Meeting Time, Place, Credits

Monday 8:00 – 9:55 am
2.0 credits
Course Web Site: available on Canvas
Term: Fall
Location: Moos 5-125 (TC) and 165 Lsci (Duluth)
Target audience: PD3 students interested in learning more about women’s health.

Course Instructional Team

Course Team

Sarah Westberg
TC Course Director
Email: swestber@umn.edu
Office Hours: By appointment

Courtney Murphy-Bakken
Duluth Course Director
Email: murp0809@d.umn.edu
Office Hours: By appointment

Jean Moon
TC Instructor
Email: jmoon@umn.edu
Office Hours: By appointment

Ila Harris
Trang Dang
TC Instructor
Teaching Assistant
Email: mehr004@umn.edu
Email: dang0188@umn.edu

Overview of the course

Course content:

During this course, students will have the opportunity to actively learn and discuss women’s health issues taught in the core curriculum to a greater extent. The core curriculum focuses on the pharmacotherapy for women’s health; we will focus on the patient’s perspective, pathophysiology, and other quality care considerations specific to women including: cultural, religious, psychosocial, and socioeconomic factors affecting health. Health topics will range from social issues to menstrual health, breast cancer to eating disorders, with a specific focus on preparing students for professional
practice and the pharmacist's role. Students will be responsible for the pharmacotherapy content delivered in the core curriculum (specifically endocrine, cardiovascular, oncology, and mental health).

**Course format:**

Students will be expected to spend 2 hours per week in class and 2-4 hours outside of class on course reading, preparing for discussion, and assignments. Each 2 hour session will include active learning activities with some lectures. We will also have guest speakers who will share their experiences as a patient or as a health care provider. We will utilize collaborative research, peer teaching, reflective writing, presentations of projects, and interviewing. As a guiding principle for this class, we believe we all have a lot to learn from one another about women’s health. Our activities and course format reflect this belief.

All materials will be available on the course canvas site, except for the textbook. Modules will cover health conditions, treatments/medications, social and mental health impact, and cost.

**Prerequisites**

Prerequisite courses: Successful completion of pharmacotherapy courses through spring of the P2 curriculum

**Course Goals & Objectives**

Prepare students to fully engage in managing women’s healthcare by encompassing the intersection of clinical knowledge, patient perspective and medications. As women’s health pertains to half of the population, these issues and appropriate management considerations affect all practicing pharmacists. We will build upon prior content and skills delivered throughout the core curriculum and focus on practical considerations needed to be understood prior to point of care. These skills will be relatable to several populations of focus.

| Examine the role of pharmacists when providing care for women in their common health conditions | 1.0, 1.1, 1.4, 1.8, 2.0, 2.1, 2.7, 2.8, 4.5, 4.6, 5.0, 5.1, 5.4, 6.0, 6.2, 6.3.2, 6.3.3, 6.4.6, 6.4.6 | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.7, 5.8, 5.9, 6.1, 6.4, 6.5, 6.6, 6.7, 6.8 |
| Integrate pharmacotherapy knowledge with patient-centered care for the female patient | 1.1, 1.2, 1.5, 1.6, 1.8, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 6.0, 6.1, 6.2, 6.3.2, 6.3.3, 6.4.2, 6.4.5, 6.4.6 | 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 4.1, 4.2, 6.1, 6.4, 6.5, 6.6, 6.7, 6.8, 6.10 |
| Discuss the patient's experience/perception of conditions and issues affecting women’s health | 1.0, 1.1, 1.2, 1.4, 1.5, 1.8, 2.0, 2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 3.0, 4.5, 4.6, 6.0, 6.2, 6.3.3, 6.4.6 | 1.1, 1.2, 5.1, 5.2, 5.8, 5.9, 6.1, 6.4, 6.5, 6.6, 6.7 |

Domains below provided for reference. [Link to full competency domain document](#).

**Competency Domains**

Domain 1: Patient-Centered Care
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.

**Domain 2: Population Health & Vulnerable Communities**
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.

**Domain 3: Health Systems Management**
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.

**Domain 4: Leadership & Engagement**
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.

**Domain 5: Professional & Interprofessional Development**
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.

**Domain 6: Knowledge, Scientific Inquiry, and Scholarly Thinking**
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.

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

**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. Instructors may choose to take attendance.

**Course Materials**
Course materials are located on Canvas.

The following textbook is available online through the University Library:

**Assessments and Grading**
“Contracting for a Grade” (A or B) will serve as the basis for grade designation within this course, available on Canvas. At the beginning of the semester, students will be provided with a course contract outlining the requirements for final course grades. It is expected that students attend all class sessions and complete all Canvas quizzes (passing grade of 80%) to achieve a passing grade in the course.
See the course contract for an outline of course assignments and expectations. The purpose of this grading format is to remove students’ concentration away from scoring associated with individual assignments, allowing full attention to be focused on the knowledge acquisition and reflection addressed within the course. By signing a contract at the beginning of the course, students understand the activities and assignments required and the grade they will receive at the semester’s completion. Faculty will award grades after the contracted work has been satisfactorily completed.

Course work descriptions:

**Quizzes:** Students will complete a 5 question quiz based on the module content (textbook or in class) via Canvas. The quizzes will be released in Canvas immediately after class and due the following week on Monday at 8am (immediately prior to the next class period).

**Jigsaw:** Students will be divided into small groups. Each student will read one of the assigned chapters and determine 3-5 main learning points from the chapter and develop one assessment question based on those main learning points. In class in small groups, each student will have 5 minutes to share what they learned from their chapter and ask their assessment question to the group. The class will reconvene and see if there are any unresolved questions for the faculty.

**Interview with a Woman:** Students will interview a woman in their life regarding their health and healthcare. Students will present their findings/reflections with small groups and submit a paper via Canvas. See interview activity description for more information.

**Final project:** In groups of 2-3, students will be asked to identify a topic (due on Canvas, in order to minimize duplication) of a significant health issue affecting women’s health. Students will be presenting their findings at an assigned time during the last 2 weeks of class. Each group will have about 20 minutes to present including time for questions, five student groups will present each day. Students not presenting are required to complete a peer evaluation of the presentation. See final project description for more information.

**Optional Assignments:** Some events are campus specific. See individual assignment descriptions for more information.

### Graded Assessments

The following graded assessments must be completed to meet contract-for-a-grade requirements:

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<th>#</th>
<th>Title Brief description</th>
<th>Expected Score:</th>
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<tbody>
<tr>
<td>1</td>
<td>Canvas: ● Module 1 Quiz*</td>
<td>&gt;80%</td>
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<tr>
<td>2</td>
<td>Canvas: ● Module 2 Quiz*</td>
<td>&gt;80%</td>
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<tr>
<td>3</td>
<td>Canvas: ● Module 3 Quiz* ● Interview with a Woman – student presentations/reflection paper (submit via Canvas)*</td>
<td>&gt;80% Satisfactory completion</td>
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<td>7</td>
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<th>8</th>
<th>Canvas:</th>
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<td>8</td>
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<tr>
<th>11,12</th>
<th>Final presentations*</th>
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<tr>
<td>11,12</td>
<td>Final paper due (via Canvas)*</td>
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<tr>
<td>11,12</td>
<td>Contract for A assignments due (via Canvas)**</td>
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<tr>
<td>11,12</td>
<td>Peer-evaluations due (in class)*</td>
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*Required for contract for a grade A or B  
**Contract for an A only

Statement on Penalties for Late Work

Late work will not be accepted unless you have a University excused absence. Any late work should be discussed with course faculty.

Exam Policy

No exams for this 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.]