

Phar 6786: Acute Patient Care Pharmacotherapy

3.4 Credits

Course Syllabus SPRING 2020



Canvas Course Link: <https://canvas.umn.edu/courses/162699>

This course adheres to the items listed in the College of Pharmacy Central Syllabus:

<http://z.umn.edu/copcentralsyllabus>

Meeting Times & Locations (unless otherwise noted in the course schedule)

Date, Day	Time	Duluth Room	Twin Cities Room
Wednesday	10:10am-12:05pm	Lsci 163	Moos 1-451
Monday and Friday	1:25-3:20pm	Lib 410	WDH 7-135

Technology Help	Phone: 612-301-4357	Phone: 218-726-8847
	Email: help@umn.edu	Email: itsshelp@d.umn.edu

Instructional Team

Course Directors	Scott A. Chapman, Pharm.D. Associate Professor Department of Experimental and Clinical Pharmacology UMN College of Pharmacy-TC 7-115E Weaver-Densford Hall 308 Harvard St. SE Minneapolis, MN 55455 Phone: 612-624-7143 E-mail (preferred): chapm004@umn.edu Office hours: By appointment.	Heather Blue, Pharm.D., BCPS Assistant Professor Department of Pharmacy Practice and Pharmaceutical Sciences UMN College of Pharmacy-Duluth 109 Life Science 1110 Kirby Dr Duluth, MN 55812-3003 Phone: 218-726-6016 E-mail (preferred): hblue@d.umn.edu Office hours: By appointment
Instructors	Tracy Anderson-Haag, Pharm.D., BCPS Clinical Pharmacy Specialist-Transplantation Residency Program Dir.,PGY-2 Solid Organ Transplant Hennepin County Medical Center Email: Teresa.AndersonHaag@hcmcd.org	Jacqueline R. Barber, Pharm.D., FASHP, BCNSP Pharmacy Clinical Specialist - Nutrition Support PGY1 Residency Program Director Park Nicollet Methodist Hospital Pharmacy Clinical Professor, College of Pharmacy University of Minnesota, Minneapolis Email: Jacqueline.Barber@parknicollet.com
Anna Benson, Pharm.D. Critical Care Pharmacist Department of Pharmacy University of Minnesota Medical Center-Fairview Email: abenso12@fairview.org	Jon Jancik, Pharm.D., BCCCP Clinical Pharmacy Manager Clinical Pharmacy Specialist - Critical Care Residency Director PGY-2 Critical Care Hennepin County Medical Center Department of Clinical Pharmacy Email (preferred): jon.jancik@hcmcd.org	
Diana Langworthy, Pharm.D., BCPS Assistant Professor Pharmaceutical Care and Health Systems University of Minnesota College of Pharmacy 7-174 Weaver Densford Hall Email: dlangwor@umn.edu	Jared Larson, Pharm.D. Clinical Pharmacist- Medical ICU University of Minnesota Health University of Minnesota Medical Center Email: jlarso34@fairview.org	
Matthew P. Lillyblad, Pharm.D., BCPS-AQ CV Clinical Pharmacy Coord. – Cardiology/Critical Residency Program Director - PGY2 Cardiology Abbott Northwestern Hospital-Allina Health Email: matthew.lillyblad@allina.com	David Margraf, Pharm.D., BCPS Ph.D. Student, Experimental and Clinical Pharmacology College of Pharmacy University of Minnesota email: margr005@umn.edu	
Heather Muster, M.D., M.S. Nephrologist Davita Clinical Research University of Minnesota Physicians St. Luke's Hospital Email: heathermuster@gmail.com	Kelly Sioris, Pharm.D., Sr. Clinical Toxicologist SafetyCall International www.safetycall.com Clinical Assistant Professor Experimental and Clinical Pharmacology College of Pharmacy, University of Minnesota Phone: (952) 852-4625 Email: ksioris@safetycall.com	
Debra Skaar, Pharm.D., FCCM Associate Professor Department of Experimental and Clinical Pharmacology University of Minnesota College of Pharmacy Office: 7-109 Weaver Densford Hall Email: skaar006@umn.edu	Sakina Zaheer Pharm.D. PGY2 Pharmacotherapy Resident St. Luke's Hospital of Duluth sakina.zaheer@slhduluth.com	

Graduate Teaching Assistants	Arun Kumar, B.Pharm, Pharm.D, M.S. PhD student, Social and Administrative Pharmacy, Department of Pharmaceutical Care & Health Systems, College of Pharmacy, University of Minnesota, email: kumar468@umn.edu Shen Cheng, MS, PhD Student Graduate Research Assistant Experimental and Clinical Pharmacology University of Minnesota College of Pharmacy Email: cheng423@umn.edu	Canvas TA Jay (Ya-Feng) Wen, Pharm.D. Ph.D. Student Experimental and Clinical Pharmacology University of Minnesota College of Pharmacy 7-192 Weaver-Densford Hall wenxx164@umn.edu
Pharmacist Teaching Assistants	Andrew Kimmes, Pharm.D. PGY1 Resident, North Memorial Andrew.Kimmes@NorthMemorial.com	Joe Broughton Pharm.D. PGY1 resident, Essentia Health, SMMC Joseph.Broughton@essentiahealth.org
	Christine Wacek, Pharm.D. PGY1 Resident, North Memorial Christine.Wacek@NorthMemorial.com	Julia Sybrant Pharm.D. PGY1 resident, Essentia Health, SMMC Julia.Sybrant@essentiahealth.org
	Kate Graham Pharm.D. Essentia Health graha645@d.umn.edu	Louie Wimmer Pharm.D. PGY1 resident, Essentia Health, SMMC Louis.Wimmer@essentiahealth.org

DETAILED COURSE SCHEDULE

For a detailed course outline and schedule, see the course Canvas site (see link on cover page).

COURSE COMMUNICATIONS:

There will be frequent communication through email, announcements in class, and via the course site about course administrative issues. Please check both the web site and your email daily. If you are not in class, please get communications from a classmate.

On the course website you will see the following forums: "Course Announcements," and the "Clinical Forum/Discussion Board." Please check the Announcements forum for information from instructors regarding the course. Please use the Clinical/Discussion Board to post any content related questions and/or answers you may have. This board is to be utilized:

1. As a way for students to share ideas and help each other learn. It will be monitored intermittently by course faculty for potential input into discussions as well.
2. As a way for students to ask questions regarding administrative questions and/or requests related to the course. It will be monitored by one of our TAs once a day at the end of the day.

Computer / Technology Requirements

The University of Minnesota computer requirements are listed here:

- Canvas: This course will use Canvas to distribute resources and host course information.
- See Canvas setup requirements at <https://it.umn.edu/technology/resources/69116/all?km>.
- Internet-enabled device capable of accessing Canvas (lap-top computer)
- Internet-enabled device capable of accessing ParticiPoll (computer, tablet, smart phone, etc.)

Overview of the Course

DESCRIPTION

The Acute Patient Care course has been designed to provide teaching and learning through case examples of patient scenarios related to acute care disease states/conditions and the pharmacotherapeutic management of those disease states/conditions. The purpose of this course is to prepare students to approach patients with multiple medical problems and gain experience with the dynamic changes that patients may experience in association with being acutely ill. Examples of topics covered in the course include acute heart failure, alcoholic liver disease/failure, toxicologic emergencies, infectious diseases, septic shock, and acute kidney injury (see course schedule for a complete list of topics). Students will be expected to learn about pharmacotherapeutic intervention and developing therapeutic plans associated with patient case scenarios at the onset of a hospital admission as well as additional problems that could present over the course of a hospitalization or result in re-admission. Additional scenario problems will be incorporated into the cases as the course progresses and the cases and problems will become more complex. By the end of the course, students will have had an opportunity to address multiple medical problems, learn about pharmacotherapy decisions and be evaluated based on those decisions. Knowledge gained in this course will prepare students for the APPE acute care/institutional rotation.

Course Format:

The Acute Patient Care Pharmacotherapy course is structured and delivered using a variety of teaching and learning strategies, including standard lectures, team based learning activities, and large group activities. To assess student learning in the course, there are several opportunities for students to show knowledge gained in the course through online exams, a midterm exam, and a final exam. In addition, there are several active learning/team based learning sessions and a large group clinical question assignment. Please see below in the Assessments and Grading section for more details.

Active Learning:

Active learning refers to a broad range of teaching strategies which engage students as active participants in their learning during class time with their instructor. Typically, these strategies involve some amount of students working together during class, but may also involve individual work and/or reflection. These teaching approaches range from short, simple activities like reflection, problem solving and paired discussions, to longer, involved activities or pedagogical frameworks like structured team-based learning. There is a well-established evidence base supporting the use of active learning. The benefits to using such activities are many, including improved critical thinking skills, increased retention and transfer of new information, increased motivation, improved interpersonal skills, and decreased course failure. Active learning works best when students are actively participating. Please take full advantage of these opportunities by preparing for each class, completing all pre-work and readings, and actively engaging in classroom discussions.

Prerequisites

The Acute Patient Care course is designed to serve as an integrated topics course that will cover a number of disease states and conditions, and provide examples of pharmacotherapy agents, many of which were covered in previous courses. As such, all courses prior to the spring of the P3 year are important, as knowledge gained in many of those courses will be applied in this course.

Course Requirements

PEDAGOGICAL GOALS and TOOLS:

One of the hallmarks of being a professional is a dedication to lifelong learning. To promote lifelong learning, we expect you to actively participate in your own education while in the College of Pharmacy. In order to be successful in this course you need to:

- Come prepared to class:
 - Watch pre-recorded presentations assigned and be prepared to answer questions
 - Complete assigned readings prior to class
 - Be prepared for quizzes and exams
 - Be prepared for active team based learning activities
- Bring your Internet-enabled device to class each day to facilitate Canvas quizzes and ParticiPoll.
- Participate in class
 - Contribute to solving patient cases which will be presented during lectures
 - Prepare for and participate in Team Based Learning (TBL) exercises
- Seek help when you need it!

Course Materials

RECOMMENDED TEXTS/READINGS

Students are urged to review the assigned readings prior to class to aid in the understanding of lecture material. The readings for the course will be outlined in the course schedule and include chapters from:

- **Applied Therapeutics. The Clinical Use of Drugs**, 11th Edition, 2018. Zeind CS and Carvalho MG. (Wolters Kluwer) – can be accessed through the course website.
- **Pharmacotherapy: A Pathophysiologic Approach**, 11th Edition, 2019, Ed. J.T. DiPiro et al. (McGraw Hill)
- Consensus guidelines and other recommended readings related to course topics as assigned by course faculty.

E-COURSE HANDOUTS AND MATERIALS:

Course notes and materials will be provided in electronic formats wherever possible through the Canvas course site. Whenever possible, the materials will be posted one week prior to a lecture, or earlier if available. Please review materials posted in advance of the class period to ensure preparedness for the upcoming week and class activity and scheduled in class quizzes. Physical copies of course materials will not be available for purchase in the bookstore.

Students are strongly urged to review the assigned readings prior to class to aid in the understanding of lecture material. Questions from the required readings may be included in course examinations (in addition to lecture and handout material).

Course Goals & Learning Objectives

At the conclusion of the course, students will be able to:	Applicable Domain
1: Apply knowledge of the pathophysiology of disease states and conditions they are likely to encounter in acute care settings, and align the pharmacotherapy management (indication, dosing, monitoring parameters (efficacy and safety) of those disease states and conditions.	Domain 6: Knowledge and Scientific Inquiry
2: Analyze the selection of common medications used in the acute care setting (i.e. sedatives, intravenous and oral anti-infectives, anti-ulcer agents, anti-arrhythmics, hemodynamic medications, anticoagulants, etc.) and determine the appropriate dose, dosing regimen, monitoring parameters, and therapeutic endpoints/goals of therapy for those medications.	Domain 1: Patient-Centered Care Domain 6: Knowledge and Scientific Inquiry

3: Evaluate a patient's condition(s); identify the acute problem(s); describe the indication(s) for pharmacotherapy, the monitoring parameters for medications prescribed for the acutely ill patient and the therapeutic goal for each therapy.	Domain 1: Patient-Centered Care Domain 6: Knowledge and Scientific Inquiry
4: Describe the rationale for frequent monitoring and assessment of pharmacotherapy in the acute care patient, and the potential need for changing therapy in patients who are experiencing rapidly changing clinical conditions.	Domain 1: Patient-Centered Care Domain 6: Knowledge and Scientific Inquiry
5: Assess an acute care patient's organ system function (i.e. kidney function) and identify the degree of function/dysfunction and medication(s) that may require dose adjustment.	Domain 1: Patient-Centered Care Domain 6: Knowledge and Scientific Inquiry
6: Explain what differences occur in physiologic parameters in a critically ill patient (i.e. serum albumin level) and adjust a medication regimen (i.e. phenytoin) according to patient specific information related to that therapy (i.e. serum phenytoin level) and altered pharmacokinetics associated with critical illness.	Domain 1: Patient-Centered Care Domain 6: Knowledge and Scientific Inquiry
7: Describe the patient safety practices (medication administration order sets, protocols, etc.) as an important role in the care of patients in the acute care setting.	Domain 3: Health Systems Management
8: Describe the role of pharmacists and other healthcare providers in the evaluation of medication use.	Domain 3: Health Systems Management Domain 4: Leadership and Engagement Domain 5: Professional and Interprofessional Development

Course Schedule*

See course Canvas site for course schedule.

* Course schedule is subject to change at course directors' discretion

Assessments and Grading

STUDENT EVALUATION AND GRADING:

Phar 6786 Overall Course Grade:

The overall course grade will be determined by the results of 6 case based Online Canvas Exams, 7 Team Based Learning/Active Learning Activities, 1 Clinical Question Assignment, 1 Case Based Multiple Choice Midterm Exam, and 1 Case Based Multiple Choice Comprehensive Final Exam.

ASSIGNMENT DUE DATES AND EXAM DATES:

All assignment due dates and exam dates will not be changed from those printed in the course schedule. Should the University be closed due to an unforeseen event, the assignment due date or exam will be rescheduled.

Note: Late work will not be accepted if a student has technical difficulties and all avenues of technical support to correct the problem were not attempted. Make-up exams for students who overlooked the due date and/or time will not be granted.

Online Canvas Exams:

Six online Canvas exams (CE) will be given via Canvas. Each online exam will assess material covered from the class periods indicated next to the Canvas Exam as designated in the course schedule. The number of questions and time allotted to complete the Canvas Exam will also be noted next to each of the Canvas Exams. The length of the exam (number of questions AND time allotted to complete the exam) will be based on the number of lecture hours covered in the exam. There will be 2 questions for each lecture hour, and the exam will be open for 5 minutes for each question. **For example:** *A Canvas Exam that covers 6 lecture hours, there will be 12 questions on the exam, and the exam will be open for 60 minutes.* You will be able to take the exam any time within that 24 hour period; however, once the online exam is opened you will have the indicated allotted time to complete it. The standard make-up policy will apply to all exams. Although the online exams are open-resource, they are not group projects. **Thorough study of the material for each Online Canvas Exam is strongly encouraged as it will prepare you for the closed resource mid-term exam and the comprehensive final exam.** Each student is expected to take the online exam independently and submit their own work. Each student is responsible for ensuring that they are appropriately logged into the course website when taking assigned exams. Each Canvas exam is weighted based on the number of lecture hours covered for each exam with **30%** of the total course grade counting towards the online Canvas exams (see assessment point value breakdown for each online Canvas Exam for more details).

Technical Support for Online Canvas Exams: For help with Canvas exam issues, go to <https://it.umn.edu/students>. If you need further help, please don't hesitate to call technology support at 612-301-4357 (1-Help Twin Cities) / 218-726-8847 (ITSS Help Desk Duluth). They are there to help! If you have technical difficulties during an online exams, or **if you are uncertain about your Canvas exam being submitted properly**, email both of the course directors and TA Jay(Ya-Feng) Wen immediately, including your chosen answers for the Canvas Exam questions. Late submission of Canvas exams will not be accepted if a student has technical difficulties and all avenues of technical support were not attempted.

Team Based Learning (TBL) sessions:

Each of the TBL sessions will be structured as an iRAT quiz where students respond individually, followed by a tRAT quiz that the table team answers collectively. The iRAT and tRAT portion of the activity will be followed by a team based learning applied activity. The TBL sessions are intended to be an active learning experience, thus students must be present and in class to earn a TBL grade. Working remotely does not demonstrate professionalism and will not be awarded credit. Further, tRAT credit is not available to students who do not complete an iRAT. Students are responsible for bringing all items needed to complete the readiness assessments (this may include computers, tablets, phones, batteries, etc.). Students without a working device will not be awarded credit - paper and/or verbal answers will not be accepted.

- **TBL Grading:** We will hold 7 TBL sessions each worth 3 points (accounting for 21% of the overall grade).
 1. The iRAT will count for 1.25 points
 2. The tRAT will count for 1.25 points (A correct answer on the second try of the tRAT will result in ½ credit for that question).
 3. One question from the applied activity (selected at the end of the session) will count for 0.5 points.

TBL Absentee policy: TBL sessions are considered required attendance class activities. The iRAT quiz will start on time, and questions missed due to tardiness will be forfeited. If a student has an **unexcused absence** and/or does not complete an iRAT, they will also receive a 0 for the tRAT. In the event of an **excused absence**, students will receive the class average for the iRAT and tRAT for their first excused TBL session absence. Any excused TBL session absences after the first excused absence will result in students receiving 50% of the class average for the iRAT score and 50% of their teams tRAT score. All excused absences must be discussed with the course directors prior to the TBL session.

tRAT Appeals process: If, after team discussion, your team does not agree with an answer to an iRAT/tRAT question, your team may make an appeal to challenge this answer. The appeal must be submitted to the course directors within 48 hours of the TBL session. The course directors will forward the appeal to the content expert for review and judgement on the appeal. Individual appeals will not be accepted.

Clinical Question Assignment:

Answering clinical questions related to patient care pharmacotherapy through the review and assessment of drug information and literature resources is a skill that pharmacists use in providing care to patients as part of a patient care team. To provide students with the experience of researching clinical questions related to acute care pharmacotherapy, students will be assigned to a group exercise where they will work together to answer a series of clinical questions. These clinical questions created from actual clinical patient care related issues similar to those that students will likely be asked to research during their APPE rotations and professionally as a pharmacist. This assignment is worth **10%** of the total course grade.

The assignment will be made available at the beginning of the course. Students are expected to search the literature and other drug information resources as necessary to answer each of the clinical questions. Students will be expected to support their answer(s) to the clinical question with supporting referenced resources (scientific literature, drug information resources, clinical practice guidelines, etc.) used to investigate and support the answer. This is an assignment that is to be submitted as a group as one document, and a group grade will be received by the group. Students are expected to complete and turn in the assignment **NO LATER THAN** the due date noted in the course schedule. Assignments are to be turned in by posting them to the Canvas course website folder for your section. **In order to best help us keep track of your homework assignment and prevent duplicate document titles, please follow the instructions below:**

1. Submit as a PDF document only.
2. Label your file as follows: **Group Name_CQA**

Suggested steps for completing the clinical question assignments:

- Scheduled an initial meeting to review the case and the questions. Discuss issues within the case that need to be addressed.
- Divide the questions up with in your group by assigning them to smaller groups for researching answers to the questions.
- Plan a follow-up meeting to discuss within your group each smaller group's contribution and to share the findings for each question.
- Create one final document of the answers to the questions for a group submission.
- Turn in on the due date (work turned in past the due date will receive 0 credit).

Mid-Term Exam*:

A mid-term exam covering class periods 1-13 (25 lecture hours) and TBL's 1-4 will contribute **13%** toward the overall course grade. This exam will not be graded on a curve. The use of electronic devices such as phones, pocket computers, programmable calculators, and other devices with electronic databases is not permitted during the exam unless specified by the course faculty administering the exam. Analysis of composite class response for all questions will be conducted prior to releasing the grades.

Comprehensive Final Exam*:

A comprehensive final exam will contribute **26%** toward the overall course grade. This exam will not be graded on a curve. The use of electronic devices such as phones, pocket computers, programmable calculators, and other devices with electronic databases is not permitted during the exam unless specified by the course faculty administering the exam. Analysis of composite class response for all questions will be conducted prior to releasing the grades.

***Exam Policy**

Exams will not be returned to students. Faculty will, however, facilitate the student's ability to view their exams at some point either during or outside of class time. This will be your only chance to comprehensively review your exam. If you have extenuating circumstances, you may schedule an appointment with the instructing faculty or teaching assistants to review any of your exams. Grades will NOT be given out over the telephone or by email.

Appeals process

This course will use a Google Form to help manage appeals/feedback on exam questions. Google appeal form links will be posted for each exam. Students wanting to appeal a question, need to complete the specific Google Form in its entirety (one for each question) and include justification for the answer chosen as well as why the other choices to be incorrect using materials presented in class.

Course directors will review every appeal. Please note this will take some time, and not all appeals will result in a grade adjustment. Please contact course instructors with any questions.

Missing Grades and/or Grade Discrepancies:

Students are responsible for checking the Canvas gradebook for missing grades and/or grade discrepancies. If a potential inaccuracy is identified students have **one week** from the day/time the grade is posted to notify the course director. After one week requests to change grades will not be honored.

MAKE-UP POLICY FOR EXAMINATIONS QUIZZES, etc.:

Please note MAKE-UP EXAMINATIONS WILL NOT BE OFFERED EXCEPT UNDER THE FOLLOWING CIRCUMSTANCES: illness, verified by a licensed professional; a family emergency, verified by the professional in attendance; or a University-sponsored event, verified by the sponsoring organization. Additional circumstances will be considered at the discretion of the instructor, but are not likely to be granted. If a student is unable to attend the scheduled exam, the course directors **must be notified (by email AND phone) at least 24 hours in advance of the exam time (where possible)**. If you do not receive a reply to your request prior to the exam time, please do NOT assume that your request has been granted; contact us again to confirm that your request was received and processed. If an acceptable circumstance or adequate documentation is not provided, a grade of zero on the exam will be assigned. Unless there are extenuating circumstances, students must contact the relevant instructor within 24 hours of the missed exam in order to be considered for a make-up. Depending on the circumstances, the make-up exam date will not be more than one week after the original exam date and will if possible occur before the original exam date.

Makeup Work for Legitimate Absences

Students are referred to the central syllabus (see above) for information and a link to the absence policy.

<http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>

Final Grade:

The final grade for the course will be determined according to the formula defined in the table below. Common rounding rules will be applied when determining the final grade ONLY (as per Microsoft Excel® where 0.5 and higher values are rounded up).

Assessment	Value (n x % weight)	% of Final Grade	Minimum Passing Grade
● 6 Online Canvas Exams (CE)*	See below	30%	
Canvas Exam 1 (8 lecture hours)	1 X 5.33%	5.33%	
Canvas Exam 2 (7 lecture hours)	1 X 4.67%	4.67%	
Canvas Exam 3 (8 lecture hours)	1 X 5.33%	5.33%	
Canvas Exam 4 (7 lecture hours)	1 X 4.67%	4.67%	
Canvas Exam 5 (8 lecture hours)	1 X 5.33%	5.33%	
Canvas Exam 6 (7 lecture hours)	1 X 4.67%	4.67%	
● 7 TBL/Active Learning Sessions	7 X 3.0%	21%	
● Clinical Question Assignment	1 X 10.0%	10%	
● MidTerm Exam	1 X 13.0%	13%	
● Comprehensive Final Exam	1 X 26.0%	26%	
● Final Grade	100%	100%	≥60%

Each Online Canvas Exam will be weighted based on the number of lecture hours covered for the Canvas Exam to the total lectures hours covered on all Canvas Exams (45 total hours). **For example: Canvas Exam 1 covers 8 lecture hours/45 total hours for all 6 Canvas Exams= $0.178 \times 30\%$ of Canvas Exam score toward course grade= 5.33% of final grade for this Canvas Exam.*

Regrade Policy: Only written regrade requests will be considered. If you would like to submit a question/s for regrade, you need to email your request directly to the instructor who wrote the question/assessment, with information that details the question number and reasons why you feel your answer is correct **within 48 hours** from the day/time of any answers being posted.

Course Letter Grades

A percentage will be calculated and grades will be assigned as follows:

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
%	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60	59-0

Minimum Passing Level

As per the Academic Standing Committee Policy, students who receive a grade below D in this course must successfully repeat the course before advancing to 4th year courses.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS on your local campus to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- If you are registered with DS and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.

Additional information is available on the DS website:

<https://diversity.umn.edu/disability/>

Disability Services

McNamara Alumni Center
200 Oak St SE Suite 180
Minneapolis, MN 55455
612-626-1333

<https://diversity.umn.edu/disability/student-services/>

Disability Services & Resources

256 Kirby Student Center
1120 Kirby Drive
Duluth, MN 55812
218-726-8217

www.d.umn.edu/access/

All discussions concerning this issue will remain confidential. English as a second language is not considered a disability by the College of Pharmacy and this course will not accommodate requests for additional exam time based on this criterion.

Mental Health Assistance

As a student you may experience a range of barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These health concerns or stressful events are common and may lead to diminished academic performance. University of Minnesota services are available to assist with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on the Twin Cities campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>, or on the Duluth campus via the Counseling Services site at <http://www.d.umn.edu/hlthserv/counseling/>. This information will be kept confidential.

HONOR CODE AND CLASSROOM ETIQUETTE:

Each student is bound by the honor code which defines academic misconduct as 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. Specifically, each student will be required to do their own work on all assignments and exams (online or written) unless otherwise advised by the course instructors. For exams or other assessments that are not returned to students by the instructors, it will be considered a "misuse of test materials" and therefore a violation of the honor code to copy, scan, photograph or otherwise re-construct such assessment content.

You signed the following statement upon accepting placement in the University of Minnesota College of Pharmacy: *"I hereby affirm that I have read and understood the provisions and stipulations of the University of Minnesota Pharmacy Student Code of Ethical Responsibility and Professional Behavior."*

The Code was established in the belief that central to any intellectual and professional endeavor is an atmosphere of mutual trust and respect, based on individual maintenance of community standards. Your professional community starts here at the College of Pharmacy with your peers, faculty, preceptors, staff and administrators. It is our expectation that you will exhibit professional behavior towards other students and faculty in the classroom at all times. In turn, we will treat you with the professional respect you deserve.

COURSE/FACULTY EVALUATION:

Students will have an opportunity to complete online course evaluations for course instructors as well as the overall course. We value your opinion. It's our intention to provide a good backdrop for educational and professional development. To accomplish this it is vital that our students provide us with constructive assessment of our progress so far.

RECORDING POLICY:

For information relevant to the recording policy for this course, please refer to the following link.

<http://z.umn.edu/recordingpolicy>