

***PHRX 4001W-002 The History of American Pharmacy (3.0 cr.)***

Spring 2016

Monday, Wednesday 9:05-10:20 a.m.

PBB 229

Instructor: Robert McCarthy, Ph.D., Professor & Dean *Emeritus*

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Office Hours: By appointment

Guest Lecturer: Al Viner, R.Ph.

Course Description

This survey course will provide an overview of American pharmacy from the colonial period to today. Topics will include the evolution of practice, changes in education and licensure requirements, the development of professional organizations, the growth of the pharmaceutical industry, and the role of pharmacy in contemporary health care practice. In addition, the course will include an introduction to pharmacy artifacts and the integral role they played in the development of pharmacy in the United States.

Course Objectives

After completing this course, the student will be able to:

1. Describe the evolving role of pharmacy and pharmacists in American health care delivery.
2. Explain the impact of changing educational requirements, licensure, regulation, technicians, and professional organizations on the practice of pharmacy.
3. Describe the significant place of pharmacy artifacts in the history of the profession.
4. Explain the evolution of practice in the variety of sites in which pharmacy is practiced.
5. Describe the maturation of the American pharmaceutical industry and the impact it has had on health care in the United States.

Husky CT

Please check Husky CT daily for announcements, paper review sessions, and additional course materials.

Course Assignments

**Historical Review Paper**

As a writing-intensive (W) course, writing is integral to the learning goals and subject matter of this course. In the language of UConn's General Education Guidelines, "Students should not write simply to be evaluated; they should learn how writing can ground, extend, deepen, and even enable their learning of course material. In addition then to general formal questions concerning strategies for developing ideas, clarity of organization, and effectiveness of expression--and discipline specific format, evidentiary, and stylistic norms—the W requirement should lead students to understand the relationship between their own thinking and writing in a way that will help them continue to develop throughout their lives and careers after graduation."

In order to meet this learning objective, the Wednesday class session each week (beginning on January 28<sup>th</sup> and concluding on April 1<sup>st</sup>) will be devoted to one-to-one meetings with the course instructor to review your progress in developing your paper and discuss drafts as they are written. Scheduled meeting times are posted on Husky CT.

Potential review paper topics are listed below. Choice of topic is on a first come, first serve basis. If you have another topic in mind, please discuss it with Dr. McCarthy during the first week of class.

### Historical Presentation

In addition to your review paper, you will present your historical topic to the class during the final three weeks of the semester. The length of your presentation should be 15-20 minutes. The presentation schedule will be posted on Husky CT during Spring Break.

### Weekly Quiz

Beginning on January 25<sup>th</sup>, there will be a weekly (each Monday), 5-minute quiz covering the topics discussed in class and assigned readings the prior week.

### Course Outline

Week	Date & Reading	Topic	Date	Topic
1	1/18	No Class	1/20 Higby, pp. ix-xi	Early Pharmacy in America
2	1/25 Higby, Chapter 3; pp. 19-21, 25-35	Pharmacy Education: From Apprentice to Pharm.D.	1/27	Historical Paper Review
3	2/1 Higby, Chapter 5	Regulating Pharmacy Practice	2/3	Historical Paper Review
4	2/8 Higby, pp. 14-16	Evolution of Pharmacy Technicians	2/10	Historical Paper Review
5	2/15 Higby, Chapter 4; pp. 21-22, 25-35	American Pharmaceutical Industry	2/17	Historical Paper Review
6	2/22 Higby, Chapter 1	Evolution of Practice: From Compounder to Pharmaceutical Care	2/24	Historical Paper Review
7	2/29 Higby, Chapter 1	Pharmacy Practice Sites	3/2	Historical Paper Review
8	3/7	Evolution of the Pharmacopoeia	3/9	Historical Paper Review
<b>Spring Break</b>	<b>XXXXXXXXXX</b>	<b>XXXXXXXXXX</b>	<b>XXXXXXXXXX</b>	<b>XXXXXXXXXX</b>

9	3/21 Higby, Chapter 6	Professional Organizations	3/23	Historical Paper Review
10	3/28	Pharmacy in the 21 <sup>st</sup> Century	3/30	Historical Paper Review
11	4/4	Pharmacy Artifacts	4/6	Pharmacy Artifacts
13	4/11	Student Project Presentations	4/13	Student Project Presentations
13	4/18	Student Project Presentations	4/20	Student Project Presentations
14	4/25	Student Project Presentations	4/27	Student Project Presentations

### Required Textbook

Higby, GJ, Stroud, EC, eds. *American Pharmacy: A Collection of Historical Essays*. Madison, WI: American Institute of the History of Pharmacy; 2005.

### Course Grading\*

Historical Review Paper (15 pages)**	50%
Historical Presentation**	30%
Weekly Quiz	10%
Participation	10%

**\*According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for its writing components.**

**\*\*Your paper and presentation should be on the same topic.**

### **Potential Review Paper Topics**

Pharmacists in the American Revolution  
 Pharmacists in the American Civil War  
 Pharmacists in World War II  
 The Evolution of Pharmaceutical Compounding  
 Pharmacy & Politics  
 Women in Pharmacy  
 African-American Pharmacists  
 The Evolution of the Generic Drug Industry  
 Pharmacy in the Visual Arts  
 Pharmacists and the Health Care Team  
 Founders of the American Pharmaceutical Industry: Eli Lilly & Friends  
 Charles Walgreen and the Emergence of Chain Pharmacies  
 Patent Medicines  
 The Computerization of Pharmacy  
 From Soda Fountain to Office Practice: The Evolution of Community Pharmacy Design

The Internationalization of American Pharmacy  
Pharmacy in the Movies  
Dangerous Drugs: The Story of Thalidomide and Other Infamous Drugs  
Pharmacy in the News  
The Evolution of Pharmacy Journals  
The History of the FDA

### **University Writing Center**

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to [writingcenter.uconn.edu](http://writingcenter.uconn.edu).

### **Academic Integrity**

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

### **Students With Disabilities**

Students who think that they may need accommodations because of a disability are encouraged to meet with me privately early in the semester. Students should also contact the Center for Students with Disabilities as soon as possible to verify their eligibility for reasonable accommodations. For more information, please go to <http://www.csd.uconn.edu/>.

### **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each

member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

More information is available at <http://policy.uconn.edu/?p=2884>.

### **Sexual Assault Reporting Policy**

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at <http://sexualviolence.uconn.edu/>.