New Course Outline

- The [PharmD Approval Process for New Course Outlines](#) document provides more information on next steps and approval timelines.
- The [Course Outline Submission Overview](#) document provides more detailed guidelines on course learning objectives, topic outlines/scheduling requirements, and assessment methods.
- The [AFPC Educational Outcomes for Professional Programs](#) document provides complete information on roles and key competencies for Pharmacy Degree Programs.

**Course Number:** PHM355H1

**Course Title:** Pharmacotherapy in Women's Health

**Outline Version Code:**

**Course Description:**

Medications used in the care of Canadian women are amongst the most commonly prescribed pharmaceuticals. The course is designed to allow the student to obtain fundamental pharmacotherapeutic knowledge of medications used from menarche to menopause. This course will encourage a student to develop a practice that provides quality care to women.

**Semester:**

☐ Fall  ☒ Winter  ☐ Summer

**Course Type:**

☐ Elective  ☒ Selective  ☐ Mandatory

1. Course Learning Objectives:

Upon completion of this course, students will have achieved the following level of learning objectives:

- Introductory = knowledge and comprehension of concepts, definitions
- Intermediate = application of concepts to simple situations
- Advanced = application of concepts to more complex situations with ability to synthesize and evaluate
Knowledge
Introductory Level:

- Describe the pathophysiology behind the menstrual cycle and the cessation of menses

Intermediate Level:

- Employ pharmacological and non-pharmacological options to manage women’s health issues

Advanced Level:

- Evaluate the appropriateness of treatment options based on patient specific factors

Skills
Introductory Level:

- Identify patient specific factors that shape drug therapy decisions

Intermediate Level:

- Demonstrate problem solving ability when presented with patient cases

Advanced Level:

- Integrate multiple patient concerns into one cohesive plan of care
2. Attitudes/Values:
   Introductory Level:
   • Consider patient attitudes and values when recommending therapeutic options

   Intermediate Level:
   • Exemplify professionalism when dealing with sensitive issues

   Advanced Level:
   • Realize the effect of contraceptives and hormone replacement therapy on the health of women

2. Rationale for Inclusion in the Curriculum:
The pharmacotherapy in obstetrics and gynaecology selective will prepare students to provide care to women from menarche to menopause. This course will provide specific knowledge, skills, and attitudes necessary for the provision of optimal pharmaceutical care with a detailed focus on gynaecological disorders. In this course students will be required to integrate knowledge learned in previous courses and incorporate new pharmacotherapeutic information in order to identify and resolve drug therapy problems.

3. Pre-requisites:
PHM202H1, PHM206H1

4. Co-requisites:

5. Course Contact Hours and Teaching Methodologies:

<table>
<thead>
<tr>
<th>Didactic (lecture)</th>
<th>Hours: 22</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large group problem-based/ case-based learning (group size: )</td>
<td>Hours:</td>
</tr>
<tr>
<td>Laboratory or Simulation</td>
<td>Hours:</td>
</tr>
<tr>
<td>Tutorial/Seminar/Workshop/Small Group (group size: 5-10 )</td>
<td>Hours: 2</td>
</tr>
<tr>
<td>Experiential</td>
<td>Hours:</td>
</tr>
<tr>
<td>On-line</td>
<td>Hours: 2</td>
</tr>
<tr>
<td>Other (please specify):</td>
<td>Hours:</td>
</tr>
<tr>
<td><strong>Total Course Contact Hours</strong></td>
<td><strong>Hours: 26</strong></td>
</tr>
</tbody>
</table>
6. Estimate and description of student’s weekly out-of-class preparation time excluding exam preparation:

Students will be expected to spend 1 hour per week reviewing their notes from the preceding lecture and the posted lecture summaries where applicable.

7. Topics Covered and Lecture Specific Learning Objectives

Week 1
Lecture Topic: Female Reproductive Physiology (Brown)

Lecture Learning Objectives:

- Review of female hormonal controls during menarche, pregnancy, and menopause.

Week 2
Lecture Topic: Critical Appraisal Assignment (No in-class lecture)

Lecture Learning Objectives:

- See Quercus for details of critical appraisal assignment.

Week 3
Lecture Topic: Combined Oral Contraceptives, Progestin Only Contraceptives, and Contraceptive Delivery Methods (Tomas)

Lecture Learning Objectives:

- Overview of the types of hormonal contraception available and the selection and use of a particular agent.
- Overview of progestin only and novel contraceptive methods.

Week 4
Lecture Topic: Emergency Contraception, Dysmenorrhea, and PMS (Brown/Tomas)

Lecture Learning Objectives:

- Management options for emergency contraception.
- Dysmenorrhea/PMS: OTC vs. Rx product selection and patient counseling points.

Week 5
Lecture Topic: Menopause (Brown)

Lecture Learning Objectives:

- Discuss hormonal and non-hormonal options used to treat symptoms of menopause.
- Discuss the selection of a product and its management.
- Review controversies and current practices in hormone replacement therapy.
Week 6  
Lecture Topic: Perimenopause, Endometriosis, and DUB (Brown)

Lecture Learning Objectives:
- Provide a management overview for perimenopause and dysfunctional uterine bleeding.
- Lecture and class discussion on therapies and issues of endometriosis.

Week 7  
Lecture Topic: PCOS (McCarthy)

Lecture Learning Objectives:
- Lecture and class discussion on therapies and issues of polycystic ovarian syndrome.

Week 8  
Lecture Topic: Infertility (McCarthy)

Lecture Learning Objectives:
- Lecture and class discussion of the different therapeutic agents used in the management of infertility including agents used for ovulation induction, and assisted reproductive technologies.

Week 9  
Lecture Topic: Assignment Preparation

Lecture Learning Objectives:
- Overview of the in-class assignment.
- Group meetings.

Week 10  
Lecture Topic: Transgender Health (Brown/Tomas)

Lecture Learning Objectives:
- In-Class Assignment due.

Week 11  
Lecture Topic: Planning for Pregnancy (McCarthy)

Lecture Learning Objectives:
- Planning for pregnancy including tests for ovulation and pregnancy, vitamin supplements.
Week 12
Lecture Topic: Medication Safety During Pregnancy (McCarthy)

Lecture Learning Objectives:

- Discussion of common conditions during pregnancy.
- Approach to medication safety during pregnancy.

Week 13
Lecture Topic: Medication Safety During Breastfeeding (McCarthy)

Lecture Learning Objectives:

- Discussion of an approach to medication use during breastfeeding.

8. Assessment Methodologies Used:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course Learning Objectives Addressed</th>
<th>Assessment Method Used</th>
<th>Percent of Course Grade</th>
<th>For Group Work: Individualized or same mark for all group members</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ Assignment</td>
<td>Small group collaboration</td>
<td>5%</td>
<td>Same for all group members</td>
<td></td>
</tr>
<tr>
<td>☐ Presentation</td>
<td>☐ Participation</td>
<td>☐ Mid-term</td>
<td>☐ Final Exam</td>
<td></td>
</tr>
<tr>
<td>☒ Assignment</td>
<td>In-class assignment/quiz</td>
<td>10%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>☒ Assignment</td>
<td>Lectures covered to be announced in class</td>
<td>40%</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>☐ Assignment</td>
<td>Cumulative final examination</td>
<td>45%</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

Expectation for pass grades for all Pharmacy courses is 60%
9. Policy and procedure regarding late assignments/examinations/laboratories:

Students who fail to submit an assignment by the specified due date will receive a deduction of 10% for each day beyond the due date (including weekends/holidays). Assignments will not be accepted for grading after 2 late days.

10. Policy and procedure regarding missed assignments/examinations/laboratories:

Missed Exam/Test Policy

Students who miss an examination or a test and who have a valid petition filed with the Registrar's office will be eligible to complete a make-up examination or test. The format of this examination or test will be at the discretion of the course coordinator, and may include, for example, an oral examination.

Missed Assignment Policy:

Students who fail to submit an assignment by the specified due date, and who have a valid petition filed with the Registrar's office will be eligible to submit the completed assignment, or an alternative assignment based on course requirements, with no academic penalty.

11. AFPC Education Outcomes addressed (check all those that apply):

- Refer to AFPC Educational Outcomes for Professional Programs for further information about the role and key competencies.

As Care Providers, pharmacy graduates:

**CP1 – Practice within the pharmacist scope of practice and expertise**

- CP1.1 Apply knowledge from the foundational sciences to make decisions relevant to the contemporary and evolving scope of pharmacist practice;
- CP1.2 Integrate AFPC Communicator, Collaborator, Leader-Manager, Health Advocate, Scholar, and Professional roles in their practice of pharmacy;
- CP1.3 Recognize and respond to the complexity, uncertainty and ambiguity inherent in pharmacy practice;
- CP1.4 Explain the benefits, risks and rationale associated with pharmacist-provided care as an important step in obtaining and documenting consent to pharmacist care;
- CP1.5 Recognize and take appropriate action when signs, symptoms and risk factors that relate to medical or health problems that fall into the scope of practice of other health professionals are encountered.

**CP2 – Provide patient-centred care**

- CP2.1 Collect, interpret, and assess relevant, necessary information about a patient’s health-related care needs;
- CP2.2 Formulate assessments of actual and potential issues and in collaboration with the patient and other health team members as appropriate, prioritize issues to be addressed in a given patient encounter;
☐ CP2.3 Create and document plans in collaboration with the patient and other health team members as appropriate, and make recommendations to prevent, improve or resolve issues;

☒ CP2.4 Implement plans in collaboration with the patient and other health team members as appropriate, including:
   
   CP2.4.1 obtaining consent
   CP2.4.2 making a referral or consulting others
   CP2.4.3 adapting, initiating, renewing/continuing, discontinuing or administering medication as authorized
   CP2.4.4 dispensing and/or
   CP2.4.4a compounding and/or
   CP2.4.4c delegating/authorizing such tasks to others appropriately
   CP2.4.5 engaging the patient or care-giver through education, empowerment and self-management, and
   CP2.4.6 negotiating the role of pharmacy and non-pharmacy team members in continuity and transitions of care.

☒ CP2.5 Follow-up by monitoring, evaluating progress toward achievement of the patient’s goals of therapy, adjusting plans in collaboration with the patient and health team members across the care continuum.

CP3 – Actively contribute, as an individual and as a member of a team providing care, to the continuous improvement of health care quality and patient safety

☐ CP3.1 Recognize and respond to harm and potential harm from health care delivery, including patient safety incidents;

☐ CP3.2 Adopt strategies that promote patient safety and address human and system factors;

As Communicators, pharmacy graduates:

CM1 – Communicate in a responsible and responsive manner that encourages trust and confidence

☒ CM1.1 Select and use oral, non-verbal and written communication strategies (tools, techniques, technologies, etc.) effectively so that the patient’s best interests are foremost;

☐ CM1.2 Provide timely, clear responses that are tailored to the context and audience;

☐ CM1.3 Express facts, evidence, opinions and positions accurately and effectively, with clarity and confidence;

☒ CM1.4 Listen, actively solicit and respond appropriately to ideas, opinions and feedback from others;

☒ CM1.5 Use language, pace, tone, and non-verbal communication that is suitable for:
   
   a) the intended outcomes of the communication, and
b) the complexity, ambiguity, urgency and/or difficulty of a situation, conversation or conflict

☐ CM1.6 Seek and synthesize relevant information from others in a manner that ensures common understanding and where applicable, clarifies and secures agreement and/or consent;

☐ CM1.7 Compose and share oral, written, and electronic information in a manner that optimizes patient safety, dignity, confidentiality, and privacy.

CM2 – Communicate in a manner that supports a team approach to health promotion and health care

☒ CM2.1 Engage in respectful, empathetic, compassionate, non-judgmental, culturally safe, tactful conversations with patients, communities, populations, and health team members;

☐ CM2.2 Demonstrate awareness of the impact of one’s own experience level, professional culture, biases and power and hierarchy within the health team on effective working relationships, communication and conflict resolution with health team members and adapt the approach to the situation appropriately;

☐ CM2.3 Demonstrate accuracy and appropriateness of communication as well as respect for the role of other health team members when disclosing information about harmful or potentially harmful situations;

☒ CM2.4 In word and in action, convey the importance of teamwork in patient-centred care, patient safety, health care quality improvement and health program delivery.

As Collaborators, pharmacy graduates:

CL1 – Work effectively with members of the health team including patients, pharmacy colleagues and individuals from other professions

☒ CL1.1 Establish and maintain positive relationships;

☐ CL1.2 Recognize, respect and negotiate the roles and shared/overlapping responsibilities of team members;

☐ CL1.3 Join with others in respectful, effective shared decision-making.

CL2 – Hand over the care of the patient to other pharmacy team members and non-pharmacy team members to facilitate continuity of safe patient care

☐ CL2.1 Determine when and how care should be handed over to another team member;

☐ CL2.2 Recognize, respect and honour the negotiate shared and overlapping responsibilities of patients, pharmacy team members and other health members when handovers occur;

☐ CL2.3 Demonstrate safe handover of care, using oral, written, and electronic communication, during a patient transition to a different care provider or setting.
As **Leader-Managers**, pharmacy graduates:

**LM1 – Contribute to optimizing health care delivery and pharmacy services**

☐ **LM1.1** Work with others to apply quality improvement strategies and techniques to optimize pharmacy care;

☐ **LM1.2** Contribute to a culture of patient safety;

☐ **LM1.3** Confirm the quality, safety, and integrity of products;

☐ **LM1.4** Use health informatics to improve the quality of care, manage resources and optimize patient safety.

**LM2 – Contribute to the stewardship of resources in health care systems**

☐ **LM2.1** Apply evidence and management processes to achieve cost appropriate care;

☐ **LM2.2** Allocate health care resources for optimal patient care;

☐ **LM2.3** Contribute to the management of finances and health human resources in pharmacy practice settings;

**LM3 – Demonstrate leadership skills**

☐ **LM3.1** Demonstrate leadership skills to enhance pharmacy practice and health care.

**LM4 – Demonstrate management skills**

☐ **LM4.1** Work with others to apply the principles of effective management and supervision of health human resources and medication use systems;

☐ **LM4.2** Use effective strategies to manage and improve their own practice of pharmacy.

As **Health Advocates**, pharmacy graduates:

**HA1 – Respond to an individual patient’s health needs by advocating with the patient within and beyond the patient care environment**

☑ **HA1.1** Work with patients to address determinants of health that affect them and their access to needed health services or resources;

☑ **HA1.2** Work with patients to increase opportunities to adopt healthy behaviours;

☑ **HA1.3** Incorporate disease prevention, health promotion and health surveillance into interactions with individual patients.
HA2 – Respond to needs of communities or populations they serve by advocating with them for systems-level change in a socially accountable manner

☐ HA2.1 Work with community or population to identify the determinants of health that affect them;
☒ HA2.2 Participate in health promotion and disease prevention programs.

As Scholars, pharmacy graduates:

SC1 – Apply medication therapy expertise to optimize pharmacy care, pharmacy services and health care delivery

☒ SC1.1 Use knowledge and problem-solving to arrive at recommendations and decisions that are appropriate, accurate, and practical;
☒ SC1.2 Use professional experience to solve routine, previously encountered problems;
☒ SC1.3 Use established decision-making frameworks and apply learning required to manage new situations and problems.

SC2 – Integrate best available evidence into pharmacy practice

☒ SC2.1 Generate focused questions related to needs for information, recommendations and decisions in practice;
☒ SC2.2 Use systematic approaches in the search for best available evidence;
☒ SC2.3 Critically appraise health-related research and literature;
☒ SC2.4 Incorporate best available evidence in the decision-making process.

SC3 – Contribute to the creation of knowledge or practices in the field of pharmacy

☒ SC3.1 Apply scientific principles of research and scholarly inquiry;
☒ SC3.2 Apply ethical principles that underlie research and scholarly inquiry.

SC4 – Teach other pharmacy team members, the public and other health care professionals including students

☒ SC4.1 Provide effective education to others;
☒ SC4.2 Employ appropriate teaching roles when teaching others;
☐ SC4.3 Deliver effective feedback in teaching and learning situations;
Use appropriate learning assessment and evaluation strategies when working with patients, team members, students and teachers.

As Professionals, pharmacy graduates:

PR1 – Committed to apply best practices and adhere to high ethical standards in the delivery of pharmacy care

PR1.1 Exhibit professional behaviour whether face-to-face, in writing, or via technology-enabled communication. Professional behaviour includes, but is not limited to:

- a) demonstrating honesty, integrity, humility, commitment, altruism, compassion, respect for diversity and patient autonomy;
- b) being accessible, diligent, timely and reliable in service to others;
- c) abiding by the principle of non-abandonment;
- d) maintaining appropriate interpersonal boundaries;
- e) maintaining professional composure, demeanor, and language even in difficult situations, and;
- f) maintaining privacy and confidentiality;

PR1.2 Use ethical frameworks as one component of professional judgment;

PR1.3 Recognize and respond to situations presenting ethical dilemmas, including conflicts of interest;

PR1.4 Engage in activities that:

- a) protect the public, and;
- b) advance the practice of pharmacy.

PR2 – Able to recognize and respond to societal expectations of regulated health care professionals

PR2.1 Take responsibility and accountability for actions and inactions;

PR2.2 Demonstrate a commitment to patient safety and quality improvement;

PR2.3 Honour the laws, ethical codes, and regulatory requirements (by-laws, standards, policies) that govern the self-regulated profession of pharmacy;

PR2.4 Demonstrate an understanding of federal, provincial/territorial, and municipal laws, policies and standards that apply to pharmacy workplaces;

PR2.5 Demonstrate an ability to maintain competence to practice through evaluating areas for improvement and planning, undertaking learning activities to address limitations in competence and/or performance and incorporating learning into practice;

PR2.6 Identify and respond to unprofessional, unethical, and illegal behaviours in pharmacists, other pharmacy team members, and other health professionals.
PR3 – Committed to self-awareness in the management of personal and professional well being

☐ PR3.1 Set professional and personal goals, priorities, and manage their time to balance patient care, workflow, and practice requirements;

☐ PR3.2 Examine, reflect upon, and manage personal attributes (knowledge, skills, beliefs, biases, motivations, emotions, etc.) that could influence self-development and professional performance;

☐ PR3.3 Adapt their practice of pharmacy to fulfill evolving professional roles;

☒ PR3.4 Recognize and respond to self and colleagues in need.