

Phar 6706 Foundations of Pharmaceutical Care

Course Syllabus Fall 2020
1.5 Credit



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

https://docs.google.com/a/umn.edu/document/d/1artQ5e1rbzxe8lEtWo7BE8k8snZAEgMMz_QcW8yJ-II/edit?pli=1

Course Aim

To begin the process of learning to think, act, and *feel* like a pharmaceutical care practitioner.

Meeting Times & Locations

Mondays/Wednesdays 8:25-9:55 AM (see schedule)

The course will be online delivered remotely.

Course Website: canvas.umn.edu

Instructional Team

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

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

Course Directors

Keri Hager, Pharm.D., BCACP
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Preferred method of contact:
email

Office Hours: By appointment
or during "PharmCareConnect"
(on selected Wednesday
mornings listed in Canvas)

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Preferred method of contact:
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Office Hours: By appointment
or during "PharmCareConnect"
(on selected Wednesday
mornings listed in Canvas)

Course content:

Foundations of Pharmaceutical Care lays the groundwork for how a pharmacist should think about the rational use of drugs in caring for patients. Content and skills learned in this course will be applied in, and provide a framework for, all subsequent courses continuing through the 4th year of the curriculum and lifelong into practice. We expect the pharmaceutical care process for systematically assessing a patient's drug related needs to be applied and assessed in all future coursework, for example, but not limited to, pharmacotherapy patient case work-ups, applied learning in the Pharmaceutical Care Learning Center, and during experiential education experiences.

Course format:

Foundations of Pharmaceutical Care is a very interactive course that will require some pre-work (e.g. readings) for students to be prepared for class. Students can expect individual, small, and large group activities, role-playing, and simulated patient care. Students demonstrate understanding by creating care plans and through reflective writing and activities.

Prerequisites

- Successfully completed Becoming a Pharmacist

Requirements

Course Materials

Required

- Cipolle, R.J. and Strand, L.M. (2012). *Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management* (3rd ed.). McGraw-Hill. This is available as an e-text and can be accessed via Canvas.

Computer / Technology Requirements

The University of Minnesota computer requirements are listed here:

<https://www.pharmacy.umn.edu/degrees-and-programs/doctor-pharmacy/current-students/technology-resources>

Attendance Policy

Students are expected to attend every class for which they are registered. Instructors may choose to take attendance.

Goals & Objectives

Course Goals

Understand and apply Pharmaceutical Care as the professional practice for patient-centered medication management services which includes:

- Philosophy of practice
- Patient care process
- Practice management systems

Understand the philosophy of, and apply the process of pharmaceutical care, which includes:

1. Assessing a patient's drug-related needs, including patient medication experience and patient-specific goals of therapy.
2. Identifying drug therapy problems based on indication, effectiveness, safety, and convenience.
3. Collaborating with the patient and prescribers to develop a patient-centered care plan to resolve and prevent drug therapy problems.
4. Creating a plan for follow-up evaluation.

Learning Objectives

1. Define Pharmaceutical Care Practice, and explain the need for a professional practice in pharmacy.
2. Reflect on and adopt the philosophy of practice as the ethical foundation for pharmaceutical care practice that prescribes appropriate professional behavior.
3. Demonstrate the pharmaceutical care process for simulated and live patients by:
 - a. Assessing a patient's drug-related needs, including patient medication experience and patient-specific goals of therapy
 - b. Identifying drug therapy problems based on indication, effectiveness, safety, and convenience
 - c. Collaborating with the patient and prescribers to develop a patient-centered care plan to resolve and prevent drug therapy problems
 - d. Creating a plan for follow-up evaluation.
4. Explain the importance of and apply effective listening skills to interview a patient regarding the patient's drug therapy needs.
5. Demonstrate collaboration and oral and written communication with patients and other healthcare professionals (appropriate to the audience) to propose effective solutions to meet patient-specific drug-related needs.
6. Describe how principles of public health and patient behavior impact patient/pharmaceutical care.
7. Apply evidence-based medicine skills in developing a plan to address a patient's drug-related needs.

Assessments and Grading

Graded Assessments

Assessment	Points	% of Grade	Date Due
Classroom Assessment Techniques/Discussion Participation Points/Mini quizzes (buffer built in for absence; no make ups)	20	8%	Variable
Philosophy of Practice: Movie Writing Assignment	20	8%	9/14
Patient Care Process #1: Summarize the Medication Experience of 2 Patients	20	8%	9/28
Quiz #1 (Material covered through class session #13)	15	6%	10/19
Patient Care Process #2: Assess a Patient	25	10%	10/26
"Connecting the Dots" Part 1: Concept Map/Reflective Writing	10	4%	11/2
Patient Care Process #3: Assess a Patient, Develop a Care Plan, and Set Follow-up Parameters	30	12%	11/16
Teaching Pharmaceutical Care	30	12%	11/23
"Connecting the Dots" Part 2: Concept Map/Critical Appraisal	10	4%	11/30
Quiz #2 (Material from entire semester)	25	10%	12/2
Patient Care Process Final: Assess a Patient, Develop a Care Plan, and Set Follow-up Parameters	45	18%	12/4
Total	250	100%	

Course Grading Procedures

All of the graded assignments have grading rubrics utilized by the teaching team for evaluation. Each student will be assigned a teaching assistant grader for the majority of assignment grading over the course of the semester. Students' grader may reside on a different campus.

Process for handling grading/feedback questions:

1. Within 48 hours (i.e. 2 business days) of receiving grade/feedback, student contacts assigned grader with questions or concerns.
2. If the issue or question is unresolved through student - grader discussion, the grader will forward the question to the teaching team.
3. Teaching team will evaluate and resolve the concern.
4. Assigned grader will notify student of the resolution endorsed by the teaching team.

Academic Integrity/Honor Code

Honor code is in effect. All course quizzes, participation activities, classroom assessment techniques, etc. must be completed individually during the designated time unless explicitly noted otherwise.

Course Letter Grades

Grade	A	A-	B+	B	B-	C+	C	C-	D	F
%	100-93	92.9-90	89.9-87	86.9-83	82.9-80	79.9-77	76.9-73	72.9-70	69.9-60	59.9-0

Statement on Penalties for Late Work

Assignments submitted late will result in a 50% reduction in the assignment grade if assignment is submitted within 24 hours of deadline. Assignments submitted greater than 24 hours after the deadline will result in zero points being awarded for the assignment; the assignment must still be completed satisfactorily to meet the requirements of the course.

Minimum Passing Level

As per the Academic Standing Committee Policy, students who receive a grade below C- in this course must successfully repeat the course before advancing to 2nd year courses.