

PHAR 6745: Career & Professional Foundations III

Course Syllabus – Spring 2020
0.5 Credit



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

https://docs.google.com/a/umn.edu/document/d/1artQ5e1rbzxe8IEtWo7BE8k8snZAEgMMz_QcW8yJ-II/edit?pli=1

Meeting Times & Locations:

This course meets atypically. Several half days throughout the semester are blocked off for this course. See the Canvas site for specific days/times and room information.

Day	Time	Duluth Room	Twin Cities Room
Thur, Jan 30	1:25 – 4:25pm	Lib 410	WDH 7-135
Fri, Feb 28	9:05am – 12:05pm	Lib 410	WDH 7-135
Mon, Mar 16	1:25 – 4:25pm	LSci 163	Moos 1-450
Thur, Mar 26	1:25 – 4:25pm	Lib 410	WDH 7-135
Mon, Apr 6	8:00am – 9:55am	LSci 165	Moos 1-450

Technology Help, Duluth: 218-726-8847 itsshelp@d.umn.edu

Technology Help, Twin Cities: 612-301-4357 help@umn.edu

Course Instructional Team

Faculty Office Hours: by appointment

Name	Email
Gardner Lepp (Course Director)	galepp@d.umn.edu
Caroline Gaither (Course Director)	cgaither@umn.edu
Randy Seifert	rseifert@d.umn.edu
Becky Borg	becky@umn.edu
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Teaching Assistants:

Twin Cities	Duluth
Charul Avachat: avach005@umn.edu	Mark Gooley: goole011@d.umn.edu

Detailed Course Schedule

For a detailed course outline and schedule, see the course Canvas site.

Overview of the course

Course content:

This course is the third in the series of four Career and Professional Foundations courses (6715, 6730, 6745, and 6760) and it will build on the aspects of professionalism, professional advocacy, and career development previously introduced in 6715 and 6730. Specific topics include innovation, communication, interviewing, goal setting, self-assessments, and peer assessments. These topics are drawn from Center for the Advancement of Pharmacy Education (CAPE) Outcomes and 2016 Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards. Course content will connect with information previously presented in the series. The course will also connect with the preparations for the Phar 7345: Introductory Institutional Pharmacy Practice (IPPE).

Course format:

This course will meet over two four half-days, plus one two-hour session. These days will involve active discussion and dialogue with peers and others, small group work, writing assignments, short presentations, in-class exercises, and out-of-class assignments. Short quizzes may be assigned during this semester, but no exams will take place. The bulk of the student effort in this course will be in working with others (mirroring many professional environments), and in active, in-class activities. Also, missing a single day means potentially missing 25% of the class. Therefore, attendance at these class sessions is paramount and required for overall success, and will be recorded.

Because attendance is such an important component of the course, one unexcused absence will result in a grade reduction of two full letter grades. Two unexcused absences will result in a F grade, and the student will have to repeat the course. Excused absences will not result in a grade loss, as long as the make-up work is completed by deadlines agreed upon by the course directors and student.

Additionally, late assignments will result in an automatic 1/3 final course grade reduction (e.g., A to A- to B+ to B, etc.).

This format for assessments and grading is analogous to a professional environment: show up when expected, and complete the expected work.

Prerequisites

Students must have successfully completed all Fall P2 courses, or have a remediation plan in place.

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
- Internet-enabled device capable of accessing Canvas (computer, tablet, etc.)

Course Materials

Materials for this course (articles, assessments, etc.) will be provided via the Canvas site.

Course Goals & Objectives

These goals are linked to the College's Competency Domains: [Link to full competency domain document.](#)

At the end of this course, learners will be able to:

Professionalism

- 1) Understand and apply a process to increase creative/innovative thinking in a professional environment.
- 2) Analyze self and others to accurately assess interpersonal communication styles and methods.

Career Development

- 3) Self-assess interviewing and progress toward career development goals.

Pharmacy Profession

- 5) Understand current needs in the profession, and how to use practical tools (including legislative measures and processes) to advance pharmacy practice.

* refer to College of Pharmacy Competency Domains for Section descriptions. [Link to full competency domain document.](#)

Assessments and Grading

The assignments in this course will be graded using points. All assignments must be completed before the final week of classes in the semester.

Graded Assessments

The following graded assessments will count toward your final grade for this course.

Pre-Class Interview Worksheet: Prior to class on Jan. 30, watch the Interviewing lecture recording on Canvas and complete the pre-class assignment worksheet and upload to Canvas. **Due Jan. 28 at 8:00AM.**

Action Plan Worksheet (started in-class): During class on January 30, you will revisit your Action Plan for reaching your career development goals in pharmacy school. You must fully complete the worksheet and all goals and priorities **MUST** be career development related (no personal, financial, academic, etc goals). We strongly suggest you incorporate your parallel plans (will be discussed in class) into your action plan. Upload to your Google career development folder and to Canvas. **Due February 16, at 11:55PM.**

Action Plan Steps Pre-Report: Using the Action Plan (see above), you will identify two SMART goals that you will achieve prior to the April 24 post-report deadline. Submit this form: z.umn.edu/2022actionplanpre by **February 16, at 11:55PM.**

Action Plan Steps Post-Report: Using the Action Plan from January 30, you will identify two SMART goals that you will achieve prior to April 24. Upon completion of your two goals and **no later than April 24 at 11:55PM**, submit your progress update here: z.umn.edu/2022actionplanpost. Keep a copy of your responses for future CPF courses and career development reference.

Behavior Interview Worksheet (started in-class): During class on February 28, you will begin a worksheet outlining responses to behavior based interview questions. Upload to your Google career development folder for your future reference and submit to Canvas by **March 6 at 11:55PM.**

Interview Stream: Access umn.interviewstream.com. Use instructions on Canvas to create account and conduct a mock interview. **Select a job or residency program for which you will conduct the mock interview. You will receive a minimum of 50% deduction if you do not interview for a specific job or residency.** Interview based on your current skills and experiences (for example, do not "pretend" to be a PD4 student). Complete one (1) of the two pre-defined Pharmacy interview question sets. Review recordings of all questions, make at least five (5) comments on the interview, and complete the "filler word" counter. Then, complete the self-evaluation form in InterviewStream including a summary in the final comment box (see instructions for screenshots and more details). Completion and grading will be through the InterviewStream

system (no Canvas upload). **Due April 24 at 11:55PM. Plan ahead for technical difficulties and treat this as you would a job or residency interview.**

Group Creativity/Innovation Assignment due March 20 at 11:55pm

In your groups, choose an improvement idea from the list generated in class and come up with at least 5 ways to address the situation, disregarding constraints of time, money, etc. (it's okay to think way outside the box!). Write one or two sentences to identify each of these 5 approaches.

Next, choose one approach from that list (or generate another approach), and using information gained from the Advocacy session, describe a legislative approach to this problem.

- What would be your general plan or approach?
- What are the primary obstacles? And how do you overcome them?
- Who would be your primary stakeholder groups?

This shouldn't be more than 1000 words or so; explain completely but briefly. Somebody from the group, post this in the discussion forum under your group name, and include group members in the name, as noted in the instructions on Canvas.

Individual Innovation Discussion Response due March 25 at 11:55pm

Individually, respond to at least one other group's submission. What did you like about their ideas? Where might this idea go from there? (Should be a substantive response, but doesn't have to be more than 200 words.)

Identity/IPPE Assignment (due May 1 at 11:55pm)

Investigate the site of your upcoming IPPE rotation. Review the questions in the slide set from April 6, and complete and submit the worksheet posted on Canvas.

Date Introduced	Title or brief description	Due (at 11:55pm unless otherwise noted)	Points	% of final grade (Approx.)
Jan 30	Advocacy Assignment	Feb 16	10	10
Jan 30	Action Plan Worksheet	Feb 16	10	10
Jan 30	Action Plan Pre-Report	Feb 16	10	10
Jan 30	Pre-Class Interview Worksheet	Feb 28 by 8:00am	10	10
Feb 28	Behavior Interview Worksheet	Mar 6	10	10
Mar 16	<u>Group</u> Creativity/Innovation Assignment	Mar 20	10	10
Mar 16	<u>Individual</u> Innovation Discussion Response	Mar 27	10	10
Feb 28	Interview Stream	Apr 24	10	10
Mar 26	Action Plan Post-Report	Apr 24	10	10
Apr 6	Identity/IPPE Assignment	May 1	10	10
	Total		100	100

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

Grading Information

This course uses an A-F grading format. All students start the course with an A. As noted above, absences and late assignments are the primary means to reduce your grade. The points in the course will not be rounded up. For example, 89.5% will result in a B+ grade.

One unexcused absence will result in an automatic grade reduction of two full letter grades. Two unexcused absences will result in a F grade, and the student will have to repeat the course. Excused absences will not result in a grade loss, as long as the make-up work is completed by deadlines agreed upon by course directors and student.

Statement on Penalties for Late Work

Late assignments will result in an automatic 1/3 final grade reduction (e.g., A to A- to B+ to B, etc.). All assignments must be completed, regardless of the grade they are given, before the final week of classes in the semester.

Course Policies

Participation and Preparation

Situations meeting the University's criteria for an excused absence will be provided with a make-up assignment. All other conflicts will be resolved at the discretion of the Course Director.

Participation includes completion of all preparatory work. Individual workshops 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.

Exam Information

There will be no large or comprehensive exams in this course. There will be quizzes, written assignments, and projects. Because of the interactive nature of the course, a large percentage of the course points will be for attending and participating in the activities.

Attendance Policy

Students are expected to attend every class for which they are registered, on the campus where they are enrolled. Unexcused absences will result in a reduction of the student's final grade (see above).

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 Directors 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 any time you have concerns about the course or your progress in the course.

[University of Minnesota and College of Pharmacy Policy Reference \(Centralized Syllabus\)](#)

This page includes all required UMN and CoP policies, e.g., Academic Freedom; Copyright; Course Evaluations; Disability Accommodations; FERPA, etc.