# Tips for use:

1. This is a template or outline for your convenience. It highlights language and links that should be universal throughout the College and/or are required by the University of Arizona. Please keep using your amazing and creative formats whenever possible!
2. Anything in **BLACK** is considered “**required**” and should be stated somewhere on your syllabus.
3. Anything in **PURPLE** is considered “**suggested**” and you can decide if it is appropriate.
4. Anything in **RED** is just there to serve as **explanation or examples** & to be deleted from your syllabus.

**Course Number, Title and Semester Class Meeting Times and Locations**

**Tucson Phoenix**

**Course Coordinator(s)**

Name, office location, telephone number, e-mail address Instructor’s availability:

In-person courses: give office hours or explain the “open-door” policy

Remote/distance learners: give office hours and preferred mechanism for communication Online courses: clarify the instructor’s response time to questions (e.g., 24 hours)

Web information, including course home page, instructor home page, and D2L information

# Guest Speakers/Instructors Credit and hours

**Course delivery and number of hours allotted for each unit (i.e., online delivery)** *[Include the UA definition for required contact hours OR include link to the UA Course Types and Component Definitions (https://catalog.arizona.edu/policy/course-type-and-component-definitions)]*

# Course Format and Teaching Methods Course Objectives

Describe the course overview and goals

List course objectives (***Please make sure these align with the UA/CAPE outcomes or the Accreditation Standards Appendix 1.*)**

The objectives are to start with the phrase: “this course will”

Course objectives describe what the instructor plans to cover in the course

# Expected Terminal (Learning) Outcomes (REQUIRED)

***Please take the outcomes from the most updated UA/CAPE Outcomes, which are found in the UA COP student handbook.***

*Specific outcomes that fit the course should be selected.*

The outcomes are to be started with the phrase: “by the end of this course the student will be able to”

OIA Resources (https://oia.arizona.edu/content/573):

* OIA program-level learning outcomes assessment
* Resource from San Francisco State University

# Recommendation for documenting course objectives and expected terminal (learning) outcomes

**SAMPLE:** (Adapted from syllabus by Dr. Jeannie Lee) DESCRIPTION:

The goal of this course is to prepare PharmD students to become pharmacotherapy experts in management of the following **9 commonly occurring acute and chronic conditions: hypertension, diabetes, dyslipidemia, heart failure, coronary artery disease, respiratory diseases (asthma/chronic obstructive pulmonary disease), common infections, pain, and mental illnesses (depression/anxiety).** Using case-based learning and real or simulated patients, this course requires application of the clinical knowledge and critical thinking skills previously acquired.

COURSE OBJECTIVES:

This course will:

* Develop skills to ask open-ended questions in an organized manner
* Provide students with skills to establish expectations/goals of the visit
* Provide students with skills to acquire thorough chief complaint history
* Provide a framework to conduct a visit as the primary provider for a patient with a chronic condition

LEARNING (TERMINAL) OUTCOMES EXPECTED: From CAPE/UA

([http://www.pharmacy.arizona.edu/sites/default/files/CAPE%20Outcomes%202013%20.pdf)](http://www.pharmacy.arizona.edu/sites/default/files/CAPE%20Outcomes%202013%20.pdf%29)

The following competencies and components from the **Expected Terminal Outcomes for a Graduate of the University of Arizona College of Pharmacy** document are addressed during the course:

|  |
| --- |
| **Domain 2: Essentials for Practice and Care**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). |
| **Competency** | **Terminal learning Outcomes for the PharmD Degree.****By the end of the PharmD program, the student will be able to:** |
| **2.1**Patient- centered care | * + 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 interviews.
		2. Interpret evidence and patient data.
		3. Prioritize patient needs.
		4. Formulate evidence-based care plans, assessments, and recommendations.
 |

**Expectations, Prerequisites, Responsibility for Material from Other Classes SAMPLE:** (Adapted from syllabus by Dr. Jeannie Lee)

Throughout this course, you will be asked to apply relevant materials from communications, patient assessment, pharmacology, medicinal chemistry, preventive care, self-care pharmacotherapeutics, pharmacokinetics and pharmacotherapeutics courses. Since the advanced patient care course builds on the knowledge gained through previous courses, it is strongly suggested that notes and tools from these courses be placed in the clinical toolbox and reviewed prior to pertinent class activities.

# Required and Optional Textbooks or Readings

List both required and recommended texts, books, articles, etc.; delineate required versus optional. Availability: purchased, library reserve, or class handouts and D2L

**Access Pharmacy Textbooks, Case Studies & Test-Prep Materials Including NAPLEX Reviews**

[**https://accesspharmacy-mhmedical-com.ezproxy1.library.arizona.edu/index.aspx**](https://accesspharmacy-mhmedical-com.ezproxy1.library.arizona.edu/index.aspx)

# Required or Special Materials

Special tools or supplies needed: graphing calculator, thumb drives, drafting tools, etc.

# Required Co-curricular Activities

Explain field trips, service-learning projects, etc., with the expected time commitment.

# Scheduled Topics/Activities

List topics in logical units in a weekly/daily schedule, including assignment due dates and exam dates.

**Assignments and Examinations: Schedule/Due Dates** Number of required papers and assignments, with description Number of quizzes and exams

Method of exam delivery (i.e., D2L, ExamSoft)

Total number of points and points for each assignment or exam

If you administer exams in your course, include that, “All exam sessions will be video recorded.”

# Final Examination or Project

The date & time of the final exam or project (Office of Student Services will send the final exam schedule).

# Grading Scale and Policies

Grades & Grading System – Academic Policies

<https://catalog.arizona.edu/policy/grades-and-grading-system>

Provide a detailed explanation of the methods of evaluation and how the final grade will be calculated, including components/assignments, weightings, evaluation criteria, explanation of how late work will be graded, and description of extra-credit opportunities.

**If the course is a 400/500**: Include a grading scale (as per above) that is specific to graduate students.

**Safety on Campus and in the Classroom**

For a list of emergency procedures for all types of incidents, please visit the website of the Critical Incident Response Team (CIRT): <https://cirt.arizona.edu/case-emergency/overview>

Also watch the video available at: <https://arizona.sabacloud.com/Saba/Web_spf/NA7P1PRD161/common/learningeventdetail/crtfy000000000003560>

# UA Nondiscrimination and Anti-harassment Policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. For more information, including how to report a concern, please see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

**University Policies**

All university policies related to a syllabus are available at: <https://catalog.arizona.edu/syllabus-policies>. By placing this link in your syllabus, you no longer need to have each individual policy included in your syllabus.

# Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor of this course.

**Graduate Student Resources**

Please consider including a link to the University of Arizona’s Basic Needs Resources page: <http://basicneeds.arizona.edu/index.html>