

Cover Sheet: Request 12196

PHA5XXX Travel Medicine

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Diane Beck beck@cop.ufl.edu
Created	12/21/2017 10:28:00 PM
Updated	12/22/2017 4:41:18 PM
Description of request	This is a new elective in the Pharm.D. program that will be available to 2PD and 3PD students.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Diane Beck		12/22/2017
PHA5XXX Travel Medicine Elective 2017-12-21.docx					12/21/2017
College	Approved	COP - College of Pharmacy	Diane Beck		12/22/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/22/2017
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 12196

Info

Request: PHA5XXX Travel Medicine

Description of request: This is a new elective in the Pharm.D. program that will be available to 2PD and 3PD students.

Submitter: Diane Beck beck@cop.ufl.edu

Created: 12/21/2017 10:10:57 PM

Form version: 1

Responses

Recommended PrefixPHA

Course Level 5

Number XXX

Category of Instruction Introductory

Lab Code None

Course TitleTravel Medicine

Transcript TitleTravel Medicine

Degree TypeProfessional

Delivery Method(s)4637,4638,4639On-Campus, Off-Campus, Online

Co-ListingNo

Co-Listing ExplanationNot Applicable

Effective Term Fall

Effective Year2018

Rotating Topic?No

Repeatable Credit?No

Amount of Credit2

S/U Only?Yes

Contact Type Regularly Scheduled

Weekly Contact Hours 15

Course Description This course is designed to advance the student pharmacist's knowledge and skills in the assessment and management of travel-related illness commonly observed or contracted during or immediately following travel to an international destination, particularly when such a trip includes exposure to resource-poor settings.

Prerequisites Successful completion of block 4 in year 1 of curriculum, including milestones. Enrollment is open to both 2PDs and 3PDs, but priority enrollment will be given to 3PDs.

Co-requisites None

Rationale and Placement in Curriculum This is an elective course.

Students are eligible to take this course in year 2 or 3. The prior courses provide the foundational knowledge necessary for the course.

Course Objectives Upon completion of this course, the student will be able to:

1. Recognize common health risks to travelers as well as the corresponding epidemiology
2. Evaluate each traveler's need for travel vaccinations
3. Outline preventive and self-treatment options for common travel-related illnesses
4. Discuss the current epidemiology of malaria and the recommended chemoprophylactic regimens
5. Assess a traveler's complaints to determine risk of returning with illness
6. Counsel travelers including pregnant women, children, immigrants, diabetics, and immunocompromised hosts on the prevention of disease
7. Provide recommendations for care to people who are returning from overseas with illness

Course Textbook(s) and/or Other Assigned Reading1. Center for Disease Control and Prevention. CDC Health Information for International Travel 2016. New York: Oxford University Press; 2016. The "Yellow Book" available on the CDC website.
<http://wwwnc.cdc.gov/travel/yellowbook/2016/table-of-contents>

2. Slain D, Kincaid S. Chapter e124. Travel Health. In Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017. ISBN-13: 978-1259587481; ISBN-10: 1259587487 (Available in Access Pharmacy)

Weekly Schedule of Topics Week 1

Module 1: Introduction and Travel Preparation

Module 2: Travel Medicine Consultation

Videoconference in-class activity 1 with quiz (covers modules 1 and 2)

Module 3: Vectorborne Diseases

Module 4: Other Communicable Diseases

Videoconference in-class activity 2 with quiz (Modules 3 and 4)

Module 5: Foodborne and Waterborne Diseases

Week 2

Module 6: Bites, Stings, and Envenomations

Videoconference in-class activity 3 with quiz (Modules 5 and 6)

Module 7: Noninfectious travel-related Illnesses

Module 8: Traveling with Special Needs and Immigration Health

Final Project Due

Final Exam (cumulative)

Links and Policies The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Grading Scheme Grading: This course will be satisfactory-unsatisfactory. A student must obtain at least a 69.50% average of all course assignments to pass the course.

Quizzes (n=3 - 10% each) 30%

Participation in Active Learning Sessions (n=3 - 5% each) See Appendix B for Rubric 15%

Final Project - See Appendix C for Rubric 25%

Final Exam 30%

Instructor(s) Lindsey Childs-Kean, PharmD, MPH, BCPS

PHA 5XXX Travel Medicine
Semester 2018, Year 2 or 3, Block 8 or 15
[Satisfactory – Unsatisfactory Grading]

2 Semester Credit Hours

Course Purpose:

This course is designed to advance the student pharmacist's knowledge and skills in the assessment and management of travel-related illness commonly observed or contracted during or immediately following travel to an international destination, particularly when such a trip includes exposure to resource-poor settings. Changes in global infectious disease epidemiology, patterns of drug resistance, and the rise in the number of travelers with chronic health conditions has increased the complexity of travel medicine. Topics discussed in this course have been selected from the International Society of Travel Medicine core content areas. Students will be expected to demonstrate the ability to complete travel medicine consults which will include the ability to assess patient risk factors, design treatment plans, and discuss product recommendations and non-pharmacological methods for disease prevention.

Course Faculty and Office Hours

(See **Appendix A** for Who to Contact)

Teaching Partnership Leader: Lindsey Childs-Kean, PharmD, MPH, BCPS

Email: LChilds-Kean@cop.ufl.edu

Office: TBD

Phone: 352-273-5715

Office Hours: By email and appointment

Academic Coordinator

Name: Candice Walker, B.A., Ed

Email: candice.walker@cop.ufl.edu

Office: HPNP 4312

Phone: 352-294-8677

Office Hours: by email and appointment

Instructional Designer: Julie Thomas, M.Ed.

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

- EPA A1: Gather and interpret patient information
- EPA A2. Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
- EPA A3: Develop an evidence based care plan in collaboration with an interdisciplinary team

- EPA A4: Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
- EPA A5: Assess and counsel patients and caregivers about health- wellness
- EPA A6: Present and defend in an evidence-based manner a succinct oral patient summary and plan to a health care provider.
- EPA B1: Form clinical/practice-related questions and retrieve evidence to advance patient care.

Course Objectives

Upon completion of this course, the student will be able to:

1. Recognize common health risks to travelers as well as the corresponding epidemiology
2. Evaluate each traveler's need for travel vaccinations
3. Outline preventive and self-treatment options for common travel-related illnesses
4. Discuss the current epidemiology of malaria and the recommended chemoprophylactic regimens
5. Assess a traveler's complaints to determine risk of returning with illness
6. Counsel travelers including pregnant women, children, immigrants, diabetics, and immunocompromised hosts on the prevention of disease
7. Provide recommendations for care to people who are returning from overseas with illness

Pre-Requisites

Successful completion of block 4 in year 1 of curriculum, including milestones. Enrollment is open to both 2PDs and 3PDs, but priority enrollment will be given to 3PDs.

Co-Requisites

None

Required Textbooks:

1. Center for Disease Control and Prevention. CDC Health Information for International Travel 2016. New York: Oxford University Press; 2016. The "Yellow Book" available on the CDC website. <http://wwwnc.cdc.gov/travel/yellowbook/2016/table-of-contents>
2. Slain D, Kincaid S. Chapter e124. Travel Health. In Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017. ISBN-13: 978-1259587481; ISBN-10: 1259587487 (Available in Access Pharmacy)

Classroom Location:

1. **Gainesville:** TBD.
2. **Jacksonville and Orlando:** Class Sessions are posted in the campus calendar.

Weekly Course Outline

Weekly course schedule of topics (modules), assignments, exams, and other activities

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. Please note that reading times are estimates based on calculated averages. You may require more or less time to complete each reading.

Course Outline

Date <i>Recommended Dates for Viewing Videos</i>	Mod. & Unit	Unit Topic Learning Resources will include Lecture Videos and readings.	Contact Hours [hr.]	Faculty	Learning Objectives
Week 1 Day 1 <i>mm/dd (M)</i>	Module 1	Introduction and Travel Preparation	2 hrs		1
		<u>Online/Individual Study:</u> Video Lecture and/or Readings: 1. Course Overview			
		2. Preparation for travel			
		3. Travel Epidemiology			
		4. The Role of the Traveler in Translocation of Disease			
Week 1 <i>mm/dd (T)</i>	Module 2	Travel Medicine Consultation	3 hrs		2, 3, 5, 7
		<u>Online/Individual Study:</u> Video Lecture and/or Readings: 1. Example of pre-travel consultation and importance			
		2. The Pre-Travel Consultation			
		3. General Recommendations for Vaccinations and Immunoprophylaxis			
Week 1 <i>mm/dd (W)</i> All Campuses		<u>Videoconference In-class Activity 1 with Quiz (Modules 1 & 2):</u> Case Study/Discussion	2 hrs		

		Post-Class Assignment (optional): Global Epidemic Simulator (GLEAMviz.org)			
Week 1 <i>mm/dd (W)</i>	Module 3	Vectorborne Diseases	3 hrs		3, 4
		Online/Individual Study: Video Lecture and/or Readings: 1. Mosquito-borne illness: Dengue, Zika, Yellow Fever, etc.			
		2. Malaria prevention/treatment			
		3. Tick-borne illness disease			
		4. Viral hemorrhagic fevers			
Week 1 <i>mm/dd (Th)</i>	Module 4	Other Communicable Diseases	2 hrs		2, 3, 5, 7
		Online/Individual Study: Video Lecture and/or Readings: 1. TB/mycobacterial infections			
		2. Vaccines			
		3. Sexually transmitted disease concerns in the traveler			
Week 1 <i>mm/dd (F)</i> All Campuses		Videoconference In-class Activity 2 with Quiz (Modules 3 & 4): Case Study/Discussion	2 hrs		
Week 1 <i>mm/dd (F)</i>	Module 5	Foodborne and Waterborne Diseases	3 hrs		1, 2, 3, 5, 7
		Online/Individual Study: Video Lecture and/or Readings: 1. Traveler's diarrhea (bacterial, viral, and parasitic)			
		2. Intestinal Parasites: Stongyloides, Schistosomiasis, Helminths			
Week 2 <i>mm/dd (M)</i>	Module 6	Bites, Stings, and Envenomations	3 hrs		1, 2, 3, 5, 7
		Online/Individual Study: Video Lecture and/or Readings: 1. Rabies			
		2. Envenomations			
		3. Animal-associated hazards			
Week 2 <i>mm/dd (T)</i>		Videoconference In-class Activity 3 with Quiz (Modules 5 & 6): Case Study/ Discussion	2 hrs		

Week 2 <i>mm/dd (T)</i>	Module 7	Noninfectious Travel-Related Illnesses	1 hrs		1, 3, 5, 7
		Online/Individual Study:			
		Video Lecture and/or Readings: 1. Altitude sickness			
		2. Motion sickness			
		3. Sun exposure			
		4. Jet Lag			
Week 2 <i>mm/dd (W)</i>	Module 8	Traveling with special needs & immigrant health	3 hrs		1, 3, 5, 6, 7
		Online/Individual Study:			
		Video Lecture and/or Readings: 1. Travel for Patients with Special Needs			
		2. Immigrant Health			
		3. Traveling safely with infants and children			
		4. Travel to mass gatherings			
		5. Newly arrived immigrants and refugees			
		6. Immunocompromised travelers			
Week 2 <i>mm/dd (Th)</i>		Final Project Submission Due by Midnight			
Week 2 <i>mm/dd (F)</i>		Final Exam (cumulative)	2 hrs		
		Total Hours	28 hours		

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
Quizzes (n=3)	30% at 10% ea.
Participation in active learning activities (n=3) – see Appendix B for rubric	15% at 5% ea.
Final Project – see Appendix C for rubric	25%
Final Exam	30%

Total	100%
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Course Individual Final Assignment

Each student will submit a travel consult SOAP note to Canvas. Students will be randomly assigned to one of several patient scenarios. Grading rubric is found in Appendix B.

Grading: This course will be satisfactory-unsatisfactory. A student must obtain at least a 69.50% average of all course assignments to pass the course.

Rounding of grades: Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **no exceptions** will be made in situations where a student's grade is "close."

Educational Technology Use

The following technology below may 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. Canvas Learning Management System
2. Big Blue Button

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Appendix A: Faculty and Staff: Who to Contact

Academic Coordinator/Education Coordinator:

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Absence requests (Only the Academic Coordinator handles absence requests)
3. Questions about dates, deadlines, meeting place
4. Availability of handouts and other course materials
5. Assignment directions
6. Questions about grade entries gradebook (missing grades, wrong grade)

7. Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Teaching Partnership Leaders/Course Directors

1. Questions about grades
2. Concerns about performance
3. Guidance when there are performance problems (failing grades)
4. General questions about content

Other Teaching Partnership Faculty Members

1. Questions about specific content

Technical Support:

For technical support related to eLearning, educational videos, mobile learning tools and other course-related issues, contact **College of Pharmacy Educational Technology Support** at:

- Gainesville Office Hours: HPNP Rm. 4312 or 4309, Monday – Friday, 8:30 am to 4:30 pm
- E-mail: edu-help@ahc.ufl.edu
- Phone: 352-273-9492

Contact the **University of Florida Computing Help Desk** for issues related to Gatorlink accounts, UF e-mail, ONE.UF, myUFL and other centralized UF systems, contact UF Computing Help Desk at:

- Website: <https://my.it.ufl.edu/CherwellPortal/UFITServicePortal>
- E-mail: helpdesk@ufl.edu
- Help Wiki: <https://wiki.helpdesk.ufl.edu/>
- Phone: (352) 392-4357

Appendix B: Rubric for Assessing Student Participation in Class

This document will be used to provide an assessment of the student's overall participation at the end of the course. Instructors will keep track of student participation during each session.

	Exemplary (Score = 5)	Proficient (Score = 4)	Developing (Score = 3)	Unacceptable (Score = 0)
Frequency of participation in class	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution and needs instructor to solicit input.
Quality of comments	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect and build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Appendix C: Course Individual Project Grading Rubric

Each student will submit a travel consult SOAP note. Evaluation of the SOAP note will be based on the College of Pharmacy's SOAP note grading rubric (below)

University of Florida College of Pharmacy
SOAP Note Rubric

Criteria		Ratings			Pts
	Excellent	Competent	Needs Improvement	Not Acceptable	
COLLECT					
Subjective	Complete and concise narrative of pertinent patient information; required elements included (10 pts) HPI and all elements describing CC are listed along with SH and allergies	Well-organized and concise summary of patient information. Missing some necessary elements (8 pts)	Poorly organized and limited summary of pertinent information, information other than 'S' provided (6 pts) HPI and CC not adequately described (leaving key details that explain severity, duration, or treatment of current symptoms)	Markedly Lacking detail required to make an accurate assessment; incorrect information included; copied and pasted from previous notes (0 pts)	_____/10
Objective Including current medications	Complete and concise summary of pertinent information; no extraneous information included (10 pts)	Partial but accurate summary of pertinent information. Missing some important elements (8 pts)	Poorly organized and limited summary of pertinent information, information other than 'O' provided (6 pts)	Markedly Lacking detail required to make an accurate assessment; incorrect information included (0 pts)	_____/10
ASSESS					

Assessment of current medical condition(s) <ul style="list-style-type: none"> • <i>Condition</i> • <i>Goal</i> • <i>Current Status</i> • <i>Drug therapy problem</i> • <i>Therapeutic Alternatives</i> • <i>Succinct Rationale</i> 	Complete problem list generated. No extraneous information listed. An optimal and thorough assessment is present for each problem. (15 pts)	Most problems are identified. Some extraneous problems listed. An assessment for each problem is present but not optimal. Some subjective information repeated. Incomplete goal, incomplete identification of problem(s), incomplete rationale (12 pts)	Missing main problem of the case. Includes nonexistent or extraneous problems. Information other than 'A' included. (9 pts)	Assessment may cause patient harm; incorrect assessment; no assessment of clinical conditions included (0 pts)	_____/15
PLAN					
Treatment Plan	Specific and appropriate recommendations including (specific drug, dose, route, and frequency) of medications, patient counseling, monitoring (e.g. pertinent efficacy and toxicity measures) and follow- up of problems are listed. (15 pts)	Mostly complete and appropriate for each identified problem. Plan may not be optimal or lacking proper patient counseling or optimal duration of follow-up. (12 pts)	Plan (recommendation, education, follow up, monitoring) suggested is inappropriate. Plan is not consistent with the assessment. Information other than 'P' provided. (9 pts)	Suggested changes may cause patient harm; plan lacks patient education or any recommendation for follow-up or monitoring. Plan is not consistent with the assessment. (0 pts)	_____/15

Global Assessment				
	Excellent	Competent	Needs Improvement	Not Acceptable
Grader to provide comments to student pharmacist	<i>No points are awarded for the global assessment. It is provided as feedback for the pharmacy student. i.e. consistency throughout note, sufficient detail for another provider to evaluate rationale, judgment/rationale appropriate throughout. Overall, (yes or no) did the soap note serve its purpose and document the interaction and provide sufficient detail for another provider to know what is going on with patient?</i>			
Total	_____/50			