I. Contact Information

**Course Coordinators:**
Jessica Brady, PharmD, BCPS  
Clinical Associate Professor  
*Office: Bienville 115  
Phone: 318-342-1697  
*Email: brady@ulm.edu  
Office Hours: M-Th 1-4 pm

Tibb Jacobs, PharmD, BCPS  
Clinical Associate Professor  
Office: Shreveport Campus  
Phone: 318-342-1813 (office); 318-573-8115 (cell)  
*Email: jacobs@ulm.edu  
Office Hours: M-Th 1-4 pm

**Course Instructors:**
Yong-Yu Liu, PhD, MD  
Professor  
*Office: Bienville 368  
Phone: 318-342-1709  
*Email: yliu@ulm.edu  
Office Hours: M-Fri 8-11 am or by appointment

Girish Shah, PhD  
Professor  
*Office: Bienville  
Phone: 318-342-1693  
*Email: shah@ulm.edu  
Office Hours: M-Th 1-4 pm

Seetharama Jois, PhD  
Professor  
*Office: Bienville  
Phone: 318-342-1993  
*Email: jois@ulm.edu  
Office Hours: M-Th 1-4 pm, Friday by appointment only

Shawn Manor, PharmD, BCPS  
Clinical Professor  
*Office: Shreveport Campus  
Phone: 318-342-1800  
*Email: manor@ulm.edu
Office Hours: M-Th 1-4 pm by appointment only

Courtney Robertson, PharmD, BCPS
Clinical Assistant Professor
*Office: Bienville 119
Phone: 318-342-1171
*Email: robertson@ulm.edu
Office Hours: M-Th 8-11 am

Stephen Hill, PharmD, BCPS
Clinical Assistant Professor
Office: Bienville 117
Phone: 318-342-1730
*Email: shill@ulm.edu
Office Hours: M-Th 1-4 pm and F by appointment

Savannah Posey, PharmD, BCPS
Assistant Professor
Office: Bienville 123
Phone: 318-342-3176
*Email: Posey@ulm.edu
Office hours: M-Th 8-11 am (or by appointment)

Laurel Sampognaro, PharmD
Clinical Associate Professor
*Office: Bienville 176B
Phone: 318-342-1721
*Email: sampognaro@ulm.edu
Office hours: M-Th 8-11 am (or by appointment)

Ronald Hill, PhD
Associate Professor
*Office: Bienville 310
Phone: 318-342-1706
*Email: rhill@ulm.edu
Office Hours: TBA or by appointment

Hilary Tice, PharmD, BCPS
Clinical Assistant Professor
Office: SHV RM 113
Phone: 318-342-1818
Email: tice@ulm.edu
Office Hours: M thru TH 1-3:30 pm
*Zoom

II. Course Pre-requisites/Co-requisites
Pre-requisites - PHRD 4085 – (Therapeutics III – Infectious Disease)
Co-requisites - None
III. Course Description
4 Cr. Principles of pathophysiology, pharmacology, medicinal chemistry, clinical pharmacokinetics and pharmacotherapy (including both prescription and non-prescription medications where applicable) as they apply to drug therapy management of disease.

IV. Curricular Objectives and Outcomes
CAPE Domain 1 – Foundational Knowledge
1.1. Learner (Learner) – Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

CAPE Domain 2 – Essentials for Practice and Care
2.1. Patient-centered care (Caregiver) – Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities.)

CAPE Domain 3 – Approach to Practice and Care
3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

ACPE Appendix 1
Biomedical Sciences
Pathology/Pathophysiology: Basic principles, mechanisms, functional changes and metabolic sequelae of human disease impacting cells, organs, and systems.

Pharmaceutical Sciences
Clinical Chemistry: Application of clinical laboratory data to disease state management, including screening, diagnosis, progression, and treatment evaluation.
Medicinal Chemistry: Chemical basis of drug action and behavior in vivo and in vitro, with an emphasis on pharmacophore recognition and the application of physicochemical properties, structure activity relationships, intermolecular drug-receptor interactions and metabolism to therapeutic decision-making.
Pharmaceutics/Biopharmaceutics: Physicochemical properties of drugs, excipients, and dosage forms important to the rational design and manufacture of sterile and non-sterile products. Application of physical chemistry and dosage form science to drug stability, delivery, release, disposition, pharmacokinetics, therapeutic effectiveness, and the development of quality standards for drug products.
Pharmacokinetics: Mathematical determination of the rate of drug movement from one therapeutic or physiologic compartment to another. Application of physicochemical and kinetic principles and parameters to therapeutically important issues, such as drug delivery, disposition, therapeutic effectiveness, and beneficial or adverse interactions in general and specific populations.
Pharmacology: Pharmacodynamics, mechanisms of therapeutic and adverse drug actions and interactions, lifespan-dependent variations in physiology or biochemistry that impact drug action and effectiveness, and application of these principles to therapeutic decision making.

Clinical Sciences
Clinical Pharmacokinetics Application of basic pharmacokinetic principles and mathematical models to calculate safe and effective doses of drugs for individual patients and adjust therapy as appropriate through the monitoring of drug concentration in biological fluids.
Natural Products and Alternative and Complementary Therapies: Evidence-based evaluation of the therapeutic value, safety, and regulation of pharmacologically active natural products and dietary
supplements. Cultural practices commonly selected by practitioners and/or patients for use in the promotion of health and wellness, and their potential impact on pharmacotherapy.

Patient Assessment: Evaluation of patient function and dysfunction through the performance of tests and assessments leading to objective (e.g., physical assessment, health screening, and lab data interpretation) and subjective (patient interview) data important to the provision of care.

Patient Safety: Analysis of the systems- and human-associated causes of medication errors, exploration of strategies designed to reduce/eliminate them, and evaluation of available and evolving error-reporting mechanisms.

Pharmacotherapy: Evidence-based clinical decision making, therapeutic treatment planning, and medication therapy management strategy development for patients with specific diseases and conditions that complicate care and/or put patients at high risk for adverse events. Emphasis on patient safety, clinical efficacy, pharmacogenomic and pharmacoeconomic considerations, and treatment of patients across the lifespan.

Public Health: Exploration of population health management strategies, national and community-based public health programs, and implementation of activities that advance public health and wellness, as well as provide an avenue through which students earn certificates in immunization delivery and other public health-focused skills.

Self-Care Pharmacotherapy: Therapeutic needs assessment, including the need for triage to other health professionals, drug product recommendation/selection, and counseling of patients on non-prescription drug products, non-pharmacologic treatments and health/wellness strategies.

V. Course Specific Objectives and Outcomes

At the conclusion of this course, students should be able to:

- Demonstrate knowledge of the medicinal chemistry, pharmacological mechanism of action and related pharmaceutical topics of selected medications and medication classes used to treat endocrine disorders. (1.1)
- Identify appropriate non-pharmacologic therapy, based upon patient- and disease-specific information. (1.1, 2.1, 3.1)
- Develop appropriate pharmacotherapeutic regimens based upon patient- and disease-specific information. (1.1, 2.1, 3.1)
- Develop a plan for monitoring the pharmacotherapeutic regimen for efficacy, toxicity, and adverse effects. (1.1, 2.1, 3.1)
- Develop a plan for educating the patient regarding drug therapy. (1.1, 2.1, 3.1)
- Review a patient-specific drug therapy regimen and make adjustments as necessary. (1.1, 2.1, 3.1)

VI. Course Topics

Topics to be covered in this module include gastrointestinal and respiratory system pathophysiology, pharmacology, medicinal chemistry, and drug delivery. Therapeutics topics include GERD/PUD, nausea/vomiting/diarrhea/constipation, IBD/IBS, hepatitis, cirrhosis, hepatic failure, drug induced hepatotoxicity, nutrition cystic fibrosis, pulmonary hypertension, tuberculosis, asthma, theophylline concepts, chronic obstructive pulmonary disease, and smoking cessation.

VII. Instructional Methods and Activities

Instructional methods may include traditional lectures, distance learning, in-class discussion of patient cases, small group discussions, problem-based learning, case-based learning, and individual projects or assignments.

VIII. Evaluation and Grade Assignment

Exams may consist of any combination of multiple choice, true/false, short answer, and clinical situations as determined by the instructor, administered in electronic format by use of ExamSoft. Each student will be required to present to the exam with a working computer on which the exam
has been downloaded. Scratch paper will be provided and must be returned prior to exiting the classroom following the exam.

- The exam will be made available in a time such that students will be able to download the exam \textit{PRIOR} to the test time. Students will not be given extra time to take the exam to allow for the downloading of the test document.
- Students must upload the exam in a timely fashion. Failure to do so will result in a zero on that exam. In the event of an internet issue, students who have an issue uploading the exam will contact the course coordinators immediately and it will be addressed at the discretion of the coordinators.

Each lecture period will be worth 12 points.

Students wishing to review their exams with the course coordinators or with a specific lecturer must do so \textit{within 2 weeks} of when the test scores are posted, or \textit{within 1 week} of the time that the score for the final exam is posted.

Problems or issues with question(s) should be first directed, via e-mail, to the instructor who wrote it. The course coordinator(s) should be copied on this email, but it is the responsibility of the instructor to address the concern(s). (If the student is unsure which instructor wrote a specific question, then he or she may ask the course coordinator.) The student is expected to include references or rationale to support their challenge of the question in writing. The challenge will be reviewed by the instructor, and his or her decision will be shared with the course coordinator(s). Discussion of a dispute will occur only after a written query is submitted, with reasoning for the challenge.

After the exams have been graded and an item analysis performed, questions may be discarded or otherwise adjusted at the discretion of the Course Coordinators, in consultation with the faculty on that exam, before arriving at final grades. When, due to faculty concerns regarding a question appearing on an administered examination, or as the result of a student-generated appeal that is judged to be valid and of merit by course faculty and/or coordinators, the question will generally be omitted from the grade calculation for all students – the total points for the course grade will be \textit{reduced}. Course coordinators reserve the right to deviate from this general guideline, however, according to their professional judgment as it pertains to the specifics of the issue with the question deemed to be flawed.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>108 pts</td>
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<tr>
<td>Exam 2</td>
<td>96 pts</td>
</tr>
<tr>
<td>Exam 3</td>
<td>120 pts</td>
</tr>
<tr>
<td>Assignments/quizzes</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Grading Scale:
- 89.5 – 100%   A
- 79.5 – 89.49% B
- 69.5 – 79.49% C
- 59.5 – 69.49% D
- $\leq$ 59.49% F

Any student earning a non-passing grade of “D” or “F” on an exam will be required to participate in mandatory tutoring sessions offered by the course instructor(s) until such a time that they obtain a passing average in the course.
Undergraduate mid-term grades will be posted on-line for students to view via Banner. Mid-term grades indicate a student’s status at mid-semester only and do not indicate the final performance outcome of a student.

**Student Success Policy:** [http://www.ulm.edu/pharmacy/documents/ospa/earlyintervention.pdf](http://www.ulm.edu/pharmacy/documents/ospa/earlyintervention.pdf)

“Students scoring < 70% (excludes quizzes, assignments, bonus, etc.) will be required to submit to the coordinator written, narrative responses to select lecture objectives that will be provided within 24 hours of the posting of their exam grade to Moodle. These objectives will be in the form of a Moodle assignment and represent unit- or lecture-level objectives to be tested upon in the next scheduled course exam.

Written responses must be submitted no later than one calendar week before the next scheduled exam. Responses must be written in complete sentences and may not be copied or pasted from any source, including class notes, treatment guidelines, textbooks, or any internet site. Submissions found to contain responses that have not been written in a student’s own words will be considered a failure to submit.

In addition, students will be required to review each failed exam’s ExamSoft-generated missed item report with the instructor responsible for each section of material. The discussion should include the student’s reasoning for the incorrect answer as well as the reason for the correct answer.

In addition to answering objectives as described above and reviewing missed item reports, first professional year students scoring <70% on any exam and having an overall exam average <70% (excludes quizzes, assignments, bonus, etc.) will meet with the Director of Professional Affairs.

Failure to submit this required assignment will result in ineligibility to remediate.”


Remediation is a privilege that must be earned through demonstrated attendance and active participation throughout the semester that the non-progressing grade was earned. To be eligible for remediation, the student must have demonstrated regular attendance, completed all assigned work in the course and utilized other academic resources such as tutoring and meetings with the instructor.

Remediation will be offered to any student earning a course average of ≥65% regardless of the total number of students failing. If ≥7% of the enrolled students fail to earn a grade of “C” or better in a required course, then remediation will be allowed for any student earning a final non-progressing grade of “D” or “F” for the course. Those who choose remediation will be given an incomplete (“I”) until the time that remediation is finished.

Students choosing remediation must make a score of ≥70% on the targeted remediation exam to pass and receive a final grade of “C” in the course. No grade higher than a “C” can be made in the course with remediation. If the student makes a grade of <70% on the targeted final, their original grade will take the place of the “I” grade. The student can then re-enroll in the course at the next offering if eligible based on school progression policies. If this is the student’s second “F” grade in the curriculum, the student will be dismissed from the program.

Students will be allowed to remediate with a targeted remediation exam no more than three (3) times total in their P1-P3 years. Students may not remediate a class more than once. There will be no make-up exams in the remediation.
Students with a grade of “C” or better are not eligible to use remediation in an attempt to improve their grade in that course.

Students receiving a non-progressing grade as a result of a disciplinary action are not eligible to remediate that course in that semester.

IX. Class Policies and Procedures

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see http://www.ulm.edu/studentpolicy/). Additional class policies include:

a. Textbooks (required):
3. Lemke, Williams, Roche, Zito, eds. Foyes Principles of Medicinal Chemistry 7th ed., Walters Kluwer/Lippincott Williams & Wilkins, 2013. ISBN 978-1-60913-345-0. (This text is available via our LW&W Health Library collection.)
4. Additional REQUIRED reading materials may be posted on Moodle by course faculty.

b. Attendance Policy: Class attendance is regarded as an obligation as well as a privilege, and students are expected to know attendance regulations and to attend regularly and punctually at classes in which they are enrolled. Failure to do so may: (1) prevent access to the classroom during regularly scheduled times; (2) jeopardize a student’s scholastic standing; and (3) lead to suspension from the School or University. Students must submit excuses for class absences to course coordinators within three class days after returning to classes.

Professors shall accept an official University excuse. With the following exceptions, professors are to determine whether absences are excused or unexcused: 1) Absences arising from authorized trips away from the University or from special duties at the University shall be excused. 2) Absences arising from a student’s confinement in a hospital or other in-patient facility or doctor’s excused absences shall be excused. Students are responsible for verifying providing documentation to the faculty, which will be verified. 3) Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law or father-in-law.

c. Make-up Policy: Each student is expected to attend each exam at the date and time specified. If a student cannot attend an exam due to valid University excuse, he/she must speak directly with the course coordinator, as soon as possible. The course coordinator must be notified prior to an examination if a student misses an exam. The ULM SOP Excused Absence Policy must be followed. Please refer to the official document for details. In case of emergency, the course coordinator must be notified within 48 hours of the emergency. Failure to do so will result in a zero (0) grade for that exam. Make-up exams will be prepared at the same or higher level than the original exam. The format of the make-up exam may be written or oral. Failure to attend a scheduled make-up exam will result in a zero (0) grade for that exam. Students missing an exam due to a University approved excuse will take the make-up exam during the week of finals, or as determined by the course coordinator.
d. **Academic Integrity:** Faculty and students must observe the ULM published policy on Academic Dishonesty (see Page 4 of the ULM Student Policy Manual - [http://www.ulm.edu/studentpolicy/](http://www.ulm.edu/studentpolicy/)). All professional students will adhere to the standards set forth in the School of Pharmacy’s Code of Conduct ([http://www.ulm.edu/pharmacy/documents/ospa/codeofconductv82011.pdf](http://www.ulm.edu/pharmacy/documents/ospa/codeofconductv82011.pdf)).

**Censures (Penalties)**
Academic dishonesty will result in a referral to the Committee on Ethical and Professional Standards with a recommendation for a grade of "F" for the course and expulsion from the School of Pharmacy. Academic dishonesty includes, but is not limited to, the use of information taken from others’ work or ideas, the provision of help to others on non-collaborative evaluations (tests, quizzes, etc.), collaboration on take home exams, or the use of unapproved information or electronic devices to assist in obtaining an answer to the question.

e. **Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation.

f. **Student Services:** Information concerning student services in the School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, students should pay special attention to the University’s technical standards and policies concerning students with special needs ([http://www.ulm.edu/studentpolicy/studentpolicy.pdf](http://www.ulm.edu/studentpolicy/studentpolicy.pdf)). ULM student services, such as the Student Success Center ([http://ulm.edu/cass/](http://ulm.edu/cass/)), Counseling Center ([http://ulm.edu/counselingcenter/](http://ulm.edu/counselingcenter/)), and Student Health Services, is available at the following Student Services web site [http://ulm.edu/studentaffairs/](http://ulm.edu/studentaffairs/). Students with special needs requiring accommodations MUST follow the process described at [http://rxweb.ulm.edu/pharmacy/student/specialneeds.pdf](http://rxweb.ulm.edu/pharmacy/student/specialneeds.pdf).

**Mental Wellness on the ULM Campus**
If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.

- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution’s academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

*Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit [www.ulm.edu/titleix](http://www.ulm.edu/titleix).*
g. **Emergency Procedures**: Please review the emergency escape plan in the classrooms and hallways of the Bienville building. Move quickly and in an orderly manner to the appropriate stairwell and exit the building. The meeting place for this class will be the far end of the north parking lot between the Bienville building and Broadmoor Blvd. Under no circumstances is the elevator to be used for emergency evacuation. Any student needing assistance should notify the professor immediately. For emergencies, to contact University Police, call 1-911 from landlines and 342-5350 from cell phones. **The course coordinators reserve the right to adjust the syllabus or schedule, in accordance with University and School policies and procedures.**
## X. Course Schedule

**Monday and Wednesday 10:00-11:50, B170**

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Monday and Wednesday 10:00-11:50</th>
<th>Instructor</th>
<th>Points on Exam</th>
<th>TQs due</th>
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<tr>
<td></td>
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</table>
| 1       | 8/19/19 | - Respiratory pathophysiology/pharmacology  
                   - Pharmacology of mast cell stabilizers, 
                      leukotriene receptor antagonists, and 
                      intranasal corticosteroids | Liu        | 12 pts         | 9/18/19 |
| 2       | 8/21/19 | - Med Chem of mast cell stabilizers, leukotriene receptor antagonists, and intranasal corticosteroids  
                   - Respiratory med chem | R. Hill    | 12 pts         | 9/18/19 |
| 3       | 8/26/19 | - Respiratory med chem  
                   - Inhalation devices | R. Hill    | 6 pts          | 9/18/19 |
|         |         | Brady                            | 6 pts      |                |         |
| 4       | 8/28/19 | Asthma                           | Jacobs     | 12 pts         | 9/18/19 |
| 5       | 9/2/19  | Labor Day                        |           |                |         |
| 6       | 9/4/19  | Asthma                           | Jacobs     | 12 pts         | 9/18/19 |
| 7       | 9/9/19  | Asthma                           | Jacobs     | 6 pts          | 9/18/19 |
|         |         | - Allergic Rhinitis/immunotherapy |            |                |         |
| 8       | 9/11/19 | COPD                             | Brady      | 12 pts         | 9/18/19 |
| 9       | 9/16/19 | Smoking Cessation               | Sampognaro | 12 pts         | 9/18/19 |
| 10      | 9/18/19 | Cystic Fibrosis                 | Tice       | 12 pts         | 9/18/19 |
| 11      | 9/23/19 | - PAH pharmacology  
                   - PAH therapeutics | Liu        | 6 pts          | 10/23/19|
|         |         | Posey                            | 6 pts      |                |         |
| 9/25/19 | Exam 1 (Lecture periods 1-9)    |            | 108 pts       |                |         |
| 12      | 9/30/19 | - TB med chem  
                   - TB pharmacology | R. Hill    | 6 pts          | 10/23/19|
|         |         | Shah                             | 6 pts      |                |         |
| 13      | 10/2/19 | TB therapeutics                  | Posey      | 12 pts         | 10/23/19|
| 14      | 10/7/19 | - GI Pathophysiology  
                   - Pharmacology of antacid agents | Liu        | 12 pts         | 10/23/19|
|         |         | Posey                            | 12 pts     |                |         |
| 15      | 10/9/19 | - Pharmacology of other GI agents (including prokinetic agents, N/V/D/C agents, monoclonal antibodies, steroids, etc.)  
                   - Pharmacology of DMARDs | Liu        | 6 pts          | 10/23/19|
|         |         | Shah                             | 6 pts      |                |         |
| 16      | 10/14/19| Med Chem of antacids and other GI agents | Jois      | 12 pts         | 10/23/19|
| 17      | 10/16/19| - Med Chem of DMARDs  
                   - Therapeutics of N/V/D/C | Jois      | 6 pts          | 10/23/19|
<p>|         |         | Manor                            | 6 pts      |                |         |
| 18      | 10/21/19| Therapeutics of N/V/D/C          | Manor      | 12 pts         | 10/23/19|
| 19      | 10/23/19| Therapeutics of GERD/PUD         | Jacobs     | 12 pts         | 11/27/19|
|         | 10/28/19| Therapeutics of GERD/PUD         | Jacobs     | 12 pts         | 11/27/19|
| 10/30/19 | Exam 2 (Lecture periods 10-17)  |            | 96 pts        |                |         |</p>
<table>
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<tr>
<th>No.</th>
<th>Date</th>
<th>Topic</th>
<th>Instructors</th>
<th>Points</th>
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<tr>
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<td>Therapeutics of IBS/IBD</td>
<td>Jacobs</td>
<td>12 pts</td>
<td>11/27/19</td>
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<td>11/6/19</td>
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<td>Jacobs</td>
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<td>11/27/19</td>
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<td>22</td>
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<td>Pathophysiology and Therapeutics of Nutrition</td>
<td>Robertson</td>
<td>12 pts</td>
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<td>23</td>
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<td>Pharmacology of Hepatitis</td>
<td>Shah</td>
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<td>24</td>
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<td>S. Hill</td>
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<td>Therapeutics of cirrhosis, hepatic failure, and drug induced toxicity</td>
<td>Manor</td>
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<td>Therapeutics of cirrhosis, hepatic failure, and drug induced toxicity</td>
<td>Manor</td>
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<td>Exam 3 (Lecture periods 18-27)</td>
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