

# PHA5163L Professional Skills Lab 3

Fall 2023

*1 Credit Hour – [A-E Grading]*

*This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating the patient. Additional skills include collaborating as an interprofessional team member, safe and accurate dispensing of medications, and contributing to a culture of safety and improvement. The focus is caring for patients with infectious diseases, cardiovascular disorders, and pulmonary disorders with problems that are simple to moderate in complexity. The patient care skills and tasks taught in this course will prepare you to enter hospital practice settings during your Hospital Introductory Pharmacy Practice Experience (HIPPE).*

## Teaching Partnership Leaders

**Janet Schmittgen, PharmD**

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- Office: 352-273-9547
- Phone: 614-805-1608

Office Hours: *Please see Canvas course site for posted office hours.*

*See Appendix A. for Course Directory of Faculty and Staff Contact Information*

## Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a pharmacist to perform:

### **Patient Care Provider Domain**

1. Collect information to identify a patient's medication-related problems and health-related needs.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.
4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
5. Write a note that documents the findings, recommendations, and plan from a patient encounter.

### **Interprofessional Team Member Domain**

6. Collaborate as a member of an interprofessional team.

### **Population Health Promoter Domain**

7. Identify patients at risk for prevalent diseases in a population.
8. Minimize adverse drug events and medication errors.
9. Maximize the appropriate use of medications in a population.

### **Information Master Domain**

11. Educate patients and professional colleagues regarding the appropriate use of medications.

### **Practice Manager Domain**

13. Oversee the pharmacy operations for an assigned work shift.
14. Fulfill a medication order.

## Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Utilize an electronic health record (EHR) (EHR Go) to collect relevant information for a specific patient and disease state to assess appropriateness of drug therapy.
2. Perform a medication history interview.
3. Perform medication reconciliation for a hospitalized patient.
4. Communicate with other healthcare professionals verbally and in the EHR.
5. Document patient care recommendations and interventions in the EHR.
6. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
7. Defend a therapeutic plan in writing and verbally using guidelines and primary literature for patients at risk for or with the following disease states:
  - a. Bacterial infections (e.g. UTIs, pneumonia, strep throat)
  - b. DVT, PE, AFib
  - c. Hypertension
  - d. Hypercholesteremia
  - e. Smoking Cessation
8. Recommend appropriate individualized dosing regimens for patients receiving:
  - a. vancomycin
  - b. aminoglycosides
  - c. heparin
  - d. warfarin
9. Recommend appropriate antibiotic therapy for a patient based on patient specific parameters (kidney function, antibiogram, culture and sensitivity data)
10. Explain how an antibiotic stewardship program improves patient outcomes, reduces microbial resistance, and decreases the spread of infections.
11. Complete IV to PO therapeutic interchanges based on a protocol.
12. Counsel a patient on a therapeutic plan.
13. Utilize Motivational Interviewing techniques to encourage a patient to quit smoking.
14. Select appropriate smoking cessation therapy for a motivated patient.
15. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family.
16. Critically appraise recently published journal articles.
17. During all skills laboratory simulations and activities:
  - a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
  - b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
  - c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
  - d. Recognize that one's professionalism is constantly evaluated by others.
  - e. Demonstrate communication skills with patients, healthcare providers, leadership skills, team skills, professionalism, cultural sensitivity, and patient advocacy.

## Course Pre-requisites

Successful completion of all Year 1 Pharm.D. program coursework, including milestones.

## Course Co-requisites

There are no co-requisites for this course

## Course Outline

See Appendix. Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

## Required Textbooks/Readings

None.

Use [UF VPN to access UF Libraries Resources](#) when off-campus.

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this

URL:<http://www.library.health.ufl.edu/>

## Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

## Other Required Learning Resources

1. Top 300 Drugs Flashcards
  - The flashcards are available for free through Access Pharmacy: [hUp://accesspharmacy.mhmedical.com/qa.aspx#tab5](http://accesspharmacy.mhmedical.com/qa.aspx#tab5)
2. EHR Go
  - EHR Go is an educational EHR used throughout the PharmD curriculum, including in skills lab, patient care courses and capstones. Students will be expected to purchase a subscription to this program.
  - Create your EHR Go account by going to: <http://ehrgo.com>. Select **Subscribe** in the upper, right corner and enter the following Pharmacy Student Program Key: **S96Y29**
  - Follow the on-screen instructions to create your account and apply your subscription. Refer to Canvas for more detailed information
  - 2PDs are encouraged to purchase a 2-year Student Subscription

## Materials & Supplies Fees

\$13 per student-Check with Dr. Whalen

## Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

[The Canvas® gradebook will be set-up using the percentages below to compute the grade.]

*Table 1.1 Evaluation and Grading*

Assessment Item	Grade Percentage
<b>Weekly Pre-Lab Quizzes (n=12; 1.25% each)</b>	15%
<b>Weekly Skills Assessments (n=14; 5% each)</b>	70%
<b>Top 200 Drug Exam</b>	15%
Total	100%

Table 1.2 Grading Scale

Percentage	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

**Rounding of grades:**

Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student's grade is "close."

**Weekly Pre-Lab Quizzes**

Weekly pre-lab quizzes will be administered online through Canvas. Quizzes will consist of knowledge related to that week's module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

Students who arrive after the start of the pre-lab quiz will be given a paper copy and only allowed the remaining time to complete the quiz. (E.g. a student who arrives 3 minutes after the start of the pre-lab quiz will be given a paper copy and allowed the 7 minutes remaining to complete the quiz).

If you have an excused absence from lab, you will be excused from taking the quiz (EX in the gradebook). No make-up quizzes will be offered.

Quiz questions/answers for pre-lab quizzes in skills labs will not be released to students. This is consistent with the patient care courses. Faculty may choose to clarify difficult questions and students are encouraged to come talk to the faculty if they have questions about what they missed on a specific prelab quiz.

**Top 200 Drug Exam**

This will consist of 75 multiple choice questions taken from the drug cards (approximately 25 of the questions will come from 1PD drugs). The exam will be administered via Examssoft or other approved formats.

Eligible content includes the brand name(s), generic name, drug class, dosage form (including how supplied), category/common FDA label indication, MOA, Box Warnings, Briggs Pregnancy **Recommendation ONLY IF "CONTRAINDICATED"** (meaning patients shouldn't use it during pregnancy), and common adverse reactions (>10%), key patient counseling points.

Students must obtain **80% or better on this exam**. Those who do not achieve this score will retake the exam (maximum of two retakes permitted). The score earned on the first attempt will be the score which will be used for determining the course grade.

This is a self-taught portion of the course and students are responsible for preparing themselves for the exam. A list of the drugs that will appear on the examination will be released at the beginning of the course.

In the event of a REAL EMERGENCY (illness, sudden death in the family), a make-up examination may be provided and is at the discretion of the teaching partnership leader.

We will be using the Top 200 (300) Drug Cards available for free to students and faculty through Access Pharmacy. A list of the drugs students are expected to know each semester will be posted on Canvas.

Exam is **ALWAYS** cumulative: any card, any info, any drug that they've been assigned previously is fair game.

## Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System
3. PlayPosit

For technical support, navigate to [Educational Technology and IT Support Contact Information](#) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

## Artificial Intelligence Use

The use of artificial intelligence (AI) text generators such as ChatGPT on assignments, projects, quizzes, and exams is prohibited in this course. Use of AI text generators is considered evidence of academic dishonesty. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

## Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the General [Pharm.D. Course Policies](#) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

## Course Specific Policies

The Policies in the following link apply to this course. Review the [Skills Lab Policies](#) carefully at this URL: <https://curriculum.pharmacy.ufl.edu/current-students/course-policies/skills-lab-policies/>

## Makeup Assignments

Makeup assignments may be required for excused absences from all laboratory sessions. Students will be contacted if a make-up assignment is due. Students should complete the make-up assignment within one week of the missed session.

## Late Assignments

Pre-class assignments are due before your lab session, unless otherwise noted. Pre-lab assignments must still be completed even if you are absent from Skills Lab. In-class assignments are due before the end of the lab session, unless otherwise noted. Please verify that documents have been uploaded correctly to receive full credit on the assignment. Point deductions may result for late assignments.

- 0-24 hours late: 25% reduction of the earned score (max score possible: 75%)
- 24-48 hours late: 50% reduction of the earned score (max score possible: 50%)
- 48 hours late: Assignment will be assigned a score of 0

## Accessibility and Belonging Statement

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the [UF COP Course policies](#).

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF [COP Student Mistreatment Report](#).

## Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

# Appendix A. Course Directory

## Teaching Partnership Leader/Course Director(s):

### Janet Schmittgen, Pharm.D.

- Email: [jschmittgen@cop.ufl.edu](mailto:jschmittgen@cop.ufl.edu)
- Office: 352-273-9547
- Phone: 614-805-1608

Office Hours: *Please see Canvas course site for posted office hours.*

### Jacksonville Campus Coordinator:

Jessica Huston, Pharm.D.

- Email: [jessicahuston@cop.ufl.edu](mailto:jessicahuston@cop.ufl.edu)
- Phone: 904-244-9590

### Orlando Campus Coordinator:

Lisa Vandervoort, Pharm.D.

- Email: [lvandervoort@cop.ufl.edu](mailto:lvandervoort@cop.ufl.edu)
- Phone: 407-313-7013

### Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

## Other Teaching Partnership Faculty Members:

### Kelsey Cook, PharmD, BCPS

- Email: [kelsey.cook@cop.ufl.edu](mailto:kelsey.cook@cop.ufl.edu)
- Office: Jacksonville
- Phone: 904 – 244 - 9876

### Adonice Khoury, PharmD, BCPS

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- Office: Gainesville
- Phone: 352 – 273 – 8136

### Nicole Maranchick, PharmD

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**Kayihura Manigaba, PharmD, BCIDP**

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**Priti Patel, PharmD**

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**Bradley Phillips, PharmD**

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- Phone: 352 – 273 - 6236

**Jason Powell, PharmD, BCACP**

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- Office: Gainesville
- Phone: 352 – 265 - 7015

**Bethany Shoulders, PharmD, BCCCP**

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- Office: Gainesville
- Phone: 352 – 294 - 8780

## Instructional Designer:

**Skylar Johnson, M.A.**

- Email: [skylarjohnson@cop.ufl.edu](mailto:skylarjohnson@cop.ufl.edu)
- Phone: 352 – 273 - 5719

## Academic Coordinator Gainesville Campus:

**Hanna Stallard**

- Email: [hstallard@ufl.edu](mailto:hstallard@ufl.edu)
- Office: HPNP 4309
- Phone: 352 – 273 - 6312

[Absence Request Ticket 2PD](#)

## Educational Coordinators

**Katie Orben**

- Email: [korben06@ufl.edu](mailto:korben06@ufl.edu)
- Office: Jacksonville Campus

**Jessica Linares**

- Email:
- Office: Orlando



**Questions to Ask:**

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of ExamSoft and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

## Appendix B: Course Outline

Please refer to Canvas for pre-lab activities, videos and readings that are required for lab preparation. Modules will open each week on Wednesday evening. *The first faculty name in each "Responsible" cell indicates the module leader.*

Date	Mod#	Lab Session	Contact Time (hr)	Objectives	Responsible
08/16/23	1	Session 1: EHR in the Hospital	2	1	<b>Janet L Schmittgen</b> , Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu-Sawwa, Tracy Leonard
08/22/23	2	Session 2: Medication Reconciliation	2	1,2,3,4,5	<b>Janet L Schmittgen</b> , Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu-Sawwa, Tracy Leonard
08/29/23	3	Session 3: Journal Club	2	16	<b>Priti Patel</b> , Janet L Schmittgen, Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu- Sawwa, Tracy Leonard
09/05/23	4	Session 4: Infectious Disease in the Community	2	6,7,9,10,12	<b>Lisa M Vandervoort</b> , Janet L Schmittgen, Jessica Huston, Kelsey Cook, Renad Abu-Sawwa, Tracy Leonard
09/12/23	5	Session 5: Individualized Dosing of Antibiotics	2	8,9	<b>Nicole Maranchick</b> Janet L Schmittgen, Jessica Huston, Kelsey Cook, Lisa M Vandervoort, , Renad Abu- Sawwa, Tracy Leonard
09/19/23	6	Session 6: Infectious Disease in the Hospital	2	4,6,7,8,9,10	<b>Kayihura Manigaba</b> , Janet L Schmittgen, Jessica Huston, , Kelsey Cook, Lisa M Vandervoort, Nicole Maranchick, Renad Abu- Sawwa, Tracy Leonard
10/03/23	7	Session 7: Presenting Patients	2	1,4,6,7,9,10	<b>Bethany Ruth Shoulders</b> , Janet L Schmittgen, Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu- Sawwa, Tracy Leonard
10/10/23	8	Session 8: SOAP Notes and More	2	1,4,5,7,8	<b>Lisa M Vandervoort</b> , Janet L Schmittgen, Jessica Huston, Kelsey Cook, , Renad Abu-Sawwa, Tracy Leonard
10/17/23	9	Session 9: IV to PO Conversions	2	4,5,11	<b>Adonice Paul Khoury</b> , Janet L Schmittgen, Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu- Sawwa, Tracy Leonard




<b>Date</b>	<b>Mod#</b>	<b>Lab Session</b>	<b>Contact Time (hr)</b>	<b>Objectives</b>	<b>Responsible</b>
<b>10/24/23</b>	10	Session 10: Cardiovascular Care in the Community: Hypertension and Hyperlipidemia	2	2,4,6,7,12,15	<b>Jason Powell,</b> Bradley Phillips, Janet L Schmittgen, Jessica Huston, Lisa M Vandervoort, Renad Abu-Sawwa, Tracy Leonard
<b>10/31/23</b>	11	Session 11: Cardiovascular Medication Management in the Hospital	2	4,6,7,8	<b>Adonice Paul Khoury,</b> Janet L Schmittgen, Jessica Huston, Kelsey Cook, Renad Abu-Sawwa, Tracy Leonard
<b>11/07/23</b>	12	Session 12: Cardiovascular Care in the Community: Anticoagulation	2	2,4,6,7,12,15	<b>Jason Powell,</b> Janet L Schmittgen, Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu-Sawwa, Tracy Leonard
<b>11/14/23</b>	13	Session 13: Presenting Patients Part 2	2	1,4,6,7,9	<b>Bethany Ruth Shoulders,</b> Bradley Phillips, Janet L Schmittgen, Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu-Sawwa, Tracy Leonard
<b>11/21/23</b>	14	Session 14: Smoking Cessation	2	12,13,14,15	<b>Bradley Phillips,</b> Janet L Schmittgen, Jessica Huston, Kelsey Cook, Lisa M Vandervoort, Renad Abu-Sawwa, Tracy Leonard

# Appendix C. Weekly Performance Checklist

## Example

### Journal Club Rubric

	<b>Exemplary (Score = 17)</b>	<b>Proficient (Score = 15)</b>	<b>Developing (Score = 13)</b>	<b>Unacceptable (Score = 10)</b>
<b>Frequency of participation in class</b>	Student initiates contributions more than twice.	Student initiates contribution twice.	Student initiates contribution once.	Student does not initiate contribution and needs instructor to solicit input.
<b>Quality of comments</b>	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
<b>Listening Skills</b>	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect and build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

ID Cases   					
Criteria	Ratings				Pts
Give a snapshot assessment of abilities to make a valid recommendation that would be followed by peer medical professionals.	10.0 pts Full Marks Correct answer on 1 attempt	7.5 pts Second Attempt Second attempt with correct answer	5.0 pts Third Attempt Third attempt with correct answer	0.0 pts No Marks Unable to formulate acceptable answer after 4 attempts.	10.0 pts
Total Points: 10.0					

## SBAR Individual Assessment

Item	Checklist Item	Done/Not Done
<b>Analytical Checklist</b>		
1	The student introduces himself/herself as a pharmacist.	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (2.5 points)
2	The student verifies patients name and date of birth with the physician.	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
3	The student concisely states the <u>situation</u> .	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
4	The student states the <u>background</u> of the case.	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
5	The student states the <u>assessment</u> of the situation.	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
6	The student states the <u>recommendation</u> for the case.	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
7	The student offers to explain the change in therapy to the patient.	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
<b>Global Checklist</b>		
8	The student effectively communicated using appropriate language, volume, rate, and vocabulary	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
9	The student used nonverbal communication effectively (good eye contact, no distracting mannerisms)	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
10	The student appeared organized and logical in dealing with the physician	<input type="checkbox"/> Done <input type="checkbox"/> Not Done (5 points)
11	I would seek help/advice from this pharmacist in the future	<input type="checkbox"/> Yes <input type="checkbox"/> No (2.5 points)
<b>Total Score (out of 50 points):</b>		

**Rounding Rubric**

<b>Criteria</b>	<b>Ratings</b>						<b>Pts</b>
Give a snapshot assessment of abilities to present and/or answer questions regarding the patient and/or disease state	50.0 pts	45.0 pts	40.0 pts	35.0 pts	30.0 pts	0.0 pts	50.0 pts
	Full marks- Answer is Correct AND complete with adequate detail/depth on first attempt (minimal prompting or clarification of question)	Answer is Correct AND complete on second attempt (prompting or clarification of question and/or looking up in notes)	Answer is Correct AND complete on third attempt (prompting and/or looking up on notes)	Answer is Correct AND Complete on fourth attempt (prompting or looking up in notes)	Answer is Correct BUT incomplete on fifth attempt (prompting or looking up in notes)	No marks Unable to formulate acceptable answer on fifth attempt	

Total Points: 50.0

# Appendix D: Lab Sessions

## Gainesville

Session 1: 8:00 am-9:50 am Teams 1-6

Session 2: 10:00 am-11:50 am Teams 7-12

Session 3: 1:00 pm-2:50 pm Teams 13-18

Session 4: 3:00 pm-4:50 pm Teams 19-21

## Jacksonville

Session 1: 10:00 am-11:50 am Teams 22-25

Session 2: 1:00 pm-2:50 pm Teams 26-28

## Orlando

Session 1: 8:00 am-9:50 am Teams 29-32

Session 2: 10:00 am-11:50 am Teams 33-37

Session 3: 1:00pm-2:50pm Teams 38-41