1. **General Course Information**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>PHM535</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>Cancer Screening, Prevention, Early Detection (Cancer SPE)</td>
</tr>
<tr>
<td>Meeting time/location</td>
<td>Hybrid; Live meetings on Mondays 5 – 6:30 pm plus 1.5 hours of work online each week. Live sessions held in OB Boardroom and VT300</td>
</tr>
<tr>
<td>Classroom hours per week ( # of weeks if applicable)</td>
<td>1.5 hours in-class each week</td>
</tr>
<tr>
<td>Lab Hours per week</td>
<td>n/a</td>
</tr>
<tr>
<td>Recitation Hours per Week</td>
<td>n/a</td>
</tr>
<tr>
<td>Student self-directed Learning (outside class sessions)</td>
<td>1.5 hours directed activities online each week plus any additional time for reading and assignments</td>
</tr>
<tr>
<td>Credit Hours per Semester</td>
<td>3</td>
</tr>
</tbody>
</table>
| Course Coordinator(s)* | Sarah Scarpace, PharmD, BCOP  
Department of Pharmacy Practice - Albany  
Joanna Schwartz, PharmD, BCOP  
Department of Pharmacy Practice - Vermont |
| Course Faculty | Sarah Scarpace, Pharm.D., BCOP  
Assistant Dean for Pharmacy Professional Affairs,  
Associate Professor of Pharmacy Practice  
Practice site: Stratton VA Medical Center-Oncology  
ACPHS Office: OB113D  
Phone (voicemail): (518) 694-7226  
Email: Sarah.Scarpace@acphs.edu  
Joanna Schwartz, PharmD, BCOP  
Assistant Professor of Pharmacy Practice  
Practice Site: Fletcher Allen Medical Center  
ACPHS Office: Vermont  
Phone (voicemail): (802) 735-2625  
Email: joanna.schwartz@acphs.edu |
| Course Assistant | Fran Gallagher  
Department of Pharmacy Practice  
Office: OB212  
Phone (voicemail): (518) 694-7427  
Email: fran.gallagher@acphs.edu |

OB – O’Brien building at ACPHS

2. **Course Description from College Catalog**

The clinical practice guidelines from the NCCN (National Comprehensive Cancer Network) for the Screening, Prevention, and Early Detection of breast, cervical, prostate, ovarian, skin, lung and colorectal cancers will be discussed in detail, with emphasis on the role of the health care professional. Cancer epidemiology, cost-effectiveness of cancer screening, complementary alternative medicine (CAM), and lifestyle modifications, including smoking cessation and skin cancer prevention, will also be reviewed. Students will be expected to participate in clinical controversy debates as assigned from the primary literature and read and evaluate and discuss primary literature regarding controversial topics on cancer screening. Students will work in groups on assigned debate issues about the screening/prevention/early detection controversy of

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their choice and lead the class in a discussion/debate. One volunteer activity is also included as part of the course to increase public health awareness and encourage service learning. Evaluation is primarily based on participation in the debates and online assignments. There will be quizzes and writing assignments and to evaluate performance on this course, as well as an assessment of individual preparation and contribution and professionalism during debates and literature discussions.

Other Course Information

<table>
<thead>
<tr>
<th>Admission particulars</th>
<th>P2 and P3 PharmD students or senior BSPS or BSBT with advisor and instructor permission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-requisites</td>
<td>Good academic standing in program years above</td>
</tr>
<tr>
<td>Co-requisites</td>
<td>none</td>
</tr>
<tr>
<td>Required vs. Elective; Program/School; Campus(es)</td>
<td>Elective course; Doctor of Pharmacy, BSPS, School of Pharmacy and Pharmaceutical Sciences; and BSBT, School of Health Sciences Albany and Vermont campus (fall 2011)</td>
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<tr>
<td>Semester/Frequency Offered</td>
<td>Fall; annually</td>
</tr>
<tr>
<td>Department(s) offering course</td>
<td>Pharmacy Practice</td>
</tr>
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</table>

3. Course Goals and Objectives

Source: American Association of Colleges of Pharmacy 2004 Center for the Advancement of Pharmaceutical Education (CAPE) outcomes

A. Curricular Goal - Following the successful completion of the Doctor of Pharmacy curriculum*, a student pharmacist should be able to:

*Provide pharmaceutical care in cooperation with patients, prescribers, and other members of an inter-professional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving biomedical, socio-behavioral, and clinical sciences that may impact therapeutic outcomes.*

B. Course Goals - Following the successful completion of this course, a student should be able to meet the following Educational Outcomes for providing patient-centered care*

1. Professional Practice Based Outcomes (Doctor of Pharmacy)

Understand the public health impact of cancer screening/prevention/early detection and identify opportunities to increase public awareness by participating in community service

2. Ability Based Outcomes

a. Think critically, solve complex problems and make informed, rational, responsible decisions within scientific, social, cultural, legal, clinical, and ethical contexts.

b. Communicate clearly, accurately and persuasively with various audiences using a variety of methods and media.
c. Systematically make and defend rational, ethical decisions regarding potentially complex personal, societal, and professional situations within a context of personal and professional values.

d. Demonstrate and appreciation of the obligation to participate in efforts to help individuals and to improve society and the health care system

e. In order to achieve established learning goals, engage in learning activities on an ongoing basis for personal or professional development based on self-determined areas of deficiency and/or interest

f. Function effectively in interactions with individuals, within group situations, within the workplace and within professional organizations and systems.

C. Course Objectives - Following the successful completion of this course, a student should be able to meet the following Learning Objectives

1. Understand the public health impact of cancer screening/prevention/early detection and identify opportunities to increase public awareness by participating in community service

2. Describe the basic components of the screening/prevention/early detection guidelines and understand the limitations of consensus guidelines.

3. Identify, discuss, and debate various clinical controversies surrounding cancer screening/prevention/early detection and develop a systematic approach to critically evaluate the primary literature to suggest a reasonable evidence-based clinical recommendation. Students will apply this approach to assessing the validity of items that may appear in the lay press. Students will participate in debates and literature discussions (journal clubs) regarding various clinical controversies.

4. Be prepared to counsel patients on the screening guidelines, primary literature, products, programs, and on-line resources related to cancer screening/prevention/early detection.

5. Identify organizations and on-line resources for information related to the screening/prevention/early detection of cancer.

6. Understand the public health impact of cancer screening/prevention/early detection and identify opportunities to increase public awareness by participating in community service.

7. Prepare and actively participate in meaningful ways to group discussions and debates

4. Instructional Strategies

a. Lectures – will be limited to brief, 20-30 minute overviews of the topic to be discussed during journal clubs and debates. Lectures will be recorded and posted on Blackboard/Accordent.

b. In-class journal clubs and debates – to explore underlying controversies in more detail and practice medical literature evaluation

c. Reading assignments – students will be required to complete the required as part of the homework for the course. Open-book online quizzes will assess basic understanding of the material. The reading material should also be incorporated into the writing assignment for the module.
d. Written assignments – structured written assignments are meant to integrate all module material (lectures, readings, debate/journal clubs) into application to a potential real-world situation as the capstone assignment for the module.

e. Contacting the instructor for questions: please email instructors with personal questions but remember use the Blackboard discussion board “Ask the Professor” tab to ask questions about content so that all students benefit from the exchange.

5. Assessment Techniques

- There are no exams in this course.
- Debate/Journal Club preparation and participation (see rubric in Appendix B) – 40%
- Writing assignments – 30%
- Quizzes – 10%
- Professionalism – 10%
- Service learning activity reflection paper (1 page) – 10%

6. Examination and Grading

- See above

7. Approved/Excused absences

- Given the few number of scheduled live sessions, the success of the course is highly dependent on full attendance at all live sessions, as well as active and timely participation during online activities.
- Approved absences should generally involve exceptional and unforeseen circumstances. While it is not possible to list all such circumstances, examples include: death of an immediate family member; significant illness of a family member; significant personal illness or injury requiring medical attention (a note from a physician may be requested to substantiate); car breakdown (some documentation may be requested); etc.
- An email or phone call (voicemail is sufficient) to course coordinator at home institution are the preferred methods of contact for requesting an absence. Course coordinator contact information is available on the course and college blackboard site and at the beginning of this syllabus.
- The course coordinator may require written documentation of the absence, before or after authorizing the approved absence for a student.
- It remains the student’s responsibility to contact the course coordinator via email and voicemail within 24 hours to schedule a make-up session.

8. Make-up exams

- Not applicable

9. Exam periods – not applicable
10. Course policy on faculty responding to student questions during course exams: - not applicable
11. Exam Planning and Scoring – n/a
12. Exam viewings – n/a
13. Challenges to exam questions – n/a

14. Grading Policy: from College Catalog
15. **Course Schedule** – see separate document posted on Blackboard course site

16. **Faculty Office hours** - please contact faculty to make an appointment; provide 3 possible options that work for your schedule and kindly give 24 hours-notice when possible

17. **Resources**

Required Texts and Documents


Additional readings from the medical literature and lay press will be provided in-class.

18. **Student Responsibilities**

All student responsibilities reflect a desire to facilitate learning. Adherence to these responsibilities will promote respect during this course. The following responsibilities will be expected of the students:

- Adherence to the policies and procedures outlined in the course syllabus
- Completion of scheduled readings and activities “actively” and when due
- Active participation during lecture as evidenced by asking questions for further clarification and participation in “active learning” endeavors
- Communication of learning barriers to the instructor(s) with suggestions for ways such barriers can be overcome
- Maintenance of classroom decorum by being seated at the start of class
- Demonstration of respect to other student’s learning by not conducting discussions on topics that do not pertain to lecture material and by not using your laptop or other electronic devices to play games, write email, IM, text message, or pursue other non-course activities in class
- Remaining attentive and seated until the class has been completed
- Demonstrating responsibility for self-learning by soliciting the instructor’s input when performance is not as expected
B. Faculty Responsibilities

Faculty responsibilities parallel student responsibilities and are also intended to facilitate learning and demonstrate respect during the course. The following responsibilities can be expected from the faculty:

- Verbal or written instruction that effectively provide direction and communicate expectations
- Encouragement and motivation to promote student learning
- Information and resources that are provided in a timely manner
- Availability outside of class
- Fair, unbiased performance evaluations that provide adequate feedback
- Follow-up on lower than expected performance
- Starting and finishing class on time

19. Class lecture attendance

a. Attendance will be taken during live class meetings. Attendance during live sessions is critical to the success of the course given the limited number of live sessions being held

b. Students are expected to arrive ON TIME for all class sessions

20. Cell phones, pages, and other communication devices

Cell phones and pagers should be set to a non-audible mode (vibrate or flashing light) during class (classroom or laboratory) and all meetings. Calls should not be answered until the class or meeting is over, except in extenuating, circumstances. Electronic devices, other than calculators and computer without communication capabilities, should not be used during examinations or classroom instruction. Violation of this rule may result in the student apologizing to both the class and the professor, and potential dismissal from the lecture.

21. Student Accommodations

ACPHS students who seek "reasonable accommodation" under the Americans with Disabilities Act or Section 504 of the Rehabilitation Act are responsible for notifying the Director of Counseling Services of their disability. The Associate Dean for Students works with faculty and department of student affairs team members to provide testing accommodations as deemed necessary. Appropriate testing accommodations are provided as part of the Teaching Learning Commons (TLC).

The student seeking accommodation must make a formal request for a reasonable accommodation. This request should be made in writing to the director of counseling services and should specify the nature of the accommodation being requested.

While a student can request a particular type of accommodation, it is the College that determines how to meet a particular need. Therefore, alternative accommodations may be provided that are more cost-effective or efficient than those requested by the student seeking accommodation.

22. Academic Dishonesty

An Honor Code system has been adopted by the student body and is published annually in the Student Handbook. All individuals involved with this course are expected to have read the Honor Code Constitution and abide by its provisions. In the case of a cheating decision
for a first offense, the student will fail the course and will be placed on probation with an open letter detailing the event placed in the student’s file. In the case of a cheating decision for a second offense, the student will be expelled from the College and a letter explaining the reason for the student’s expulsion will become part of the student’s permanent record.

a. Students are expected to abide by the College’s Academic Honesty Policy as explained in the Student Handbook. Plagiarism is considered a violation of this policy. Plagiarism is defined as submitting another person’s work as one’s own without proper acknowledgement or using the words or ideas of others without crediting the source of these words or ideas. In order to deter plagiarism and ensure appropriate use of resources in student research and learning, the College subscribes to a plagiarism prevention service, www.turnitin.com. Faculty may request students to submit their written work electronically in order to verify that when ideas of others are used, they are cited appropriately.

b. Even though some of the student’s work for this course may be discussed with classmates and in groups, the College’s policy on academic honesty still applies. Any student SUSPECTED of academic dishonesty or fraud on a homework assignment or project will automatically receive a zero for that assignment/project and will be reported to the Dean of Students.

c. Any student SUSPECTED of academic dishonesty or fraud during an online activity or written assessment will receive a ZERO for the assignment and may be subject to further sanctions pending an honor code hearing.

23. Course Materials and Communications

Unless otherwise arranged by individual faculty, course materials (such as syllabus, course schedules, announcements, assignment descriptions, etc) are available electronically via Blackboard.

Official College communications and notices are sent via ACPHS e-mail accounts. All students are responsible for regularly checking their ACPHS e-mail for course and college-related information. Only ACPHS e-mail accounts will be used for correspondence related to academics, student life, and College notifications (emergency response system options are also available for text message and phone calls). The College does not forward ACPHS e-mail to personal e-mail accounts.

24. College closings and delays

In the event that a classroom lecture is not able to be held because the College is closed or delayed (e.g., due to inclement weather), the live session will be converted to an online session with an alternative method of interaction (discussion board or other assignment). The due date will be extended for at least the number of days that the College is closed.

25. Recording of Lectures/ClassSessions

With the verbal permission of the instructor, students enrolled in a course may make audio recordings of the class for personal use only. No video recordings are permitted. Recordings of lectures may not be distributed to others in any format including web links. No student
shall give, sell or otherwise distribute or publish course lecture notes or any recording for any commercial purpose without the written consent of the instructor. This restriction applies even in the absence of payments or other forms of compensation.

Students who are requesting recording of classes under the Americans with Disabilities Act must contact the Office of Student Affairs.

In accordance with the above policy all students should be aware that any class, and discussions held therein, may be subject to recording.

26. **Professional Conduct**

As with all courses at ACPHS, students are expected to exhibit professional, respectful, sensitive behavior throughout this course. Although the course is designed to encourage (and in fact expects) student participation, please remember that each person involved in this course, including both the instructor and students, deserves the right to speak and express their opinions without interruption by another.

27. **Student Evaluations (assessment of faculty teaching and course)**

By the end of the semester, students are expected to complete the provided course evaluation and individual course faculty teaching evaluations. These evaluations are anonymous. Please complete these evaluations in an honest and constructive manner. This is important information used to modify courses and for the purpose of instructor evaluation. As well, comments throughout the semester can be communicated to the course coordinator by e-mail, or anonymously via a note in the appropriate faculty’s mailbox.

28. **Course Concern Policy (from ACPHS College Catalog – pg 190)**

“Students are encouraged to discuss concerns about grading and other academic issues with faculty according to the following sequence: The first step of the appeals process is a discussion with the faculty member teaching the course or section of the course, in collaboration with the course coordinator, where applicable. The appeal process must be initiated within two weeks of the examination, assignment or academic incident that is the subject of the appeal. If the concern is not resolved satisfactorily through discussion with the faculty member, the student should consult the course coordinator. In the event that a mutually acceptable resolution is not achieved with the course coordinator, the student may appeal in writing to the department chair. If the issue is still unresolved at this stage, the student may appeal in writing to the Dean for Students. The final step in the appeal process is to submit a written appeal, including any supporting documents, to the Dean. The decision of the Dean is final.”