

Do we have to know doses?

See what Curricular Affairs has been up to lately-→



**TTUHSC
School
of
Pharmacy**

WEBSITE!

Please refer to:
<http://www.ttuhschool.edu/sop/academicinfo/>

For SOP curricular information, including calendars/schedules, course syllabi access, terminal outcomes, curricular policies, and student handbook links

(Click "Academic Information" on the SOP homepage)

Curricular Affairs

Weekly Update - August 19, 2013

Do we have to know doses?

How many of you have ever heard this question? I wonder if we'd each have different answers. Or – if we had the same answer, would we all mean the same thing?

What is your philosophy / approach to this? Whether it is doses or any other aspects of drug product, what info do you a) include in class, b) assess in exams? Is this info that is primarily delivered and tested at a recall level or at an application or integration level? Granted the approach will be different for different types of coursework, but for grouped courses like those in the Pharmacotherapy Sequence what should the expectation be? Where is the dividing line between that drug or product info that is "minutia" that can be looked up in a DI reference if needed, and that basic info that MUST be readily retrieved from the memory banks on command?

Cialis tablet 10 mg orally
Disp: ***6*** (SIX)
Sig: 1 tab(s) 1 h before dental work

This snapshot of an actual e-script (Borrowed from the Cynical Pharmacist's page) made me laugh, but it also got me thinking about the basic product knowledge you need to spot an error while processing scripts at a rate of 30+ per hour.

I've been reviewing my own course materials including any assessment items in which an aspect of product info is tested. I think I like my philosophy / approach ☺, but... I wonder what your best practices are? I'd like to start a little dialogue on this subject. PLEASE DO NOT REPLY-ALL, but send me your comments on how you handle this. The types of things I'm interested in include: What kind of product info do you include in your course work? In what format is it represented or delivered? What aspects of this get tested in assessment instruments? How specific or general is the assessment, and what is your basic philosophy or approach to constructing an assessment item that includes these points? What proportion of the assessments is represented by product info? I will compile the feedback into an aggregate document and then share it in a future blast.

Dr. Rebecca Sleeper