

# Cover Sheet: Request 10689

## PHA 5163L Professional Practice Skills Lab III

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	1/24/2016 11:00:43 PM
Updated	2/12/2016 12:12:53 AM
Description	The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating a patient. Additional skills include collaborating as an interprofessional team member, safe and accurate medication dispensing.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		1/24/2016
No document changes					
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		1/24/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the February agenda	1/25/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/25/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 10689

## Info

**Request:** PHA 5163L Professional Practice Skills Lab III

**Submitter:** Beck,Diane Elizabeth beck@cop.ufl.edu

**Created:** 2/12/2016 12:14:01 AM

**Form version:** 2

## Responses

**Recommended Prefix:** PHA

**Course Level :** 5

**Number :** 163

**Lab Code :** L

**Course Title:** Professional Practice Skills Lab III

**Transcript Title:** Prac Skills Lab III

**Effective Term :** Fall

**Effective Year:** 2016

**Rotating Topic?:** No

**Amount of Credit:** 1

**Repeatable Credit?:** No

**S/U Only?:** No

**Contact Type :** Regularly Scheduled

**Degree Type:** Professional

**Weekly Contact Hours :** 3

**Category of Instruction :** Intermediate

**Delivery Method(s):** On-Campus

**Course Description :** The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating a patient. Additional skills include collaborating as an interprofessional team member, safe and accurate medication dispensing.

**Prerequisites :** Completion of all first year coursework in the Doctor of Pharmacy program

**Co-requisites :** PHAR 5755: Principles of Medical Microbiology, Immunology and Virology

PHAR 5782: Patient Care 2- Infectious Disease and Hematology/Oncology

PHAR 5783: Patient Care 3-Cardiovascular and Pulmonology

PHAR 5933: Pharmacoeconomics

**Rationale and Placement in Curriculum :** This course builds on the skills learned during year 1 course work.

The focus of this course is caring for patients with infectious diseases, anemias, leukemia, cardiovascular disorders, and pulmonary disorders. The problems of the patients will be simple to moderate in complexity. (The problems in year 1 were simple in complexity.) Knowledge about these disorders will be attained in the co-requisite courses and the schedule will be designed so there is integration of learning across the lab course and the co-requisite courses.

The patient care skills and tasks taught in this course will prepare students to enter into hospital practice settings during their second Introductory Pharmacy Practice Experience which will occur at the end of year 2. It will also expand their skills for community practice which were introduced in year 1. Across year 2 students will also develop their skills related to ambulatory care practice.

**Course Objectives :** Within a simulated laboratory setting the student will be able to:

1. Verify appropriate patient, drug, dose, directions and duration for prescription orders and dispense those orders for a hospitalized patient.
2. Recommend appropriate immunizations to a patient based on current ACIP immunization schedules.
3. Utilize an electronic medical record (EPICedu) to collect relevant information for a specific patient and disease state to assess appropriateness of drug therapy.
4. Appropriately communicate with other healthcare professionals verbally and in the EMR.
5. Document patient care recommendations and interventions in the EMR.
6. Perform a medication history interview and/or medication reconciliation for a hospitalized patient.
7. Recommend appropriate individualized dosing regimens for patients receiving:
  - a. vancomycin
  - b. aminoglycosides
  - c. warfarin
  - d. heparin
8. Interpret an antibiogram and recommend appropriate antibiotic therapy for a patient.
9. Explain how an antibiotic stewardship program improves patient outcomes, reduces microbial resistance, and decreases the spread of infections.
10. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
11. Defend a therapeutic plan verbally using guidelines and primary literature.
12. Counsel a patient on a therapeutic plan including: name, dose and duration of drug(s), directions for use, monitoring for effectiveness and safety and follow up plan.
13. Verify a prescription order for chemotherapy matches the protocol for patients with leukemia.
14. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family.
15. Calculate an appropriate drip rate for IV medications.
16. Formulate and document a therapeutic plan, including nonpharmacological options, for anticoagulation to prevent/manage DVT in acute care and ambulatory care settings.
17. Utilize shared decision making tools for cardiovascular primary prevention.
18. Utilize Motivational Interviewing techniques to encourage a patient to quit smoking.
19. Select appropriate smoking cessation therapy for a motivated patient.
20. Complete a Journal Club Presentation summarizing an influential research article.
21. During all skills laboratory simulations and activities:
  - a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
  - b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
  - c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
  - d. Recognize that one's professionalism is constantly evaluated by others.

**Course Textbook(s) and/or Other Assigned Reading:** Readings such as review articles, websites, or other reading materials will be assigned. These resources will be provided and posted to the course site. Some instructors may use resources that are available via Access Pharmacy in the HSC Database.

#### Other Resources

##### Sigler Drug Cards

Students are expected to purchase the 32nd Edition Prescription Drug Cards UPDATE in order to study for the Top 200 Drugs Examination. The cost of this update is \$15 and it will be available for purchase in August 2016. This will update the 31st edition of the cards (which students purchased during PHAR 5161L) to the 32nd edition. The Card Set can be purchased by calling 1-800-446-6293 and paying by credit card. Phone ordering

is available 9:00 am to 5:00 pm central time (10:00 am to 6:00 pm EST).

**Weekly Schedule of Topics :** Each week, the students have approximately 1 hr of preparatory learning and then 2 hours of in-lab activities.

The weekly topics are as follows:

Week 1: Introduction to Hospital Practice  
Week 2: Immunization Review  
Week 3: The Electronic Medical Record in the Hospital  
Week 4: The Electronic Medical Record in the Hospital - Part 2  
Week 5: Presenting Patients  
Week 6: Infectious Disease in the Hospital  
Week 7: Infectious Disease in the Community  
Week 8: Individualized Dosing of Antibiotics  
Week 9: Oncology Patient Care - Inpatient  
Week 10: Oncology Patient Care - Outpatient  
Week 11: Cardiovascular Medication Management in the Hospital  
Week 12: Cardiovascular Patient Care After Hospital Discharge  
Week 13: Smoking Cessation  
Week 14: Journal Club Presentation  
Week 15: Top 200 Drug Exam

**Grading Scheme :** Weekly Pre-lab Quizzes 14%

Weekly Performance Assessments (Example checklist in Appendix B) 42%

Weekly Professionalism Score (Scored using guidelines in Appendix C) 14%

Clinical Question Submission 5%

Journal Club Presentation by Team 5%

Top 200 Drug Exam 20%

Journal Club Attendance:

Student must attend a journal club presentation given by a pharmacist.

(Satisfactory grade will be assigned if the student attends/An Unsatisfactory grade will be assigned if the student does not attend; A grade of satisfactory is required to pass the course.)

**Instructor(s) :** Kathryn J. Smith, PharmD (Leader)

Teaching Partners:

Stacey Curtis, PharmD

Randell Doty, PharmD

Cary Mobley, Ph.D.

Jason Powell, PharmD

Janet Schmittgen, PharmD

**PHA 5163L: Professional Practice Skills Lab III**  
**Fall 2016**  
**1 Semester Credit Hour**

**Course Purpose:**

This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating a patient. Additional skills include collaborating as an interprofessional team member, safe and accurate dispensing of medications and contributing to a culture of safety and improvement. The focus is caring for patients with infectious diseases, anemias, leukemia, cardiovascular disorders, and pulmonary disorders with problems that are simple to moderate in complexity. The patient care skills and tasks taught in this course will prepare you to enter into hospital practice settings during your second Introductory Pharmacy Practice Experience and expand your skills for community and ambulatory practice.

**Course Faculty and Office Hours**

**Teaching Partnership Leader:**

Kathryn J. Smith, PharmD  
Email: ksmith@cop.ufl.edu  
Office: HPNP 2-335  
Phone: 352-294-8287  
Preferred form of contact: Email  
Office Hours: by appointment

**Teaching Partners:**

Stacey Curtis, PharmD  
Randell Doty, PharmD  
Cary Mobley, Ph.D.  
Jason Powell, PharmD  
Janet Schmittgen, PharmD

**Academic Coordinator**

TBA  
Email:  
Office:  
Phone:  
Office Hours: by email and appointment

**This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:**

- EPA A1. Collect subjective and objective data
- EPA A2. Interpret patient data and identify problems.
- EPA A3. Formulate evidence-based care plans.
- EPA A4. Document a patient/clinical encounter electronically/in writing.

- EPA A5. Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
- EPA A6. Provide an oral presentation of a clinical encounter.
- EPA A7. Give and receive a patient handover to transition care.
- EPA A8. Collaborate as a member of an interprofessional team.
- EPA B1. Form clinical/practice-related questions and retrieve evidence to advance patient care.
- EPA C1. Identify system failures and contribute to a culture of safety and improvement.
- EPA E4. Safely and accurately dispense medications within a medication use system.
- EPA E5. Solve problems related to insurance and prescription coverage.

## Objectives

Within a simulated laboratory setting the student will be able to:

1. Verify appropriate patient, drug, dose, directions and duration for prescription orders and dispense those orders for a hospitalized patient.
2. Recommend appropriate immunizations to a patient based on current ACIP immunization schedules.
3. Utilize an electronic medical record (EPICedu) to collect relevant information for a specific patient and disease state to assess appropriateness of drug therapy.
4. Appropriately communicate with other healthcare professionals verbally and in the EMR.
5. Document patient care recommendations and interventions in the EMR.
6. Perform a medication history interview and/or medication reconciliation for a hospitalized patient.
7. Recommend appropriate individualized dosing regimens for patients receiving:
  - a. vancomycin
  - b. aminoglycosides
  - c. warfarin
  - d. heparin
8. Interpret an antibiogram and recommend appropriate antibiotic therapy for a patient.
9. Explain how an antibiotic stewardship program improves patient outcomes, reduces microbial resistance, and decreases the spread of infections.
10. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
11. Defend a therapeutic plan verbally using guidelines and primary literature.
12. Counsel a patient on a therapeutic plan including: name, dose and duration of drug(s), directions for use, monitoring for effectiveness and safety and follow up plan.
13. Verify a prescription order for chemotherapy matches the protocol for patients with leukemia.
14. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family.
15. Calculate an appropriate drip rate for IV medications.
16. Formulate and document a therapeutic plan, including nonpharmacological options, for anticoagulation to prevent/manage DVT in acute care and ambulatory care settings.
17. Utilize shared decision making tools for cardiovascular primary prevention.

18. Utilize Motivational Interviewing techniques to encourage a patient to quit smoking.
19. Select appropriate smoking cessation therapy for a motivated patient.
20. Complete a Journal Club Presentation summarizing an influential research article.
21. During all skills laboratory simulations and activities:
  - a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
  - b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
  - c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
  - d. Recognize that one's professionalism is constantly evaluated by others.

### **Pre-Requisite Knowledge and Skills**

Completion of all first year coursework in the Doctor of Pharmacy program

### **Co-Requisite Knowledge and Skills**

PHAR 5755: Principles of Medical Microbiology, Immunology and Virology

PHAR 5782: Patient Care 2- Infectious Disease and Hematology/Oncology

PHAR 5783: Patient Care 3-Cardiovascular and Pulmonology

PHAR 5933: Pharmacoeconomics

### **Lab Location & Sessions:**

1. **Location:**
  - a. **Gainesville:** Pharmacy Skills Lab
  - b. **Jacksonville:** COP Lab
  - c. **Orlando:** Room 435
2. **Sessions:** See **Appendix D** for Sessions on each campus.

### **Weekly Course Outline**

#### **Course Structure**

This course is offered in a blended learning format that utilizes a weekly module-based design that combines pre-laboratory online learning with face-to-face laboratory instruction and performance-based assessment. The student should expect 1 to 2 hours of pre-laboratory preparation and 2 hours of laboratory contact time per week.

The course will take place on Tuesdays from 8:30am to 5:30pm. You will be assigned to a specific section that will meet for a 2-hour block (e.g. 8:30 am to 10:30 am). Please check your specific campus schedule for class meetings times and locations.

During the semester, in addition to weekly lab sessions, you are required to attend 1 journal club presentation given by a pharmacist. Opportunities for meeting this requirement will be advertised and forwarded to the class via Canvas messages. You will also be doing a team journal club presentation during the last week of lab. More information regarding the required Team Journal Club presentation will be available on Canvas.

In order to help you develop the skill of developing and answering clinical questions, you will be required to submit 1 clinical question with answer and references during the semester. More information about this assignment can be found on Canvas.

Following certain labs, a 1-hour debrief will take place via Big Blue Button. Students are encouraged to attend live to enhance the discussions. Sessions will be recorded for later viewing. Laboratory debriefs will allow course instructors to provide feedback on class performance for in-lab activities and simulations and allow students the opportunity to clarify questions on course content. Course instructors will also provide key take home points for the specific module and tips to enhance performance during future assessments.

***ALERT about Schedule:*** Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Week 1	August 23		1	<b>Introduction to Hospital Practice</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Review course syllabus and watch introduction video</li> <li>Watch video "Introduction to Hospital Pharmacy Practice"</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Hospital Pharmacy Stations               <ul style="list-style-type: none"> <li>PCOE in the hospital</li> <li>Preparing prescription orders</li> <li>Verifying orders</li> <li>Delivery of medication to patient</li> </ul> </li> </ul>	1 hr
					2 hr
Week 2	August 30		2	<b>Immunization Review</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Review material from APhA immunization certificate</li> <li>Review immunization schedules for adults and children</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Immunization Jeopardy!</li> <li>Immunization Cases</li> <li>Reporting Adverse Events related to Immunizations</li> </ul>	1 hr
					2 hr



Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<b>Post-class Activity:</b> <ul style="list-style-type: none"> <li>Big Blue Button Debrief</li> </ul>	
Week 3	September 6		3, 4, 5	<b>The Electronic Medical Record in the Hospital</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “The Electronic Medical Record in the Hospital”</li> <li>Review: Joint Commission National Patient Safety Goals</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Logging into Epic EDU</li> <li>Epic EDU training scenario</li> <li>Patient chart scavenger hunt Quiz</li> <li>Discussion: Patient Safety Scenarios and Meeting National Patient Safety Goals</li> </ul>	1 hr
					2 hr
Week 4	September 13		3, 6	<b>The Electronic Medical Record in the Hospital</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Medication Reconciliation in the Hospital”</li> <li>Watch “Medication Histories”</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Individual Med Rec Interview in Epic EDU</li> <li>Medication Histories Game</li> </ul>	1 hr
					2 hr
Week 5	September 20		10, 11	<b>Presenting Patients</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Developing a Succinct Patient Presentation”</li> <li>Watch “Example Patient Presentation”</li> </ul>	1 hr

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Patient Case presentations</li> </ul>	2 hr
Week 6	September 27		3, 8, 9, 10, 11	<b>Infectious Disease in the Hospital</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Infectious Disease Management in the Hospital”</li> <li>Review infectious disease resources from Patient Care 3 course (Principles of Antibiotic Stewardship)</li> </ul> <b>In-class Activities:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Epic EDU patient cases               <ul style="list-style-type: none"> <li>Reading antibiograms</li> <li>Collaborate with the healthcare team to select appropriate antibiotic therapy</li> </ul> </li> </ul>	1 hr
					2 hr
Week 7	October 4		8, 9, 12	<b>Infectious Disease in the Community</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Infectious Disease in the Community” video</li> <li>Explore Florida Department of Health website</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Patient Cases: Counseling patients with otitis media, urinary tract infections, and/or community acquired pneumonia</li> <li>Department of Health Cases</li> </ul> <b>Post-class Activity:</b> <ul style="list-style-type: none"> <li>Big Blue Button Debrief</li> </ul>	1 hr
					2 hr

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Week 8	October 11		7, 8, 9	<b>Individualized Dosing of Antibiotics</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Review lecture materials from Patient Care 2 pertaining to pharmacokinetics of vancomycin and aminoglycosides</li> <li>Lecture: How to Perform a Pharmacokinetic Workup</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Recommend a vancomycin and an aminoglycoside regimen for a patient</li> <li>Adjust antibiotic dosing of antibiotics based on renal function</li> </ul>	1 hr
					2 hr
Week 9	October 18		13	<b>Oncology Patient Care</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Caring for Patients with Cancer”</li> <li>Review chemotherapy regimens provided</li> <li>Review Pharmacoeconomic Materials from Pharmacoeconomics course</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Inpatient: selecting chemotherapy protocol, policies for safe ordering and administration of chemotherapy</li> <li>Pharmacoeconomic decision-making</li> </ul>	1 hr
					2 hr
Week 10	October 25		13, 14	<b>Oncology Patient Care</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Caring for Patients with Cancer – Part 2”</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Outpatient: Cases for chemo interactions with chronic medications</li> </ul> <b>Post-class Activity:</b>	1 hr
					2 hr

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<ul style="list-style-type: none"> <li>Big Blue Button Debrief</li> </ul>	
Week 11	November 1		7, 10, 15, 16	<b>Cardiovascular Medication Management in the Hospital</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Managing Cardiovascular Disease in the Hospital”</li> <li>Review material from Patient Care 3 course</li> <li>Complete practice calculations</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Practice cases for drip rate calculations, applying guidelines, bridging scenarios and DVT management</li> </ul>	1 hr
					2 hr
Week 12	November 8		7, 16, 17	<b>Cardiovascular Patient Care After Hospital Discharge</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Managing Cardiovascular Disease in the Community”</li> <li>Review Material from Patient Care 3 course</li> <li>Research warfarin adjustment tools</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Patient cases for applying guidelines, adjusting warfarin, counseling a patient about warfarin</li> <li>Using shared decision making tools: Mayo Clinic CV primary prevention</li> <li>Researching Warfarin drug and food interactions</li> </ul>	1 hr
					2 hr
Week 13	November 15		18, 19	<b>Smoking Cessation</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Watch “Managing Respiratory Conditions in the Community”</li> <li>Review material from Patient Care 3 course</li> </ul>	1 hr

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Pre-lab quiz</li> <li>Hands on with smoking cessation options</li> <li>Motivational Interviewing Cases for smoking cessation</li> </ul> <b>Post-class Activity:</b> <ul style="list-style-type: none"> <li>Big Blue Button Debrief</li> </ul>	2 hr
Week 14	November 22		20	<b>Journal Club Presentations</b> <b>Online/Individual Study:</b> <ul style="list-style-type: none"> <li>Review course material from EBM course.</li> <li>Watch “What is journal club?”</li> </ul> <b>In-class Activity:</b> <ul style="list-style-type: none"> <li>Team Journal Club Presentations</li> </ul>	1 hr
					2 hr
				Total Instructor Contact Hours	14 hrs of lecture, 28 hrs of lab

## Textbooks

Readings such as review articles, websites, or other reading materials will be assigned. These resources will be provided and posted to the course site. Some instructors may use resources that are available via Access Pharmacy in the HSC Database.

## Other Resources

### Sigler Drug Cards

Students are expected to purchase the 32nd Edition Prescription Drug Cards UPDATE in order to study for the Top 200 Drugs Examination. The cost of this update is \$15 and it will be available for purchase in August 2016. This will update the 31<sup>st</sup> edition of the cards (which students purchased during PHAR 5161L) to the 32<sup>nd</sup> edition. The Card Set can be purchased by calling 1-800-446-6293 and paying by credit card. Phone ordering is available 9:00 am to 5:00 pm central time (10:00 am to 6:00 pm EST).

### EPIC EDU

Epic EDU is the educational version of the UF Academic Health Center’s Electronic Health Record (EHR). This environment is separate from the production environment which is used for actual patient care. This educational version is used to teach both health profession students and post-graduate residents

how to effectively use the EHR to improve patient safety and quality. Each student will receive two unique logins: 1) Shands username and password, and 2) EPIC EDU username. The password for the Epic EDU environment is “train.” For Epic EDU resources, including FAQ guides and how to access the system, please access the Epic EDU Module Icon within the course site. See **Appendix A** for who to contact if you have forgotten your log in information and password.

## Student Evaluation & Grading

### Evaluation Methods and how grades are determined

Assessment Item	Description	Grade Weight
Weekly Pre-Lab Quizzes (N=14)	Weekly Pre-Lab Quizzes will be completed at the beginning of the lab session each week. Quizzes will consist of 10 multiple-choice, true-false, or case-based questions and will cover material from pre-laboratory videos, reading, or other preparatory material.	14%
Weekly Performance Assessments	For each module, in-lab activities will consist of specific performance assessments related to the content of that module. Performance assessments will include Patient counseling, SOAP notes, case presentations or kinetics problems. Weekly performance assessments will be evaluated using grading rubrics or checklists specific to that task or activity.  Assessments may be evaluated individually or in teams. Rubric/checklist criteria and expectations for the in-lab assessment will be posted for each module prior to the start of lab. (See <b>Appendix B</b> for example Weekly Performance Checklist)	42%
Weekly Professionalism Score (N=14)	Students will be evaluated each week for professionalism on a zero to ten point scale. Please see <b>Appendix C</b> for specific items assessed for professionalism.	14%
Clinical Question Submission (N=1)	You will be responsible for submitting 1 clinical question during the semester.	5%
Journal Club Presentation (N=1) and Attendance	Your team will be responsible for presenting 1 journal club to your classmates. You will present on 1 article out of a small pool pre-selected by the faculty.	5%
Journal Club Attendance	You will also be responsible for attending 1 journal club presentation given by a pharmacist during the semester.	S/U
Top 200 Drug Exam	This will consist of 50 multiple choice questions taken from the drug cards. Eligible content includes brand name, generic name, class/indication, dosage forms and doses, DEA schedule, pharmacology and kinetics and patient consultation information. Students must obtain an 80% or better on this exam in order to pass the course.	20%

Assessment Item	Description	Grade Weight
Total		100%

### Grading Scale (The following grade scale is used across all courses)

> 92.5%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
< 59.4%	E

**Rounding of grades:** Final course grade will only be rounded up if the decimal is 0.5 or higher. The above scale depicts this policy.

### Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software. **Appendix A** outlines who to contact if you have questions about technology.

1. ExamSoft®
2. Canvas® Learning Management System

### Class Attendance Policy

Attendance is **mandatory** for all labs and scheduled exams. You are expected to arrive to lab prior to the start of class and be seated so lab can begin on time.

Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

In the event the student cannot make their scheduled lab session (e.g. due to timing conflict with a professionally-related event scheduled in advance), the student may switch to an alternate lab session. Such requests are expected to be submitted via email to the campus course coordinator at least one week in advance in order to arrange for a lab session swap.

Requests for excused absences **MUST** be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session or if it is an emergency situation, as soon as possible. The

student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

**To:** Academic Coordinator and Campus Course Facilitator

**CC:** Teaching Partnership Leader and your specific campus director

**Subject:** PHA XXXX – Excused Absence request

Dear Prof. \_\_\_\_\_,

Professionally and politely request an excused absence.

Explain the nature of conflict and rationale for receiving an excused absence.

Thank the faculty member for their consideration of your special request.

Salutation,

Type in your full name and last 4 digits of UF-ID #, and Campus Name

Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

## Quiz/Exam Policy

### ***Weekly Pre-Lab Quizzes***

Weekly pre-lab quizzes will be administered online through the course website. Quizzes will consist knowledge related to that week's module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

### ***Top 200 Exam***

This will consist of 50 multiple choice questions taken from the drug cards. The exam will be administered via ExamSoft. Eligible content includes the brand name(s), generic name, and drug class/indication, **dosage forms and doses, DEA schedule, pharmacology and kinetics and patient consultation information.** Students must obtain an 80% or better on this exam in order to pass the course. Those who do not achieve this score will receive an Incomplete for the course and retake the exam in Professional Practice Skills Lab III in the Fall semester. If a passing score (i.e.,  $\geq 80\%$ ) is achieved on the second attempt then the score from both attempts will be averaged to arrive at the score which will be used for determining the course grade. Students who fail to obtain a passing score after two attempts will meet with the course coordinator to discuss potential options, which may include a 3<sup>rd</sup> attempt. Failing to pass this course may result in a student's progression through the curriculum being delayed. A student's performance in other aspects of the course will help determine how the situation is addressed. This is a self-taught portion of the course and students are responsible for preparing themselves for the exam. A list of the drugs that will appear on the examination will be released at the beginning of the course.



## **Make-up Quiz/Exam Policy**

### ***Missing Weekly Pre-Lab Quizzes***

Pre-lab quizzes will be administered at the start of the lab session. Only those who have valid reasons for coming late to a lab will be granted a make-up for the quiz.

### **Top 200 Drug Exam**

If the student is unable to take the scheduled Top 200 Drug Examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible.

A make-up Exam will be provided in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature as outlined in the UF Exam Policy.

## **Policy on Old Quizzes and Assignments**

Students will not be provided with old quizzes or assignments for study purposes in this course.

## General College of Pharmacy Course Policies

### **University Grading Policies**

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Concerns, Appeals, and Complaints**

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints.

### **Academic Integrity Policy**

Students are expected to act in accordance with the University of Florida policy on academic integrity (<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code. The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

### **Psychomotor and Learning Expectations**

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

### **How to Request Learning Accommodations**

Students with disabilities are strongly encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall) and it is recommended this be accomplished prior to starting the course.

- Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
- Please visit the following URL for more information: <http://www.dso.ufl.edu/drc>

Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed

### **Faculty and Course Evaluations**

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically

open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

### ***Computer and Other Technology Requirements***

Students are required to meet the following computer and technology requirements:

<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

### **Expectations In Class and Other Learning Activities**

Students are expected to:

- Be diligent and timely in studying the course material.
- Be on time for class sessions, quizzes, and exams.
- Be prepared for group discussions and conference calls.
- Do your own work.
- Actively collaborate with peers when assigned to groups.
- Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- Dress appropriately for class sessions or clinically related activities.
- Turn off cell phones and other electronic communication devices during a class session or phone conference.
- Be quiet during class sessions including peer presentations.
- Be focused and avoid distractive behaviors in class.
- Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- Participate in class or group discussions.
- Raise one's hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- Seek assistance with academic or personal difficulties as soon as possible.

### **Communications**

#### **Faculty Response Time:**

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays

will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12Noon on Friday.)

### **Email Communications:**

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

### **Religious Holidays**

Please see the University policy on attendance and religious holidays:

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

### **Counseling and Wellness Center**

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

### **Emergencies**

Call the University Police Department for emergencies: 392-1111 or 9-1-1

### **Student Crisis**

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; for Orlando 407-425-2624; and, for St. Petersburg 727-344-5555 and Tampa 211 or 813-234-1234.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

### **How to Access Services for Student Success**

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

### **Faculty Lectures/Class Activities/Presentations Download Policy**

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions is prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web

environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

## **Appendix A. Faculty and Staff: Who to Contact and Course Faculty Listing**

### ***Directions for Contacting Course Faculty***

All questions on lecture material and course communication will occur through the discussion board on the course website. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. Below is a guide about which faculty or staff to contact based on the specific question area you may have:

#### **Academic Coordinator:**

1. Questions about dates, deadlines, meeting place, etc.
2. Availability of handouts and other course materials
3. Assignment directions

#### **Teaching Partnership Leader (Course Coordinator)**

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

#### **Distance Campus Coordinator(s)**

##### ***Jacksonville Coordinator(s):***

##### ***Orlando Coordinator(s):***

#### **Teaching Partnership Faculty Members**

1. Questions about content

#### **Questions related to EPIC EDU**

1. Technical problems (issues logging in, Citrix Receive download not opening, etc.). Call the EPIC helpdesk at 352-265-0526

## Appendix B. Policies for the Laboratory Setting – Professionalism and Dress Code

The Professional Practice Skills course series is meant to prepare you for the essential skills and tasks expected of a pharmacist in a variety of practice settings. As a student in this course, we would like for you to imagine that when you present to lab, you are presenting to your job as a pharmacist within the “Gator Healthcare System”. Therefore, the same professional expectations in a work setting will be applied in the laboratory setting. Students will be assessed weekly for a professionalism score. Items that will be assessed in the professionalism score include:

- Punctuality – arriving to the laboratory session on time
- Preparedness – completed pre-lab learning activities and prepared to engage in lab learning activities
- Behavior – engaged and on task during the laboratory session, not distracting others or engaging in distracting behavior (e.g. checking social media sites, texting or playing on phone)
- Handling of materials and equipment – treating laboratory equipment with respect and care
- Independence of work – when individual effort is expected, completing work without the assistance of others
- Cleanliness – maintaining a clean and organized work area
- Following dress code – below is a dress code policy that is expected in patient care areas at UF Health and will be applied in the laboratory setting:
  - Photo identification badge (Gator 1 ID) must be worn at all times and displayed.
  - White lab coats should be worn and should appear clean, wrinkle free, and in good repair
  - Professional clothing: Pressed slacks or skirt/dress as appropriate for gender. Neat, clean shirt or top
    - Men should wear dress shirts or polo shirts with collar. Ties are optional.
    - For women, low cut, midriff, strapless, or see-through blouses, shirts, or dresses are not acceptable. Undergarments should not be visible
    - T-shirts with slogans or pictures are not allowed except for sponsored events such as Children’s Miracle Network.
    - Jeans, shorts, miniskirts, and athletic shoes are not considered professional clothing.
    - Shoes should be clean, **closed-toe** with heels no greater than 2 inches.
  - Jewelry selection: Two earrings per ear maximum may be worn and must be appropriate for patient care areas. No tongue/eyebrow/lip/nose piercing allowed.
  - Makeup should project a professional image
  - Hair must be clean and styled in such a manner as to prevent inadvertent contamination during patient care and professional duties. Unusual hair styles or color, such as spikes, bright or fluorescent colors, are not allowed. Long hair should be controlled in the back unable to fall forward during activities. Facial hair must be neatly groomed or clean-shaven.
  - Fingernails should be clean and maintained at a length that is not visible from the palmar aspect of the hand.
  - Body art/tattoos should not be visible.
  - For patient comfort purposes, excessive perfumes, colognes, aftershaves, scented lotions etc. should not be worn in patient care areas.
  - Gum chewing is not allowed in clinical settings.

## Appendix C: Weekly Performance Assessment Checklist Example

### New Prescription Counseling Assessment Form Template

Introduction	No [0]	Yes [1]
<b>1. Student introduces him/herself as Student Pharmacist.</b>		
<b>2. Confirms patient name.</b>		
<b>3. Confirms secondary identifier (birth date OR address).</b>		
Introduction Score: ___/ 3		
Addresses/Educates Patient on the Following Issues for New Prescription	No [0]	Yes [1]
<b>4. What this medication is used for.</b>		
<ul style="list-style-type: none"> <li>Confirms use of medication...</li> </ul>		
<b>5. How to take this medication.</b>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<b>6. What to expect from this medication (benefits).</b>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
<b>7. What to expect from this medication (side effects).</b>		
<ul style="list-style-type: none"> <li>Confirms or informs...</li> </ul>		
Addressed/Educated Score: ___/ X		
Closing	No [0]	Yes [1]
<b>8. Allows opportunity for questions.</b>		
<b>9. Verifies understanding (asks for repeat back OR asks patient to explain how he/she will use medication).</b>		
Closing Score ___/2		
Overall Score: ___/XX		



**Appendix D. Tuesday Lab Sessions****Gainesville:**

**Session 1:** 8:30-10:25am

**Session 2:** 10:40-12:35pm

**Session 3:** 1:55-3:50pm

**Session 4:** 4:05-6:00pm

**Jacksonville:**

**Session 1:** 8:30-10:25am

**Session 2:** 10:40-12:35pm

**Orlando:**

**Session 1 (Group A):** 10am – 12pm

**Session 2 (Group B):** 12pm – 2PM

**Session 3 (Group C):** 2pm – 4PM