

## PHRMCY 580 SYLLABUS

Course Prefix and Number	PHRMCY 580
Course Title	Current Trends in Pharmacy Science and Practice
Credits	1.0
Quarter and Year	Spring 2024
Course Master(s) name(s) and contact information	Melissa Barker-Haliski <a href="mailto:mhaliski@uw.edu">mhaliski@uw.edu</a> ; 206-685-1783
Office hours	By appointment
TA name and contact information	Inga Erickson – <a href="mailto:ingae@uw.edu">ingae@uw.edu</a>
Participating Instructor names and contact information	See schedule below
Meeting Days and Times	Mondays 1:30-2:20
Location	<b>T625</b>
Pre-Requisites	None
Post-Requisites	N/A
Course Communication	Canvas
Course Website	Canvas
Required and Optional Textbooks	None
Other Resources	See Canvas

### Catalog Description

Current Trends in Pharmacy Science and Practice explores current topic areas pertinent to professional pharmacy practice. Emphasizes use of applied knowledge in pharmaceutical sciences for professional development in critical thinking, data analysis, and in-depth expertise in pharmacy-related research sciences and practice areas.

### Instructor's Course Description

Current Trends in Pharmacy Science and Practice is designed to be a professional development course that builds on fundamental and foundational knowledge of advanced professional pharmacy students. This course is delivered in seminar format to inform students of interesting research in pharmacy-related sciences (translational, clinical, outcomes, or related to scholarship of teaching and learning) that is ongoing within the School of Pharmacy, and/or related departments/institutions. Speakers from outside the School of Pharmacy (e.g., industry/community, upper campus, policy advocates, etc.) will also participate, as available.

### Learning Outcomes/Objectives

Students will be able to meet or exceed the outcomes listed below, which help them to meet or exceed the specified ABOs for the UWSOP PharmD program.

Learning Outcome/Objective	Relevant ABOs
Developing increased expertise in pharmacy science research (both translational and clinical) and practice. Includes application of statistical methods and data review in a seminar setting.	General: Problem Solving (1.1) General: Communicate (1.2) General: Team (1.3)
Critical thinking as it relates to pharmacy science and practice-related research.	Public Health (4.1, 4.2)

Becoming adaptable to diverse research areas and topics related to pharmacy science and practice. This will be a core component of continuing education as a professional pharmacist.	
Accountability and verbal and written communication skills	

## Primary Instructional Approach

Seminar of rotating faculty with weekly student feedback and engagement.
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## Course Topics, Assignments, and Assessment

### Grading:

PHRMCY 580 is a credit/no credit course. Students will be evaluated with the following rubric:

- 1) Two written submissions (25% of total grade):
  - a. One page/500-word written self-reflection on topics presented.
  - b. One page/500-word written summary on the key points of a selected article, including one sentence of how it may have influenced your view on the pharmaceutical sciences research and practice. Students will choose one from several articles posted during the quarter that accompany each week’s topic for this prompt. These articles will be posted in the Assignments section on Canvas.
- 2) Weekly in-class timed quizzes based on learning objectives from seminar faculty. Students are required to correctly answer >80% quiz questions. (75% of total grade)

**Completion of both forms of evaluation are required to receive course credit.**

Students are required to correctly answer >80% quiz questions to get course credit. If a student misses more than one quiz, contact the course master as soon as possible to arrange for an alternative assignment.

## Schedule

Course meets weekly for 50 minutes.

Date	Speaker, Affiliation, and Contact Information	Pharmaceutical Sciences Topic Area	Seminar Title
March 25	<b>Melissa Barker-Haliski, PhD</b> - Research Associate Professor, Department of Pharmacy ( <a href="mailto:mhaliski@uw.edu">mhaliski@uw.edu</a> )	Course Introduction and translational neuroscience research	<i>Can old animals reveal new targets? The aging and degenerating brain as a new therapeutic discovery opportunity for epilepsy</i>
April 1	<b>Mohammad Shawish, PharmD, MS, BCGP</b> Senior Medical Science Liaison	<i>Industry Pharmacist Careers and Opportunities</i>	<i>What I Wish I Knew in PY2: Navigating Industry Careers</i>
April 8	<b>Bianca Frogner, PhD</b> – Professor, Director, Center for Health Workforce Studies	<i>Health services delivery</i>	<i>The link between career paths and health workforce diversity</i>

April 15	<b>Kyu Lee, PhD</b> – Assistant Professor, Department of Pharmacy	<i>Decisions sciences and disease burden forecasting</i>	<i>Flu Burden Forecasting</i>
April 22	<b>Clayton English, PharmD</b> – Assistant Professor, Department of Pharmacy	<i>Behavioral and Mental Health in Pharmacy Practice</i>	<i>Psychiatric Pharmacists: Adding Unique Value to the Healthcare System</i>
April 29	<b>Laura Hart, PharmD</b> – Assistant Professor, Department of Pharmacy	<i>Geriatric pharmacy research and practice</i>	<i>Optimizing Medication Use in Older Adults</i>
May 6	<b>Amanda Bryan &amp; Morgan Hoag</b> (class of 2024; Plein Scholarship Recipients) and <b>Leigh Ann Mike, PharmD</b> – Clinical Associate Professor, Department of Pharmacy	<i>Plein Scholars Research Presentations</i>	<i>Sexual Health in Older Adults: What's the Role of the Pharmacist?</i>
May 13	<b>Sherry Siegert, PharmD &amp; Patrick Lewis, PharmD</b> – Medical Affairs Professional Society Representatives	<i>Professional Development and Industry Pharmacist Roles</i>	<i>Careers in Medical Affairs – Where and How?</i>
May 20	<b>Anirban Basu</b> – Professor, UW Department of Pharmacy, Director, CHOICE Institute)	<i>Health Economics and Outcomes Research</i>	<i>Gene Therapy in Sickle Cell Disease and Its Economic Impacts</i>
May 27	No Class ** Memorial Day Holiday **		

## Evaluation Details

<ol style="list-style-type: none"> <li>1) Quizzes will be administered <u>during each weekly seminar</u>. <b>You must correctly answer ≥ 80% of quiz questions to receive course credit.</b> (75% of total grade).</li> <li>2) Written course reflection and article summary (2 documents, 500 words/1 page per document). (25% of total grade).</li> </ol>
<b>Grading Scale:</b> CR/No CR

## Assessment Methods

Students will be assessed on performance in the following areas, which in turn measures progress toward course outcomes/objectives:

Method of Assessment	Outcomes/Objectives Measured
Completion of written reflection	Written communication skills

## Course Policies and Values

**Attendance and Participation** - The format for this course is **in-person seminar 1 day/week**. Students are expected to participate actively in their learning and as a member of the courses in which they are enrolled. Weekly lecture participation questions are expected to be completed by seminar completion (i.e., by 2:20 pm).

Students should arrive on time for the beginning of class. Entering the room late is a distraction to others and may cause you to miss key information. Lectures are not recorded and posted for asynchronous

participation. Students who miss lectures without prior communication to course master will not be able to make up lecture quizzes.

If you have circumstances that will require you to miss a seminar session, please contact the course master as soon as possible in advance for alternative arrangements. This is not a hybrid class and weekly in-person attendance is expected; online attendance is only offered on a case-by-case basis with advanced notice at the discretion of the instructor.

### **Exams - Quizzes in this course will be delivered online over Canvas during each week's seminar.**

Quizzes are due by the end of the weekly seminar or at the time specified as needed for DRS accommodations.

Unless you and the course master have confirmed specific arrangements, all students must take quizzes at the time and date specified. Failure to turn in the exam on-time may result in a zero for that exam or a deduction in 20% per day unless prior arrangements have been made. Any pre-existing conflicts with exams must be communicated in person to the instructor within 24 hours of the conflict date. Please make every possible attempt to arrange your schedule to attend the weekly seminar. The decision on granting a delay (or make-up) will be at the sole discretion of the instructor. Other acceptable reasons for missing an exam may include a death in the family, hospitalization, or some other unforeseen hardship. Students should make every attempt to contact the instructor prior to missing an exam. Make-up exams will only be accommodated in the event of an excused absence. The format of a make-up exam may be different from the missed exam and is at the sole discretion of the instructor.

**Use of Technology** Web-enabled laptops, tablets, or personal devices are needed to access course resources and complete in-person seminar quizzes. Personal devices must not be used during class to participate in non-course activities such as shopping, games, and other activities. Inappropriate use of devices impacts the learning experience of other students in the class and is unbecoming of you as a student. Recording and/or disseminating instructional content without the permission of the instructor is prohibited (unless approved as a disability accommodation).

### **Course Remediation Policy**

Students should self-monitor their progress in the course. A student should reach out to the course master as soon as possible if they are concerned about their progress in the course.

### **Academic Honesty, Conduct, and Behavior**

Your experience in this class is important. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to us at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations, you are welcome to contact DRS at 206-543-8924 or [uwdrs@uw.edu](mailto:uwdrs@uw.edu) or [disability.uw.edu](http://disability.uw.edu). DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your course master(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

### **Academic Honesty and Student Conduct**

In support of the high value placed on academic honesty and professional integrity, acts of misconduct will not be tolerated. School of Pharmacy students are expected to maintain the highest standards of ethics, integrity, and accountability, and to this end they are held accountable to the University of

Washington Student Conduct Code (WAC 478-121). The University has also developed two companion policies, Student Governance and Policies Chapter 209 and Chapter 210, which explain how student conduct proceedings work and a student's rights in the process. The use of artificial intelligence (AI) (e.g., Chat GPT, Gemini/Bard, etc) to complete assignments, exams, or other coursework is prohibited and will be regarded as academic misconduct unless specifically sanctioned as part of the assignment. Students should not use AI for any assignment, exam, or other coursework that prohibits collaborating or communicating with others.

The School of Pharmacy works in collaboration with the UW Community Standards and Student Conduct office to engage students in an equitable process centered on the values of honesty, integrity, and respect. Students are encouraged to reflect on their actions to understand their impact on themselves, the learning community, and their intended profession.

**Campus Safety** Please visit the UW Campus Safety site ([www.uw.edu/safety](http://www.uw.edu/safety)) for information regarding the University's emergency and safety policies and procedures. Additional helpful resources include SafeCampus ([www.uw.edu/safecampus](http://www.uw.edu/safecampus)) and UW Alert ([www.uw.edu/alert](http://www.uw.edu/alert)).

**Diversity, Equity, and Inclusion** Based on the SOP Strategic Plan for Diversity, Equity, and Inclusion states, one of our institutional goals is to “infuse the values of diversity, equity and inclusion throughout all teaching and learning.” To support this goal, we “reinforce openness and inclusion in group interactions in the classroom, study spaces and the School of Pharmacy communal spaces when discussing diversity, equity and inclusion to ensure an open, engaging and welcoming School community.” – *School of Pharmacy Strategic Plan for Diversity, Equity and Inclusion* (Approved by Faculty vote on October 26, 2017)

**UW Religious Accommodation Policy** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities.

The UW's policy, including more information about how to request an accommodation, is available at:

**Religious Accommodations Policy:**

<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>

***Accommodations must be requested within the first two weeks of the course using the***

**Religious Accommodations Request Form:** <https://registrar.washington.edu/students/religious->