

2013 Obstetrics Course Syllabus

Welcome to Diseases, Complications, and Drug Therapy in Obstetrics

Diseases, Complications, and Drug Therapy in Obstetrics, the book co-edited by Gerald C. Briggs and Dr. Michael Nageotte for pharmacy educators on obstetrics and pharmacotherapy has been developed into an online course in partnership with Washington State University College of Pharmacy.

Learning Objectives/Goals

Upon completion of this course, students will be able to:

1. Articulate an understanding of the key medical and pharmacological issues common in obstetrics.
 2. Demonstrate a critical thinking step-wise approach to evaluate the safety of a medication during pregnancy or lactation and provide an evidence-based risk vs. benefit assessment.
 3. Determine how a pharmacist integrates effectively into a team caring for the obstetrics patient.
 4. Recommend appropriate medication management of common disease states in a pregnant patient.
 5. Explain the role of medications during labor and delivery in both complicated and uncomplicated pregnancies.
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Contact Information

This course is self-paced and will be moderated.

If you have questions regarding course content, please contact Linda MacLean, Associate Dean at 509-358-7732 or linda.maclea@wsu.edu

If you have questions regarding the assessments, please contact Joyce M. Harbison, Principal Assistant at 509-358-7667 or joyce.harbison@wsu.edu

Text and Resources

Diseases, Complications, and Drug Therapy in Obstetrics: A Guide for Clinicians. Gerald G. Briggs, BPharm, FCCP and Michael Nageotte, MD. ISBN: 978-1-58528-202-9. It is also available through ASHP with a member discount in softbound and as an eBook.

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Course Goals

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5. Explain the role of medications during labor and delivery in both complicated and uncomplicated pregnancies.

This course will meet the following WSU College of Pharmacy curriculum outcomes:

1c. Clinical sciences - Pharmacotherapy

1c-7. Understand the pathophysiology of various disease states amenable to pharmaceutical intervention relative to drug treatment protocols for patient care decisions.

1c-10. Design pharmacotherapy alterations specific for special populations, i.e. pediatric patients, geriatric patients, and patients with genetic variability, using accurate and precise calculations, and monitor for positive and negative outcomes.

1c-16. Apply evidence-based decision-making to patient care.

5b. Pharmacotherapy Assessment

5b-3. Identify and evaluate medical and drug therapy data regarding the appropriateness of a patient's pharmacotherapy, continuing effectiveness of therapeutic plans, and intended therapeutic outcomes to make sound clinical judgments and decisions.

5b-5. Make appropriate pharmacotherapy adjustments for specific populations, i.e. pediatric patients, geriatric patients, and patients with genetic variability, using accurate and precise calculations, such as in pharmacokinetics to monitor for positive and negative outcomes. (Also 1c-9 Pharmacotherapy and 1a-14 Biomedical/pharmaceutical science knowledge).

5b-7. Be proficient at utilizing methods of outcomes monitoring and assessment techniques for optimal.

5c. Care Plan Development

5c-1. Formulate a patient-centered, culturally-relevant pharmaceutical care plan based on successful prior collection, evaluation of patient information, and use of clinical practice guidelines.

6e. Quality Management/Assurance and Patient Safety

6e-4. Manage the systematic and continuous process of evaluating and improving the utilization of medications in a patient population, understand the causes of medication error, and utilize strategies for error reduction, in order to enhance the quality and cost effectiveness of care, and assure patient safety. (Also 6b-2 Medication distribution and control).

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This course will cover the following concepts from the ACPE Standards and Guidelines Pharmacist-Provided Care for Special Populations:

- Pathophysiologic and pharmacotherapy alterations specific for special population patients (e.g. pregnant) for prescription and nonprescription medications.
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Course Work

***The Diseases, Complications, and Drug Therapy in Obstetrics* course is an online elective course:**

- You will be asked to take a pre-course self-assessment. You will not be provided the correct answers. You may use these questions as a self-study guide throughout the course to reflect on your progress.
 - A chapter from the text should be read. Next, the video-recording should be watched. It is important to follow this sequence since the presenters were asked to highlight and illustrate key points covered in the chapter. The presenters are charged with bringing the information to life for the participant through a conversation that may include specific examples and cases.
 - Objectives are provided at the beginning of each chapter and video-recording.
 - Each on-line presentation will be approximately one hour in length.
 - **Participation in Muddiest Point Discussions**
This course emphasizes active learning. It stresses discovery, analysis, and application through student engagement: listening, reading, reflecting, writing, and peer assessment. It encourages self-reflection, interaction, and discussion. Given the subject of the class, our explorations demand respect and sensitivity; open and honest communication is essential to understanding. All students are expected to come to the course space prepared to be engaged and open and to contribute to our ongoing discussions. This is a reading intensive, interactive class, thus I expect each student to carefully read and think critically about the assigned readings and be prepared to actively participate in ongoing discussion and individual writing assignments. Your interaction will be key to the success of the course as well as the kind and quality of learning that occurs in this class, and participation in the discussion board is recommended.
 - Lesson Assessment questions should be completed at the end of each lesson. These questions can be found in the **Assessments** folder. An 80% correct response is necessary to pass the class. If 80% is not achieved on the first attempt, the participant will be allowed one additional attempt to achieve a successful submission. If the end of lesson assessment is not successfully achieved after two attempts, please contact Joyce M. Harbison, Principal Assistant at 509-358-7667 or joyce.harbison@wsu.edu.
 - An overall course assessment will be conducted at the end of the class. You will be asked to work through four cases. An 80% correct response is necessary to pass the class. If 80% is not achieved on the first attempt, the participant will be allowed one additional attempt to achieve a successful submission.
 - To complete all requirements for the course, you must take a post-course self-assessment that will not be factored into your grade for the course. You will be asked to work through four cases. Once completed, you will be provided the correct answers.
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Course Expectations

Students are expected to read the text, listen to the video-recorded presentations to place the reading in context and independently submit answers to the assessment questions associated with each chapter.

INDIVIDUAL Guidelines

"Individual work" means that the student may not obtain assistance from any other person in completion of the assignment or examination. The assessments are open book with e-resources allowed.

- "Open book" means that the student may use the assigned textbook, notes taken in class, class handouts, and similar resources in completing the assignment or examination. "Open book" does not include use of e-resources.
- "e-resources allowed" means that students may use computers, PDAs, internet access or other forms of electronic resources, but does not include consulting with another person in the completion of the work.

Course Evaluations

Evaluations of courses/course modules are a valuable and important component of the College's commitment to provide quality learning experiences and contribute to our efforts to assure that students achieve the objectives of our professional degree program. Thus, all evaluations are given serious consideration as part of the assessment process. Because the most effective way to impact positive changes is through constructive comments, we encourage you to provide feedback as you would wish to receive it. This will allow the presenters to focus on improvements or affirm students' perspective on effective elements of the course.

Grading

In light of the philosophy and intent of this course where the emphasis is on learning and personal growth/development, this course is offered as a pass/fail course. A passing grade will be attained by achieving an 80% on chapter assessments.

Assessment	Points Possible for each Assessment	S(atisfactory) Percentage Required on EACH Assessment	S(atisfactory) Points Required on EACH Assessment
Lesson Assessments (27)	5	80%	4

Grade	Percentage
Satisfactory (S)	≥ 80% on each Assessment
Fail (F)	≤ 79%

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Transferring Credit

This is a noncredit course for non-WSU pharmacy students. Students interested in obtaining transcript credit for *Diseases, Complications, and Drug Therapy in Obstetrics* should discuss transferability of credits with their home institutions prior to taking this online course.

Washington State University will issue a certificate of completion for each student who successfully passes each module as described in the grading section. The certificate will serve as documentation of course completion to facilitate elective credit from the student's school/college of pharmacy.

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Course Schedule

We recommend that you plan to complete approximately 2 lessons per week to assure completion of the course over the 16 week period.

Week	Topic	Assignment
1	Introduction Gerald Briggs	Pre Course Self-Assessment
1	Lesson 1: Physiologic Changes During Pregnancy Michael Nageotte	Lesson 1 Assessment
2	Lesson 2: Developmental Toxicity and Drugs Gerald Briggs	Lesson 2 Assessment
2	Lesson 3: Drug Use and Lactation Phillip Anderson	Lesson 3 Assessment
3	Lesson 4: Clinical Pharmacokinetics in the Pregnant Patient Brenda Kelly	Lesson 4 Assessment
3	Lesson 5: Use of OTC Meds in Pregnancy Brenda Kelly	Lesson 5 Assessment
4	Lesson 6: Teratology Risk Assessment and Counseling Dee Quinn	Lesson 6 Assessment
4	Lesson 7: Preterm Labor and Deliver David Lewis	Lesson 7 Assessment
5	Lesson 8: Preterm Premature Rupture of Membrane David Lewis	Lesson 8 Assessment
5	Lesson 9: Fetal Lung Maturity Kathleen Berkowitz	Lesson 9 Assessment
6	Lesson 10: Multifetal Gestation John Elliott	Lesson 10 Assessment
6	Lesson 11: Gestational Hypertension, Preeclampsia, and Eclampsia Julie Scott	Lesson 11 Assessment
7	Lesson 12: Abruptio Placentae Tamerou Asrat	Lesson 12 Assessment
7	Lesson 13: Placenta Previa David Lagrew	Lesson 13 Assessment
8	Lesson 14: Fetal Arrhythmias Anjan Batra	Lesson 14 Assessment

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8	Lesson 15: Induction of Labor Anna Galyean	Lesson 15 Assessment
9	Lesson 16: Pain Control in Labor Michael Haydon	Lesson 16 Assessment
9	Lesson 17: Postpartum Obstetric Hemorrhage Jennifer McNulty	Lesson 17 Assessment
10	Lesson 18: Ambulatory Management of Asthma during Pregnancy Leslie Hendeles	Lesson 18 Assessment
11	Lesson 19: Depression in Pregnancy Gideon Koren	Lesson 19 Assessment
11	Lesson 20: Management of Gestational Diabetes Kathleen Berkowitz	Lesson 20 Assessment
12	Lesson 21: Epilepsy in Pregnancy and Breastfeeding David Lourwood	Lesson 21 Assessment
12	Lesson 22: Chronic Hypertension in Pregnancy Kimey Ung	Lesson 22 Assessment
13	Lesson 23: Infectious Disease Stephanie Chao	Lesson 23 Assessment
13	Lesson 24: Nausea and Vomiting of Pregnancy Gerald Briggs	Lesson 24 Assessment
14	Lesson 25: Autoimmune Diseases in Pregnancy Christina Chambers	Lesson 25 Assessment
15	Lesson 26: Thromboembolic Disease in Pregnancy Wendy Abe-Fukushima	Lesson 26 Assessment
15	Lesson 27: Thyroid Disease in Pregnancy Julie Kelsey	Lesson 27 Assessment
16		Case Studies Self-Assessment
16		Post Course Self-Assessment
16		Course Evaluation

Academic Integrity

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the

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course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to <http://conduct.wsu.edu/academic-integrity-policies-and-resources>. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).
