

Phar 6961 Women's Health Elective Course Syllabus

Meeting Time, Place, Credits

Monday 8:00 – 9:55 am (reserved meeting time for this hybrid course)

2.0 credits

Course Web Site: available on Canvas

Term: Fall

Location: Online only -- both synchronous and asynchronous activities

Target audience: PD3 students interested in learning more about women's health.

Course Instructional Team

Sarah Westberg, Pharm.D., BCPS, FCCP Course Director Email: swestber@umn.edu Office Hours: By appointment	
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Overview of the course

Course content:

During this course, students will have the opportunity to actively learn and discuss women's health issues expanded from the core curriculum content. The core curriculum focuses on the pharmacotherapy for women's health; we will focus on the patient's perspective, advanced pharmacotherapy topics, and other quality care considerations specific to women including: cultural, religious, psychosocial, and socioeconomic factors affecting health. Health topics will range from menstrual health, cancers, pregnancy and mental health, 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 0-2 hours per week in synchronous class sessions, in addition to reviewing content outside of class through course readings, preparing for discussion, and assignments. The course schedule will specify the activities for each week, noting when synchronous participation is expected and clear expectations for asynchronous content. Each synchronous session will include active learning activities. 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.

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,	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 fully participate in synchronous class activities, and submit work that is reflective of thoughtful effort. In-class activities may be made up for excused absences (to be arranged with the course director). Unexcused absences may result in zero points on the in-class activity for that day.

Statement Of Commitment To Equity, Support And Inclusion

We commit to providing academic support to individual students or groups that seek further assistance with course material. Please contact Dr. Westberg if you need help with this course material.

We want our classroom to be a space for all voices, from all cultures, races, ethnicities, genders/gender identities, sexual orientations, and backgrounds. We are open to feedback and suggestions if there is ever any question or issue in this regard. We are happy to serve as listeners and advocates when students experience bias from faculty, students, or others in the College community. You have our commitment that we would not

share this information unless you asked us to. If you feel more comfortable remaining anonymous, please utilize the Course Feedback Google form posted in the Canvas site to submit anonymous feedback. Please know that we will not be able to follow up with you should you choose to remain anonymous.

As faculty, we commit to identifying our bias and educating ourselves appropriately. This commitment includes receiving feedback and suggestions from the student body in order to expand our awareness, knowing what we do at the College and in our practices affects our learners and patients.

Course Materials

Course materials are located on Canvas.

The following textbook is available online through the University Library:

- O'Connell MB, Smith JA, Calis KA. Women's Health Across the Lifespan, 2nd Edition. 2019. McGraw-Hill.
- <http://login.ezproxy.lib.umn.edu/login?url=https://accesspharmacy.mhmedical.com/book.aspx?bookid=2575>

Assessments and Grading

Course work descriptions:

Students will have assigned activities every week that will consist of participation in class activities (including jigsaws, reflections), online quizzes, and group projects. Further details of each activity will be detailed in Canvas throughout the semester.

Students will be placed into groups in the first week of class, and these groups will be used throughout the course, for in-class activities and for the final project.

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

In-Class Activities: A variety of in-class activities will be used throughout the class, including Jamboard and short reflective writings.

Jigsaws: Each student will read one of the assigned chapters and determine 3-5 main learning points from the chapter. In class, students will first connect with others who read the same chapter, and reach an agreement on the main 3-5 learning points. Students will then return to their assigned groups, and each student will have 5 minutes to share what they learned from their chapter.. The class will reconvene and discuss main points.

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.

Final project: In assigned groups, 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 via a 10-15 minute recording, which will be posted online during the last 2 weeks of class. Students will watch other group's presentations, post questions, and complete a peer evaluation of the presentation.

Assessments and Grading

Graded Assessments

The following graded assessments will count toward your final grade for this course in the following amounts:

Dates	Activity	Points
9/28, 10/5, 10/19, 10/26, 11/2, 11/16	Quizzes (6 quizzes x 10 points each)	60
9/14, 9/21, 11/9, 11/23	In Class Activities/Homework/Reflections (4 activities x 10 points each)	40
Due 10/26	Interview with a Woman Reflection	30
11/30 & 12/7 (as assigned)	Final group project presentation (grade will include 50% weight from faculty grade and 50% weight from peer review; all group members will receive same grade)	30
Due 12/7	Final group project paper	20
Due 12/9	Completion of final presentation peer reviews	20
	TOTAL POINTS	200

Statement on Penalties for Late Work

All assignments must be turned in on time. An unexcused late assignment will result in a 10% reduction in the grade for every 24 hours it is late.

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.]

Course Schedule

Note: Changes to the schedule are possible based on student experience/feedback, and the unpredictable nature of the ongoing Covid-19 pandemic.

Week	Date Instructor	Topics & Aims	Pework	Mode of Delivery / Learning Activities	Post-Class work/assessments
1	9/14 Westberg	Introductions and Syllabus Women's Health Overview Review Female Physiology, & Wellness	Complete survey on group preference (optional)	<ul style="list-style-type: none"> • <i>All asynchronous</i> • Recorded content: course introduction / overview / setting expectations • Recorded content: Women's Health Overview and Review of Female Physiology & Wellness 	Record 30-60 second video introduction of yourself to the class, with your name & tell us why you wanted to learn more about women's health
2	9/21 Westberg	Sexual Health -- talking with patients about sexual health PLISSIT: A Tool for Discussion	Watch PLISSIT online videos	<ul style="list-style-type: none"> • Asynchronous: recorded content and video links • Synchronous Zoom (9:00 - 9:50 AM): group discussions 	Group Jamboard completion due immediately after class
3	9/28 Moon/ Harris	Menstrual Health IUDs & Implantable Contraception	Online recordings	<ul style="list-style-type: none"> • Asynchronous content: recorded content and video links • Discussion board participation on cases 	Online Quiz
4	10/5 Westberg	Assessment of medication use in pregnancy Treatment of common conditions associated with pregnancy Management of chronic disease in pregnancy	Read assigned chapter from WHAL and develop 3 key summary points for Jigsaw Activity	<ul style="list-style-type: none"> • Synchronous Zoom (8:00 - 9:55) • Jigsaw Activity • Cases 	Online Quiz
5	10/12	NO CLASS IPPE Block			Selection of final project topic DUE on Canvas

6	10/19 Murphy-Bakken	Endometriosis Infertility	Online recordings	<ul style="list-style-type: none"> All asynchronous: recorded content and video links 	Online Quiz
7	10/26 Moon	Interview with a Woman Debrief Pregnancy, High Risk Pregnancy & Postpartum Care	<p><i>Interview with a Woman Paper due via Canvas at 8 AM on 10/26</i></p> <p>Read assigned chapter from WHAL and develop 3 key summary points for Jigsaw Activity</p>	<ul style="list-style-type: none"> Synchronous Zoom (8:00-9:55) Student presentations “Interview with a Woman” assignment debrief in small groups Jigsaw activity 	Online Quiz
8	11/2 Murphy-Bakken	Mental health Sexual assault & STIs	Online content	<ul style="list-style-type: none"> Asynchronous: recorded content and video links Synchronous Zoom (8:00 - 8:50): group discussions and cases 	Online Quiz
9	11/9 Palombi	Sex Trafficking	Online content	<ul style="list-style-type: none"> Asynchronous: recorded content and video links Synchronous Zoom (9:00-9:50): group discussions and cases 	Reflective paragraph due in Canvas
10	11/16 Westberg	Menopause & Sexual Dysfunction	Online content / Readings	<ul style="list-style-type: none"> Asynchronous: recorded content and video links Synchronous zoom (9:00-9:50): Case presentation and discussion; Role playing 	Online Quiz
11	11/23 Patient Panel	Guest Panel	None	<ul style="list-style-type: none"> Synchronous zoom (8-9:55): Patient experiences, guest panel 	Reflective paragraph due in Canvas

12 & 13	11/30, 12/7	Final Presentations <ul style="list-style-type: none">● Assigned groups will record presentations● Peer-evaluations of presentations due	Final project paper due via Canvas (12/7)
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