SYLLABUS
Pharmacy Practice Management III: Patient Safety
PHAR 722
(Fall, 2014)

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy reserves the right to change the course syllabus. *The School should notify the students through the course notification system or by an email preferably through the Blackboard system.*

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in

Course meeting days and time	Monday, 1:30pm-3pm
Location	L10
Team Leader / Instructor	Megan Peterson
Office	149A
Phone	507-244-1539
Email	petersonm@marshall.edu
Office hours	Friday, 12pm-1pm

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Chris Gillette	gillettec@marshall.edu	148A	304-696-7395	Monday, 10am-11am
Nicole Winston	winstonn@marshall.edu	204A	304-696-7369	Wednesday, 12:30pm-1:30pm

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: Further professional development in the management of patient safety policies and procedures. Areas covered include: robotics, medication reconciliation, discharge planning, risk management, and other methods of improving patient safety.

Prerequisites: P3 standing

Text Books:
   Required:
   1. Medication Errors/Michael Cohen. 2nd ed. APhA pharmacy reference library.

   Recommended:
   2. Pharmacy Management, Leadership, Marketing, and Finance/[edited by] Marie A. Chisolm-Burns, Allison M. Vaillancourt, Marv Shepard. 2nd ed.; ISBN: 978-1-4496-6028-4

Course Objectives:

Number	Objective	Linkage to MUSOP Abilities	How Assessed
1	Understand why medication errors occur	1, 7, 13, 68	Exam
2	Apply principles of effective patient counseling to prevent medication errors	18, 19, 20, 44, 45, 48, 50, 51	Exam
3	Integrate concepts from continuous quality improvement strategies to improve patient safety	1, 40, 66, 67, 68, 69, 70	Exam
4	Value the role of professional societies, boards of pharmacy, government agencies, and legislation on patient safety	13, 15, 52, 53, 58	Exam
5	Continue to be proactive at ensuring patient safety and reducing medication errors	2, 10, 14, 16, 17, 18, 20, 36, 37, 45, 61, 62, 66, 67, 68, 69, 70	Exam

Schedule of Activities:

Date	Meeting Location	Meeting Topic	Course Student Learning Objectives/Outcomes	Instructor
8/25	**L10**	**Course Introduction & Introduction to Pharmacoepidemiology & Medication Errors**	• Define course structure and expectations • Understand the economic and health consequences of preventable adverse drug events (43, 45, 67) • Identify the interaction between medication safety and pharmacoepidemiology/pharmacovigilance (43, 44, 45, 54-56, 67) • Come to see yourselves as experts in preventing medication errors (48, 66-70) • Be able to construct knowledge on drug safety (52, 53, 54, 55, 56, 59, 60, 62, 66-70)	**Chris Gillette**
9/8	**L10**	**Psychosocial Aspects that Contribute to Medication Errors**	• Recall inter- and intra-personal aspects that contribute to medication errors (26, 39, 41, 61, 66) • Decide to be proactive at monitoring one's own cognitive processes and reduce medication errors (39, 61, 66) • Create a learning plan about inter- and intra-personal aspects that contribute to medication errors (26, 41, 52, 53, 60, 62, 66)	**Chris Gillette**

9/15	**L10**	**Systems Aspects that Contribute to Medication Errors**	• Identify medication errors based on their corresponding ISMP key element (1,15,67) • Analyze a medication error by the various aspects of system breakdown (1,15,67) • Create a plan for system improvement to enhance medication safety (1,14,16,17,36,40,45,66-70)	**Megan Peterson**
9/22	**L10**	**Patient Education & Patient Safety**	• Apply communication strategies that enhance patient safety (18, 19, 48) • Value the importance of health literacy's impact on patient safety (18, 19, 48) • Will want to apply effective written communication strategies to enhance patient safety (18, 19, 48)	**Nicole Winston**
9/22, 6 pm	**L05 & L10**	<td colspan="2" align="center">**EXAM 1**</td>	
9/29	**L10**	**Role of the Patient in Preventing Medication Errors**	• Counsel patients to supply the necessary medical information to the healthcare team (18,19,48,66,67) • Provide the basic information needed for a patient to safely achieve medication success (1,48,66) • Develop a patient-specific plan to overcome barriers to medication adherence (1,18,19,20,40,45,50,51,66,67)	**Megan Peterson**
10/6	**L10**	**Role of Drug Names, Drug Packaging, Labeling in Medication Errors and Error-Prone Abbreviations**	• Describe the role of Tall-Man Lettering in prevention of errors related to Look-Alike, Sound-Alike medications.(66,67,68) • Appreciate the role Ad-Hoc and unapproved abbreviations in medication errors (58,66-69) • Develop a plan for prevention of medication errors related to poorly labeled products (1,40,53,66-70)	**Megan Peterson**
10/13	**L10**	**Medication Prescribing, Dispensing, & Administration Errors**	• Integrate communication skills to identify, reconcile, and prevent prescribing errors (14,16,36,37,66-70) • Modify the pharmacy dispensing process to prevent dispensing errors (1,40,53,66-69) • Effectively communicate drug information to those involved in medication administration (14,66-68) • Understand the importance of follow-up and monitoring in preventing errors (66-70)	**Megan Peterson**
10/17 11am	**L05 & L10**	<td colspan="2" align="center">**EXAM 2**</td>	

10/20	L10	**E-prescribing and Patient Safety**	• Evaluate the types of errors that can occur with e-prescribing software (7,66-68) • Evaluate the types of errors prevented with e-prescribing software (66-68) • Understand the role of Clinical Decision Support as it relates to e-prescribing (66-68)	**Megan Peterson**
10/27	L10	**Supporting Technology and Automation**	• Compare/contrast computer systems and CPOE with regard to errors (1,66-68) • Analyze the role of automation in reducing errors (66-68) • Demonstrate how point-of-care technology can prevent medication errors (66-68)	**Megan Peterson**
11/3	L10	**Continuous Quality Improvement, Six Sigma, & Root-Cause Analysis and Patient Safety**	• Understand quality in health care (45) • Solve a quality problem using management skills (1, 45, 59, 61, 70) • Integrate management skills to monitor for quality problems (59, 62) • Value the role of CQI in preventing quality problems (70)	**Nicole Winston**
11/10	L10	**Role of professional pharmacy societies, boards of pharmacy, governmental agencies, and legislation in patient safety**	• Compare and contrast NABP and state boards in promoting patient safety (1,58,62) • Understand the role of governmental agencies in improving patient safety (58,62) • Compare and contrast the Patient Safety Act and Patient Safety Rule focusing on their synergistic effect of error reduction (1,62)	**Megan Peterson**
11/17	L10	**Patient Assessment & Patient Safety**	• Evaluate the role of healthcare equipment in the transmission of infection (2,10,67) • Discuss the methods of disinfection of healthcare equipment (10,66) • Integrate safety precautions to prevent nosocomial infection in the pharmacist-assessed patient (2,10,37,61,68)	**Megan Peterson**
12/1	L10	**Reporting Errors**	• Determine when to report an error and what information to include (10,52,61,67,69) • Compare and contrast mandatory versus voluntary reporting programs (13,61,69) • Integrate professional responsibility to report and analyze medication errors (10,15,37,69,70)	**Megan Peterson**
12/9, 8am	L05 & L10	**EXAM 3**		

Course Evaluation (grading):
      Point or Percentage Distribution:

Assessments	Point Distribution (% Course Grade)
Active Learning Exercises (ALEs)	390 (55.7%)
Exams*	310 (44.3%)
Total	**700 (100%)**

*=Major assessment

Letter grades distribution: A = 89.50 to 100% = A
                                      B = 79.50 to less than 89.50%
                                      C = 69.50 to less than 79.50%
                                      F = Less than 69.50%

Course Evaluation (assessment): *Instructor added*

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: Each student is required to attend class. Attendance is mandatory at graded events. Only excused absences accepted – see university and school policies.

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment can be found at http://www.marshall.edu/wpmu/academic-affairs/policies/.**

School of Pharmacy Policies

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expectorations for academic, ethical, and professional conduct are defined within the school's Ethical and Professional Conduct Policy and the university's Academic Dishonesty Policy.

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

Test Security Policy

In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

1. Test Administration

   A. Non-electronic testing
      a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.
   B. Electronic testing
      a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
      b. Students enrolled within courses using electronic testing must download and install the [Respondus Lockdown Browser](#). The installation will require an installation code that must be acquired from Computing Services.

2. Test Review

   A. Students will not be allowed to view any exam without direct supervision of course faculty or site facilitator
   B. Students must review tests within time specified by the course faculty.
   C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.
   D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
   E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!
   F. Individual student printouts for exams are to be retained by the faculty.
   G. Faculty have the right to place further restrictions on test review as deemed necessary.