PHA5784C Patient Care IV: 
Gastrointestinal and Renal Disorders

Spring 2017
6 Credit Hours – [A-E Grading]

Fourth of an eight-course sequence that prepares the student to provide patient-centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. The course continues to prepare the student to be a collaborative team member since learning involves teamwork. This course focuses on providing patient-centered care to patients who have a gastrointestinal or renal disorder. Learners will develop, integrate, and apply knowledge from the foundational disciplines (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) and apply the Pharmacists’ Patient Care Process in solving case-based scenarios of patients with gastrointestinal and renal disorders.

Teaching Partnership Leader

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- Office: JAX
- Phone: 904-244-9590
- Office Hours: By appointment ONLY.

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. EPA A1. Collect subjective and objective data by performing a patient assessment and gathering data from chart/electronic records, pharmacist records, other health professionals and patient/family interviews.
2. EPA A2. Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
5. EPA A5. Provide counseling on medications and health wellness (including referral when there are social determinants of health and disparities).
7. EPA A7. Present a succinct oral patient summary and plan to a health care provider. Defend a therapeutic plan verbally or in writing using references, guidelines, or primary literature.
9. EPA A9. Collaborate as a member of an interprofessional team and provide patient-centered care.

Course-Level Objectives

Upon completion of this course, the student will be able to:

1. **Upon completion of this course, the student will be able to provide patient-centered care for patients with one or more of the following diseases, disorders or pharmacotherapy needs:**
   a. Peptic ulcer disease (including self-care)
   b. Gastro-esophageal reflux disease (GERD) (including self-care)
   c. Inflammatory Bowel Disease
   d. Nausea and vomiting (including self-care)
   e. Diarrhea (including self-care)
   f. Constipation (including self-care)
   g. Irritable Bowel Syndrome (including self-care)
   h. Diverticulitis
   i. Hepatitis
   j. Portal Hypertension and cirrhosis
   k. Nutrition
   l. Weight Management
   m. Fluid and electrolyte disorders
   n. Acid-base Balance
   o. Drug-induced kidney disease
   p. Acute Renal Failure
   q. Chronic Kidney Disease
   r. Hemodialysis and peritoneal dialysis
   s. Complicated urinary tract infections (cUTIs)
   t. Pyelonephritis
   u. Intra-abdominal Infections
   v. *Clostridium difficile* infections
   w. Colorectal Cancer

2. **Specifically, given a case of a patient with one or more of the above disorders/pharmacotherapy needs:**
   a. **Integrate knowledge and use clinical reasoning skills in accomplishing the following steps when managing a patient with the disease state:**
      i. **Collect:** Gather subjective and objective information about the patient in order to understand the relevant medical and medication history and clinical status of the patient.
         1. Subjective and objective information is collected through patient interview, medical record review, pharmacy profile review, and communication with other members of the health care team.
2. A Holistic View is initiated during collection in order to consider physiological, psychological, and sociological variables of the patient and this view is maintained throughout the patient care process.

ii. **Assess:** Assess the information collected and analyze the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care.
   1. Understand, explain, and assess a patient’s health status.
   2. Interpret physical and patient assessment findings
   3. Assess each medication for appropriateness, effectiveness, safety, and patient adherence.
   4. Assess health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care.
   5. Assess immunization status and the need for preventive care and other health care services.
   6. Integrate knowledge, clinical experience, and patient data to formulate and test hypotheses about the etiology of medication-related problems. (Generate hypotheses)
   7. Establish potential and actual medication-related problems.

iii. **Plan:** Develop an individualized patient-centered care plan in collaboration with other health care professionals and the patient/caregiver.
   1. **Therapeutic Goals:** Develop specific and general therapeutic goals for the patient. These goals achieve clinical outcomes in the context of the patient’s overall health care goals and access to care.
   2. **Therapeutic Plan:** Integrate knowledge, evidence-based literature/information, clinical experience, patient data, patient goals and desires, and the prescriber’s judgment when developing the best pharmacotherapeutic plan for the patient.
      a. **Therapeutic Alternatives:** Evaluate pharmacotherapeutic alternatives for the patient before establishing the therapeutic plan.
      b. **Develop the Therapeutic Plan:** This plan addresses medication-related problems and optimizes medication therapy. Considerations for the plan include:
         i. Goals and desires of the patient
         ii. Application of established practice guidelines, evidence-based medicine, and population-based treatment plans in developing the plan.
         iii. Accurate and patient-specific dosing (including dosage adjustment for renal/hepatic dysfunction, starting dose, maximum doses, timing of doses and pharmacokinetic design for narrow therapeutic index drugs.).
         iv. Parameters for monitoring response and frequency of monitoring
v. Parameters for monitoring adverse effect and frequency of monitoring

vi. Plan for patient counseling/education

vii. Supports care continuity, including follow-up and transitions of care as appropriate.

c. **Patient/Caregiver engagement:** The patient/caregiver are involved through education, empowerment, and self-management.

iv. **Implement:** Implement the care plan in collaboration with other health care professionals and the patient/caregiver. When implementing the care plan, the following are accomplished:

1. Medication and health-related problems are addressed.
2. Preventative care including vaccine administration are provided.
3. Medication therapy is initiated, modified, discontinued, or administered as authorized.
4. Education and self-management training is provided to the patient/caregiver.
5. Refers and provides transitions of care as needed.
6. Schedules follow-up care as needed to achieve goals of therapy.

v. **Follow-up (Monitor and Evaluate):** Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals and the patient/caregiver. The following are continually monitored and evaluated:

1. Medication appropriateness, effectiveness, and safety and patient adherence through available data, biometric test results and patient feedback.
2. Clinical endpoints that contribute to the patient’s overall health.
3. Outcomes of care, including progress toward or achievement of goals.

vi. **Patient-Centered Care:** Foster a patient-centered care approach by accomplishing the following:

1. **Communicate:** Succinctly communicate with other health care team members and the patient/caregiver throughout the patient care process.
2. **Collaborate:** Discuss with team members the specific therapeutic approaches for individual patients based on scientifically and logically validated assessment of the patient’s health care needs and an ethical consideration of the patient’s health care goals and desires.
3. **Document:** Prepare a written communication that is well-organized, logical, complete, appropriate, and evidence-based.

b. **Apply and integrate foundational knowledge (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) throughout the patient care process.**

This will require the ability to:

i. Describe the pathophysiology of disease state(s) and identify appropriate drug targets (cellular/molecular), biochemical processes, and organ changes for therapeutic intervention. Specifically, for a given disease state:
1. Describe the basic pathophysiology of the disease including an explanation of the abnormal processes and the resulting disease signs and symptoms.

2. Outline risk factors and/or diagnostic indicators (e.g., lab values, diagnostic test results).

3. Determine classes of drugs that will treat the disease state and ameliorate the underlying pathophysiology and signs/symptoms.

ii. Apply knowledge about structure-activity relationships and cellular/molecular mechanisms of action to identify drug classes that are appropriate for treatment of the disease state. Specifically, for each drug class:
   1. Identify the relevant therapeutic targets and explain the mechanism(s) of action.

iii. Describe major pathways for metabolism and the pharmacological/therapeutic consequences of metabolism.

iv. Recommend any unique storage, handling, or use requirements to ensure patient safety and clinical efficacy.

v. Discuss significant pharmacokinetic and pharmacodynamic considerations.

vi. Compare and contrast the therapeutic and adverse effects of drug classes that are appropriate for treating the disease state.
   1. Identify the most common/serious drug interactions and adverse effects.
   2. Identify important precautions and contraindications.

vii. Compare and contrast the therapeutic and adverse effects of drugs within a given class and then recommend the best drug for the patient.

viii. Integrate the following transcending concepts when assessing a patient and developing a care plan:
   1. Apply foundational concepts about health information and informatics (Informatics) related to data quality and medication safety
   2. Evaluate meta-analyses and apply to patient needs (Evidence-based practice)
   3. Use oral and written communication skills for inter professional communication (Communication)
   4. Address disparity issues/stigmatism related to renal patients (Social considerations)
   5. Consider a patient/families perspective about death and dying when providing care (Behavioral considerations).
   6. Address issues related to law and ethics.
   7. Consider the role of personalized medicine in the treatment of hepatitis C (Personalized Medicine)
   8. Provide individualized dosing recommendations in patients with renal and hepatic disease and patients on dialysis (Pharmacokinetics)
   9. Assess the role of nonprescription/herbal products for the management of gastric reflux (Self-care: OTC)
10. Use SBAR when communicating with another health professional (Interprofessional collaboration)  
11. Medication safety  
12. Population-based care  
3. Demonstrate the ability to be an effective team member by collaborating in preparing for class sessions and in solving case studies.

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.  
2. PHA 5755 Principles of Medical Microbiology, Immunology, and Virology

Course Co-requisites

1. PHA 5163L Professional Practice Skills Lab IV

Course Outline

Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Recommended Dates for Independent Study</th>
<th>Mod#</th>
<th>Unit Topic</th>
<th>Contact Hours [hr.]</th>
<th>Faculty Author</th>
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<tr>
<td>2/20/17</td>
<td>8.1</td>
<td>Watch: Acute Kidney Injury</td>
<td>1.5hr</td>
<td>Dupree</td>
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<tr>
<td>2/20/17</td>
<td>8.2</td>
<td>Watch: Drug-Induced Renal Disease</td>
<td>1.5hr</td>
<td>Dupree</td>
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<tr>
<td>2/22/17</td>
<td>8.1-8.2</td>
<td>Active Learning Session 8: Acute Renal Failure</td>
<td>4.0hr</td>
<td>Dupree</td>
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<tr>
<td>2/22/17</td>
<td>8.3</td>
<td>Watch: Chronic Kidney Disease (including common problems such as anemia of CKD)</td>
<td>2.0hr</td>
<td>Dupree</td>
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<tr>
<td>2/22/17</td>
<td>8.4</td>
<td>Watch: Transcending Concept: Health Information &amp; Informatics—Foundation Informatics – Data Quality in CDSS</td>
<td>0.5hr</td>
<td>Hatton</td>
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<tr>
<td>2/23/17</td>
<td>8.5</td>
<td>Watch: Transcending Concept: Drug Individualization—Dialysis; Hemodialysis and Peritoneal Dialysis</td>
<td>2.0hr</td>
<td>Childs-Kean, Dupree</td>
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<td>2/23/17</td>
<td>8.6</td>
<td>Watch: Transcending Concept: Population Care—Formulary Case (phosphate binders)</td>
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<td>Hatton</td>
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<tr>
<td>2/24/17</td>
<td>8.7</td>
<td>Watch: Transcending Concept: Medication Safety (HIT – New Problems-New Solutions)</td>
<td>1.0hr</td>
<td>Schentrup &amp; Winterstein</td>
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<tr>
<td>Date</td>
<td>Mod#</td>
<td>Unit Topic</td>
<td>Contact Hours [hr.]a</td>
<td>Faculty Author</td>
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<tr>
<td>2/24/17</td>
<td>8.8</td>
<td>Watch: Transcending Concept: Health Disparities; Health Literacy—Renal Patients</td>
<td>1.0hr</td>
<td>Dupree</td>
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<tr>
<td>2/24/17</td>
<td>8.9</td>
<td>Watch: Transcending Concept: Professionalism / Ethics</td>
<td>0.25hr</td>
<td>Allen</td>
<td></td>
</tr>
<tr>
<td>2/27/17</td>
<td>8.3-8.9</td>
<td>Active Learning Session 9: Chronic Renal Failure</td>
<td>4.0hr</td>
<td>Dupree, Hatton, Childs-Kean, Schentrup, Winterstein, Allen</td>
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<td>Module 9: Infectious Diseases of the Kidney</td>
<td>3.0hr</td>
<td>Klinker</td>
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<tr>
<td>2/27/17</td>
<td></td>
<td>Watch: Management of Pyelonephritis</td>
<td>0.50hr</td>
<td>Klinker</td>
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<tr>
<td>2/27/17</td>
<td></td>
<td>Watch: Prostatitis</td>
<td>0.25hr</td>
<td>Klinker</td>
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<tr>
<td>2/27/17</td>
<td></td>
<td>Watch: Catheter associated UTI</td>
<td>0.25hr</td>
<td>Klinker</td>
<td></td>
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<tr>
<td>2/27/17</td>
<td></td>
<td>Watch: Candiduria</td>
<td>0.25hr</td>
<td>Klinker</td>
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<tr>
<td>2/27/17</td>
<td></td>
<td>Watch: Management of Complicated UTIs</td>
<td>0.75hr</td>
<td>Klinker</td>
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<tr>
<td>3/1/17</td>
<td>9.1-9.5</td>
<td>Active Learning Session 10: Complicated UTIs</td>
<td>2.0hr</td>
<td>Klinker</td>
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<tr>
<td>3/1/17</td>
<td>1.1-9.5</td>
<td>Active Learning Session 11: Capstone</td>
<td>2.0hr</td>
<td>Krause, Xing, Childs-Kean</td>
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<tr>
<td>3/3/17</td>
<td>1.1-9.5</td>
<td>Exam 3: Modules 1-9</td>
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<tr>
<td>3/3/17</td>
<td>3:30-6:30pm</td>
<td>Total Contact Hours in Course:</td>
<td>82.0hr</td>
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**Required Textbooks/Readings**

   - Not available via HSC Library
   - Previously purchased for PHA5782C Patient Care II
   - Available via HSC Library – Access Pharmacy
   - Previously purchased for PHA5782C Patient Care II
   - Available via HSC Library – Access Pharmacy
   - Previously purchased for PHA5782C Patient Care II
   - Not available via HSC Library
   - Previously purchased for PHA5781 Patient Care I

Use UF VPN to access UF Libraries Resources when off-campus. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL: http://www.library.health.ufl.edu/

**Suggested Textbooks/Readings**

Suggested readings may be posted in Canvas.

**Other Required Learning Resources**

Non-programmable calculators are required for this course.

**Materials & Supplies Fees**

UF Fee that is in addition to tuition: [$XX.XX. or “None”]

**Student Evaluation & Grading**

Evaluation Methods and How Grades are calculated.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade Percentage</th>
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<tbody>
<tr>
<td>iRATs [8]</td>
<td>10%</td>
</tr>
<tr>
<td>tRATs [10]</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Rounding of grades:
Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student’s grade is “close.”

Educational Technology Use
The following technology below will be used during the course and the student must have the appropriate technology and software.
1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System
For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

Pharm.D. Course Policies
The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/

Table 1. Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>92.50-100%</td>
<td>A</td>
</tr>
<tr>
<td>89.50-92.49%</td>
<td>A-</td>
</tr>
<tr>
<td>86.50-89.49%</td>
<td>B+</td>
</tr>
<tr>
<td>82.50-86.49%</td>
<td>B</td>
</tr>
<tr>
<td>79.50-82.49%</td>
<td>B-</td>
</tr>
<tr>
<td>76.50-79.49%</td>
<td>C+</td>
</tr>
<tr>
<td>72.50-76.49%</td>
<td>C</td>
</tr>
<tr>
<td>69.50-72.49%</td>
<td>C-</td>
</tr>
<tr>
<td>66.50-69.49%</td>
<td>D+</td>
</tr>
<tr>
<td>62.50-66.49%</td>
<td>D</td>
</tr>
<tr>
<td>59.50-62.49%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 59.50%</td>
<td>E</td>
</tr>
</tbody>
</table>
Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Carol Motycka, Pharm.D.
Email: motycka@cop.ufl.edu
Office: JAX
Phone: 904-244-9590
Office Hours: By appointment ONLY.

Questions to Ask:

- Questions about grades
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Academic Coordinator:

Name: Candice Walker
Email: candice.walker@cop.ufl.edu
Office: HPNP 4312/GNV
Phone: 352-294-8677
Office Hours: By appointment ONLY.

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)
- Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)
Other Teaching Partnership Faculty Members:

William Allen, J.D., M.Div.  
Email: wmallen@ufl.edu  
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Phone: 352-273-5155

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Office: GNV  
Phone: 352-472-0102

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Phone: 407-313-7037

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Phone: 727-394-6213

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Phone: 352-273-7856

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Phone: 352-2665-8309

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Phone: 352-294-5276

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Phone:

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Almut Winterstein, Ph.D.  
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Office: GNV  
Phone: 352-273-6258