

Standardized Syllabus (Approved: 01/28/2015)
Doctor of Pharmacy Program
WSU – EACPHS

Course Name
Course Number (e.g., PHA XXXX)
Semester – Year

For course coordinators: Please note – all italicized items should be individualized for each individual course. Regular text should be included as written.

Course Coordinator:

Name, Title, Office Number, Phone number, E-mail Address, Office Hours (or “available upon request”)

Instructors: *(include all faculty and guest lecturers)*

Name, Title, Office Number, Phone number, E-mail Address, Office Hours (or “available upon request”)

Course Description: *Provide a brief overview of the course*

Course Meeting Time(s) and Location(s)

Course Objectives:

Program-Level Ability Based Outcomes (ABOs) and Course Level Learning Objectives: *Select the ABO’s that this course will address. Then, design Learning Objectives related to each selected ABO that will be specific to the course. You may choose from the suggested Learning Objectives or design your own. Delete the ABO’s and Learning Objectives that do not apply to your course.*

Domain 1 – Foundational Knowledge

1.1. Learner (Learner) - Attain, integrate, and apply knowledge from the foundational sciences (i.e., **pharmaceutical, social/behavioral/administrative**, and **clinical sciences**) to evaluate biomedical literature, explain drug action, solve therapeutic problems, and advance population health and **patient centered care**.

Learning Objectives:

- 1.1.1. Develop and demonstrate depth and breadth of knowledge in **pharmaceutical, social/behavioral/administrative**, and **clinical sciences**.
- 1.1.2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.
- 1.1.3. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations.
- 1.1.4. Apply knowledge in foundational sciences to solve therapeutic problems and advance **patient-centered care**.

- 1.1.5. Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.
- 1.1.6. Identify and critically analyze emerging theories, information, and technologies that may impact **patient-centered** and **population based care**.

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide patient-centered care as the medication specialist (obtain and interpret evidence, formulate and prioritize assessments of health related problems, develop and implement care plans and recommendations, monitor and adjust care plans, and document activities)

Learning Objectives

- 2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.
- 2.1.2. Interpret evidence and patient data.
- 2.1.3. Prioritize patient needs.
- 2.1.4. Formulate evidence based care plans, assessments, and recommendations.
- 2.1.5. Implement patient care plans.
- 2.1.6. Monitor the patient and adjust care plan as needed.
- 2.1.7. Document patient care related activities.

2.2. Medication use systems management (Manager) - Manage human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems to meet patient healthcare needs.

Learning Objectives

- 2.2.1. Compare and contrast the components of typical **medication use systems** in different pharmacy practice settings.
- 2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical **medication use system** (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).
- 2.2.3. Utilize technology to optimize the medication use system.
- 2.2.4. Identify and utilize human, financial, and physical resources to optimize the **medication use system**.
- 2.2.5. Manage healthcare needs of patients during **transitions of care**.
- 2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.
- 2.2.7. Utilize continuous quality improvement techniques in the medication use process.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to improve health and wellness and to manage chronic disease.

Learning Objectives

- 2.3.1. Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations.
- 2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.
- 2.3.3. Participate with **interprofessional** healthcare team members in the management of, and health promotion for, all patients.
- 2.3.4. Evaluate personal, social, economic, and environmental conditions to maximize health and wellness.

2.4. Population-based care (Provider) - Describe and apply principles of how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices

Learning Objectives

- 2.4.1. Assess the healthcare status and needs of a targeted patient population.
- 2.4.2. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.
- 2.4.3. Participate in **population health management** by evaluating and adjusting interventions to maximize health.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement and evaluate a viable solution.

Learning Objectives

- 3.1.1. Identify and define the primary problem.
- 3.1.2. Define goals and alternative goals.
- 3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.
- 3.1.4. Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.
- 3.1.5. Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.
- 3.1.6. Reflect on the solution implemented and its effects to improve future performance.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

Learning Objectives

- 3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).
- 3.2.2. Select the most effective techniques/strategies to achieve learning objectives.
- 3.2.3. Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.
- 3.2.4. Ensure instructional content contains the most current information relevant for the intended audience.
- 3.2.5. Adapt instruction and deliver to the intended audience.
- 3.2.6. Assess audience comprehension.

3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.

Learning Objectives

- 3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).
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- 3.2.6. Assess audience comprehension.

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

Learning Objectives

- 3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient care needs.
- 3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.
- 3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.
- 3.4.4. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

3.5. Cultural sensitivity (Includer) - Recognize **social determinants of health** to diminish disparities and inequities in access to quality care.

Learning Objectives

- 3.5.1. Recognize the collective identity and norms of different **cultures** without overgeneralizing (i.e., recognize and avoid biases and stereotyping).
- 3.5.2. Demonstrate an attitude that is respectful of different **cultures**.
- 3.5.3. Assess a patient's **health literacy** and modify communication strategies to meet the patient's needs.
- 3.5.4. Safely and appropriately incorporate patients' cultural beliefs and practices into health and wellness care plans.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group or organization.

Learning Objectives

- 3.6.1. Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.
- 3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.
- 3.6.3. Use available technology and other media to assist with communication as appropriate.
- 3.6.4. Use effective interpersonal skills to establish rapport and build trusting relationships.
- 3.6.5. Communicate assertively, persuasively, confidently, and clearly.
- 3.6.6. Demonstrate empathy when interacting with others.
- 3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.
- 3.6.8. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).
- 3.6.9. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, attitudes, motivation, and emotions that could enhance or limit personal and professional growth.

Learning Objectives

- 4.1.1. Use **metacognition** to regulate one's own thinking and learning.
- 4.1.2. Maintain motivation, attention, and interest (e.g., **habits of mind**) during learning and work-related activities.
- 4.1.3. Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.

- 4.1.4. Approach tasks with a desire to learn.
- 4.1.5. Demonstrate persistence and flexibility in all situations; engaging in **help seeking** behavior when appropriate.
- 4.1.6. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.
- 4.1.7. Use **constructive coping strategies** to manage stress.
- 4.1.8. Seek personal, professional, or academic support to address personal limitations.
- 4.1.9. Display positive self-esteem and confidence when working with others.

4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

Learning Objectives

- 4.2.1. Identify characteristics that reflect **leadership** versus **management**.
- 4.2.2. Identify the history (e.g., successes and challenges) of a team before implementing changes.
- 4.2.3. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.
- 4.2.4. Persuasively communicate goals to the team to help build consensus.
- 4.2.5. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

Learning Objectives

- 4.3.1. Demonstrate initiative when confronted with challenges.
- 4.3.2. Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.
- 4.3.3. Demonstrate creative decision making when confronted with novel problems or challenges.
- 4.3.4. Assess personal strengths and weaknesses in **entrepreneurial skills**
- 4.3.5. Apply **entrepreneurial skills** within a simulated entrepreneurial activity.
- 4.3.6. Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Learning Objectives

- 4.4.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
- 4.4.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.
- 4.4.3. Deliver **patient-centered care** in a manner that is legal, ethical, and compassionate.
- 4.4.4. Recognize that one's professionalism is constantly evaluated by others.
- 4.4.5. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.

Course Materials

Required and Recommended Texts:

Method of Instruction:

Provide a list of the instructional methods that will be used. (Lecture with active learning, discussion, lab, team-based learning, problem based learning, service

learning, online, flipped classroom, experiential, projects/presentations). Further detail may be provided later in the syllabus if desired.

Schedule:

Include: topics to be covered and dates of coverage, other class related activities, dates of major evaluations, including examinations, papers, or formal presentations. Instructional method per class session may be included for clarity to the students.

Example:

Class activity: L=lecture, F=Flipped Classroom, T=Team based learning, E=Exam,

Date	Time	Class Activity	Topic	Instructor	

Changes in lecture scheduling may need to be made at the discretion of the course coordinator.

Attendance Policy

This section may be optional if attendance for the course is not mandatory.

Detail of Method of Instruction:

Provide detailed information here if needed. If using a pedagogy that is being developed systematically across courses, common language should be used.

Assessment (Examinations, Assignments, Papers, etc...):

Examinations:

Dates of exams and material to be covered on each exam.

Action to be taken if a student misses an exam: for example:

*If you have a compelling reason for missing an examination or quiz, notify the module coordinator **BEFORE** the examination. Please note that an oral make up examination will be given for an excused absence. A makeup examination will be administered within 10 days of the missed examination/quiz. **An un-excused absence from an examination/quiz***

will result in the assignment of a grade of zero for that examination (No Exceptions).

Other Assessments:

Describe all other components that will be included in the final grade.

Grading Policy:

Include weight given to each graded component and the grade that will be assigned to a student who does not officially withdraw from the course before the drop deadline.

In the event of course failure:

Describe the policy that will be used if a student fails the course.

Course Specific Remediation Plan: *Policy to be determined.*

Any other policies pertinent to the course: e.g., safety issues, etc...

Religious holidays (from the online Academic Calendar):

Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Student Disabilities Services (edited statement from the SDS web site):

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located in the Adamany Undergraduate Library. The SDS telephone number is 313-577-1851 or 313-202-4216 (Videophone use only). Once your accommodation is in place, someone can meet with you privately to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Students who are registered with Student Disability Services and who are eligible for alternate testing accommodations such as extended test time and/or a distraction-reduced environment should present the required test permit to the professor at least one week in advance of the exam. Federal law requires that a student registered with SDS is entitled to the reasonable accommodations specified in the student's

accommodation letter, which might include allowing the student to take the final exam on a day different than the rest of the class.

Academic Misbehavior:

Academic misbehavior means any activity that tends to compromise the academic integrity of the institution or subvert the education process. All forms of academic misbehavior are prohibited at Wayne State University, as outlined in the Student Code of Conduct (<http://www.doso.wayne.edu/student-conduct-services.html>). Students who commit or assist in committing dishonest acts are subject to downgrading (to a failing grade for the test, paper, or other course-related activity in question, or for the entire course) and/or additional sanctions as described in the Student Code of Conduct.

- Cheating: Intentionally using or attempting to use, or intentionally providing or attempting to provide, unauthorized materials, information or assistance in any academic exercise. Examples include: (a) copying from another student's test paper; (b) allowing another student to copy from a test paper; (c) using unauthorized material such as a "cheat sheet" during an exam.
- Fabrication: Intentional and unauthorized falsification of any information or citation. Examples include: (a) citation of information not taken from the source indicated; (b) listing sources in a bibliography not used in a research paper.
- Plagiarism: To take and use another's words or ideas as one's own. Examples include: (a) failure to use appropriate referencing when using the words or ideas of other persons; (b) altering the language, paraphrasing, omitting, rearranging, or forming new combinations of words in an attempt to make the thoughts of another appear as your own.
- Other forms of academic misbehavior include, but are not limited to: (a) unauthorized use of resources, or any attempt to limit another student's access to educational resources, or any attempt to alter equipment so as to lead to an incorrect answer for subsequent users; (b) enlisting the assistance of a substitute in the taking of examinations; (c) violating course rules as defined in the course syllabus or other written information provided to the student; (d) selling, buying or stealing all or part of an un-administered test or answers to the test; (e) changing or altering a grade on a test or other academic grade records.

Class recordings:

Provide instruction about to state if audio or video recording may take place within the course. Suggested wording: Students may audio record lectures.

The Audio and/or video recording is to be used only for the student's personal instructional use. Such recordings are not intended for a wider public audience, such as postings to the internet or sharing with others. Students registered with Student Disabilities Services (SDS) who wish to record class materials must present their specific accommodation to the instructor, who will subsequently comply with the request

unless there is some specific reason why s/he cannot, such as discussion of confidential or protected information.

Course Drops and Withdrawals:

In the first two weeks of the (full) term, students can drop this class and receive 100% tuition and course fee cancellation. After the end of the second week there is no tuition or fee cancellation. Students who wish to withdraw from the class can initiate a withdrawal request through the WSU online registration system. You will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after the end of the tenth week. Students enrolled in the 10th week and beyond will receive a grade. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step. More information on this can be found at: <http://reg.wayne.edu/pdf-policies/students.pdf>

1. *This statement must be used for courses that do not run for a whole semester: Students who wish to withdraw from the class can initiate a withdrawal request on Pipeline. Students can drop this class and receive 100% tuition and course fee cancellation if the withdrawal is filed on or before (Date 1*). The course will not appear on your academic record. After (Date 1*), there is no tuition or fee cancellation. If you withdraw after (Date 1*) but on or before (Date 2*), you will receive a transcript notation of WP (passing), WF (failing), or WN (no graded work) at the time of withdrawal. No withdrawals can be initiated after (Date 3*). Students enrolled after (Date 3*) will receive a grade.*

* The dates to be inserted may be obtained from the online Schedule of Classes.

2. The student must complete the Pharmacy Program's course withdrawal form, which must be signed by the course coordinator and given to the Chair of the CAPP committee.
3. Because withdrawing from courses may have negative academic and financial consequences, students considering course withdrawal should make sure they fully understand all the consequences before taking this step.

Student Services

- *The Academic Success Center* (1600 Undergraduate Library) assists students with content in select courses and in strengthening study skills. Visit www.success.wayne.edu for schedules and information on study skills workshops, tutoring and supplemental instruction (primarily in 1000 and 2000 level courses).
- The Writing Center is located on the 2nd floor of the Undergraduate Library and provides individual tutoring consultations free of charge. Visit

<http://www.clas.wayne.edu/writing/> to obtain information on tutors, appointments, and the type of help they can provide.

Online courses only:

- *Will class will be held in case of school closures (e.g., due to snow)?*
- *Hardware and software requirements*
- *Are there any extra fees associated with access to required course materials (e.g., a subscription to Netflix)*
- *Are any synchronous meetings required; if so, what are the dates and times?*
- *Are any proctored exams required; if so, how many and what is the method for proctoring (e.g., at a testing center or via an electronic proctoring system that might involve costs)?*
- *Information on how to remotely access library resources*