

# Cover Sheet: Request 10106

## PHA 5781 Patient Care I

### Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	2/26/2015 4:20:07 PM
Updated	2/27/2015 9:22:54 AM
Description	<p>This course occurs during Year 1 - Spring Semester of the new 2015 Curriculum.</p> <p>The course is a modification of the current PHA 5781 course in the following ways: Title, Credit Hours, Course Description, Pre-requisites, Instructors, Course Objectives, Weekly Course Schedule, Required Textbooks, and Methods of Evaluation/Grade determination.</p> <p>A UCC1 Form is being submitted per Dr. Julian since there has not been a recent UCC review of the course.</p>

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		2/27/2015
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		2/27/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/27/2015
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

### Recommended SCNS Course Identification

1. Prefix PHA      2. Level 5      3. Number 781      4. Lab Code None

5. Course Title Patient Care I

6. Transcript Title (21 character maximum) Patient Care I

7. Effective Term Spring

8. Effective Year 2016

9. Rotating Topic? No

10. Amount of Credit 3

11. If variable, # minimum and # maximum credits per semester.

12. Repeatable credit? No

13. If yes, total repeatable credit allowed #

14. S/U Only? No

15. Contact Type Regularly Scheduled [base hr]

16. Degree Type Professional

17. If other, please specify: [Click here to enter text.](#)

18. Category of Instruction Introductory

### 19. Course Description (50 words maximum)

Introduces principles related to providing self-care consultation that involves a patient request for either a non-prescription product or dietary supplement. Prepares students to use a structured process for assessing a patient who seeks self-care and to use appropriate resources to solve self-care issues.

### 20. Prerequisites

Completion of all required coursework in Year 1 – Blocks 1,2, and 3

### 21. Co-requisites

PHA XXXX Principles of Evidence-based Practice

PHA XXXX Professional Practice Skills Lab II

### 22. Rationale and Placement in Curriculum

The first year of the Pharm.D. curriculum introduces principles and concepts. These are applied during years 2 and 3 as students complete a series of body system courses.

23. Complete the syllabus checklist on the next page of this form.

### Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

[http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi\\_policy.pdf](http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf)

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☒ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"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>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"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."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

*Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.*

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

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## PHA 5781 Patient Care I

Spring 2016 Year 1-Block 4

3 Semester Credit Hours

### Course Purpose:

Patient Care I will introduce principles related to providing self-care consultation that involves a patient request for either a non-prescription product or a dietary supplement. Principles of complementary alternative medicine (CAM) will also be introduced. Upon completion of this course, students will be able to use a structured process for assessing a patient who seeks self-care and be able to use appropriate resources to solve self-care scenarios commonly seen in the community setting.

### Course Faculty and Office Hours

**Teaching Partnership Leader:** Robin Moorman Li, PharmD, BCACP

Email: [moorman@cop.ufl.edu](mailto:moorman@cop.ufl.edu)

Office: Jacksonville campus

Phone: (904) 244-9590

Office Hours: Please email a request for an appointment.

**Teaching Partners:**

**Oliver Grundmann, PhD, MS, ME**

Email: [grundman@ufl.edu](mailto:grundman@ufl.edu)

Office: Off-campus

Phone: 352-505-2346

Office Hours: Online via Adobe Connect upon email request

**Tom Munyer BS, MS**

Email: [munyer@cop.ufl.edu](mailto:munyer@cop.ufl.edu)

Office: HPNP 2303

Phone: **(352) 273-6225 – Email contact preferred**

Office Hours: Please email a request for an appointment.

**Kathryn Smith, PharmD**

Email: [ksmith@cop.ufl.edu](mailto:ksmith@cop.ufl.edu)

Office: Gainesville campus

Phone: TBA

Office Hours: Please email a request for an appointment.

### Academic Coordinator

Christine Salama, M.A. Email: [csalama@ufl.edu](mailto:csalama@ufl.edu)

Office: HPNP 4312 Phone: 352-273-5617

Office Hours: by email and appointment

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## This course will begin to teach you how to perform the following activities in 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	Counsel a patient about medications and health wellness
EPA A5	Assess and counsel a patient about health/wellness
EPA D1	Soft skills in daily practice
EPA E2	Assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their healthcare needs

## Course Objectives

Upon completion of this course, the student will:

1. Develop and integrate knowledge about principles of self-care, dietary supplements and complementary & alternative medicine (CAM).
  - a. Distinguish between OTC products, dietary supplements, drugs, homeopathic preparations, and CAM therapies.
  - b. Explain the importance of self-care involving over-the-counter (OTC) agents.
  - c. Describe social considerations such as cultural sensitivity, health-related beliefs, access to care, health literacy, and ethical decision-making in self-care.
2. Demonstrate foundational knowledge about use of self-care products for the following common complaints:
  - a. Preventative care (nutritional foods, vitamins, dietary supplements, CAM)
  - b. First aid (dietary supplements and medications/treatments for minor burns, sunburns, wounds)
  - c. Common skin disorders (contact dermatitis, fungal skin infections)
  - d. Pain (dietary supplements and medications)
  - e. Fever (dietary supplements and medications)
  - f. Cough, Colds and allergies (supplements and medications)
3. Integrate knowledge and use clinical reasoning skills in accomplishing the following steps when managing a patient with the disease state:
  - a. **Collect.** Collect necessary subjective and objective data to understand relevant medical/medication history and clinical status of the patient.
    - i. Use SCHOLAR-MAC and QUEST to gather patient data including information about prescription and nonprescription medications, herbal products and other dietary supplements, health and wellness information, patient lifestyle habits, preferences and beliefs, health and functional goals, socioeconomic factors that affect access to medicine, allergies/adverse reactions, and disease.

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- ii. Gather information from chart/electronic health records and pharmacist records if available.
    - iii. Develop a holistic view (including physiological, psychological, and sociological variables) of the patient.
  - b. **Assess.** Integrate knowledge, clinical experience, and patient data to formulate and test hypotheses about the etiology of medication-related problems. Assess information collected in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care. This step includes:
    - i. Triage a patient based on complete assessment information to determine whether the patient requires no intervention, self-care, or medical referral.
    - ii. Assessing appropriateness, effectiveness, safety, and patient adherence
    - iii. Assessing health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications and other aspects of care.
    - iv. Need for preventative care.
  - c. **Plan.** Develop an individualized patient-centered care plan that is evidence-based and cost-effective.
    - i. Develop specific and general therapeutic goals for the patient.
    - ii. List and evaluate pharmacotherapeutic alternatives for the patient.
    - iii. Integrate knowledge, evidence-based literature/information, clinical experience, patient data, patient goals and desires, and the prescriber's judgment when developing an evidence-based care plan for the patient. Considerations for the plan include:
      - 1. Application of established practice guidelines, evidence-based medicine, and population-based treatment plans in developing the plan. *Retrieve evidence-based information from resources appropriate for questions about nonprescription products, dietary supplements, and CAM.*
      - 2. Accurate and patient-specific dosing (including dosage adjustment for renal/hepatic dysfunction, starting dose, maximum doses, and timing of doses).
      - 3. Considerations for special patient populations including pregnant women, pediatrics, elderly, and patients with organ dysfunctions in the self-care setting
      - 4. Parameters for monitoring response and frequency of monitoring
      - 5. Parameters for monitoring adverse effect and frequency of monitoring
      - 6. Plan for patient counseling/education
  - d. **Patient-Centered Care:** Foster a patient-centered care approach by accomplishing the following:
    - i. **Communicate**
      - 1. Perform appropriate patient/family/caregiver counseling on documented uses, adverse effects, and toxicities of OTC, herbal, and dietary supplements.

- ## Pre-Requisite Knowledge and Skills

**Co-requisite:**

PHA XXXX Professional Practice Skills Lab II

Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
Week 1		1a,b, 3a,b	<p><b>Online/Individual Study</b></p> <p>A. Introduction to Self-Care</p> <p>B. Introduction to evidence based decision making related to over the counter products</p> <p>C. Introduction to evidence based decision making related to dietary supplements</p> <p>D. Case studies in dietary supplement for evidence based information</p> <p>E. Special populations in self-care</p> <p><b>In-class Activity</b></p> <p><b>Pre-class Quiz</b></p> <p><b><u>Active Session #1</u></b></p> <ul style="list-style-type: none"> <li>Team Project Presentation: Introduction to Self-Care Products from a Consumers' Perspective</li> </ul>	<p>3 hrs lecture</p> <p>4 hrs active learning</p>

Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
			<p><i>*Note a second assignment will be generated from this first assignment which will be due in either Week 5, 6, or 7.</i></p> <p><b><u>Active Session #2</u></b></p> <ul style="list-style-type: none"> <li>Cases in Self-Care               <ol style="list-style-type: none"> <li>In class assignments utilizing resources for finding EBP info on dietary supplements</li> <li>Practice problems for calculating pediatric dosing of OTC agents</li> </ol> </li> <li>Triads in Patient Assessment using Scholar-MAC/Quest               <ul style="list-style-type: none"> <li><b>Appendix C:</b> Patient interaction evaluation rubric for Triad active learning sessions</li> </ul> </li> </ul>	
<b>Week 2</b>		<b>1a,b, 3b</b>	<p><b>Online/Individual Study</b></p> <ol style="list-style-type: none"> <li>Introduction to herbal/plant based products</li> <li>Important definitions associated with herbal/plant based products</li> <li>Explanation of standardization and federal regulations</li> <li>Proper resources for herbal/plant based products</li> <li>Evidence based decision making related to dietary supplements</li> </ol> <p><b>In-class Activity</b></p> <p><b>Pre-class Quiz</b></p> <p><b><u>Active Session #1</u></b></p> <ul style="list-style-type: none"> <li>Team Project Presentation: Introduction to Herbal Products from a Consumer's Perspective</li> </ul>	<p>4 hrs lecture</p> <p>4 hrs active learning</p>



Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
			<u><b>Active Session #2</b></u> <ul style="list-style-type: none"> <li>Partner activity in principles of homeopathy</li> <li>Small group discussion in dietary supplement regulation and presentation of findings to class for final discussion</li> </ul>	
<b>Week 3</b>		<b>1a,b, 3b</b>	<p><b>Online/Individual Study</b></p> <p>A. Nutritional foods used in preventative care  B. Introduction to Vitamins  C. Dietary supplements used in preventative care  D. CAM used in preventative care  E. Cultural beliefs related to dietary supplements and CAM</p> <p><b>In-class Activity</b></p> <p><b>Pre-class Quiz</b></p> <p><u><b>Active Session #1</b></u></p> <ul style="list-style-type: none"> <li>Partner activity evaluating dietary habits and lifestyle with partner, suggesting benefits of current habits and possible improvements to each other</li> <li>Small group activity (5 students): research content of vitamins in a fruit, vegetable, and a meat, evaluate daily requirements and how they are being met. Presentation to class for discussion, present findings to whole class (30 minutes for internet database research, 45-60 minutes for presentation)</li> <li>Partner activity: Choose a CAM that you have used before and exchange experiences, when would it be recommended to patients? Who is competent to deliver this CAM?</li> </ul> <p><u><b>Active Session #2</b></u></p> <ul style="list-style-type: none"> <li>Small group activity (5 students): design counseling approach for vitamins and CAM use for patients with specific disorders (e.g.</li> </ul>	<p>3 hrs lecture</p> <p>4 hrs active learning</p>

Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
			<p>arthritis, migraine headaches, gastroenteritis, sinusitis, neuropathic pain, etc.), consider limitations and approaches to counseling as a team with other healthcare providers (30 minutes). Team presentation of finding to class for discussion.</p> <p><b>Exam I</b></p>	
<b>Week 4</b>		1, 2, 3, 4, 5	<p><b>Online/Individual Study</b></p> <p>A. Minor burns, sunburns, and wounds  B. Dietary supplements: First Aid  C. Contact Dermatitis  D. Fungal Skin Infections  E. Ethical decisions in self-care and Cultural Competency in Self Care  F. Ethical decisions related to recommending dietary supplements</p> <p><b>In-class Activity</b></p> <p><b>Pre-class Quiz</b></p> <p><b><u>Active Session #1</u></b></p> <ul style="list-style-type: none"> <li>Self-Care Games: Skin Care</li> </ul> <p><b><u>Active Session #2</u></b></p> <ul style="list-style-type: none"> <li>Group discussions: Muddiest points</li> <li>Refer or Treat?</li> <li>Triad case studies</li> </ul>	<p>2 hrs lecture</p> <p>4 hrs active learning</p>
<b>Week 5</b>		1, 2, 3, 4, 5	<p><b>Online/Individual Study</b></p> <p>A. Musculoskeletal injuries and disorders/Aches and Pains  B. Headache*  C. Dietary supplements: Pain Relief  D. Fever  E. Dietary supplements: Back pain relief</p>	1.5 hrs lecture

Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
			<p>*Reading assignment only</p> <p><b>In-class Activity</b>  <b>Pre-class Quiz</b></p> <p><b><u>Active Session #1</u></b></p> <ul style="list-style-type: none"> <li>Self-Care Games: Pain</li> </ul> <p><b><u>Active Session #2</u></b></p> <ul style="list-style-type: none"> <li>Refer or Treat?</li> <li>Triad case studies</li> </ul>	4 hrs active learning
<b>Week 6</b>		1, 2, 3, 4, 5	<p><b>Online/Individual Study</b></p> <p>A. Management of the common cold  B. Dietary supplements: Colds and Allergies  C. Management of allergies  D. Management of cough</p> <p><b>In-class Activity</b>  <b>Pre-class Quiz</b></p> <p><b><u>Active Session #1</u></b></p> <ul style="list-style-type: none"> <li>Self-Care Games: Sniffles and Colds</li> </ul> <p><b><u>Active Session #2</u></b></p> <ul style="list-style-type: none"> <li>Triad case studies</li> <li>Patient care documentation in self-care: students will be asked to create documentation on recommendations from selected triad case studies</li> </ul> <p><b>Exam 2</b></p>	<p>1.33 hrs lecture</p> <p>4 hrs active learning</p>
<b>Week 7</b>		1, 2, 3, 4, 5	<p><b>Online/Individual Study</b></p> <p>A. Heartburn and dyspepsia  B. Constipation</p>	2.10 hr lecture

Week	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
			C. Dietary supplements: Constipation D. Diarrhea E. Dietary supplements: Diarrhea F. Nausea and vomiting G. CAM options for GI complaints  <b>In-class Activity</b> <b>Pre-class Quiz</b>  <b>Active Session #1</b> <ul style="list-style-type: none"> <li>Self-Care Games: GI Complaints</li> </ul> <b>Active Session #2</b> <ul style="list-style-type: none"> <li>Case Vignettes in Self Care</li> <li>Patient Care Documentation in select case vignettes</li> </ul>	4 hrs active learning
<b>Week 8</b>			<b>Cumulative Final Exam</b>	

## Textbooks

### Required text:

Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of nonprescription drugs: An interactive approach to self-care. 18<sup>th</sup> ed. Washington, D.C.: American Pharmacists Association; 2014

**Additionally, students will need to have access to laptops and internet access during active classroom sessions.**

## Active Sessions Descriptions

### Introduction to Self Care Products from a Consumer's Perspective

Teams of students will be assigned a self-care topic covered in Patient Care 1. The students will be asked to visit a local pharmacy and evaluate all the products available which are in the assigned topic. Students will be given a very detailed guide to complete while at the pharmacy and after the visit to the pharmacy. They will need to fill this out and develop a presentation on the various points assigned from the provided guide form. The presentation will be done in class. Max of 5 minutes for each

presentation. The students observing the presentation will be asked to complete a rubric to evaluate the presentation.

### **Triads in Patient Assessment and Triad Case Studies**

Cases will be given to each Triad during class. Students will trade roles for each case. Students will have 1 min to prepare (Patient and Pharmacist read their respective roles), 6 minutes patient workup (Pharmacist works up patient and makes self-care recommendation/referral recommendation, etc), and 2 minutes feedback discussion (Observer and patient give pharmacist feedback; students can discuss any questions related to case/recommendation, etc). A rubric will be given to the observer to help guide the observation.

### **Refer or Treat?**

Students will work in groups of 4-6. On a chalk board/white board, students are to create 2 columns with the headings "Refer" or "Self Treat". Based on their reading and pre-class lectures, make a short list of conditions or "red flags" that might require referral and those that wouldn't. The point of this isn't to get the "right" things in each column, but to generate discussion about what types of patients you would refer or not.

### **Self Care Games**

This assignment will be due the corresponding week of the Self Care topic discussed (for example: Skin Care A and B will be due in class Week 4).

Students will be asked to develop a game that will be used to help their classmates learn the specifics of each of the products they presented and also include herbal products when appropriate. The game will have to be simple but effective and must be able to be completed in less than 20-30 minutes.

The assigned group will be given a specific date in which they will need to turn in a description of the game online. A document will be posted in Sakai which will tell the students which group they will be working with in class. The assigned groups will be in charge of running their game with the students for the first 35 minutes of class. Discussion regarding the games and also some highlights of the topics will be covered in the last 10 minutes of class. Students participating in the game will be given an online evaluation tool which will identify if the game was helpful in reinforcing the material.

### **Case Vignettes in Self Care**

Case vignettes will be developed incorporating many of the topics covered over the semester. The CPR method (critical thinking, problem solving, and clinical reasoning) will also be incorporated into these cases. Students will be asked to complete the patient care documentation and then work in pairs to review and evaluate each other's work.

## Student Evaluation & Grading

### Evaluation Methods and how grades are determined

Activity/Assessment	Percent of Final Grade
<b>Pre-Class Quizzes (7 total)</b>	14%
<b>Participation in Classroom Active Learning</b> <i>The following activities in the four listed weeks will also be calculated in the participation grade.</i> <ul style="list-style-type: none"> <li>Week 1: <ul style="list-style-type: none"> <li>Team Project Presentation: Introduction to Self-Care Products from a Consumers Perspective <ul style="list-style-type: none"> <li><b>Appendix A:</b> Evaluation Rubric: Team Project</li> </ul> </li> <li>In class assignments in EBP info on dietary substances] <ul style="list-style-type: none"> <li><b>Appendix B:</b> Evaluation rubric EBP info on dietary supplements</li> </ul> </li> </ul> </li> <li>Week 2: <ul style="list-style-type: none"> <li>Team Project Presentation: Introduction to Herbal Products from a Consumers' Perspective <ul style="list-style-type: none"> <li><b>Appendix A:</b> Evaluation Rubric: Team Project</li> </ul> </li> <li>Presentation on dietary supplement regulations <ul style="list-style-type: none"> <li><b>Appendix D:</b> Evaluation Rubric dietary supplement regulation</li> </ul> </li> </ul> </li> <li>Week 3: <ul style="list-style-type: none"> <li>Team Presentation on Vitamin in class assignment <ul style="list-style-type: none"> <li><b>Appendix E:</b> Evaluation rubric vitamin content</li> </ul> </li> <li>Team presentation on counseling approach for vitamin and CAM use for patients with specific disorders <ul style="list-style-type: none"> <li><b>Appendix F:</b> Evaluation rubric CAM and vitamin counseling</li> </ul> </li> </ul> </li> <li>Week 4, 5, 6, <u>or</u> 7: <ul style="list-style-type: none"> <li>Self-Care Games <ul style="list-style-type: none"> <li><b>Appendix G:</b> Peer Assessment Rubric</li> </ul> </li> </ul> </li> </ul>	14%
<b>Out of Class Assignments</b> <ul style="list-style-type: none"> <li>Week 1 and 2 <ul style="list-style-type: none"> <li>OTC and Herbal Assignments in Week 1 and 2</li> </ul> </li> <li>Week 1 <ul style="list-style-type: none"> <li>Pediatric dosing calculation assignment</li> </ul> </li> <li>Week 4, 5, 6, or 7 <ul style="list-style-type: none"> <li>Game development for assigned week <ul style="list-style-type: none"> <li><b>Appendix H: Faculty Assessment Rubric</b></li> </ul> </li> </ul> </li> </ul>	10%
<b>Self-Care Documentation Submissions via Canvas</b>	5%

<ul style="list-style-type: none"> <li>• Week 6 <ul style="list-style-type: none"> <li>○ Patient care documentation <ul style="list-style-type: none"> <li>▪ <b>Appendix I:</b> Evaluation of Patient Care Documentation</li> </ul> </li> </ul> </li> <li>• Week 7 <ul style="list-style-type: none"> <li>○ Patient care documentation <ul style="list-style-type: none"> <li>▪ <b>Appendix I:</b> Evaluation of Patient Care Documentation</li> </ul> </li> </ul> </li> </ul>	
<b>Exam 1</b>	15%
<b>Exam 2</b>	15%
<b>Exam 3 (Cumulative)</b>	27%
Total	100%

**NOTE:** Late assignments will not be accepted and a grade of Zero will be given for the given assignment.

Exams will be multiple choice and fill in the blank. All exams will be administered through Examsoft.

### Grading Scale

> 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 already denotes this rounding.

### 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

### Policy Across All 1PD-3PD courses:

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, family emergencies, religious holidays, and other reasons of serious nature. Conflict with work schedules is an unexcused absence.

Requests for excused absences **MUST** be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader 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.

Makeup assignment(s) will be made for any excused absence(s) and must be submitted **within one-week of the missed session(s)**. If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to explore options such as a remediation plan or course withdrawal.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related. Class participation will be reduced in such situations.

Please refer to the University Attendance Policy at  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

### Additional Policy Specific to This Course:

Failure to attend class or engage in these sessions will result in deductions in the participation proportion of the course grade.



## Quiz/Exam Policy

### Policy across All 1PD-3PD courses:

1. Students must arrive and be seated promptly to be eligible to take the exam. Students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late.
2. No talking or other disruptive behavior during the distribution or taking of the exam.
3. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.
4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
6. Other exam rules may be instituted during the progression of the course.
7. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.

*Failure to follow exam rules may be considered as evidence of academic dishonesty.*

### Additional Policy Specific to This Course:

Inquiries about quiz or exam questions should be directed to the Teaching Partnership Leader. Questions about specific content contained on quizzes can be directed to the respective faculty member.

## Make-up Quiz/Exam Policy

### Policy across All 1PD-3PD courses:

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination. In addition, a written letter of explanation, requesting that the absence from the exam be excused, must be presented before the exam or immediately afterwards. An excused absence is allowable when: 1) the student is hospitalized and/or has been advised by a licensed medical practitioner or hospital not to attend the exam, or 2) if there is a documented death of an immediate family member. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

Depending on the decision, a comprehensive exam may be given, which will contain material from all previous exams. The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced comprehensive examination will result in a grade of zero for that exam. 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.

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The makeup exam must be taken ***within one-week of the missed exam***. In extenuating circumstances (e.g., hospitalization, faculty availability), the instructor may arrange an alternate deadline for the exam.

***The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator. When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.***

### **Additional Policy Specific to this Course:**

Make-up quizzes are not offered. The lowest quiz grade will be dropped. An alternate make-up exam can be made available for students with excused absences or extenuating circumstances at the discretion of course faculty.

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

Old quizzes and assignments are not provided.

### **General College of Pharmacy Course Policies**

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. Class Attendance, Make-up Exams and Other Work
2. University Grading Policies for Assigning Grade Points
3. Concerns, Appeals, and Complaints
4. Academic Integrity Policy
5. How to request learning accommodations
6. Faculty and course evaluations
7. Computer and Other Technology Requirements
8. Student expectations in class
9. Discussion board policy
10. Email communications
11. Religious holidays
12. How to Contact Counseling & student health Services
13. How to access services for student success
14. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:

<http://www.cop.ufl.edu/wp-content/uploads/dept/studaff/policies/General%20COP%20Course%20Policies.pdf>

## Appendix A Evaluation Rubric: Team Project Presentation

1. Introduction to Self-Care Products from a Consumer's Perspective: Week 1
2. Introduction to Herbal Products from a Consumer's Perspective: Week 2

Team Name:	Date:
Presentation Title:	

IPD Presentation Evaluation				
	Criteria (point values in parentheses)			Points / Comments
<b>Subject Knowledge</b>	Student demonstrates an inadequate understanding of more than one presented concept (0)	Student demonstrates an inadequate understanding of one presented concept (1)	Student demonstrates an accurate understanding of all presented concepts (4)	
<b>Organization</b>	Illogical sequencing makes it difficult to follow (0)	Logical sequencing, but without an identifiable introduction, body, or summary. (1)	Logical sequencing with an introduction, body, and summary (2).	
<b>Completeness</b>	Two or more learning issues were not adequately addressed.(0)	One learning issue was not adequately addressed. (1)	All learning issues were adequately addressed (2)	
<b>Grammar &amp; Spelling</b>	Presentation has 3 or more misspellings and/or grammatical errors. (0)	Presentation has no more than 2 misspellings and/or grammatical errors. (1)	Presentation has no misspellings or grammatical errors. (2)	
<b>Graphics Quality (Including images, graphs, and tables)</b>	More than one slide contained a graphic that was not legible or was overloaded with information; <u>and</u> the need for their inclusion "as-is" was not adequately justified. (0)	One slide contained a graphic that was not legible or was overloaded with information; <u>and</u> the need for its inclusion "as-is" was not adequately justified. (1)	All slides with graphics were legible and not overloaded with information; <u>or</u> the need for its inclusion "as-is" was adequately justified. (2)	
<b>Pacing &amp; Timing</b>	Pace too fast or slow and could not finish on time.(0)	Pace too fast or slow, but finished on time (1)	Proper pace and finished on time (2)	
<b>Elocution</b>	Significant problems with voice clarity, volume, or pronunciation ( 0)	Minor problems with voice clarity, volume, or pronunciation (1)	Clear voice, good volume, and correct pronunciation.(2)	
<b>Eye Contact / Slide Reading</b>	Little or no eye contact with the audience or excessive reading of slides (0)	Moderate eye contact with the audience or significant reading of the slides (1)	Good eye contact with audience with limited reading from the slides (2)	
<b>Referencing</b>	No references (0)	References were given, but were inadequate (1)	References were adequate (2)	
<b>Additional Facilitator Comments or Deductions*:</b>	Total Points (20 max )			
<b>Additional Facilitator Comments or Deductions*:</b>				
	Bonus Points for Exemplary Presentation (5 max)			

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<b>Additional Facilitator Comments or Deductions*:</b>	Total Points (20 max)	

\* Further deductions can be made for significant problems in one or more categories (e.g., overly long presentations, overly busy slides, etc.)

ICS Rubric UF COP: Adapted with permission from Cary Mobley

**Appendix B**  
**Evaluation rubric EBP info on dietary supplements**  
**Week 1**

Please be aware that this rubric will be used to evaluate your performance for this assignment. The rubrics are general and provide flexibility for you to explore and research a dietary supplement of your choice. Please make sure to have access to the following resources during the in-class session: Natural Standard Database (accessible through the HSC Library and Access Pharmacy), NLM Database on Dietary Supplements (<http://www.dslid.nlm.nih.gov/dslid/index.jsp>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

<b>Rubric</b>	<b>Absent (0)</b>	<b>Incomplete (1)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<i>Utilization of available information is clearly reflected in the presentation</i>					
<i>Conveys understanding of EBP in regards to dietary supplement and various indications</i>					
<i>Demonstrates critical evaluation of dietary supplements in regards to benefits and limitations of its suggested use</i>					
<i>Provides basic counseling guide based on researched information</i>					
<i>Professional presentation and formatting of response without overtime</i>					

**Total points:**

## Appendix C

### Patient Interaction Evaluation Tool

For use in Triad Active Learning Sessions

**Step 1: Complete this table during the interview you are observing**

SCHOLAR---MAC	QUEST	INTRODUCTION, CONTENT, COMMUNICATION
<input type="checkbox"/> <b>SYMPTOMS:</b> What is bothering you?	<input type="checkbox"/> Quickly and accurately assess the patient	<input type="checkbox"/> Proper introduction with name, title, handshake
<input type="checkbox"/> <b>Characteristics:</b> What are the symptoms like	<input type="checkbox"/> Establish patient is appropriate for self care	<input type="checkbox"/> Indicates purpose of interaction
<input type="checkbox"/> <b>History:</b> What has been tried recently? Is this a new problem or a recurrence?	<input type="checkbox"/> If referral needed: reason is given, degree of urgency is communicated	<input type="checkbox"/> Exhibits nonverbal caring attitude
<input type="checkbox"/> <b>Onset:</b> When/how did it start	<input type="checkbox"/> Appropriate non-drug therapy recommended	<input type="checkbox"/> Establishes a rapport with patient
<input type="checkbox"/> <b>Location:</b> Where is the problem/symptoms?	<input type="checkbox"/> Appropriate drug therapy (complete information given: product, dose, duration, administration, storage, common side effects)	<input type="checkbox"/> Displays thorough knowledge of medications
<input type="checkbox"/> <b>Aggravating factors:</b> What makes it worse	<input type="checkbox"/> Appropriate alternative/herbal therapies are discussed/offered	<input type="checkbox"/> Conveys empathy appropriately
<input type="checkbox"/> <b>Remitting Factors:</b> What makes it better	<input type="checkbox"/> Answers questions about recommendations correctly	<input type="checkbox"/> Uses open-ended questions effectively
<input type="checkbox"/> <b>Medications:</b> Asks about concomitant medications	<input type="checkbox"/> Counsels patient on expectations of treatment	<input type="checkbox"/> Uses reflective statements effectively
<input type="checkbox"/> <b>Allergies:</b> Assesses patient allergies completely	<input type="checkbox"/> Counsels patient on appropriate administration	<input type="checkbox"/> Demonstrates confidence
<input type="checkbox"/> <b>Coexisting conditions:</b> Asks about coexisting conditions	<input type="checkbox"/> Counsels on appropriate follow up	<input type="checkbox"/> Uses appropriate terminology for patient
		<input type="checkbox"/> Completes interview by providing a full summary review with patient

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**Appendix C**  
**Patient Interaction Evaluation Tool**  
**For use in Triad Active Learning Sessions**

**Step 2: Based on the results from Step 1: Complete assessment of interview**

	<b>Incomplete (0)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
Use of Scholar-mac during interview				
Communication skills during interview				
Counseling patient: OTC recommendation or Referral				
Response to patient questions				
Provides direction on follow up				

**Final Score (Max: 20 points)**\_\_\_\_\_

**Strengths:**

**Areas for improvement:**

**Appendix D**  
**Evaluation rubric dietary supplement regulation**  
**Week 2**

Please be aware that this rubric will be used to evaluate your performance as a team for this assignment. The rubrics are general and provide flexibility for you to explore and research dietary supplement regulation. Please make sure to have access to the following resources during the in-class session: Natural Standard Database (accessible through the HSC Library and Access Pharmacy), NLM Database on Dietary Supplements (<http://www.dsld.nlm.nih.gov/dsld/index.jsp>), the FDA guidelines on dietary supplements (<http://www.fda.gov/Food/DietarySupplements/>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

<b>Rubric</b>	<b>Absent (0)</b>	<b>Incomplete (1)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<i>Team presentation incorporates clear division of responsibilities</i>					
<i>Each team member is well prepared and keeps their time limit</i>					
<i>Presentation contains a brief introduction, explanation of problem, and conclusion</i>					
<i>Regulations are addressed correctly and incorporated in discussion</i>					
<i>Critical evaluation of regulations and their impact on public health and safety are addressed</i>					

**Total points:**



## Appendix E

### Evaluation rubric vitamin content Week 3

Please be aware that this rubric will be used to evaluate your performance as a team for this assignment. The rubrics are general and provide flexibility for you to explore and research the vitamin content in a range of food items (but make sure to have at least one fruit, one vegetable, and one meat included). Please make sure to have access to the following resources during the in-class session: USDA National Nutrient Database (<http://ndb.nal.usda.gov/>), Medline Plus Vitamins (<http://www.nlm.nih.gov/medlineplus/vitamins.html>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

Rubric	Absent (0)	Incomplete (1)	Fair (2)	Good (3)	Excellent (4)
<i>Team presentation incorporates clear division of responsibilities</i>					
<i>Each team member is well prepared and keeps their time limit</i>					
<i>Presentation contains a brief introduction, explanation of problem, and conclusion</i>					
<i>Each vitamin contained in the selected food items is briefly discussed and their contribution to maintaining good health</i>					
<i>Critical evaluation of food items in regards to benefits and potential detriments if consumed in larger amounts</i>					

**Total points:**

## Appendix F

### Evaluation rubric CAM and vitamin counseling Week 3

Please be aware that this rubric will be used to evaluate your performance as a team for this assignment. The rubrics are general and provide flexibility for you to explore and research counseling approaches for a CAM treatment of vitamin of your choice. Please make sure to have access to the following resources during the in-class session: Natural Standard Database (accessible through the HSC Library and Access Pharmacy), Medline Plus Vitamins (<http://www.nlm.nih.gov/medlineplus/vitamins.html>), Medline plus CAM (<http://www.nlm.nih.gov/medlineplus/complementaryandalternativemedicine.html>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

Rubric	Absent (0)	Incomplete (1)	Fair (2)	Good (3)	Excellent (4)
<i>Team presentation incorporates clear division of responsibilities</i>					
<i>Each team member is well prepared and keeps their time limit</i>					
<i>Presentation contains a brief introduction, explanation of problem, and conclusion</i>					
<i>CAM or vitamin is briefly explained in terms of benefits and limitations</i>					
<i>Provide stepwise approach to patient counseling considering specific disorders for which CAM or vitamin is applicable</i>					

**Total points:**

**Appendix G: Peer Assessment Tool**  
**Self Care Games**  
**Weeks 4-7**

**1: No    2. Somewhat    3. Good    4. Absolutely YES!**

**Score (1-4)**

Were the rules easy to understand and put into action quickly	
Was the information on the products accurate?	
Was the information on the products complete?	
Was there obvious effort put into the development of this game?	
Did you have all the tools needed to play this game?	
Did you feel you learned more about the covered products by playing this game?	
Did you have fun playing this game?	
<b>Total score (28)</b>	

Adapted from:

<http://www.everactive.org/uploads/files/Documents/Professional%20Development/Assessment%20documents/Create%20a%20Game%20Rubric.pdf>

[Accessed 1/15/15](#)

**Appendix H: Faculty Assessment Tool**  
**Self Care Games**  
**Weeks 4-7**

<b>Rubric</b>	<b>Absent/Incomplete (0)</b>	<b>Fair (2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
<i>Effort</i>	Game was not submitted	Game was submitted but only appeared to be incomplete	Game was submitted with obvious effort in its development	Game was submitted with strong evidence of extreme effort in developing a fun game
<i>Creativity</i>	Game was not submitted	Game had some evidence of creative effort	Game had evidence of creative effort	Game was very creative and unique
<i>Organization</i>	Game was not submitted	Game was disorganized	Game was organized but a little difficult to follow	Game was very organized and easy to follow
<i>Adherence to Time Requirements</i>	Game was not submitted	Game did not utilize given time (exceeded time or underuse of time by 5 min)	Game utilized time but was hurried or delayed to meet time requirements	Clear that game was planned for time requirements
<i>Accuracy</i>	Game was not submitted	Content was accurate but had $\geq 2$ content errors	Content was accurate but had $\geq 1$ content error	Content was accurate on no errors
<i>Submitted for review on specified date</i>	Game was not submitted	XXXXXXXXXXXX	XXXXXXXXXXXX	Game was submitted by due date

**Total points (Max: 24 points):** \_\_\_\_\_

Adapted from:

<http://www.everactive.org/uploads/files/Documents/Professional%20Development/Assessment%20documents/Create%20a%20Game%20Rubric.pdf> Accessed 1/15/15

## Appendix I: Evaluation of Patient Care Documentation

### Patient Care Documentation

Weeks 6 & 7

	<b>Absent (0)</b>	<b>Incomplete (1)</b>	<b>Fair(2)</b>	<b>Good (3)</b>	<b>Excellent (4)</b>
Self-care issues identified (problem list):					
Assessment of current medication therapy (if applicable):					
Assessment of current medical condition:					
Indicates if patient is a self care candidate or a referral is needed (reason given for referral)					
Suggests appropriate self care measures					
Lists all nonprescription medications that can be considered					
Justifies the appropriateness/pros and cons of the listed nonprescription medications					
Lists a complete self care recommendation					
Lists proper education points					
Sets a follow up plan					

Adapted from: <https://pharmacy.unc.edu/programs/the-pharmd/office-of-experiential-education/experiential-education-manual/resources/community-ippe/self-care-documentation-form> accessed 1/15/15