Phar 6700: Becoming a Pharmacist
Course Syllabus, Fall 2019
Dates: August 19, 2019 to September 6, 2019

This course adheres to the items listed in the College of Pharmacy Central Syllabus:
https://docs.google.com/document/d/1artQ5e1rbzxe8lEtWo7BE8k8snZAEgMMz_QeW8yJ-II/edit?pli=1
http://tinyurl.com/ybxmklqf

Meeting Times & Locations

<table>
<thead>
<tr>
<th>Time</th>
<th>Duluth Room</th>
<th>Twin Cities Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:05 AM to 4:25 PM or as</td>
<td>410 Lib or other locations</td>
<td>WDH 7-135 or other locations as noted</td>
</tr>
<tr>
<td>discussed Variations will occur.</td>
<td>as noted</td>
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</tbody>
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Course Website: https://canvas.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

Course Directors
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Anthony Culbertson (D): culbe032@d.umn.edu
Course Description

Course content
This course provides an introduction to the knowledge, skills and attitudes necessary for success in the professional pharmacy curriculum and in the practice of pharmacy, and will serve as a foundation for future learning throughout your career as a pharmacist. In this class, you will prepare for becoming a student for life. You will be introduced to the tools necessary to thrive in the university student environment, as well as to the essential PharmD curriculum components, referred to as domain competencies, to grow as a professional in a global environment focusing on patient centered care.

Our Doctor of Pharmacy (Pharm.D.) degree program educates students to become pharmacists who are generalist pharmacy practitioners and prepares them to identify, resolve and prevent drug related problems. Pharmacy students at the University of Minnesota learn to provide patient care to achieve positive drug therapy outcomes that improve the quality of patients’ lives. This course is an introduction to this program and incorporates the main content domains contained throughout the program.

Course format
Commensurate with college expectations for a 2.0 credit course, you will spend approximately 7-8 hours per day on this course for its three-week duration. There will be some variation in the daily workload due to the requirements of the various course sections.

The course format varies from day to day and will include lectures, small group work, readings prior to and after class, and additional assignments and assessments. In-person sessions will be connecting Duluth and Twin City students to optimize active learning. Faculty for each day may assign and assess content. In addition to in-person class time, there will be off-campus field trips (community visits) and online activities and assignments via a Canvas course site. For all course activities and assignments, emphasis will be placed on participation and attendance, which are vital to gaining full benefit from this introductory course.

Prerequisites
First year PharmD status, Fall 2019.

Requirements

Course Materials

Required

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. Exceptions for extenuating circumstances should be discussed with and approved by course leads prior to class.

In *Becoming a Pharmacist* you are expected to attend class every day. Excused absences may be accepted for university-accepted reasons. Unanticipated absences must be explained to Dr. Varin or Dr. Ranelli.

For an excused absence, you are required to notify the Graduate TA within 24 hours prior to absence, unless there’s an extenuating emergency. All assignments and activities need to be made up, unless it is an excused absence. The course faculty team will determine make-up assignment requirements.

**Goals & Objectives**

**Learning Objectives**

**Concepts**
- Success in this program will depend on taking ownership of learning, knowing how to locate and utilize resources, and understanding the basic framework upon which the PharmD program is constructed.

**Goal 1.** Prepare to be successful in the professional PharmD program:
  1. Describe how each of the six competency domains supports the development of a generalist practitioner. (Domains 1.0, 2.0, 3.0, 4.0, 5.0, 6.0)
  2. Describe how you will be successful in this professional program, identifying resources and how you would access them. (D 5.0, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8)

**Concepts**
- The generalist practitioner is a clinician who provides continuing, comprehensive, and coordinated pharmaceutical care to patients regardless of age, gender, disease state, or drug treatment.
- The pharmacy generalist utilizes the expertise of specialists for the resolution of specific, complex drug therapy problems while maintaining the ongoing care of the patients.
- There is a “value core” that is required to practice pharmacy professionally and ethically.
Goal 2. Investigate and describe the foundation upon which a generalist practitioner pharmacist is developed, and articulate your relationship to this foundation:

1. Compare and contrast “right and wrong” and ethical decision-making in terms of professional behavior and patient care. (D 5.0)
2. Describe professional responsibilities of a generalist practitioner pharmacist at the individual, local, and global levels (D 1.0, 2.0, 2.5, 3.7, 3.8, 4.6, 5.1, 5.9, 6.3, 6.4)
3. Distinguish between effective and ineffective communication and describe rationale for differences. (D. 3.4)
4. Describe the importance of leadership in pharmacy. (D. 4.0, 4.6, 5.1, 5.9)
5. Investigate professional development organizations and their relation to the profession. (D. 5.2, 5.3, 5.4, 5.7)
6. Describe how pharmacists can affect change in the field of pharmacy (D. 4.4)

Concepts
- The generalist considers the appropriateness of all aspects of drug therapy and addresses all of the drug therapy problems of each patient with the same standard of care.
- Care given by a pharmacy generalist is essential to patients in all healthcare settings.
- The generalist practitioner takes responsibility for the delivery of pharmaceutical care as an integral member of the patient’s interprofessional healthcare team.

Goal 3. Investigate the contemporary practice of pharmacy, including the settings, environments, populations; health care teams; and the basics of pharmaceutical care.

1. Describe the evolution of the practice of pharmacy at an individual, local, and global level. (D. 1.1, 2.2, 3.0)
2. Identify the role of environment in pharmacy practice. (D. 4.0, 4.6)
3. Explain pharmaceutical care as you would explain the concept to (1) family/relatives and (2) other health professionals (D.3.0, 3.1, 3.2)
4. Identify the foundational level of drug development, testing, marketing, use, and review. (D. 6.2, 6.3, 6.4)
5. Investigate how the role of a pharmacist is integrated into an interprofessional healthcare team. (D. 3.3, 3.6)

Concept
- Lifelong learning is a critical skill, personally and professionally, to pharmacists. This includes learning how to learn, being able to locate and use resources to maintain personal and professional well-being and relevance, and being able to propose and defend evidence based decisions.

Goal 4. Establish the foundation for personal and professional lifelong learning, including investigating the use of tools necessary for a commitment to lifelong learning, continuing professional development, and appropriate use of resources for evidence based decision-making and scholarly endeavors.

1. Employ basic search strategies for this program and beyond. (D. 3.9, 6.2)
2. Identify tools for learning in the field of pharmacy. (D. 5.5)
Assessments and Grading

The student will learn about pharmacy data in the US Health Care system and gain an appreciation of data development and application needs as well as the interdependence of data resources and application informatics theory. An understanding of the role of the health care system will be obtained and students will assess readings and lecture content and students will be expected to participate in course discussions.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>Digital Story Project</td>
<td>20%</td>
</tr>
<tr>
<td>Interprofessional Education Reflection Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Community Visit Group Presentations</td>
<td>15%</td>
</tr>
<tr>
<td>Patient Case Ethical Dilemma- Writing Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>35%</td>
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<tr>
<td>- Attendance: 30%</td>
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<tr>
<td>- Pre-Work Career Pathways: 1%</td>
<td></td>
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<tr>
<td>- Pre-Work IPE: 3%</td>
<td></td>
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<tr>
<td>- Note taking: 1%</td>
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<tr>
<td>Letter to a Young Pharmacist- Writing Assignment</td>
<td>10%</td>
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Grading Philosophy

Grades are provided in this course as one way to monitor your learning. The grade you will earn is based on your scholarly and professional development performance. For most assignments, your grade will be determined via the use of assignment rubrics, which clearly delineate expectations for earning a specific grade. Grades are not meant to make you feel inadequate; they are meant to help you learn by identifying areas for you to concentrate on moving forward. Whenever possible, take your grade in the spirit that it is offered: Constructive feedback that will provide milestone progress checks in your learning.

Other ways you can monitor your learning:
- Revisit the course objectives, and reflect honestly about what you are learning and where you might need help. Take steps to get that help.
- Talk with your peers and compare your learning with theirs. Use your area of strength to help others; and ask others to help you. Much learning happens via conversation-either formal or informal.
- Check in with your course instructional team (instructors, teaching assistants, course coordinators) about areas of concern.
- Be honest about the effort you are putting forth in the course, and areas for improvement.

Statement on Penalties for Late Work

Late work submitted with 24 hours of due date will earn a maximum grade of 80% of total points for that assignment. After 24 hours, a score of zero will be earned for late assignments.
Grading Policy
This course is graded on the P (pass) / N (no pass) system. Your grade will be earned as indicated in the table below.

Course Letter Grades

<table>
<thead>
<tr>
<th>Grade %</th>
<th>P</th>
<th>N</th>
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<tbody>
<tr>
<td>100-75</td>
<td>74.9-0</td>
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Minimum Passing Level
As per the Academic Standing Committee Policy, students who receive a grade below P (75%) in this course must meet with course directors to discuss remediation before advancing to additional first year courses. In addition, all assessments must be completed to pass the course.

Daily Schedule
For daily schedule and topics consult the course’s canvas site.

Valuable Graphics

Curricular and Domain Coverage

Major Science Areas
- Basic Biomedical Sciences
- Pharmacology
- Clinical Services
- Pharmaceutics
- Healthcare Systems
- Medicinal Chemistry

Academic Domains
- Patient-Centered Care
- Public Health & Underserved Communities
- Health Systems Management
- Leadership & Engagement
- Professional & Interprofessional Development
- Knowledge, Scientific Inquiry, & Scholarly Thinking

Pharmacists’ Patient Care Process

Becoming a Pharmacist Study Areas
• Engaging your Profession, World Café
• Rules, Issues, Tips, Student Life & Organizations
• Interprofessional Activities & Development
• Public Health
• Community Visits
• Underserved populations
• Leadership/Strengths
• Assignment: Digital Story
• Career Development
• Retreat, both campuses
• Professionalism
• Ethics & develop a code of ethics
• Sick Role

• US Health Care System
• Authors/Assignment: “Letters”
• Library Resources and Use
• Drug Literature Access and EBM
• Health Professionals Services Program
• Introduction to Pharmaceutical Care
• Wellbeing
• Self Assessment & Reflection Writing
• Learning to Learn tips
• Curricular content introductions
• White coat ceremony

Pharmaceutical Care, PPCP, and IESC

[Diagram showing Pharmaceutical Care, JCPP PPCP, and IESC]
Community Visit Assessment Wheel

Community Core
- Health and Social Services
- Communication
- Economics
- Recreation
- Physical Environment
- Education
- Safety & Transportation
- Politics & Government