This course adheres to the items listed in the College of Pharmacy Central Syllabus:
https://docs.google.com/a/umn.edu/document/d/1artQ5e1rbzxe8lETWo7BE8k8snZAEgMMz_QcW8yJ-Il/edit?pli=1

Meeting Times & Locations

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Duluth Room</th>
<th>Twin Cities Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 24th</td>
<td>8:00am – 12:05pm</td>
<td>LSci 163</td>
<td>MT 1-450</td>
</tr>
<tr>
<td>Tuesday, September 1st</td>
<td>1:25pm – 3:25pm</td>
<td>LSci 163 &amp; 165</td>
<td>MT 1-450 &amp; 1-451 WDH 2-120</td>
</tr>
<tr>
<td>Tuesday, October 27th</td>
<td>9:05am – 4:00pm (Duluth)</td>
<td>Lib 410, Griggs Center &amp; Kirby Ballroom</td>
<td>WDH 7-135 &amp; McNamara Alumni Center</td>
</tr>
<tr>
<td></td>
<td>10:10 – 4:00pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday, October 28th</td>
<td>9:05am – 4:00pm (Twin Cities)</td>
<td>LSci 163 &amp; Kirby Ballroom</td>
<td>MT 1-450 &amp; McNamara Alumni Center</td>
</tr>
<tr>
<td></td>
<td>10:10 – 4:00pm (Duluth)</td>
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</tbody>
</table>

Course Website: http://moodle.umn.edu

Instructional Team

If you need assistance with the course, contact one of the Teaching Assistants.

Technology Help, Duluth: 218-726-8847 itsshelp@d.umn.edu
Technology Help, Twin Cities: 612-301-4357 help@umn.edu

Faculty Office Hours: by appointment

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Course Description

Course content: For the third year of the Professional Development and Assessment Sequence, the emphasis will be on deeper exploration into career options, as well as the tools needed for contemporary pharmacy practice. Students will have the opportunity to engage with their peers as well as practicing pharmacists as they learn about the expectations of contemporary professional practice.

Career Development
Career development is the process of managing your personal development within a field of interest by gaining education, skills and mastery over a lifetime. The career development process starts with self-knowledge and self-awareness and then matching interests, aspirations and skills with options for study and work. The quality of this process significantly determines the nature and quality of individuals’ lives: the kind of people they become, the sense of purpose they have, the resources at their disposal and their contribution to society. Therefore, career development is a process of managing your life, learning and work.

Professional Development
Professional Development is the continuous process of acquiring new knowledge, skills, behaviors and practices that relate to one’s profession, job and social responsibilities, or work environment. Professional development is a comprehensive, sustained, and intensive approach to self-assessment, improving your effectiveness and adopting an identity within a profession. It includes obtaining the skills and experiences to succeed with an emphasis on improving and increasing capabilities and expertise through self-study or access to education and training opportunities in the workplace, through organizations, or through shadowing and mentorship.

There is a strong correlation between career development and professional development due to the fact that an intensive approach to improve one’s effectiveness increases one’s desire to search for more educational qualifications and certification, contributing to a desire to grow and shift careers as appropriate.

Course format: The course format varies from day to day and will include lectures, small group work, pharmacist interaction, and additional assignments and assessments. In-person sessions will be located in the technology-enhanced classrooms on both campuses, connecting Duluth and Twin Cities students to optimize interaction. Faculty for each day may assign and assess content. In addition to in-person class time, there may be online activities and assignments via the Moodle course site. For all course activities and assignments, emphasis will be placed on participation, attendance, and completed assignments which are vital to gaining full benefit from this course.

Prerequisites

- Successful completion of Professional Development and Assessment I, II & III

Requirements

Course Materials
- No materials are required in this course

Computer / Technology Requirements
- The University of Minnesota computer requirements are listed here: http://www1.umn.edu/moodle/start/technical.html
Attendance Policy
Students are expected to attend every class for which they are registered. Students are expected to attend classes on the campus where they are enrolled. Attendance points will be distributed throughout the course at the course directors’ discretion.

Students who have an excused absence will have make up work provided. All other conflicts will be resolved at the discretion of the Course Directors.

Goals & Objectives

Learning Objectives

1. Evaluate career options in the field of pharmacy
   a. Develop an action plan, using the SDLLL framework and previous career planning, that addresses the remainder of the Pharm.D. curriculum pertaining specifically to APPE selection and determining which APPE opportunities will best complement your career goals
   b. Develop an action plan focused on remaining electives, focus areas, emphasis areas, and/or dual degrees that contribute to your chosen career pathway(s)
   c. Evaluate your career progress via a review of the previous semester’s Career Action Plan
   d. Integrate the advice or feedback of preceptors, potential employers, and/or practitioners into the SDLLL process

   Domain Competencies: 5.0, 5.2, 5.5  Scientific Foundations: 5.3.1, 5.3.2

2. Describe the contemporary issues in professional pharmacy practice and the roles of a pharmacist today
   a. Investigate current issues related to pharmacy practice and the role of the profession
   b. Discuss how current issues could influence society and affect your future practice as a pharmacist
   c. Examine examples of professionalism in pharmacy practice by participating in discussions with practicing pharmacists and patients
   d. Describe the influence of communication skills and professional demeanor of a health professional on patient perceptions

   Domain Competencies: 4.5, 5.0, 5.2, 5.4, 5.5  Scientific Foundations: 5.3.1, 5.3.2, 5.3.3, 5.7.1, 5.7.3, 5.7.5, 5.7.7, 5.8.1, 5.8.2, 5.8.3, 5.8.9, 5.9.3, 5.9.5, 5.9.6

3. Continued competency development in all domain areas
   a. Demonstrate self-directed learning that helps move toward a personal career goal, develops an area of interest or addresses an area for growth
   b. Demonstrate expertise and build education skills by participating in peer teaching and advising with PDIs
   c. Articulate the key features of professionalism in the scope of contemporary pharmacy practice

   Domain Competencies: 4.0, 4.2, 5.0, 5.2, 5.3, 5.4, 5.7, 5.7.1, 5.7.3  Scientific Foundations: 5.3.1, 5.3.3, 5.8.1, 5.8.3, 5.8.12, 5.9.5, 5.9.6
Assessments and Grading

Assignments and learning activities

Graded Assessments

The following assignment descriptions are to give students a general idea of what each assignment requires. Students will be given more detailed assignment descriptions as the assignment approaches, along with corresponding grading rubrics.

Peer Teaching Preparation: PDIII students will review EBM skills related to article appraisal using an instructor-selected cardiovascular article. Students will evaluate the article in PDIII groups and large group discussion will identify major issues for discussion in a PDII Peer Teaching session to be held the following week. During the prep session, PDIII students will also develop questions to facilitate a group discussion of the article and will identify guidance to provide to help PDII student succeed in the second year. Preparation worksheets resulting from this session will be reviewed on a pass/fail basis to ensure that students are ready for the next week. Any students that do not earn a satisfactory rating will be contacted with guidance to improve their work and resubmit with a quick turn around.

PDII Peer Teaching Session: PDIII students will lead PDII students in an evaluation of the designated article in small groups. This teaching session has the dual benefit of helping PDII students to understand the EBM and pharmacotherapy expectations of the second year, as well as helping PDIII students to affirm the knowledge they have gained at this halfway point in the curriculum. At the conclusion of this session, PDIII students will provide a brief report on their session, including a self-assessment of teaching skill. These sessions are structured similarly to the Peer Teaching activity in PDAD II, which is completed in the second year.

Professionalism from a Patient Perspective: Students will engage in semi-structured interviews with patients who have a diverse set of experiences with the medical community. Students will be given the opportunity to practice non-clinically based interviewing skills as well as active listening and the displaying of empathy while they learn about professionalism from patients. The patients will share their reactions to the absence of professionalism by some healthcare providers and how this may serve as a barrier to patient-centered care. The student will be given the opportunity to reflect upon how the Oath of a Pharmacist and Code of Ethics apply to them as students and as eventual practitioners.

PED-Rx Position Paper: PED-Rx is a student and practitioner event held once per term. PDIII students will attend the event with PDII students. TED-style talks will be presented by a practitioner on a contemporary practice issue. Each talk is followed by a small group discussion lead by a practitioner. Students will synthesize information from readings and participation in the event into a two page position paper on the issue.

Professional Practice Case Scenarios: In small groups, students will work through a scenario focused around professional pharmacy practice and situations involving a lack of professionalism. Each student group will be paired with a practicing pharmacist, who will let the students identify the critical issues of the case and then offer feedback on the student groups’ solution. Each group will then present their scenario to the rest of the class so that discussion can be had on how to deal with difficult and complex issues of pharmacy practice. The students will learn at the end of the exercise that every scenario was indeed a real example and will also learn how the scenario was dealt with in the pharmacy setting. The student will be given the opportunity to reflect upon how the Oath of a Pharmacist and Code of Ethics apply to them as students and as eventual practitioners.
<table>
<thead>
<tr>
<th>Twin Cities Due Dates</th>
<th>Duluth Due Dates</th>
<th>Assessment</th>
<th>Learning Goals</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing</td>
<td>Attendance and participation in class sessions</td>
<td>All</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>August 31st 11:55pm</td>
<td>Peer Teaching Materials</td>
<td>3B</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>In Class</td>
<td>Peer Teaching Self-Assessment</td>
<td>3B</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>September 15, 2015 11:55pm</td>
<td>Self Directed Learning Assessment &amp; Plan</td>
<td>1A, 1B, 1C, 3A</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>October 27th 11:55pm</td>
<td>October 28th 11:55pm</td>
<td>Professionalism from a Patient Perspective Group Paper</td>
<td>2D, 3C</td>
<td>10</td>
</tr>
<tr>
<td>October 29th 11:55pm</td>
<td>October 30th 11:55pm</td>
<td>PED-Rx Position Paper</td>
<td>2A, 2B</td>
<td>10</td>
</tr>
<tr>
<td>October 30th 11:55pm</td>
<td>October 31st 11:55pm</td>
<td>Professional Practice Case Scenario</td>
<td>2C, 2D</td>
<td>10</td>
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<tr>
<td>November 15 11:55pm</td>
<td>Self Directed Learning Documentation</td>
<td>3A</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
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</table>

**Course Grading Policy**

This course is graded S/N (Satisfactory/Not Satisfactory). As with all required S/N course work in the College, students cannot progress without successfully passing.

Grades: 90 points and above = S, 89 points or less = N

To complete this course successfully, **students must complete each graded assessment satisfactorily and receive a point total of at least 90**. All work will be reviewed based on rubrics, which students can review when preparing their submissions. Each rubric assesses each component of the submission and rates work on a scale of 0 to 10 points. Each graded assignment requires completion. Students who do not earn at least 90 points in this course will be required to complete remediation activities.

**Statement on Penalties**

Participation in all days is required. Situations meeting the University’s criteria for an excused absence will be provided with a makeup assignment. All other conflicts will be resolved at the discretion of the Course Directors.

Participation includes completion of all preparatory work. Individual sessions may require pre-readings, an online assessment or other work to ensure the in-class time is productive for each student and for their groups. Additional work may be assigned to those who are unprepared and/or have not completed pre-class assignments.

It is expected that all work will be submitted on time. Work that is submitted more than 48 hours past the submission date will be considered incomplete, unless prior arrangements have been made with the course director. Submissions delayed without prior communication will result in penalties (e.g. extra work, reporting to academic standing) or will complete related alternative activities, at the discretion of the course director.
## Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:10am</td>
<td>Introduction and Career Action Plan Review &amp; Planning</td>
<td>• TBD</td>
</tr>
<tr>
<td>9:15 – 10:20am</td>
<td>Self-Directed Learning and PCOA Update</td>
<td>• TBD</td>
</tr>
<tr>
<td>10:30am – 12:05pm</td>
<td>Evidence-Based Medicine Peer Teaching: Prep Session</td>
<td>• TBD</td>
</tr>
<tr>
<td>1:25 – 3:25pm</td>
<td>Evidence-Based Medicine Peer Teaching: Teaching Session</td>
<td>• TBD</td>
</tr>
<tr>
<td>9:05 – 9:55am</td>
<td>Career Checkpoint</td>
<td>• TBD</td>
</tr>
<tr>
<td>10:10 – 11:00am</td>
<td>Post-Graduate Options and Preparation</td>
<td>• TBD</td>
</tr>
<tr>
<td>11:15am – 12:05pm</td>
<td>Residency Prep Session (optional)</td>
<td>• TBD</td>
</tr>
<tr>
<td>12:05 – 1:15pm</td>
<td>Career Fair (optional, lunch included)</td>
<td>• TBD</td>
</tr>
<tr>
<td>1:25 – 2:15pm</td>
<td>What to expect on APPEs Roundtables</td>
<td>• TBD</td>
</tr>
<tr>
<td>2:30 – 4:00pm</td>
<td>Professionalism Case Discussions</td>
<td>• TBD</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Assignments</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 10:10 – 11:00am | Navigating 4th Year and Transitioning to Practice Panel Discussion | Assignments  
• TBD |
| 11:15am – 12:05pm | Professionalism from a Patient Perspective | Assignments  
• TBD |
| 1:25 – 4:00pm | PED-Rx Event                                         | Assignments  
• TBD |