|  |  |
| --- | --- |
| Graphical user interface  Description automatically generated with low confidence | **PHAR XXX: Official Course Title**  Term and Year  <Day(s) of week such as MWF> and <Time> in <Building Name> <Room Number> |
| Our mission is to advance societal health through leadership in pharmacy education, research, community engagement, and improved patient care. | |

**Faculty Responsible for the Course:**

|  |  |  |  |
| --- | --- | --- | --- |
| Dr. Alec Smart (Course coordinator) | Rm XXX Pharmacy | smartDr@oregonstate.edu | 541-XXX-XXXX |
| Dr. Wise Pharmacist | Rm XXXX CLSB | wise.pharmacist@ohsu.edu | 503-XXX-XXXX |

**Disclaimer**

*Due to the rapid and unprecedented switch to remote education, the instructors reserve the right to make changes to the syllabus throughout the term. Modes of delivery (e.g. Zoom classes versus pre-recorded lectures), examination methods (online exams versus projects), contact methods, or any of the other course items might change if we discover the technology does not meet our needs or better ideas emerge. Instructors will do their best to provide ample notice but students will need to be checking email regularly and be responsible for course changes.*

# General Catalog Description

*Use the description, credits and prerequisites located in* [*Pharm D section from the OSU Catalog*](http://catalog.oregonstate.edu/CourseList.aspx?subjectcode=PHAR&level=pro&campus=corvallis)

# Credits: *Whatever is says in the OSU Catalog.*

# Prerequisites/Co-Requisites: *Whatever is says in the OSU Catalog.*

# Course Specific Measurable Student Learning Outcomes (SLOs) & Linkage to [Program Student Learning Outcomes](https://pharmacy.oregonstate.edu/program-level-student-learning-outcomes-p-slos) (P-SLOs):

# *Use the approved student learning outcomes for your course. Please confirm with Curriculum Committee Chairperson if you have any questions. Each of the course SLOs need to link to at least one of the P-SLOs.* See abridged example below – note, this is only an example and may not reflect the full mapping.

# Example: Develop verbal, non-verbal, written, and graphic skills to communicate effectively with diverse patient populations and other members of the health care team. (P-SLO: 3.4.1, 3.4.3, 3.5.1, 3.5.2, 3.6.1, 3.6.2, and 3.6.4)

#### Discuss the etiology and pathogenesis of common chronic health conditions

#### Gather patient information, and recognize and assess clinical indicators (signs and symptoms) of common health conditions

#### Utilize screening tools and technology to assess a patient’s care needs.

#### Interpret and evaluate patient and medication related data, including patient perspectives, to identify and tailor therapeutic needs.

#### Select, recommend, and educate on appropriate drug and nondrug therapy for common conditions.

#### Develop verbal, non-verbal, written, and graphic skills to communicate effectively with diverse patient populations and other members of the health care team.

#### Review and interpret prescription drug orders for completeness and accuracy.

#### Perform dosing and medication preparation calculations accurately and in a timely manner.

#### List the brand, generic, indication, common dosing regimen, and key counseling points for commonly prescribed medications.

#### Examine and reflect on personal knowledge, skills, abilities, and perspectives that could affect personal and professional growth

**Student Requirements for Credit and Evaluation of Performance:**

*All course assessments/evaluations should be linked to at least one student learning outcome (SLO) and ideally included in the syllabus as outlined in the sample table below. The intent is to provide a clear linkage for both faculty and students about how activities support the assessment of student learning. Attention should be paid to the appropriate alignment between the SLO and method of assessment. For example, if a SLO is focused on affective skills, then multiple choice exams are likely not an appropriate method of assessment.*

*Also, there is a strong recommendation against providing “participation” credit.  Course grades should be based on demonstration of the achievement of student learning outcomes.  “Participation” in class is not an indicator of learning or ability to meet the course outcomes. If you need an indicator for classroom engagement, consider “Quality of Contributions & Interactions.” However, be prepared to describe what behaviors are considered to be of quality. If the intention of providing participation credit is to ensure attendance, then it is recommended that you specify attendance requirements separately.*

|  |  |  |
| --- | --- | --- |
| **Assignment/Method of Evaluation** | **Percentage of Grade** | **Course Student Learning Outcome(s) Addressed** |
| Exam I | 30% | 1, 4, 5 |
| Exam II | 30% | 1, 4, 5 |
| Counseling Recording | 5% | 2, 4, 5, 6, 10 |
| Tobacco Interview | 10% | 4, 6 |
| Quizzes | 5% | 7, 8, 9 |
| Quality of Classroom/Lab Contributions and Interactions | 10% | 2, 4, 6 |
| Selection of screening tools & technology usage | 10% | 3 |

*If you require students to not just pass elements of your course with a 70% or above (not just an overall course grade), please be sure and explain that clearly and the process in which students who fall below the minimum score have the opportunity to demonstrate competency.*

*See the sample below.*

***Complete competency standards****: Students must show competency on each examination. Competence is demonstrated by a score of 70% or greater. Failure to demonstrate competency will be clearly indicated. Students failing to demonstrate competency on an examination must re-take the exam. An individual student may only take a maximum of two re-take examinations. Re-take examinations for all modules will be offered during finals week. No additional opportunities to demonstrate competency will be provided. Anyone may sit for the re-take examinations for grade replacement (for better or worse), if the course coordinator is notified in advance*

*Students who have passed each examination and choose not to re-take examinations offered during the final exam period. Original exam scores will be used to calculate the final grade. - Students who have passed each examination and choose one or more re-take exams during the final exam period. The grade achieved on the re-take exam(s) will REPLACE the original exam score for that module and then a final grade will be calculated using exam scores. (Please note that the course grade may improve or worsen based on performance on the re-take exam). - Students who have not demonstrated competency and are required to re-take examination(s) during the final exam period. The score achieved on the challenge exam(s) will replace the original exam score for that module. If the competency requirement is met (i.e., the student achieves a 70% or greater on the retake exam), then a final grade will be calculated using exam scores.*

**No excuses policy:**Students unable to take an examination at the scheduled time must make every attempt to notify the course coordinator **before the examination period** (email or phone message will suffice in the case of incapacitating illness).  In all other situations, prior permission must be obtained from the course coordinator—and may require written documentation.  All students are expected to take all regularly scheduled examinations. Make up examinations will not be offered during the term.

**Time limit on exam re-grading**: Requests for exam re-grading or corrections must be made in writing within **one week** of the exam’s return.  A full exam review will follow each request.

**Learning Resources:**

**Required Texts/Materials:**

*Recommend including edition and ISBN number to comply with US Department of Education Higher Education Opportunities Act (Textbook Information Provision). Additionally, Oregon Legislature has enacted two state laws to address high course materials costs, HB 2871 and HB 2729. These laws require that students at public universities are able to identify courses that use low- or no-cost materials when they register for classes.*

*For each course, faculty members or department schedulers should provide the bookstore—at least 30 days in advance of the start of the term—with the following information:*

* *Texts and materials students must purchase through the bookstore or other sellers (usual text ordering process, using the SKU for your course textbook)*
* *Texts and materials students that students may obtain at no-cost and available through the bookstore (SKU 19734545)*
* *Texts and materials that are no-cost and available in Canvas or from the instructor (SKU 19707174)*
* *Courses for which no course materials are required (SKU 10596043)*

Additional required readings may be identified during the course by instructors.

**Electronic Communication and Learning Management/Tracking Systems:**

*Insert information about accessing Canvas if you use those. If you use e\*value, include that info here as well.*

Students are required to maintain an active email account that is either your ONID account or linked to your ONID account. If your ONID email is forwarded to a second address, please assure that the second address is active and capable of receiving email (e.g., it has not exceeded its maximum storage capacity). Students are responsible for all email communication delivered to student ONID email accounts through the course website.

**Attendance Requirements:**

*Indicate if students are required to attend course sessions or what the process is for informing faculty of non-attendance.*

**Late or Missing Assignments/Examinations:**

*Indicate course policy about late or missing assignments. Indicate course exam re-take policy.*

*See samples below.*

*Students will be required to complete all assignments and return them to the instructor by the day and time stated in the schedule. The required due date and time for all assignments are stated in this syllabus.*

*Notify the course instructor via email or phone if you are ill or have an emergency that will result in missing the due date for a class assignment. If at all possible this notification should occur before the assignment is due, but generally no later than 24 hours afterward. Work schedules, weddings, and travel plans are not acceptable reasons for missing an assignment. If you are participating in a student event sanctioned by the College that may affect your ability to complete an assignment, speak to the instructor well in advance about options for alternative due dates.*

*Students that do not notify faculty and gain approval for alternative due dates will/may have sanctions as follows; however, each instance will be considered on a case-by-case basis:”*

* *Assignments submitted later than the stated due date, but within 24 hours, will automatically have 50% of their total value deducted before grading.*
* *Assignments submitted more than 24 hours late are subject to a grade of zero (0) points.*

**Closures or Curtailments (Including Inclement Weather):**

* OSU: See OSU Campus Alert Website: <http://oregonstate.edu/main/alerts>
* OHSU: Call the **OHSU Alert Line: 503 494-9021** (option 3 for students)
* For students in clinical rotations, OSU or OHSU closure does not necessarily impact your clinical rotations. Contact your faculty of record for process.

**Course Outline:**

*See Sample Below*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topic Area** | **Reading(s)/Other Preparations** | **Non-graded or Out of Class Activities** | **Graded Activities or Assessments** |
| Week 1 |  |  |  |  |
| Week 2 |  |  |  | Quiz |
| Week 3 |  |  |  | Exam 1 |
| Week 4 |  |  |  |  |
| Week 5 |  |  |  |  |
| Week 6 |  |  |  | Quiz |
| Week 7 |  |  |  | Exam 2 |
| Week 8 |  |  |  | Quiz |
| Week 9 |  |  |  | Screening Tool(s) Selection |
| Week 10 |  |  |  | Counseling Record & Interview |

**Course Grading Standards:**

Final course grades will be posted with the OSU registrar based on the official Grade Deadline Calendar (<http://registrar.oregonstate.edu/faculty-grade-deadlines> ) and will be generally assigned as indicated below.

*+/- can be used at the discretion of the faculty member. It is recommended that you indicate whether they will be used in the course and the criteria. If the course is pass/fail, please be sure to indicate pass/fail criteria.*

|  |  |
| --- | --- |
| Letter Grades | Percentage |
| A | 90-100 |
| B | 80-89 |
| C | 70-79 |
| D | 65-69 |
| F | Below 65 |

The College of Pharmacy policy for incomplete course grades is more restrictive than OSU policy.  Incomplete grades must be resolved before the third week of the following term or a non-passing grade will be submitted.

**Written Quiz and Exam Expectations and Process:**

Students unable to take a quiz or examination at the scheduled time must make every attempt to notify the course coordinator **before the examination period.** Email or phone message will suffice in the case of incapacitating illness. In all other situations, prior permission must be obtained from the course coordinator—and may require written documentation. All students are expected to take all regularly scheduled examinations. Make up examinations will/will not be offered during the term.

*Please customize the following section based on what is appropriate for your course and Scantron styles.*

Questions or concerns about points or grading of an exam need to be submitted in writing, along with the exam, within one week of the date the exam was returned to the students. Submitting such a request allows the instructor to review the exam for any additional oversights that may have occurred. Below are the College of Pharmacy standard examination procedures.

* Sit every other seat. Instructors/proctors may arrange seating in crowded room.
* No hats or caps. Put your possessions away. Turn phones to silent. Zip backpacks. Scratch paper is not allowed.
* Using a #2 pencil, PRINT your name (registered name, not your nickname) and OSU ID# on the Scantron and the paper exam. FILL IN THE APROPRIATE BUBBLES.
* DO/DO NOT not fill in the form number.
* DO / DO NOT fill in the section number.
* Every question has a best answer. Mark the appropriate letter on the answer sheet.
* Do not ask questions during the exam. Write on the exam or in the margins if you want to explain something. Only notify instructors/proctors if there are inaccuracies on the exam (e.g. numbering).
* Leave the room after the exam. Do not stay outside the room as it causes distraction.
* Please take care of personal needs, including bathroom needs, before the exam starts. Tell the proctor if it’s an emergency.

**Evaluation and Improvement of Course Quality and Teaching Effectiveness:**

Course and faculty evaluations are an essential component of the College’s assessment activities as well as critical for the individual faculty evaluation processes.  Student feedback is used to improve instructional and curriculum quality as well as provides a mechanism for students to bring other issues to light that occur in courses. Students have several opportunities to participate in continuous quality improvement of courses and the program.  Additionally, the College of Pharmacy Curriculum and Assessment committees have student representatives, and students are encouraged to bring suggestions for improvement directly to members of these committees.

The College uses a two-prong end of term evaluation system: 1) Faculty Evaluation; and 2) Course Evaluation. The Faculty Evaluation consists of 12 items established by the Oregon State University Faculty Senate.  The College cannot change those items and results are used to evaluate individual faculty members. Faculty evaluations open and close based on faculty teaching schedules. Responses to the course and faculty evaluations are anonymous.

The second prong is a college-specific set of items that we have deemed to more helpful in evaluating courses. The process uses 5 standard items about the course such as organization and learning outcomes being understandable.  The survey also asks you to indicate whether you believe the course outcomes were met. The open-ended comments collected during the course evaluation are shared with the Course Coordinator(s), the Curriculum Committee, and the Director of Assessment & Faculty Development.

**Below is a summary of changes made to this course based on student feedback:**

*List changes you have made to the course based on feedback.*

**General Oregon State University and College of Pharmacy Policies:**

**Student Conduct** **Expectations link**:  <https://beav.es/codeofconduct>

**Academic and Professional Standards – Code of Conduct**

The Oregon State University College of Pharmacy professional program has defined academic and behavioral expectations and characteristics considered essential to being a student pharmacist and pharmacist. Individuals who choose to become student pharmacists do so with the understanding that admission, progression, and graduation are dependent upon their capacity to personally demonstrate essential characteristics defined by the College and profession of pharmacy, available at <http://pharmacy.oregonstate.edu/current-student-resources>.

Additionally, OSU Student Conduct & Community Standards (SCCS) are available online at <http://studentlife.oregonstate.edu/code> and define expectations of students at the University level. Information about Academic Misconduct, Reporting of Incidents, and additional information about these expectations can be found at <https://studentlife.oregonstate.edu/studentconduct>.

To report a Conduct Incident, please contact College of Pharmacy Student Services or use the “Report a Conduct Incident” on the SCCS page referenced above.

**Basic Needs**

Any student who has difficulty affording or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact their academic advisor or the Human Services Resource Center (HSRC) for support ([hsrc@oregonstate.edu](mailto:hsrc@oregonstate.edu), 541-737-3747). The HSRC has a [food pantry](http://studentlife.oregonstate.edu/hsrc/food-security/hsrc-food-pantry), a [textbook lending program](http://studentlife.oregonstate.edu/hsrc/textbooks) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

**Civility, Student Behavior, and Non-discrimination**

The goal of Oregon State University is to provide students with the knowledge, skill and wisdom they need to contribute to society. Our rules are formulated to guarantee each student’s freedom to learn and to protect the fundamental rights of others. Behaviors that are disruptive to teaching and learning will not be tolerated and will be referred to the Student Conduct Program for disciplinary action.

Oregon State University prohibits discrimination on the basis of protected status in any of its policies, procedures, or practices. Protected statuses include age, color, disability, gender identity or expression, genetic information, marital status, national origin, race, religion, sex, sexual orientation, or veteran's status. People must treat each other with dignity and respect for scholarship to thrive. Behaviors that create a hostile, offensive or intimidating environment based on any protected status will be referred to the Affirmative Action Office. For any questions regarding civility or acceptable behavior, please reference the University’s mission and values statements and the College of Pharmacy’s Essential Characteristics of a Student Pharmacist at <http://pharmacy.oregonstate.edu/current-student-resources>.

**Copyright Information**

Every reasonable effort has been made to protect the copyright requirements of materials used in this course. Class participants are warned not to copy, audio, or videotape in violation of copyright laws. Journal articles will be kept on reserve at the library or online for student access. Copyright law does allow for making one personal copy of each article from the original article. This limit also applies to electronic sources.

**Diversity in the College of Pharmacy**

The College of Pharmacy strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity includes but is not limited to differences in age, ethnicity, national origin, gender, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**Reach out for success**University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [www.oregonstate.edu/ReachOut](http://www.oregonstate.edu/ReachOut) . If you are in immediate crisis, please contact the Crisis Text Line by Texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

**Religious Accommodation of Students**

Oregon State University strives to respect all religious practices. If you have religious holidays that conflict with any of the requirements of this class, please contact the Course Coordinator immediately to make alternative arrangements.

The University will grant students’ reasonable requests for religious accommodations where doing so does not conflict with reasonably necessary University goals. For more information, please consult the Religious Accommodation of Students Policy linked below or contact the Office of Equity and Inclusion: https://eoa.oregonstate.edu/nondiscrimination-basis-religion

### Student Guidelines for Course Materials

To protect privacy rights, intellectual property rights, and the quality of the teaching and learning experience, the College of Pharmacy has adopted the following policies and guidelines governing course materials. Course materials include presentation materials created by instructors or other students, materials distributed in support of class activities, course assessments, and audio or video recordings.

* Except as provided below, students shall not give, sell, publish, or otherwise distribute any materials, in any medium, of any course given at the OSU College of Pharmacy, without the written consent of the course instructor and the Dean of the College of Pharmacy.
* Students currently enrolled in a course may, with the prior permission of the course instructor or guest lecturer, make audio or video recordings of course content, for use in study or other non-commercial purposes.  If students intend to record photographs, video, or audio that includes other students, they must also obtain prior permission from the included students.
* Students currently enrolled in a course may distribute recordings to other currently enrolled OSU College of Pharmacy students for use in study or other non-commercial purposes arising from participation in the course, but they must ensure that recordings are distributed only in private forums. Any online distribution or posting of such recordings must be made on a password-protected site, such as the student Wiki.
* If granted permission to use recordings or content from faculty or student presentations (e.g. slides, figures, charts) in their own presentations, papers, or other scholarly activities, students must cite the source of those recordings or content appropriately.

Students should exercise special caution when creating or distributing audio, video, or image recordings of patients. Students must not create or distribute recordings of patients without securing the permission of everyone identifiable in the recording and their course instructor or preceptor.

**Additional University-Wide Course policies:**

1. **Academic Calendar**  
   All students are subject to the registration and refund deadlines as stated in the Academic Calendar: <https://registrar.oregonstate.edu/osu-academic-calendar>
2. **Students with Disabilities**  
   Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at [http://ds.oregonstate.edu](http://ds.oregonstate.edu/). DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations."

**Student Conduct** **Expectations link**:  <https://beav.es/codeofconduct>

1. **Reach Out for Success\***University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor. Learn about resources that assist with wellness and academic success at [oregonstate.edu/ReachOut](https://counseling.oregonstate.edu/reach-out-success). If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

\*For online or hybrid courses, use the [Ecampus Reach Out for Success](https://apa.oregonstate.edu/academic-programs/academic-policies-and-procedures?title=syllabus" \l "Ecampus_Reach_Out_for_Success) statement instead.

**Syllabus Changes and Retention**

This syllabus is not to be considered a contract between the student and the College of Pharmacy. It is recognized that changes may be made as the need arises. Students are responsible for keeping a copy of the course syllabus for their records.