PHAR 6736: Cardiovascular Pharmacotherapy

Course Syllabus: Fall 2018
1.9 Credits (Core)

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 Web Site: https://canvas.umn.edu

Meeting Times & Locations

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Duluth Room</th>
<th>Twin Cities Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1:25 pm – 3:20 pm</td>
<td>LSci 165</td>
<td>MoosT 1-451</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:05 am – 11:00 am</td>
<td>Lib 410</td>
<td>WDH 7-135</td>
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<tr>
<td>Thursday</td>
<td>10:10 am – 12:05 pm</td>
<td>Lib 410</td>
<td>WDH 7-135</td>
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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

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>Email</th>
<th>Preferred contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Schullo-Feulner, Pharm.D., BCPS</td>
<td>7-103 WDH</td>
<td>952-993-5319</td>
<td>(preferred) <a href="mailto:anne.schullo_feulner@parknicollet.com">anne.schullo_feulner@parknicollet.com</a> or (not checked daily) <a href="mailto:amsf@umn.edu">amsf@umn.edu</a></td>
<td>Email</td>
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<tr>
<td>(Course Director)</td>
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<tr>
<td>Associate Professor and Park Nicollet</td>
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<tr>
<td>Methodist Hospital Clinical Specialist</td>
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<tr>
<td>Pharmaceutical Care and Health Systems</td>
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<tr>
<td>University of Minnesota College of Pharmacy</td>
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<tr>
<td>7-103 Weaver-Densford Hall</td>
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<tr>
<td>Venkatram Mereddy, Ph.D.</td>
<td>Chem 233</td>
<td>218-726-6766</td>
<td><a href="mailto:vmereddy@d.umn.edu">vmereddy@d.umn.edu</a></td>
<td>Email</td>
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<tr>
<td>(Course Co-Director)</td>
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<tr>
<td>Professor, Department of Pharmacy Practice and Pharmaceutical Sciences</td>
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<tr>
<td>University of Minnesota College of Pharmacy</td>
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<tr>
<td>Chem 233, 1039 University Drive</td>
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<tr>
<td>Scott A. Chapman, Pharm.D. (Twin Cities Faculty)</td>
<td>7-115E WDH</td>
<td>612-624-7143</td>
<td><a href="mailto:chapm004@umn.edu">chapm004@umn.edu</a></td>
<td>Email</td>
</tr>
<tr>
<td>Robert J. Straka, Pharm.D., FCCP (Twin Cities Faculty)</td>
<td>7-115D WDH</td>
<td>612-624-5663</td>
<td><a href="mailto:strak001@umn.edu">strak001@umn.edu</a></td>
<td>Email</td>
</tr>
<tr>
<td>Sean Stewart, Pharm.D., BCACP, CLS (Clinical Instructor)</td>
<td>N/A</td>
<td>952-993-2014</td>
<td><a href="mailto:sean.stewart@parknicollet.com">sean.stewart@parknicollet.com</a></td>
<td>Email</td>
</tr>
<tr>
<td>Orly Vardeny, Pharm.D., MS,FCCP,BCACP</td>
<td>N/A</td>
<td>612-467-4586</td>
<td><a href="mailto:ovardeny@umn.edu">ovardeny@umn.edu</a></td>
<td>Email</td>
</tr>
<tr>
<td>Jared Van Hooser, Pharm.D.</td>
<td>LSci 217</td>
<td>218-726-6014</td>
<td><a href="mailto:jvh@d.umn.edu">jvh@d.umn.edu</a></td>
<td>Email</td>
</tr>
<tr>
<td>Addy Schoening, Pharm.D.</td>
<td>N/A</td>
<td>N/A</td>
<td><a href="mailto:addy.schoening@allina.com">addy.schoening@allina.com</a></td>
<td>Email</td>
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</tbody>
</table>
Course Instructional Team - Teaching Assistants

Our TAs are amazing, dedicated, busy people. They are hard at work on their own education, but they also sincerely care about yours. Please feel free to utilize their expertise. Note below that we have content experts ready to assist you on Mondays, Tuesdays, Thursdays and Fridays during dedicated office hours. Even if Tony, Jay and/or Caitlin are not physically located on your campus, you can always set up a phone chat.

<table>
<thead>
<tr>
<th>Honored Teaching Assistant</th>
<th>Primary Campus Location</th>
<th>Email Address</th>
<th>Course Specialty</th>
<th>Dedicated Office Hours (60 minutes)</th>
<th>location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jay Wen</td>
<td>Minneapolis</td>
<td><a href="mailto:wenxx164@umn.edu">wenxx164@umn.edu</a></td>
<td>course content &amp; logistics</td>
<td>Mondays 12:15 pm Fridays 4:45 pm</td>
<td>7-192 WDH</td>
</tr>
<tr>
<td>Rui (Ray) Zhong</td>
<td>Minneapolis</td>
<td><a href="mailto:zhong355@umn.edu">zhong355@umn.edu</a></td>
<td>gradebook</td>
<td>by appointment only</td>
<td></td>
</tr>
<tr>
<td>Bob Bechtol</td>
<td>Minneapolis</td>
<td><a href="mailto:becht080@umn.edu">becht080@umn.edu</a></td>
<td>TBLs &amp; quizzes</td>
<td>by appointment only</td>
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</tr>
<tr>
<td>Tony Olson</td>
<td>Duluth</td>
<td><a href="mailto:olso2001@umn.edu">olso2001@umn.edu</a></td>
<td>course content</td>
<td>Thursdays 12:15 pm</td>
<td>130 LSci</td>
</tr>
<tr>
<td>Caitlin Pederson</td>
<td>Duluth</td>
<td><a href="mailto:peder874@d.umn.edu">peder874@d.umn.edu</a></td>
<td>course content</td>
<td>Tuesdays 2:30 pm</td>
<td>162A LSci</td>
</tr>
</tbody>
</table>

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

Course Communications
There will be frequent communication through email, announcements in class, and via the course website about course administrative issues. Please check both the website 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 2 forums: “Course Announcements,” and the “Clinical/Discussion Forum.” Please check the “Course Announcements” forum for information from instructors regarding the course. Please use the “Clinical Forum/Discussion Board” for the following:

1. To post content related questions and/or answers, share ideas, and help each other learn. It will be monitored intermittently by course faculty for potential input into discussions as well.
2. To ask course administrative and/or clinical questions. It will be monitored by our faithful TA, Dr. Jay Wen, once daily at the end of the day (5pm-ish) M-F.
Prerequisites
All students will have completed PHAR 6716 Applied Pharmaceutical Care, PHAR 6722 Principles of Medicinal Agents and PHAR 6726 Pharmacology. Additionally students must be currently enrolled in PHAR 6732 Medicinal Chemistry and Pharmacology. Students are responsible for this material to the extent that basic information taught in such classes will be built upon in this course. Thus, students are encouraged to review basic cardiovascular anatomy and physiology. Instructors may briefly review this material but are not expected to.

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

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

Course notes and materials will be provided in electronic formats through the Canvas course site. Whenever possible, the materials will be posted one week prior to a lecture. Course packets will not be available in the bookstore. The Canvas course site is organized by each class week. All materials needed for that week will be placed there. The Extra Credit Quizzes will be found in the first week the material was taught in. Please look at each link in advance of the lecture to ensure preparedness.

Course Goals & Objectives
Course Goals and (Related Domain Competencies)
1. Explain the pathophysiology of common cardiovascular conditions. (Scientific Inquiry)
2. Utilize evidence-based medicine & patient-intervention-comparison-outcome (PICO) skills to find and interpret drug information. (Scientific Inquiry)
3. Contrast and compare available pharmacotherapeutic options to manage patients with one or more common cardiovascular conditions. (Patient Care & Scientific Inquiry)
4. Evaluate, monitor and modify pharmacotherapeutic plans for managing patients with common cardiovascular conditions. (Patient Care & Scientific Inquiry)
5. Identify, resolve and/or prevent drug therapy problems, and develop pharmacotherapeutic goals for patients with cardiovascular conditions. (Patient Care & Scientific Inquiry)
6. Counsel patients receiving cardiovascular medications. (Patient Care & Scientific Inquiry)
Pedagogical Goals and Tools

One of the hallmarks of 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 and team based learning activities
  - Do the Extra Credit

- Bring your Internet-enabled device to class each day to facilitate Canvas quizzes and ParticiPoll.

- Participate in class
  - Come to class. Watching 4+ hours of lecture@1.2 will not facilitate success or professionalism.
  - Contribute to solving patient cases which will be presented during lectures.
  - Prepare for and participate in Team Based Learning (TBL) exercises.

- Seek help when/before you need it! We (all 12 of us) care about you, your education, safe and effective medication use, and the future of the profession of pharmacy. Reach out, wo/man.
Assessments and Grading

**Phar 6736 Overall Course Grade:** The overall course grade will be determined by the results of:
3 quizzes, 3 TBL sessions, 3 written multiple choice exams, 1 in-class PICO activity, 1 in-class oral case review, 1 comprehensive final, and 3 OPTIONAL case-based extra credit quizzes.

**Missing Grades and/or Grade Book Discrepancies:** Each time a grade is added to the Canvas gradebook, students will be notified via “Course Announcements.” Students are responsible for checking the gradebook for missing grades and/or grade discrepancies. If a potential inaccuracy is identified, students have one week from the day/time the announcement is posted to notify both our TA (Rui - pronounced “Ray” - Zhong), and the lecturing faculty. After this timeframe grades change requests will not be honored.

**Graded Assessments and Rounding:** Final course grades will be determined according to the formula in the table below. Common rounding rules, to the nearest whole number, will be applied when determining the final grade and each of the 3 section exams ONLY (as per Microsoft Excel® where values ≥ 0.5 are rounded up). All other assessments will follow “Canvas recording rules” = grades are recorded out to the hundredths place (aka a grade of 5.67777777 is recorded as a grade of “5.67” by Canvas).

<table>
<thead>
<tr>
<th>Evaluation Tool</th>
<th>Point Value</th>
<th>% of Final Grade</th>
<th>Minimum Passing Grade</th>
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<tbody>
<tr>
<td>3 quizzes</td>
<td>3 x 2.5</td>
<td>7.5%</td>
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<tr>
<td>3 TBL sessions</td>
<td>3 x 2.5</td>
<td>7.5%</td>
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<tr>
<td>In-Class Oral Case Review</td>
<td>2.5</td>
<td>2.5%</td>
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<tr>
<td>In-Class PICO Activity</td>
<td>2.5</td>
<td>2.5%</td>
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<tr>
<td>Exam I: HTN &amp; HLD</td>
<td>20</td>
<td>20%</td>
<td></td>
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<tr>
<td>Exam II: CSA &amp; ACS</td>
<td>20</td>
<td>20%</td>
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<tr>
<td>Exam III: HF &amp; Arrhythmia</td>
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<td>20%</td>
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<tr>
<td>Final Exam: Cumulative</td>
<td>20</td>
<td>20%</td>
<td>≥ 60%</td>
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<tr>
<td>3 Extra Credit Cases</td>
<td>3 x 1.67</td>
<td>5%</td>
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<tr>
<td>Final Grade</td>
<td>105</td>
<td>105%</td>
<td>≥ 60%</td>
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**Final Course Grade and Minimum Passing Level:** Letter grade assignments appearing on transcripts are as follows. Per University and College Policy, students who do not pass this course must successfully repeat the course before advancing to courses which require this course as a prerequisite.

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>F</th>
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<tr>
<td>%</td>
<td>100-93</td>
<td>92-90</td>
<td>89-87</td>
<td>86-83</td>
<td>82-80</td>
<td>79-77</td>
<td>76-73</td>
<td>72-70</td>
<td>69-60</td>
<td>59-0</td>
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</table>
Exam Information

Exams: Exams will be given during scheduled class time. Exam dates will not be changed from those printed in the course schedule. Should the University be closed due to an unforeseen event, the exam will be rescheduled. Exams will not be graded on a curve (i.e. criterion referenced assessment). The use of electronic devices such as phones, computers, programmable calculators, and other devices with electronic databases is not permitted during exams unless specified by administrator. An assigned seating arrangement will be utilized during exams. Exams will be comprehensive and build on previous knowledge covered in each section. Analysis of composite class response (Item Difficulty and Point Biserial) for all questions will be conducted prior to releasing the grades. Grades will not be given out via telephone or email.

Post Exam Reviews and the Re-grade Policy: Exams will not be returned to students. Faculty will facilitate the student's ability to view their exams during the optional post exam review sessions. This will be your only chance to review your exam. If you have extenuating circumstances (illness, family emergency, bereavement, etc.), you may request to schedule an appointment with teaching assistants. Please notify us within 48 hours from the post-exam review if you need special accommodations. Neither Pre nor Post-exam reviews will be recorded.

Post exam reviews are intended to provide students with the opportunity to continue their educational development. They are forums for a professional and collaborative exchange of ideas and instruction – please do your part to maintain a professional and positive educational environment. Discussions in this forum are not re-grade requests and decisions regarding re-grades will NOT be made during exam reviews. Only written regrade requests may be considered. If you would like to submit a question/s for re-grade, please email your request directly to the exam instructor with information that details the question number and reasons why you feel your answer is optimal within 48 hours from the day/time of the review. The use of electronic devices such as phones, computers, tablets, etc. are not permitted during post-exam reviews. Brief, bullet-point, handwritten notes are permitted - not copying down questions. Instructors and/or TAs may request to see any notes taken.

Quizzes: 3 quizzes will be given via Canvas. Students will have access to the quiz for 30 minutes in a 24 hour period (noon to noon the following day). You will be able to take the quiz any time in that 24 hour period, however once the quiz is opened you will have 30 minutes to complete it. Although the quizzes are open-resource, they are not group projects. Each student is expected to take the quiz independently and submit their own work. Each student is responsible for ensuring that they are appropriately logged into the course website when taking assigned quizzes. The answer key will be made available for students.

Technical Support for Online Quizzes: For help with Canvas quiz 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 quiz, or if you are uncertain your quiz submitted properly, email the instructor for that material immediately, including your chosen answers for the quiz questions. Note: Late quizzes will not be accepted if a student has technical difficulties and all avenues of technical support were not attempted.

In-Class Oral Case Review: This active peer teaching session requires students to apply and integrate information from all 3 sections. Working in groups, students will review a hypertension/hyperlipidemia patient that develops either heart failure, a coronary event, and/or an arrhythmia. Student groups will work directly with faculty to orally answer questions, and then pair up to teach each other what they have learned. This activity accounts for 2.5% of the overall course grade. The points are based on professional, energetic participation. Students must be present to earn credit. The oral case review will not be recorded - but it WILL be fun.

In Class PICO Activity: This activity will reinforce students' understanding of P-I-C-O as a format to develop well-constructed clinical/scientific questions that investigate problems related to cardiovascular diseases. During the in-class activity, students will be introduced to basic concepts of evidence-based medicine and will be able to critically appraise the results/conclusions of a study, including ARR, NNT, RRR, SS, HR(CI).
Exam Information - Continued

Team Based Learning (TBL): These activities are designed to assist students in learning content at a depth beyond memorization and apply it to patient care vignettes. They serve as “endcap reviews” for each section’s material. We will hold 3 TBL sessions each worth 2.5 points (accounting for 7.5% of the overall grade). Each session will consist of three phases. The first and second consist of the “readiness assurance testing” - one set of questions first testing your individual knowledge (iRAT) and then an identical set testing your knowledge as a group (tRAT). The third and final phase is “applied exercises.” The applied exercises are case based scenarios you will work on as a group. TBL sessions will be conducted on Canvas (bring a device) and will be closed note.

- **TBL Grading:** The iRAT will count for 50% of the grade, while the tRAT will count for the remaining 50%. TBL sessions are intended to be an active learning experience, thus students must be present to earn a 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. tRAT scores can only be submitted by one group member - if 2 or more scores are recorded, the lowest grade will be recorded for the group. Students are responsible for bringing all items needed to complete the readiness assessments (this may include computers, batteries, etc.). Students without a working device will not be awarded credit - paper and/or verbal answers will not be accepted.

- **TBL Absentee policy:** The iRATs will start on time - questions missed due to tardiness will be forfeited. If a student receives a Ø for the iRAT a Ø will also be recorded for the tRAT. In the event of an excused absence, students will receive the class average for the iRAT and tRAT.

Comprehensive Final Exam: A comprehensive final exam for all three sections will contribute 20% toward the overall course grade. Approximate contributions of each section for this exam will be 30% Dr. Straka, 30% Dr. Schullo-Feulner and 40% Dr. Chapman. Students must pass the final exam with a grading of 60% or greater in order to pass the course. Exceptions will not be granted.

Extra Credit Cases: During the course 3 OPTIONAL extra credit activities will be available to students. These activities will be complex cases related to material presented in the course. Each extra credit activity will be aligned with a section of the course (section I: CSA and ACS, section II: HTN and HLD, section III: HF and arrhythmias). These activities will involve patient case scenarios and multiple choice questions.

Each extra credit activity will be available as a Canvas-based quiz at the beginning of each section, and will be **due prior to the Pre-Exam Review for that section**. Students will be able to save partial work and go back into the quiz at will to work on it. However, once an extra credit quiz is “submitted,” students are not able to change answers.

In order to receive credit for each question, the correct answer must be chosen with a rationale statement. An acceptable rationale is a detailed and patient specific justification as to why the chosen answer is correct, including supporting references (lecture slides, guidelines, readings, etc.). To receive full credit, each answer must also include a reason why each incorrect option is not correct/ideal.

The answers to the extra credit case activity will be reviewed at the Pre-Exam Review - this session will not be recorded. Each activity will be worth 1.67% extra credit added to the final grade. Students can earn up to 5% total extra credit toward the final grade for the course. **STUDENTS ARE EXPECTED TO WORK ON THE EXTRA CREDIT ACTIVITY INDEPENDENTLY.**

**NOTE:** Students who do not correctly fill out their official University name, x500 number, and University ID number on an exam bubble sheet will forfeit any earned extra credit quiz points from that same module/section. This opportunity resets with each new extra credit/exam section.
Exam Information - Continued

Make-Up Policy for Examinations, Quizzes, TBLs, Oral Case Review, and Extra Credit:
Please note MAKE-UPS WILL NOT BE OFFERED EXCEPT UNDER THE FOLLOWING CIRCUMSTANCES:
Personal illness, a family emergency, or a University-sponsored event. 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:

1. Course Exams, TBL Sessions, the PICO Activity and/or the Oral Case Review:
The relevant instructor AND Course Director must be notified (by email) at least 24 hours in advance
(where possible) to provide information to explain the absence. Verification for absences (medical
professional note, event registration, etc.) is required. If an acceptable circumstance and/or adequate
documentation is not provided, a grade of zero will be assigned. If you do not receive a reply to your
request, please do NOT assume that your request has been granted; contact us again to confirm that
your request was received. 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. In
the event more than one student misses an exam, a simultaneous makeup exam will be scheduled.

2. Course Quizzes: The relevant instructor AND Course Director must be notified (by email) at least 24
hours in advance (where possible), but no later than 24 hours after the due day/time to provide
information to explain the absence. Verification is not required for the first absence, but is for any
subsequent absence. Make-up quizzes for students who unintentionally overlooked the due date/time
(and/or without an accepted circumstance as above) will not be granted.

3. Extra Credit Quizzes: There are no “make-up” options for these optional, extra credit quizzes.

Disability Accommodations
All students are welcome here and all discussions concerning accommodations will remain confidential.
Students with documentation (e.g. physical, learning, psychiatric, vision, hearing, etc.) already registered with
the Disability Resource Center must contact the Course Director within the first week of class to discuss
accommodations. Accommodations do take advance planning to implement. Students who do not present
documentation from Disability Services a minimum of one week before an assessment will adhere to
original/traditional expectations for that assessment.

Please contact Disability Services to quantify and arrange the necessary accommodations:
Twin Cities:  https://diversity.umn.edu/disability/studentservices  612-626-1333
Duluth:  www.d.umn.edu/access/  218-726-8217
**Honor Code**

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 and unauthorized collaboration.

Specifically, each student will be required to do their own work on all quizzes, tests, extra credit assignments, oral and written exams unless otherwise advised by the course instructors. For exams & other assessments it will be considered a "misuse of test materials," and therefore a violation of the honor code to copy, scan, photograph, share, or otherwise re-construct such assessment content. Instructors or a fellow student should report academic misconduct during an exam to the Course Director and the Honor Council for investigation.

You signed the following statement upon accepting placement in the 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. Your professional community starts here at the College of Pharmacy with your peers, faculty, preceptors, future patients, staff and administrators.

Pharmacy is healthCARE profession. It is our expectation that you will exhibit professional and caring behavior towards other students and to faculty in the classroom at all times. In turn, you can expect us, as a teaching team, to treat you with the professional respect and care you deserve as part of our University community, and the future of the profession of pharmacy.

**Course Evaluations**

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. We change things EVERY YEAR - help out!!

**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.