# 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://archive.catalog.arizona.edu/2020-21/policy/course-type-and-component-definitions.html*](https://archive.catalog.arizona.edu/2020-21/policy/course-type-and-component-definitions.html)*)]*

# Course Format and Teaching Methods Course Objectives

Describe the course overview and goals

List course objectives (***Please make sure these align with the UA/COEPA 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/***[***COEPA***](https://live-azs-pharmacy.pantheonsite.io/sites/default/files/2025-04/COEPA-Curricular-Outcomes-and-Entrustable-Professional-Activities.pdf) ***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”

\*Student learning outcomes are separate from course objectives\*

OIA Resources (<https://ucatt.arizona.edu/>)

* 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 from PhPr 807)

DESCRIPTION:

PhPr807 is a 2-unit required course that focuses on key population and preventive health concepts and foundational knowledge from a pharmacy perspective. This course introduces the influence of social determinants of health on health, and to selected tools of disease control and health promotion including interventions such as vaccinations, screening, counseling, and education. The intent of this course is to familiarize pharmacy students with the concept of public health, major community health issues and needs, and the importance of health promotion and disease prevention concepts, theories, and services. Public and preventative health are more than treating disease; they address the health of communities and populations and how to ensure that communities and populations are healthy.

COURSE OBJECTIVES:

This course will:

During this course students will:
1. Compare and contrast the complimentary but distinct approaches of public health and clinical
practice, and of the differing patterns of conditions and illnesses in the population and the health
care setting;
2. Apply critical thinking and clinical skills by enabling students to apply public health and prevention
principles and insights to the processes of (a) disease management (diagnosis, treatment and follow-
up, including the prevention of recurrent illness), (b) clinical (one-to-one) health promotion and
disease prevention, and (c) community-based disease prevention and health promotion.
3. Incorporate and identify social, environmental and political perspectives into clinical practice to
optimize their clinical effectiveness in managing disease and promoting health for individual patients
and populations.
4. Demonstrate proper techniques, skills, documentation, and education related to immunizations and
health screenings.

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| LEARNING (TERMINAL/EXPECTED) OUTCOMES: From [UA/COEPA](https://live-azs-pharmacy.pantheonsite.io/sites/default/files/2025-04/COEPA-Curricular-Outcomes-and-Entrustable-Professional-Activities.pdf)The following competencies and components from the **Expected Terminal Outcomes for a Graduate of the University of Arizona R Ken Coit College of Pharmacy** document are addressed during the course: |
| **Domain** | **Terminal learning Outcomes for the PharmD Degree.****By the end of the PharmD program, the student will be able to:** |
| **2**Skills | **2.3** - Cultural and Structural Humility (Ally): Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g., social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes**2.4** - Person-centered Care (Provider): Provide whole person care to individuals as the medication specialist using the Pharmacists’ PatientCare Process **2**.**5** - Advocacy (Advocate): Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.**2.8** - Population Health and Wellness (Promoter): Assess factors that influence the health and wellness of a population and develop strategies to address those factors. |

**Expectations, Prerequisites, Responsibility for Material from Other Classes SAMPLE:** (Adapted from PhPr 807)

Course Modality – This course is a live, in-person lecture course along with a workshop component that uses a flipped classroom approach. To evaluate student learning, this course will use quizzes, group activities, and reflective writing. Students will be expected to actively participate as a contributing member of the class and workshop; this includes preparing for in-class and workshop activities and completing assigned readings and videos. Throughout this course, we expect you to incorporate and apply material learned from other courses, including PhPr 819 Professional Communication, PhPr 812 Self-Care Pharmacotherapeutics, and PhPr 816a Patient Assessment. We ask that you consider how these courses and their material can inform your approach to public health, population health, and prevention for communities and individual patients.

# Required and Optional Textbooks or Readings

There are no required or optional textbooks. All readings will be posted on D2L one week before each class

 session.

**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: Sphygmomanometer (blood pressure cuff) and stethoscope

# 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)

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](https://catalog.arizona.edu/policy/courses-credit/grading/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: <https://basicneeds.arizona.edu/>