

PART B. REQUIRED COURSE FORM

Course title:	Rational Therapeutics
Sponsoring department or unit:	Medicine (Clinical Pharmacology)
Name of course director:	Brent Petty '04-'05 (Craig Hendrix '97-'04)

List all organizational units (e.g., physiology department, nursing school, library), including the lead department, with ongoing involvement in the course, and the number of instructional staff from each such unit:

Organizational Unit	Number of Teaching Staff Involved
Medicine	6
Surgery	1
Anesthesia/Critical Care	1
Neurology	1
Pharmacy	1
Obstetrics/Gynecology	1
OMIE	1
Pediatrics	1

Course Objectives

Are there written objectives for the course? (check)

Yes	x	No	
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Briefly summarize the objectives/content areas covered in the course.

Students will be able to discuss (cognitive) the fundamental therapeutics principles in the following content areas (see below)

Students will be able to apply (skill) the fundamental therapeutics principles to specific clinical cases in the following content areas (see below).

- Clinical pharmacokinetics
- Therapeutic drug monitoring
- Adverse drug reactions
- Drug allergy
- Drug interactions
- Pharmacogenetics
- Dosing in elderly patients
- Dosing in pediatric patients
- Dosing in pregnant/lactation
- Dosing in renal disease
- Dosing in hepatic disease
- Non-prescription drugs
- Drug Regulatory issues (FDA)
- Drug development

- Writing prescriptions
- Learning about new drugs
- Selecting among drugs in a therapeutic class
- Recognizing pressures to prescribe irrationally

Preparation for Teaching

If graduate students, postdoctoral fellows in the biomedical sciences, or residents teach in the course (as lecturers, small group facilitators, laboratory instructors), describe how they are informed about the course objectives and prepared for their teaching role.

N/A

If the entire course is taught at more than one site (e.g., at geographically separate campuses), describe how faculty members at all sites are oriented to the objectives and grading system.

N/A

Student Evaluation

If NBME subject (shelf) examinations are used, give the mean scores for the last three classes:

N/A

Year:			
Score:			

Check all the formats that are used in examinations or other evaluations that students must take in order to pass the course:

<input type="checkbox"/>	Multiple-choice, true/false, matching questions	<input type="checkbox"/>	Laboratory practical items
<input type="checkbox"/>	Fill-in, short answer questions	<input type="checkbox"/>	Problem-solving exercises
<input checked="" type="checkbox"/>	Essay questions or papers	<input type="checkbox"/>	Presentations
<input type="checkbox"/>	Oral exams	<input checked="" type="checkbox"/>	Other (describe) attendance

Briefly describe any formative assessment activities (practice exams, quizzes, etc.)

N/A

Is there a narrative evaluation submitted in addition to the course grade? (check)

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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Course Outcomes/Evaluation

Comment on the adequacy of faculty and other resources to teach the course (e.g., educational space, computer hardware and software, support personnel).

No dedicated classroom location; varies throughout the year due to inadequate classroom available for one location throughout the year.

Financial support does not cover administrative expenses of running course. Faculty support for director and lecturers were not provided prior to '04-'05 academic year.

Provide a summary of student feedback on the course (and any other available evaluation data) for the past two years. If the course is new or significantly revised, provide evaluation data for the new version of the course only. If problems have been identified by student evaluations or other data, describe how they are being addressed.

Following assessment provide by students for each session.

5= Strongly Agree 4= Agree 3= Neither Agree/Disagree 2= Disagree 1= Strongly Disagree

- | | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
|----------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The speaker covered the material in a clear manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The speaker's pace of presentation was appropriate for me. If disagree circle: too fast too slow | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The speaker's use of visual aids (slides, overheads, blackboard, handouts) were effective. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The speaker gave me new insights regarding management of this clinical situation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. The material covered by the speaker will be useful in the care of my patients. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. What questions do you have remaining about the rational management of these patients? | | | | | |
| 7. What changes do you recommend for this topic in next year's course? | | | | | |
| 8. What changes do you recommend for the organization/execution of the course, overall? | | | | | |

Student medians have been greater than 4 for questions 1-5 for all years. Specific comments have been communicated directly to lecturer in all cases, either after class or summarized in writing following class.

Identify major successes in the course and problems to be overcome.

The course has proven successful based on quality of the writing assignments turned in at the end of the course. In these, the students must integrate therapeutic principles in a specific case, supported by support of the medical literature, in each of the following interaction areas: Drug – Disease Interactions; Patient – Drug Interactions; Drug – Patient Interactions; Drug – Drug Interactions.

The course has been popular among the students with frequent comments in critiques to keep the course and praising specific instructors.

Biggest problem is lack of resources to provide support for faculty effort devoted to the course. This was the reason for the previous course director to terminate duties in current context of effort reporting requirements. Classroom needs to be a single location for consistency and to avoid confusion.