Please attach/submit additional documents as needed to fully complete each section of the form. See Writing Course Resources

I. COURSE INFORMATION

Department: Pharmacy Practice
Course Title: Introduction to Drug Information
Course Number: PHAR 391

Type of Request: ✓ New     □ One-time Only     □ Renew     □ Change     □ Remove

Rationale:

The Skaggs School of Pharmacy Curriculum Committee decided to add this course to the first year of the pharmacy curriculum because currently students do not get much information on sources of drug information until their third year of pharmacy school. This course will prepare students early to understand appropriate sources of drug information. This course will be added to PHAR 550 (currently approved as Advanced Writing Course) to fulfill the Advanced Writing Course Requirement for Pharmacy students.

II. ENDORSEMENT / APPROVALS

* Instructor: Sherrill J. Brown Signature 
Date_10/11/2017_
Phone/Email: 243-5299/sherrill.brown@umontana.edu

Program Chair: Vince Colucci Signature 
Date_10/11/2017_

Dean: Howard Beall Signature 
Date_10/11/2017_

*Form must be completed by the instructor who is teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. OVERVIEW OF THE COURSE PURPOSE / DESCRIPTION

Provide an introduction to the subject matter and course content:

PHAR 391 will offer first-year pharmacy students an introduction to sources of drug information. The course will give students practice using medical literature and clinical guidelines to respond to drug information requests from patients and healthcare providers. When the students reach their third-year of pharmacy school, they will take PHAR 550 (current Advanced Writing Course) which focuses more on evaluating medical literature and responding to more complex drug information requests. By 2019, the PHAR 550 course will be reduced to a 2-hour course and overlapping topics between the two courses will be removed from the syllabus of PHAR 550. Also at that time, the combination of PHAR 391 (1 credit course) and PHAR 550 (2 credit course) will be used to fulfill the Advanced Writing Requirement for the Skaggs School of Pharmacy Doctor of Pharmacy curriculum.

IV. LEARNING OUTCOMES

Provide examples of how the course will support students in achieving each learning outcome

- Identify and pursue sophisticated questions for academic inquiry.
  ✓ Yes If yes, how will student learning be supported? Students will learn to identify and formulate drug information questions based on an initial query from a patient or healthcare provider. Students will then use their research skills to formulate brief, fully-referenced responses to the questions. This exercise is designed to mimic drug information inquiries received in community pharmacy practice.
- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources. (see Mansfield Library Information Literacy Guide) Subject liaison librarians are available to assist you embed information literacy into your course.
  - Yes If yes, how will student learning be supported? Students receive instruction from the Mansfield Library on using the Library's website and PubMed to search for medical literature. Students will also learn about other resources – textbooks and websites – that can provide information about drugs, natural products, and other therapies. During the semester, students will be given multiple opportunities to perform literature searches using PubMed/MEDLINE and International Pharmaceutical Abstracts, as well as reputable websites. The information gathered from those sources will be read and used to provide written responses to drug information questions. In addition, students will learn how read clinical studies and guidelines through in-class exercises and journal club discussions.

- Manage multiple perspectives as appropriate
  - Yes If yes, how will student learning be supported? While the main focus of the course will be providing drug information to healthcare providers, students will also practice providing information to laypeople (i.e. writing drug information responses for a lay audience).

- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
  - Yes If yes, how will student learning be supported? Students will be required to adopt the citation conventions of the discipline (a style similar to the American Medical Association style) and write at a professional level (12th grade or higher) for a healthcare provider audience using a formal writing style. Students will also be introduced to the differences between writing for a professional audience and a lay audience.

- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
  - Yes If yes, how will student learning be supported? While most of the revision work will occur in the PHAR 550 course in the third-year of pharmacy school, students will read papers from other students and discuss potential revisions for those papers. Students will be given the option to revise any of the 3 papers prepared for this course.

- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
  - Yes If yes, how will student learning be supported? Students are required to use an adaptation of the AMA citation style, which is appropriate for this discipline. In addition, the drug information questions used for the writing assignments are similar to those seen in pharmacy practice.

V. WRITING COURSE REQUIREMENTS (SEE FAQS)

- Enrollment is capped at 25 students. □ Yes ✔No
  - If no, list maximum course enrollment. Maximum course enrollment is 65 students.
  - Explain how outcomes will be adequately met for this number of students.
While this is a large writing course, the most of the papers are short (~2 pages), especially since the course will be combined with PHAR 550 to meet the Advanced Writing Course Requirement. Students will work in pairs to do most of the background and research work for the papers, although they will turn in papers individually. Grading of the papers will focus mainly on the papers’ responsiveness to the drug information question and the use of discipline-specific conventions (citations, etc.)

Justify the request for variance.
Based on the rigorous schedule for first-year pharmacy students, scheduling multiple sections with fewer students is difficult. The large class size will be mitigated by requiring the students to do research and discussion in pairs or small groups. While three papers are required in the class, the papers are relatively short. Focusing the grading on the students’ ability to respond to the specific question and use of citations/documentation will also allow the Instructor to provide individual feedback to students. Also, students will spend time in class reading work from other students to learn about the importance of review and editing when writing.

- Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. Students are expected to have basic composition and grammar skills when entering pharmacy school, so the focus of the course is on research, basic evaluation of articles, and provision of a drug information response. Students are expected to have basic skills in composition, grammar, and paraphrasing. The course will include instruction by the Health Sciences Librarian on using the Mansfield Library Web site, an in-class exercise on searching for information (using PubMed, Google Scholar, and International Pharmaceutical Abstracts), an introduction to the required citation format, and an overview on medical studies (study design, statistics). These topics are designed to introduce the students to pharmacy resources and provide a foundation for responding to drug information questions.

- Which written assignment(s) includes revision in response to instructor’s feedback?
Students will be allowed to revise each paper (total of 3) based on the instructor’s feedback prior to receiving a final grade for the paper.

VI. WRITING ASSIGNMENTS

Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least thirteen of these 20 pages should be new, previously unsubmitted content rather than revised work. Quality of content and writing are integral parts of the grade on any writing assignment. At least 50% of the course grade should be based on students’ performance on writing assignments.

- Formal Graded Assignments
In PHAR 391, students will do a variety of graded assignments throughout the semester. Two assignments (the Literature Search Assignment and the Tertiary Resource Assignment) are designed to provide the students with experience using a variety of resources (PubMed, Lexicomp Online, Facts & Comparisons eAnswers, textbooks, web sites). These two assignments consist of short-answer questions. Three papers are required in the course – these papers are short (~1-2 page) responses to drug information questions. The questions are similar to those received by pharmacists in a community pharmacy setting, and these papers should help the students prepare for their Community Introductory Pharmacy Practice Experiences in the summer after their first year of pharmacy school. Other assignments include an evaluation of a clinical practice guideline and short presentations of journal articles.

In PHAR 550, students are required to write two formal papers responding to a drug information question. These papers usually total ~7 pages. Students revise one of the papers.

- Informal Ungraded Assignments
There will be few informal ungraded assignments during PHAR 391, since most in-class assignments will be assessed for a
grade. Most informal assignments will be given to reinforce concepts covered that day in class.

In PHAR 550, students complete several informal ungraded assignments to reinforce topics covered in lecture. Typically, students complete ~13 informal assignments (each ~1 page in length).

- Attach a sample writing assignment. Include instructions/handouts provided to students.

VII. WRITING ASSESSMENT

HOW ARE THE LEARNING OUTCOMES ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the Advanced Writing learning goals. Please attach or provide a web link to the rubric, test questions, or other qualitative measurements used for several of the learning outcomes.

A rubric will be used to assess the Drug Information Response portion of the Drug Information Question assignments. The rubric was adapted from the rubric used in PHAR 550, with modifications for the knowledge and experience of the first-year students in this course. The rubric assesses 5 criteria — responsiveness to the question, thesis/support for the response, organization of the response, formatting of the response and references, and grammar/spelling. These criteria are weighted based on the importance of the area, so responsiveness to the question has the highest weight since it is the most important part of the response while organization, format, and grammar/spelling have the lowest weight. The corresponding learning outcomes are provided for the rubric criteria.

VIII. SYLLABUS

Attach syllabus and send digital copy with form to faculty.senate@mso.umt.edu. The syllabus must include the list of Writing Course learning outcomes:

- Identify and pursue more sophisticated questions for academic inquiry
- Find, evaluate, analyze, and synthesize information effectively from diverse sources
- Manage multiple perspectives as appropriate
- Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline
- Use multiple drafts, revision, and editing in conducting inquiry and preparing written work
- Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline
- Develop competence in information technology and digital literacy

SUBMISSION

After all signatures have been obtained, submit original, and an electronic file to the Faculty Senate Office, UH 221. An electronic copy of the original signed form is acceptable.