# [Course Number]

# [Course Title]

**[Semester / Year]**

**[Credit hours]**

*Location/Time:*  Building, Room Number (e.g., HSEB 1234)

Days and Time the Class is held (e.g., M, W, F 09:00am – 09:50am)

*Coursemaster:* First Name Last Name, [Credentials / Rank / Department] *[Required]*

Office location:

Office phone:

Office hours:

Email:

*Co-Instructors:*

*[If applicable]*

*Teaching Assistants:*

*[If applicable]*

*Course Description / Content overview: [Required]*

*[see syllabus checklist for more info]*

*Pre-Requisites: [Required]*

*[If applicable]*

*Course Objectives [Required]*

At the end of this course, students should be able to:

*Teaching and Learning Methods [Required]*

Some or all of the following teaching methods may be used:

*[see syllabus checklist for more info]*

*Evaluation Methods and Criteria [Required]*

*Grade Point Scale [Grade Scale Required; Instructor can modify]*

|  |  |  |  |
| --- | --- | --- | --- |
| 93 –100% | A | 77 – 79.9% | C+ |
| 90 – 92.9 % | A- | 73 – 76.9% | C |
| 87 – 89.9% | B+ | 70 – 72.9 | C- |
| 83 – 86.9% | B | 67 – 69.9 | D+ |
| 80 – 82.9% | B- | 65 – 66.9% | D |
|  |  | Below 65% | F |

*Assessment/Testing Policy [Recommended]*

Students are expected to follow the guidelines for taking examinations as delineated in the University of Utah College of Pharmacy Orientation Guide to the Doctor of Pharmacy Program entitled “Exam Policy”

Exams will be held in Skaggs Hall Auditorium, or other available facility. Arrive promptly and follow College of Pharmacy guidelines. If a student arrives more than five (5) minutes late to the examination, it will be at the discretion of the Coursemaster to allow the late arriving student to sit for the examination. If the student is allowed to sit for the examination, no additional time will be allowed.

***Unless a prior arrangement is authorized by the Coursemaster, No allowances will be made for an exam being missed, other than serious illness verified by a physician’s note or verified family emergency***. If the student is going to miss, or anticipates missing an exam, it is the student’s responsibility to notify the instructor as soon as possible, preferably before the exam is given, and no later than 5:00 p.m. the day it is given. Any student who misses an exam and does not have an acceptable reason, or who has not followed the notification policy, will receive a zero (0) score for the exam.

*Evaluation Component Descriptions [Recommended]*

**Examinations**

**Quiz**

**Class participation**

*Academic Integrity and Misconduct [Recommended]*

Allegations of academic misconduct will be thoroughly investigated and adjudicated in accordance with University and College Policies and Procedures. The following information is from University of Utah Policy 6-400 “Student Code” (<http://regulations.utah.edu/academics/6-400.php> )

*Text(s)/Reading List [Recommended]*

*Faculty Responsibilities [Required]*

* Convene class unless a valid reason and notice are given
* Perform and return assessments in a timely manner
* Inform students at the beginning of class about: general content, objectives, course activities, evaluation methods, grade scale, schedule of lectures, assignments, laboratory, exams, etc.
* Ensure environment conducive to learning
* Enforce student code

*Student Responsibilities [Required]*

* Students are expected to attend class and to participate in class discussions, as outlined in this syllabus
* Students are expected to follow the Code of Student Rights and Responsibilities (“Student Code”) as delineated in the University of Utah Policies and Procedures Manual <http://www.admin.utah.edu/ppmanual/8/8-10.html>.
* Students are expected to meet the Standards of Performance and adhere to expectations regarding academic integrity and misconduct as delineated in the University of Utah College of Pharmacy Orientation Guide to the Doctor of Pharmacy Program [(Orientation Guide)](https://pharmacy.utah.edu/current-students/orientation-materials.php).

*College of Pharmacy Professional Outcomes [Required]*

*[Select from the above list which outcome(s) apply; see syllabus checklist for more info]*

At the end of this course, the student will be better prepared to:

* Apply fundamental scientific, analytic and problem-solving skills to all areas of pharmacy practice
* Communicate effectively in both verbal and written formats
* Work collaboratively on healthcare teams
* Base patient care/practice decisions on sound science and best evidence
* Apply medication safety and quality-improvement principles to pharmacy practice
* Manage medication-use systems
* Promote public health and wellness
* Practice in an ethical, culturally aware and professional manner
* Demonstrate a commitment to continuous professional development and leadership

*ACPE Educational Outcomes Addressed in this Course: [Required]*

*[select applicable ACPE Educational outcome(s) from the following list; see syllabus checklist for more info]*

**Standard 1: Foundational Knowledge**

The professional program leading to the Doctor of Pharmacy degree (hereinafter “the program”) develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.

Key Element:

**1.1. Foundational knowledge** – The graduate is able to develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

**Standard 2: Essentials for Practice and Care**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.

Key Elements:

**2.1. Patient-centered care** – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

**2.2. Medication use systems management** – The graduate is able to manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

**2.3. Health and wellness** – The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

**2.4. Population-based care** – The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices. 2

**Standard 3: Approach to Practice and Care**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

Key Elements:

**3.1. Problem solving** – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

**3.2. Education** – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.

**3.3. Patient advocacy** – The graduate is able to represent the patient’s best interests.

**3.4. Interprofessional collaboration** – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

**3.5. Cultural sensitivity** – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.

**3.6. Communication** – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

**Standard 4: Personal and Professional Development**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.

Key Elements:

**4.1. Self-awareness** – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

**4.2. Leadership** – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.

**4.3. Innovation and entrepreneurship** – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

**4.4. Professionalism** – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

*Students with Disabilities and ADA Statement [Univ. Required Statement]*

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

*Sexual Misconduct Statement [Univ. Required Statement]*

Title IX makes it clear that violence and harassment based on sex and gender (which Includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

*Student Names & Personal Pronouns Statement [Recommended]*

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. IF you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

*Wellness Statement*

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at [www.wellness.utah.edu](http://www.wellness.utah.edu) or 801-581-7776.

*Campus Safety*

The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit: <https://safeu.utah.edu>

*Note: [Recommended]*

This syllabus is meant to serve as an outline and guide for the course. Please note that it may be modified during the semester with reasonable notice to students. Course Schedule may also be modified to accommodate the needs of the class. Any changes will be announced in class and communicated electronically.

*[Required; however, amend/modify, as appropriate]*

***APPENDIX A – Lecture Schedule, Reading Assignments and Assessments (subject to modification)***

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| --- | --- | --- | --- |
| Date | Topic / Assessment | Pre-Class Assignment | Instructor |
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*[Add, as appropriate for course clarity]*

**ADDITIONAL APPENDICIES**