidate 2017 (chessera@findlay.edu)
 - Matthew Kolenda, Pharm.D. Candidate 2017 (kolendam@findlay.edu)

Join us this year for our *UF Pharmacy Alumni and Friends Reception at the ASHP Midyear Clinical Meeting (December 6-10) in New Orleans, LA!* Registration instructions for the reception can be found below.



PHARMACY ALUMNI & FRIENDS RECEPTION

Join us for a reception in association with the annual American Society of Health-System Pharmacists Midyear Clinical Meeting

Tuesday, Dec. 8, 2015
5:30 - 7:30 p.m.

Hilton New Orleans Riverside
Rosedown Room
2 Poydras Street
New Orleans, LA

Two ways to register:

- Online at www.findlay.edu/events
- Call the Wolfe Center for Alumni, Parents and Friends at 419-434-4516

In the Classroom

The following topics are what our current professional students are covering in the classroom. Students in their second and third professional year are in the midst of Pathophysiology, Pharmacology, and Therapeutics (PP&T) module courses. Students in their first professional year are currently in foundation pharmacy courses as well as completing advanced science pre-requisites such as Microbiology, Cell Biology, Biochemistry, and Immunology. When opportunities present in the practical world, preceptors are encouraged to help the students reinforce what they have learned in the classroom into a practical setting.

Third professional year (P5):

Neurologic/Psychologic Disorders

- Bipolar Disorder
- ADHD
- Autism
- Substance use disorders
- Schizophrenia
- Depression, anxiety, sleep and assessing mental health
- Pain and musculoskeletal disorders
- Headache/Migraine
- Seizure Disorders/ Epilepsy
- ALS
- Alzheimer's Disease and Dementia
- Parkinson's Disease

Hematology/Oncology

- Basics of standard cancer therapies (chemotherapy, targeted therapy, etc.)
- Solid Tumor Cancers
 - Lung
 - Lymphoma
 - Breast
 - Prostate and Testicular
 - Gynecological
 - Colon
 - Head and neck
 - Skin
 - Glioblastoma
 - Pancreatic
 - Multiple myeloma
- Anemia
- Palliative Care
- Leukemias
- Lymphomas
- Case discussions
- Chemotherapy calculations and quality assurance labs

Gastrointestinal Disorders

- Constipation, diarrhea, IBS and IBD (Crohn's Disease and Ulcerative Colitis)
- Nausea/vomiting, anti-emesis
- GERD
- Peptic Ulcer Disease, H. pylori infections
- Pharmacokinetic implications in hepatic disease
- Pancreatitis
- Bariatric surgeries
- Enteral and parenteral nutrition
- Liver transplantation
- Cirrhosis
- Toxic/Drug - induced liver disease
- Acute and Chronic Viral Hepatitis
- Drug monograph assignment
- Counseling on drugs for constipation, diarrhea, IBS and IBD.
- Drug Competency for GI medications

Basics of Pharmacoeconomics

Second professional year (P4):

Cardiology

- Blood pressure
- Hyperlipidemia, coronary artery disease, and peripheral artery disease
- Acute coronary syndrome (MI: STEMI and NSTEMI)
- Anticoagulation
- Heart failure
- Patient Cases: SOAP notes and presentations
- Drug Competency for Cardiology medications
- Stroke
- Shock

Respiratory

- Basics of Medicinal Chemistry
- COPD and Asthma
- Smoking cessation
- Cystic Fibrosis
- Pulmonary Hypertension
- Conducting and presenting Journal Clubs

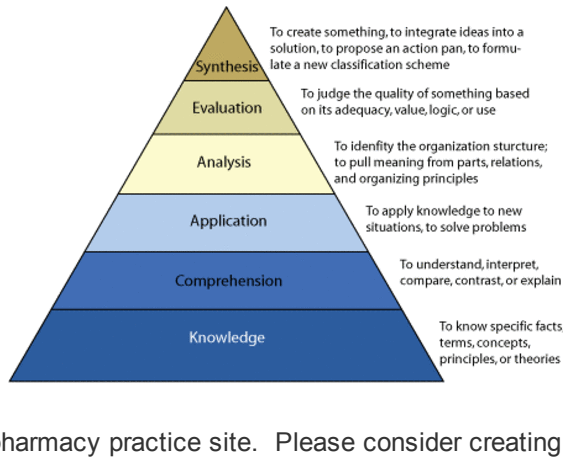
Renal Disorders

- Acute Kidney Injury
- Chronic Kidney Disease
- Electrolyte Disorders
- Acids and Bases
- Diuretics
- Basics of dialysis
- Case Presentations

First professional year (P3):

- My First Patient Project: This is where students in their first professional year, with the help of faculty and P5 students, partner with agencies in the Findlay community and perform blood glucose tests, blood pressure screenings and BMI measurements. The students also obtain the patients background and medical history and run medication interaction reports.
- Top 200 drug competency
- Basics of Pharmaceutics and Pharmacokinetics
- First IPPE experiences in a community/retail setting
- Counseling, patient communication, interprofessional communication
- Basic pharmacy calculations
- Biochemistry
- Immunology
- Microbiology
- Cell Biology

Bloom's Taxonomy



Site-Specific Objectives

The students of The University of Findlay are provided learning objectives for IPPE and APPE rotations, however it is still encouraged for preceptors to develop site-specific learning objectives for their students. The objectives developed by The University of Findlay are specifically designed to give an overview of community and institutional pharmacy practice, but it is understood that many sites do not fit the mold of a traditional "community" or "institutional"

pharmacy practice site. Please consider creating a few site-specific learning objectives and/or activities you would like students to complete. When creating objectives, it can be difficult to decide where to begin. Bloom's Taxonomy is a tool used by educators to help create objectives designed to address different levels of cognitive complexity. Feel free to use this as a guide when creating learning objectives.

Below is a table including action verbs that may be helpful to use when generating site-specific objectives.

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Define	Classify	Choose	Appraise	Appraise	Assemble
Duplicated	Describe	Demonstrate	Compare	Argue	Construct
List	Discuss	Employ	Contrast	Defend	Design
Memorize	Explain	Illustrate	Criticize	Judge	Develop
Reproduce	Identify	Interpret	Differentiate	Select	Formulate
Repeat	Locate	Operate	Discriminate	Support	Write
	Recognize	Schedule	Distinguish	Value	
	Report	Solve	Examine	Evaluate	
	Select	Use	Question		
	Translate		Test		
	Paraphrase				

Policy Review

These policies are located in the 2015-2016 Preceptor Manuals that were sent to all preceptors at the beginning of the Fall semester. They are also located in the Student Experiential Manuals that the students receive at the beginning of each semester.

Use of Handheld and Cellular Devices

- Students are responsible for determining the experiential site's policy on cellular phones and handheld devices for the purposes of drug information prior to or during the first day of a new experience.
- The personal use of cellular phones (personal calls, texting, emailing, or other personal business not related to IPPEs or APPEs) is prohibited during any IPPE or APPE. Inappropriate use of cell phones is considered unprofessional and may result in the assignment of a failing grade or grade reduction in the corresponding experiential course.

Social Media and Public Forum Policy

- Students are expected to exercise personal and professional responsibility whenever using social media, which includes not violating the trust of those with whom they are engaging. This includes patients, patient families, other students, sites, preceptors and the University. Any posting in any social media or public forum regarding encounters during experiential education, even if posted in a non-identifiable way, is strictly prohibited.

Trivia Question

Which pharmacogenetic marker should be monitored before initiating azathioprine in patients with ulcerative colitis to help monitor for myelosuppression?

- UGT1A1
- TPMT
- VKORC1
- IL28B

APPE Placement for 2016-2017 UPDATE:

- APPE Hub Site assignments have been completed for the upcoming 2016-2017 academic year. Currently, student elective rotations are being coordinated and included. The University of Findlay students are offered over 150 elective rotation options not including electives offered by each Hub Site. After elective rotations are scheduled, the Experiential Education Department will be in contact with Hub Site Coordinators to schedule each student's 6 month-long core rotations.

New Preceptor Information:

- As a college we are required to provide a basic orientation to all of our preceptors. A link has been created to give an overview of our program. This is provided to all new preceptors. We have also provided this in RxPreceptor should you have an interest in viewing this in the future.
- Link to recording of overview can be found below:

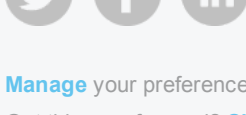
https://ufonline.findlay.edu/webapps/bb-collaborate-bb_bb60/recording/launchGuest?uid=ebd33e70-6af3-430b-b0f1-30e6e27888e6

The University of Findlay College of Pharmacy is currently accepting donations of used but still functioning technology that may be beneficial to our program. This includes, but is not limited to, automated dispensing systems, compounding equipment, etc.

Answer to Trivia Question: 2. TPMT

Rationale: According to the American College of Gastroenterology guidelines for ulcerative colitis, TPMT (thiopurine methyltransferase) may be obtained to identify individuals at risk of developing leukopenia secondary to azathioprine or 6-mercaptopurine therapy. UGT1A1 may be used to determine appropriate irinotecan doses. VKORC1 is obtained to monitor adverse effects associated with warfarin. IL28B may be used to determine the likelihood that a patient infected with hepatitis C will respond to interferon therapy.

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