Meeting Time and Place

1 Credit
Grading: S/N Only
Course Web Site: https://moodle.umn.edu/
Term: Spring 2014
Dates: January 20 - March 3, 2015
Location: 10:10 - 12:05 p.m. WDH 7-193 / LSci 165
Class meets weekly on Tuesdays from
Enrollment limit: 30

Target audience: This course is appropriate for students who are interested in exploring pharmacy practice from an international perspective. During this 7-week scheduled course; students will learn from practicing pharmacists on a weekly basis with discussion on the implications of what was learned and how it can apply to the students own future practice of the profession. Students will also have the opportunity for self-reflection of these experiences and at the end of the course synthesis their own professional/practice vision that incorporates an international perspective.

Course Instructors and Information

Course Instructor(s):

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<tbody>
<tr>
<td>Professor (Course Director, Twin Cities)</td>
<td>Assistant Professor (Course Director, Duluth)</td>
</tr>
<tr>
<td>Center for Leading Healthcare Change</td>
<td></td>
</tr>
<tr>
<td>Office: 7172 WDH</td>
<td>Office: Life Sciences, 215,</td>
</tr>
<tr>
<td>Email: <a href="mailto:ander245@umn.edu">ander245@umn.edu</a></td>
<td>Email: <a href="mailto:kkfierke@d.umn.edu">kkfierke@d.umn.edu</a></td>
</tr>
<tr>
<td>Phone: 612-626-5158</td>
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<thead>
<tr>
<th>Julie Johnson, PharmD.</th>
<th>Jessica Ward-Denison, M.A.</th>
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<tbody>
<tr>
<td>Assoc. Professor (Twin Cities)</td>
<td>Coordinator of Prof and Ext Relations</td>
</tr>
<tr>
<td>Office: 5-102 WDH</td>
<td>Office: 5-130 WDH</td>
</tr>
<tr>
<td>Email: <a href="mailto:jkjohn@umn.edu">jkjohn@umn.edu</a></td>
<td>Email: <a href="mailto:jward-de@umn.edu">jward-de@umn.edu</a></td>
</tr>
<tr>
<td>Phone: 612-625-1615</td>
<td>Phone: 612-625-4657</td>
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Overview of the course

Course content:
The International Pharmacy Practice and Leadership Directed Studies course is designed to broaden the understanding of pharmacy practice to a global level. This interactive course aims to achieve four specific outcomes:

- Provide the student with an International perspective and appreciation for the diversity of pharmacy practice in other regions of the world.
- Allow the students to critically assess and incorporate positive aspects of international practice into their vision for practice.
- Develop in the student an open-mindedness to other ways of thinking, doing, acting.
- Understand the impact of culture as a determinant of health services delivery.

It is believed that the preceding goals cannot be accomplished via passive learning through an experience that is primarily restricted to a classroom. It is believed that the preceding goals can best be accomplished in an active dialogue with pharmacist practitioners in other regions of the world. This course will connect the students with practitioners via Skype who will describe their practices then participate in an active discussion with the class. Following the international practitioner presentation there will be an assessment of the practice and its relevance to practice development in the United States.

Course format:
This is an in-classroom course; available on the Twin Cities campus.

The content of this course will be facilitated through the classroom and students will Skype with international practitioners sharing their practice perspective. Discussion, reflective writing exercises (RWEs), and presentation of a practice and/or professional vision are the primary outputs of the course. Assignments may be individual and/or collaborative. In Moodle, content will be organized into course Modules.

Prerequisites

There are no prerequisites for this course.

Computer/Technology Requirements

The University of Minnesota computer requirements are listed here:
- [http://www1.umn.edu/moodle/start/technical.html](http://www1.umn.edu/moodle/start/technical.html)

Course Learning Objectives

Students who successfully complete this course will:

1. Define the aspects of pharmacy practices that are similar and different among a variety of countries.
2. Identify and describe pharmacy practices and define accepted quality of care in the countries reviewed.
3. Compare and contrast patient experiences from varying countries to U.S. pharmacy Practice.
4. Communicate a personal pharmacy-practice vision that incorporates elements learned from various international practices.
5. Develop and apply leadership qualities that are unique to leading a program that brings together pharmacists from other regions of the world.
<table>
<thead>
<tr>
<th>Class</th>
<th>Agenda/Topics</th>
<th>Learning Objectives</th>
<th>Activities / Assignments / Assessments</th>
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<tbody>
<tr>
<td>Jan 20</td>
<td>Introductory course session to include basic U.S. practices.</td>
<td>1, 2, 3</td>
<td>Assign for February 3rd: read Good Pharmacy Practice document and 100 Pharmacists Talking Video</td>
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<tr>
<td></td>
<td>Description of vision and assignment to assist students</td>
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<td></td>
<td>Taiwan Ya-Feng (Jay) Wen - Duluth Helen Chiang - Twin Cities</td>
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<tr>
<td>Jan 27</td>
<td>Eeva Terasalmi- Finland</td>
<td>1</td>
<td>Review document &quot;Association of Finnish Pharmacies&quot;</td>
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<tr>
<td>Feb 3</td>
<td>Jacqueline Surugue - France (Hospital Pharmacy)</td>
<td>1, 2, 3</td>
<td>Reflective Journal Due 2/8/15</td>
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<tr>
<td>Feb 10</td>
<td>Warren Meek (Community Pharmacy)</td>
<td>1, 2, 3</td>
<td>Reflective Journal Due 2/15/15</td>
</tr>
<tr>
<td>Feb 17</td>
<td>Ema Paulino - Portugal</td>
<td>1, 2, 3</td>
<td>Reflective Journal Due 2/22/15</td>
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<tr>
<td>Feb 24</td>
<td>Prof. Dick Tromp, the Netherlands Good Pharmacy Practices document of FIP:</td>
<td>1, 2, 3</td>
<td>Before class: read Good Pharmacy Practice document and 100 Pharmacists Talking Video</td>
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<td>30 min: intro of course, intro to vision statement &amp; reflective journals</td>
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<td>30 min: share why students are taking the course &amp; what they hope to learn</td>
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<td>60 min-Dick: GPP &amp; his practice</td>
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<td>Mar 3</td>
<td>Final Class: Presentation of Practice/Professional Vision</td>
<td>4, 5</td>
<td>Practice/Professional vision</td>
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Readings, Course Web Site, and Assignments

Required Text, eReserve, or Materials
All text associated with the course will be provided to the student via Moodle.

Assignments
The course schedule, including dates and times of all assignments, can be found on the course web site in Moodle. An abbreviated version is available at the beginning of the syllabus (Course schedule and outline).

Graded Assignments
Completion of all assignments is required, including the journal reflections and the practice/professional vision project. The assignments will enhance your learning of the course materials.

This class is graded as Pass/Fail. To pass the course, all assignments must be completed. Because the focus of this course is primarily discovery, reflection and awareness building, application of a traditional A-F grading scheme is inconsistent with measuring one’s learning within this course. Evaluation methods traditionally associated with use of a quantitative scale for assigning course grades is also inconsistent with key characteristics of leadership development which are inherently based on self-motivation, self-direction and an ability to maintain a sense of personal accountability for one’s effort and outcomes. Stated more directly, in this course you will get out of it what you put into it. Therefore, a self-evaluation of one’s participation in the course’s learning activities will ultimately be the most important component of a final performance assessment.

Journal Reflections
Due weekly (five days after the speaker presentation on Saturday at midnight) – these are 1-2 pages and it is recommended to complete fairly quickly after class, as you reflect upon the specific information provided from the speaker/country.

- What did you learn from the speaker about practice in his/her country that could impact pharmacy practice in the United States or your career?
- What is your assessment of the strengths and limitations of pharmacy practice with in the country we discussed?
- Share your overall impressions of what you heard from the speaker.
- Would you like to practice in this country? Why or why not?

Journal Reflection

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<tr>
<th>Strong</th>
<th>Good</th>
<th>Adequate</th>
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<tr>
<td>Introspective. Delves into the reflective questions with a desire to understand more about self. Provides reflective insight into how the international perspective can affect their future practice.</td>
<td>Communicates effectively throughout the journal reflections by providing additional insight into experienced situations.</td>
<td>Appropriate length. Answers the required journal questions.</td>
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College of Pharmacy Competency Domains

Please identify the Competency Domains and Sections met by this course.

<table>
<thead>
<tr>
<th>Domains:</th>
<th>Section covered*: (6.4.2 for example)</th>
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<tbody>
<tr>
<td>Domain 1: Patient-Centered Care</td>
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<tr>
<td>As a provider of care, the pharmacist is ethical, benevolent, empathetic, competent, open-minded, prudent in making judgments, and devoted to serving others. The pharmacist applies knowledge, experience, and skills to protect the welfare of humanity. The pharmacist willingly and respectfully cares for patients to assure optimal therapeutic outcomes.</td>
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<td>Domain 2: Population Health &amp; Vulnerable Communities</td>
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<td>As a promoter of public health, the pharmacist uses his/her expertise to partner with others to improve care for vulnerable communities or at risk populations. The pharmacist recognizes the differences between populations of individuals and seeks to alleviate disparities that exist.</td>
<td>3.4 3.7</td>
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<tr>
<td>Domain 3: Health Systems Management</td>
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<td>As a manager of health system resources, the pharmacist examines critical issues, assumptions, and limitations to produce and validate ways to deliver medications safely, effectively, and in a timely manner. The pharmacist demonstrates imagination, inventiveness, and courage by undertaking new endeavors to produce improved quality, productivity, efficiency, effectiveness, and innovation.</td>
<td>4.1 4.2 4.3 4.4</td>
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<td>Domain 4: Leadership &amp; Engagement</td>
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<td>In leading, the pharmacist demonstrates integrity and is habitually resolute, focused on excellence, knowledgeable about the “big picture,” strategic, focused, persuasive, open to feedback, decisive, visionary, empowering, and service-oriented.</td>
<td>5.0 5.1 5.2 5.4 5.6 5.7 5.8</td>
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<tr>
<td>Domain 5: Professional &amp; Interprofessional Development</td>
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<td>When collaborating, the pharmacist demonstrates critical thinking, excellent communication and leadership, and is goal-oriented, cooperative, assertive, respectful, enthusiastic, and reliable. The pharmacist consistently and consciously demonstrates high ethical and moral standards by considering how and when to act, acting in a manner that is clearly consistent with those standards and exercising accountability for those actions.</td>
<td>6.0</td>
</tr>
<tr>
<td>Domain 6: Knowledge, Scientific Inquiry, and Scholarly Thinking</td>
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<tr>
<td>In making use of scientific knowledge, the pharmacist explains with thoroughly researched, evidence based accounts of facts and data, and provides interpretations based on analysis of the importance, meaning, and significance. The pharmacist applies knowledge fluently, flexibly, and efficiently in diverse contexts.</td>
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* refer to College of Pharmacy Competency Domains for Section descriptions

Brief explanation of how that domain is covered:

**Attendance Policy**

Attendance is required for the class in order to participate in the discussion with colleagues and the international practitioners. Students will be required to complete all the activities and by the dates listed in the Moodle course site. If a student has more than one unexcused absence, they will not pass the course.
Participation & Communication

Learner Responsibilities
As an online learner, you must take an active role in your own learning. Below are some expectations for online learners in this course:

1. Ask for help as soon as you need it.
2. Ensure that your technology is working.
3. Have a back-up plan for technology breakdowns. Please note that limited or lack of access to technology will not be accepted as an excuse for lack of participation in any course activity or assignment.
4. Manage your time each week in order to meet the assignment and activity deadlines.
5. Participate by interacting with your peers and instructor on a consistent and regular basis as specified in the course syllabus and in the participation rubric.
6. Be a responsible group member on all group assignments.
7. Communicate in a respectful, professional, and appropriate manner.

General Course Policies

Copyright Notice
All original materials for this course, including all recorded lectures, are protected by United States copyright law and may not be reproduced, distributed, transmitted, displayed, published or broadcast without the prior written permission of the Regents of the University of Minnesota.

Honor Code
Academic misconduct is any unauthorized act which may give a student an unfair advantage over other students, including but not limited to: falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance. Instructors or a fellow student may report academic misconduct during an exam to the Course Instructors and the Honor Council for investigation.

Course Evaluations
Students will have an opportunity to complete online course evaluations for instructors and the course itself (including instructional strategies, etc) at the end of the semester. You are encouraged to contact one of the course directors or the Course Support Specialist any time you have concerns about the course or your progress in the course.

Disability Accommodations
The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services. All information will be kept confidential!

Minneapolis Campus
Disability Services
McNamara Alumni Center
200 Oak St SE Suite 180
Minneapolis, MN 55455
612-626-1333
www.ds.umn.edu/students/

Duluth Campus
Disability Services & Resources
256 Kirby Student Center
1120 Kirby Drive
Duluth, MN 55812
218-726-8217
www.d.umn.edu/access/

Mental Health Accommodations
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are also available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at http://www.mentalhealth.umn.edu
**Student Academic Integrity and Scholastic Dishonesty**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking an unfair advantage over others or misrepresenting someone else’s work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

**FERPA**

Per University statement regarding FERPA (Family Educational Rights and Privacy Act):

In this class, our use of technology may make students’ names and U of M Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this should not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, please contact our office. Visit [http://webct.umn.edu/instructors/ferpa.shtml](http://webct.umn.edu/instructors/ferpa.shtml) for more information.

**Academic Freedom and Responsibility**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors “Joint Statement on Rights and Freedoms of Students”

**University of Minnesota and College of Pharmacy Policy Reference**

The University of Minnesota has several campuses, which may follow varying policies and procedures. Students will generally follow the policies and contact information for their respective campuses. Visiting students (not officially admitted to any UMN school or program) in fully online courses will follow the policies and contact information for the Twin Cities campus, unless otherwise specified. Any questions can be directed to the course coordinator for your course.

University Faculty Senate has determined that instructors must have as part of the syllabus copies of, references to, or statements on the following and are encouraged to discuss elements of the policies particularly applicable to their course.

**Appropriate Student Use of Class Notes and Course Materials**

[http://policy.umn.edu/Policies/Education/Education/CLASSNOTESTUDENTSH.TML](http://policy.umn.edu/Policies/Education/Education/CLASSNOTESTUDENTSH.TML)

**Equity, Diversity, Equal Employment Opportunity, and Affirmative Action**


**Grading:**

College of Pharmacy:


University of Minnesota:

[http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html](http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html)

**Honor Code (College of Pharmacy):**

Student Conduct Code (University of Minnesota):
http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.pdf

Makeup Work for Legitimate Absences:
http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html

Teaching and Learning: Instructor and Unit Responsibilities:
http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html

Teaching and Learning: Student Responsibilities:
http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html

Use of Personal Electronic Devices in the Classroom:
http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html

Board of Regents Sexual Harassment Policy:
http://www1.umn.edu/regents/policies/humanresources/SexHarassment.pdf