

# Cover Sheet: Request 10975

## PHA4737 Drugs in Society

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	4/22/2016 5:54:15 AM
Updated	4/22/2016 9:38:53 AM
Description	Drugs in Society is designed to enhance a student's knowledge base and communication skills in the area of substance abuse. Emphasis in this course will be placed on teaching student pharmacist how to address substance abuse issues with themselves, their peers, their patients and on an overall societal level.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		4/22/2016
Added PHA 5737 Drugs & Society Contact Hour Map.docx					4/22/2016
Added PHA 5737 Drugs & Society Syllabus 4-19-16.docx					4/22/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		4/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/22/2016
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 10975

## Info

**Request:** PHA4737 Drugs in Society  
**Submitter:** Beck,Diane Elizabeth beck@cop.ufl.edu  
**Created:** 4/22/2016 10:08:24 AM  
**Form version:** 4

## Responses

**Recommended Prefix**PHA  
**Course Level** 5  
**Number** 737  
**Lab Code** None  
**Course Title**Drugs in Society  
**Transcript Title**Drugs in Society  
**Effective Term** Spring  
**Effective Year**2017  
**Rotating Topic?**No  
**Amount of Credit**2

**Repeatable Credit?**No

**S/U Only?**No  
**Contact Type** Regularly Scheduled  
**Degree Type**Professional

**Weekly Contact Hours** 15  
**Category of Instruction** Intermediate  
**Delivery Method(s)**On-Campus  
Off-Campus  
Online

**Course Description** Drugs in Society is designed to enhance a student's knowledge base and communication skills in the area of substance abuse. Emphasis in this course will be placed on teaching pharmacy students how to address substance abuse issues with themselves, their peers, their patients and on an overall societal level.

**Prerequisites** Successful completion of first year of PharmD curriculum, including milestones.

**Co-requisites** None

**Rationale and Placement in Curriculum** This is a 2 week elective course in 2nd year - Spring of the curriculum.

The course builds on the Principles of Pharmacy Practice introduced in year 1.

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

1. Identify and classify levels of substance abuse
2. Recognize an individual suffering from substance abuse
3. Categorize pharmacologic classes and/or specific substances which are most commonly abused
4. Compare signs and symptoms of use and overdose of the most commonly abused substances
5. Given a case, recommend pharmacological treatment options or provide referral information to individuals suffering from substance abuse
6. Deduce substance abuse related problems when presented with a patient and the substance they are abusing

7. Prepare and present substance abuse related issues to adolescents to help deter future use

**Course Textbook(s) and/or Other Assigned Reading** Inaba D, Cohen W. Uppers, downers, all arounders. Physical and Mental Effects of Psychoaffective Drugs. 8th edition. CNS Productions, INC ISBN# 978-0926544390 (Book includes access to videos and web-enhanced learning materials)

**Weekly Schedule of Topics** This is a 2 week elective course with 30 instructor contact hours and 60 outside study hours.

April 17 (M) Module 1: Alcohol  
April 18 (Tu) Module 2: Uppers  
April 19 (W) Module 3: Downers  
April 20 (Th) Module 4: Marijuana and All Arounders  
April 21 (F) SBIRT Training including motivational interviewing  
<http://www.sbirtraining.com/>  
April 22 (M) Module 5: RX and OTC Abuse  
April 25 (Tu) Attend Drug Court; Graded assignment - Reflection Paper  
April 26 (W) Module 6: Drug Use and Prevention  
April 27 (Th) Abuse Bowl - Jeopardy Style Quiz Game; Final Presentation Delivery  
April 28 (F) School Presentations

**Grading Scheme** This is a graded course

6 Quizzes – 5% each 30%  
Active learning Participation/Discussions for 8 in class sessions (5% each, excluding Drug Court and School Presentations)  
– See Appendix B 40%  
Final School Presentation – See Appendix C 20%  
Field Trip Reflection Paper – See Appendix D 10%  
Total 100%

Grading Scale  
92.50-100% A  
89.50-92.49% A-  
86.50-89.49% B+  
82.50-86.49% B  
79.50-82.49% B-  
76.50-79.49% C+  
72.50-76.49% C  
69.50-72.49% C-  
66.50-69.49% D+  
62.50-66.49% D  
59.50-62.49% D-  
< 59.50% E

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."

### **Additional Links and Policies** 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: serious illness (documentation required if more than 48hrs), 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.

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:

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 will typically 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 develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

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:

None

### Quiz/Exam Policy

During the Exam:

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start

the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.

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.

#### Policies Related to iRAT/tRAT

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).
3. Students who miss the iRAT and not eligible to take the tRAT.
4. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.

#### After the Exam

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

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
  - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
  - a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

##### Additional Policy Specific to This Course:

Quizzes will be given on Canvas. Students will have a window of time in which to complete the quiz.

#### 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 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. An excused absence is allowable 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. 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.

The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

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:  
None

Policy on Old Quizzes and Assignments  
None

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

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 requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email ([carswell@cop.ufl.edu](mailto:carswell@cop.ufl.edu)), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because 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

### Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

### Faculty member 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 12 Noon 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.

### Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

### Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about



A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.

2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.

3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.

4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.

5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

#### Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office ([https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) ).

#### 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

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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; and for Orlando 407-425-2624.

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/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.

**Instructor(s)** Carol Anne Motycka, Pharm.D., BCACP

---

**PHA 5737 Drugs in Society**  
**Spring 2017 Block 12**  
**2 Credit Hours**

**Course Purpose:**

Drugs in Society is an elective course designed to enhance a student's knowledge base and communication skills in the area of substance abuse to students in their 2PD year. Pharmacists are highly accessible health care providers and often encounter substance abuse, but are not always well equipped to handle the issue. Emphasis in this course will be placed on teaching pharmacy students how to address substance abuse issues with themselves, their peers, their patients and on an overall societal level.

**Course Faculty and Office Hours**

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

Teaching Partnership Leader: Carol Anne Motycka, Pharm.D., BCACP

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

Office: 580 W 8<sup>th</sup> Street

Tower 2

Jacksonville, FL 32209

Phone: 904-244-9590

Office Hours: ***By Appointment***

Teaching Partners:

Name

Email: address

Phone:

Jacksonville: Dr. Joe Spillane

[Joe.spillane@jax.ufl.edu](mailto:Joe.spillane@jax.ufl.edu)

904-244-9590

---

Orlando: Taylor Fogerty [Taylor.Fogarty@flhosp.org](mailto:Taylor.Fogarty@flhosp.org)

407-313-7004

Gainesville: Professor Paul Doering [augie@ufl.edu](mailto:augie@ufl.edu)

### ***Academic Coordinator***

Name: Sarah Burgess    Email: [edu-help@ahc.ufl.edu](mailto:edu-help@ahc.ufl.edu)

Office: HPNP 3302    Phone: 352-294-5215

Office Hours: by email and appointment

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

1. **EPA D2.** Exhibit commitment to patients and the community by serving as an advocate and leader.
2. **EPA D3.** Demonstrate responsibility for personal and professional development.
3. **EPA D4.** Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies.

### **Course-Level Objectives**

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

1. Identify and classify levels of substance abuse
2. Recognize an individual suffering from substance abuse
3. Categorize pharmacologic classes and/or specific substances which are most commonly abused
4. Compare signs and symptoms of use and overdose of the most commonly abused substances
5. Given a case, recommend pharmacological treatment options or provide referral information to individuals suffering from substance abuse
6. Deduce substance abuse related problems when presented with a patient and the substance they are abusing
7. Prepare and present substance abuse related issues to adolescents to help deter future use

## Pre-Requisite

Successful completion of first year of PharmD curriculum, including milestones.

## Co-Requisite Knowledge and Skills

None

**Course Outline – \*\*The quiz for each module (6 total) will take place within a window of time the night prior to the material being covered the following day. No material from the optional videos will be covered on the quizzes or required for the discussion sessions.**

**\*\*\*Guest speakers may take place periodically during the scheduled class times within the discussion periods.**

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Week 1	4/17/2017		1, 2, 3, 5	<p><b>Module 1 – <i>Alcohol</i></b></p> <p><b>Online/Individual Study:</b>  Readings: Chapter 5 – “Downers- Alcohol”  Videos: Alcohol – <i>From required TextBook</i></p> <p><b>In-class Activities:</b>  <i>Quiz – Alcohol – on Canvas prior to class</i></p> <p>Orientation</p> <p>Discussion covering:  **Alcohol</p>	<p>1 hour</p> <p>.25 hour</p> <p>1.0 hour</p> <p>.75 hour</p>

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<p>Mock underage drinking scenarios</p> <p><b>Post-Class – Outside Study:</b>  <b>Recommended Videos:</b>            Story of an Alcoholic – Part 1 (48:08)            Story of an Alcoholic – Part 2 (59:36)</p> <p>Introduction – Medical Consequences of Addiction</p> <p>Natl Geo – Drugged – Season 2: Part 4 - Alcohol</p>	
Week 1	4/18/2017		1, 2, 3, 5	<p><b>Module 2 - <i>Uppers</i></b></p> <p><b>Online/Individual Study:</b>            Readings: Chapter 3 – “Uppers”            Videos: Uppers - <i>From required TextBook</i></p> <p><b>In-class Activities:</b>  <i>Quiz – Uppers – on Canvas prior to class</i>            Discussion covering:            **Uppers</p> <p><b>Post-Class – Outside Study:</b>  <b>Recommended Videos:</b>            Drug Regulation and Legal Matters:            Hooked: Illegal Drugs Volume 1 - Marijuana, Opium, Morphine, Heroin</p>	<p>1 hour</p> <p>0.25 hour</p> <p>1.75 hours</p>

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<p>and Hooked: Illegal Drugs Volume 2 – Cocaine ,LSD, Ecstasy, the Raves</p> <p>Natl Geo – Drugged – Season 1: Cocaine and Season 2: Part 2 and 3 – Crack and Crystal Meth</p>	
Week 1	4/19/2017		1, 2, 3, 5	<p><b>Module 3 - <i>Downers</i></b></p> <p><b>Online/Individual Study:</b>  Readings: Chapter 4: “Downers”  Videos: Downers - <i>From required TextBook</i></p> <p><b>In-class Activities:</b>  <i>Quiz – Downers – on Canvas prior to class</i>  Discussion covering:  **Downers</p> <p><b>Post-Class – Outside Study:</b>  <b>Recommended Videos:</b>  Natl Geo – Drugged – Season 2: Part 1- Heroin</p>	<p>1 hour</p> <p>0.25 hours</p> <p>1.75 hours</p>
Week 1	4/20/2017		1, 2, 3, 4, 5	<p><b>Module 4 – <i>Marijuana and All Arounders</i></b></p> <p><b>Online/Individual Study:</b>  Read Chapter 6: All Arounders</p>	1 hour

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<p>Videos: All Arounders - <i>From required TextBook</i></p> <p><b>In-class Activities:</b>  <i>Quiz – All Arounders – on Canvas prior to class</i>            Discussion covering:            ** Marijuana</p> <p>Marijuana/Legalization Debate</p> <p><b>Post-Class – Outside Study:</b>  <b>Recommended Videos:</b>            Inhalants on FOX News</p> <p>Marijuana: Parents and Pot (35 mins)</p> <p>Natl Geo – Drugged – Season 1: Ecstasy and Marijuana</p>	<p>0.25 hr</p> <p>0.75 hour</p> <p>1 hour</p>
Week 1	4/21/2017		4,5,6	<p><b>In-class Activities:</b></p> <p><b>SBIRT Training including motivational interviewing</b>  <a href="http://www.sbirtraining.com/">http://www.sbirtraining.com/</a></p>	3 hours
Week 2	4/24/2017		1, 2, 3, 4, 5	<p><b>Module 5 – <i>Rx and OTC Abuse</i></b></p> <p><b>Online/Individual Study:</b>            Readings: Read Chapter 7: Other Drugs, Other Addictions            Videos:</p>	1 hour



Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<p>Other Drugs, Other Addictions - <i>From required TextBook</i></p> <p><b>In-class Activities:</b>  <i>Quiz – Rx and OTC Abuse – on Canvas prior to class</i>            Discussion covering:            **Prescription Drug Abuse/Drug Testing/Anabolic Steroids</p> <p>Mock Counseling Session on Rx Abuse – with adults/patients</p>	<p>0.25 hr 0.75 hour</p> <p>1 hour</p>
Week 2	4/25/2017		4, 5	<p><b>In-class Activities/Field Trip:</b>  <b>Attend Drug Court</b></p> <p>Graded Assignment: Complete reflection paper</p>	<p>3 hours</p> <p>1 hour</p>
Week 2	4/26/2017		1, 2, 3, 4, 5	<p><b>Module 6 – <i>Drug Use and Prevention</i></b></p> <p><b>Online/Individual Study:</b>            Readings: Chapter 8: “Drug Use and Prevention            And Chapter 9: Treatment            Videos: Drug Use and Prevention AND Treatment- <i>From required TextBook</i></p> <p><b>In-class Activities:</b>  <i>Quiz – Drug Use and Prevention– on Canvas prior to class</i>            Discussion covering:</p>	<p>1 hour</p> <p>0.25 hr</p>

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<p>**Drug Use and Prevention and PRN program</p> <p>Mock Counseling Session – with teenagers and colleagues/friends</p> <p><b>Post-Class – Outside Study:</b>  <b>Recommended Videos:</b>  Drug Regulation and Other Legal Matters : 20th Century with Mike Wallace: Enemy Within – Drugs and the war to stop them</p>	<p>0.75 hour</p> <p>1 hour</p>
Week 2	4/27/2017		1, 2, 3, 6	<p><b>In-class Activities:</b></p> <p>Abuse Bowl – Jeopardy style quiz game</p> <p><b>Final Presentation Prep and Delivery</b></p>	<p>1 hour</p> <p>2 hours</p>
Week 2	4/28/2017		6	<p><b>In-class Activities/Field Trip:</b></p> <p><b>School Presentations</b></p>	<p>2 hours per team – 5 teams</p>
TBD				<p><b>Optional- Drug/Crime Lab</b></p> <p><b>Optional - Ride Along</b></p>	<p>2 hours</p> <p>4 hours</p>
				Total Instructor Contact Hours	30 hours + 6 hours of

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
					optional time

### Textbooks

Inaba D, Cohen W. Uppers, downers, all arounders. Physical and Mental Effects of Psychoactive Drugs. 8th edition. CNS Productions, INC ISBN# 978-0926544390 (Book includes access to videos and web-enhanced learning materials)

### Additional Resources

Videos found on Canvas under materials for the week

### Materials and Supplies Fees:

### Student Evaluation & Grading

#### Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
6 Quizzes – 5% each	30%
Active learning Participation/Discussions for 8 in class sessions (5% each, excluding Drug Court and School Presentations) – See Appendix B	40%
Final School Presentation – See Appendix C	20%
Field Trip Reflection Paper – See Appendix D	10%
Total	100%

---

## Grading Scale

92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

**Rounding of grades:** Final grades in Canvas will be rounded to the 2<sup>nd</sup> 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 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. 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: serious illness (documentation required if more than 48hrs), 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.

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.

Makeup assignment(s) will be made for any excused absence(s) and will typically 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 develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

---

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:**

None

## **Quiz/Exam Policy**

### ***During the Exam:***

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
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.*

### ***Policies Related to iRAT/tRAT***

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).
3. Students who miss the iRAT and not eligible to take the tRAT.
4. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.

### ***After the Exam***

---

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

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
  - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
  - a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

**Additional Policy Specific to This Course:**

Quizzes will be given on Canvas. Students will have a window of time in which to complete the quiz.

**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 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. An excused absence is allowable 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. 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.

The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

---

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:**

None

**Policy on Old Quizzes and Assignments**

None

**General College of Pharmacy Course Policies**

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

***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 requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email ([carswell@cop.ufl.edu](mailto:carswell@cop.ufl.edu)), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because 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

### Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

### Faculty member 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 12 Noon 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.

### Discussion Board Policy

The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

### Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.

- 
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
  4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
  5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

**Question/Answer sessions in live class sessions:**

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

**Student Complaint Process**

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office ( [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) ).

**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**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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; and for Orlando 407-425-2624.

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/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.

## Faculty and Staff: Who to Contact

### Academic Coordinator:

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about dates, deadlines, meeting place
3. Availability of handouts and other course materials
4. Assignment directions
5. Questions about grade entries gradebook (missing grades, wrong grade)
6. Assistance with ExamSoft®

### Teaching Partnership Leaders

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:

Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

**Phone:** 352-273-6281 (9am-4PM ET)

**Email:** [mediahelp@cop.ufl.edu](mailto:mediahelp@cop.ufl.edu) (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:

1. Gatorlink accounts,
2. Gatorlink email,
3. myUFL, and

4. ISIS.

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.

	<b>Exemplary (Score = 5)</b>	<b>Proficient (Score = 4)</b>	<b>Developing (Score = 3)</b>	<b>Unacceptable (Score = 0)</b>
<b>Frequency of participation in class</b>	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.
<b>Quality of comments</b>	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.
<b>Listening Skills</b>	Student listens attentively when others present	Student is mostly attentive when others present	Student is often inattentive and needs reminder of	Does not listen to others; regularly talks while others

---

	materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	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.	focus of class. Occasionally makes disruptive comments while others are speaking.	speaks or does not pay attention while others speak; detracts from discussion; sleeps, etc.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------



<b>APPENDIX C: Final School Presentation Evaluation</b>				
	<b>Criteria (point values in parentheses)</b>			<b>Points / Comments</b>
<b>Subject Knowledge</b>	Student demonstrates an inadequate understanding of more than one presented concept (14)	Student demonstrates an inadequate understanding of one presented concept (16)	Student demonstrates an accurate understanding of all presented concepts (20)	
<b>Organization</b>	Illogical sequencing makes it difficult to follow (14)	Logical sequencing, but without an identifiable introduction, body, or summary. (16)	Logical sequencing with an introduction, body, and summary (20).	
<b>Completeness</b>	Two or more important points concerning the topic were missed. (14)	Missed one important aspect in covering the topic (16)	Covered all important aspects of the topic (20)	
<b>Relevance to the topic</b>	Presentation was not well focused on the assigned topic. (6)	Presentation adequately focused on the assigned topic. (8)	Presentation was completely focused on the assigned topic (10)	
<b>Professional Presentation</b>	Three or more misspellings and/or grammatical errors. Multiple slides illegible or overloaded and not justified. Significant problems with voice clarity, volume, or pronunciation. (6)	Less than 3 misspellings or grammatical errors. Very few slides were illegible or overloaded and not justified. Minor problems with voice clarity, volume, or pronunciation (8)	No misspellings or grammatical errors. All slides with graphics were legible and not overloaded or justified. Clear voice, good volume, and correct pronunciation.(10)	
<b>Pacing &amp; Timing</b>	Pace too fast or slow and could not finish on time (6)	Pace too fast or slow, but finished on time (8)	Proper pace and finished on time (10)	
<b>Eye Contact</b>	Little or no eye contact with the audience or (6)	Moderate eye contact with the audience (8)	Good eye contact with audience (10)	
<b>Additional Facilitator Comments or Deductions:</b>			<b>Total Points (100 max )</b>	
			<b>Bonus Points for Exemplary Presentation (3 max)</b>	

## APPENDIX D

## REFLECTION PAPER RUBRIC

Name: \_\_\_\_\_

	<b>Exceptional</b> <b>2</b>	<b>Proficient</b> <b>1</b>	<b>No credit</b> <b>0</b>
<b>FOCUS</b>	Clearly states the purpose of the activity.  Never diverges from the topic.	Implies but does not clearly state the purpose of the activity.  Never diverges from the topic.	Does not state or imply the purpose of the activity.  Diverges from the topic.
<b>CONTENT</b>	Demonstrates a thorough self-reflective analysis including a summary of the activity supported by specific and illustrative details.  Draws conclusions and makes connections to future plans.	Demonstrates a reflective analysis including a summary of the activity supported by details.  Draws conclusions and makes a connection to future plans.	Lacks development and self-reflection.  Does not include a summary of the activity or has insufficient details.  Does not make a connection to future plans.
<b>ORGANIZATION</b>	Presents the reflection in a compelling, highly-organized manner.  Includes the following elements: <ul style="list-style-type: none"> <li>• Attention-getting introduction, which includes thesis statement</li> <li>• Effective transitions</li> <li>• Reflective conclusion</li> </ul>	Presents the reflection in a well-organized manner.  Includes the following elements: <ul style="list-style-type: none"> <li>• Introduction with thesis statement</li> <li>• Transitions</li> <li>• Conclusion</li> </ul>	Presents the reflection in a poorly organized manner.  Elements are missing that impact understanding: <ul style="list-style-type: none"> <li>• No introduction</li> <li>• No transitions</li> <li>• No conclusion</li> </ul>
<b>CONVENTIONS</b>	Uses articulate and appropriate language, sophisticated word choice, and sentence structure.  0-1 errors in: <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Punctuation</li> <li>• Mechanics</li> </ul>	Uses appropriate language, word choice, sentence structure.  2-3 errors in: <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Punctuation</li> <li>• Mechanics</li> </ul>	Uses slang and unsophisticated word choice.  4 or more errors in: <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Punctuation</li> <li>• Mechanics</li> </ul>

## Contact Hour Map

### Course: PHA 5737 Drugs & Society

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Week 1	4/17/2017		1, 2, 3, 5	<p><b>Module 1 – <i>Alcohol</i></b></p> <p><b>Online/Individual Study:</b></p> <p>Readings: Chapter 5 – “Downers- Alcohol”</p> <p>Videos: Alcohol – <i>From required TextBook</i></p> <p><b>In-class Activities:</b></p> <p><i>Quiz 1– Alcohol – on Canvas prior to class</i></p> <p>Orientation</p>	<p>1 hour</p> <p>.25 hour</p> <p>1.0 hour</p>	<p>2 hours (review readings &amp; re-watch videos to prepare for quiz)</p>	<p>Quiz 1 (5% of course grade ) assesses knowledge gained from readings and videos.</p> <p>Active learning Participation Grade (Appendix B) 5% of Course Grade</p>

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p>Discussion covering:</p> <p>**Alcohol</p> <p>Mock underage drinking scenarios</p> <p><b>Post-Class – Outside Study:</b>  <b>Recommended Videos:</b></p> <p>Story of an Alcoholic – Part 1 (48:08)</p> <p>Story of an Alcoholic – Part 2 (59:36)</p> <p>Introduction – Medical Consequences of Addiction</p> <p>Natl Geographic – Drugged – Season 2: Part 4 - Alcohol</p>	.75 hour	4 hours	
Week 1	4/18/2017		1, 2, 3, 5	<p><b>Module 2 - <i>Uppers</i></b></p> <p><b>Online/Individual Study:</b></p> <p>Readings: Chapter 3 – “Uppers”</p>	1 hour	2 hours (review)	Quiz 2 (5% of course grade) assesses

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p>Videos: Uppers - <i>From required TextBook</i></p> <p><b>In-class Activities:</b></p> <p><i>Quiz 2 – Uppers – on Canvas prior to class</i></p> <p>Discussion covering:</p> <p>**Uppers</p> <p><b>Post-Class – Outside Study:</b></p> <p><b>Recommended Videos:</b></p> <p>Drug Regulation and Legal Matters:          Hooked: Illegal Drugs Volume 1 - Marijuana, Opium, Morphine, Heroin and Hooked: Illegal Drugs Volume 2 – Cocaine ,LSD, Ecstasy, the Raves</p> <p>Natl Geo – Drugged – Season 1: Cocaine and Season 2: Part 2 and 3 – Crack and Crystal Meth</p>	<p>0.25 hour</p> <p>1.75 hours</p>	<p>readings &amp; re-watch videos to prepare for quiz)</p> <p>5 hours</p>	<p>knowledge gained from readings and videos.</p> <p>Active learning Participation Grade (Appendix B) 5% of Course Grade</p>

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Week 1	4/19/2017		1, 2, 3, 5	<p><b>Module 3 - <i>Downers</i></b></p> <p><b>Online/Individual Study:</b></p> <p>Readings: Chapter 4: “Downers”</p> <p>Videos: Downers - <i>From required TextBook</i></p> <p><b>In-class Activities:</b></p> <p><i>Quiz 3– Downers – on Canvas prior to class</i></p> <p>Discussion covering:</p> <p>**Downers</p>	<p>1 hour</p> <p>0.25 hours</p> <p>1.75 hours</p>	<p>2 hours (review readings &amp; re-watch videos to prepare for quiz)</p>	<p>Quiz 3 (5% of course grade ) assesses knowledge gained from readings and videos.</p> <p>Active learning Participation Grade (Appendix B) 5% of Course Grade</p>

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<b>Post-Class – Outside Study:</b> <b>Recommended Videos:</b>  Natl Geo – Drugged – Season 2: Part 1- Heroin		1 hour	
Week 1	4/20/2017		1, 2, 3, 4, 5	<b>Module 4 – <i>Marijuana and All Arounders</i></b>  <b>Online/Individual Study:</b>  Read Chapter 6: All Arounders  Videos: All Arounders - <i>From required TextBook</i>  <b>In-class Activities:</b>  <i>Quiz 4– All Arounders – on Canvas prior to class</i> Discussion covering:  ** Marijuana  Marijuana/Legalization Debate	1 hour           0.25 hr  0.75 hour    1 hour	2 hours (review readings & re-watch videos to prepare for quiz)	Quiz 4 (5% of course grade ) assesses knowledge gained from readings and videos.           Active learning Participation Grade (Appendix B) 5% of Course Grade

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p><b>Post-Class – Outside Study:</b></p> <p><b>Recommended Videos:</b></p> <p>Inahalants on FOX News</p> <p>Marijuana: Parents and Pot (35 mins)</p> <p>Natl Geo – Drugged – Season 1: Ecstasy and Marijuana</p>		3 hours	
Week 1	4/21/2017		4,5,6	<p><b>In-class Activities:</b></p> <p><b>SBIRT Training including motivational interviewing</b></p> <p><a href="http://www.sbirtraining.com/">http://www.sbirtraining.com/</a></p>	3 hours	6 hours (review content and prepare for Mock Counseling Session)	Active learning Participation Grade (Appendix B) 5% of Course Grade
Week 2	4/24/2017		1, 2, 3, 4, 5	<p><b>Module 5 – <i>Rx and OTC Abuse</i></b></p> <p><b>Online/Individual Study:</b></p>	1 hour	2 hours (review readings &	Quiz 5 (5% of course grade) assesses



Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p>Readings: Read Chapter 7: Other Drugs, Other Addictions</p> <p>Videos:</p> <p>Other Drugs, Other Addictions - <i>From required TextBook</i></p> <p><b>In-class Activities:</b></p> <p><i>Quiz 5 – Rx and OTC Abuse – on Canvas prior to class</i></p> <p>Discussion covering:</p> <p>**Prescription Drug Abuse/Drug Testing/Anabolic Steroids</p> <p>Mock Counseling Session on Rx Abuse – with adults/patients</p>	<p>0.25 hr</p> <p>0.75 hour</p> <p>1 hour</p>	<p>re-watch videos to prepare for quiz)</p> <p>2 hours (final preparation for mock counseling session)</p>	<p>knowledge gained from readings and videos.</p> <p>Active learning Participation Grade (Appendix B) 5% of Course Grade</p>
Week 2	4/25/2017		4, 5	<p><b>In-class Activities/Field Trip:</b></p> <p><b>Attend Drug Court</b></p>	3 hours		

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				Graded Assignment: Complete reflection paper	1 hour		Graded Reflection Paper (Appendix D) 10% of Course Grade
Week 2	4/26/2017		1, 2, 3, 4, 5	<p><b>Module 6 – <i>Drug Use and Prevention</i></b></p> <p><b>Online/Individual Study:</b></p> <p>Readings: Chapter 8: “Drug Use and Prevention</p> <p>And Chapter 9: Treatment</p> <p>Videos: Drug Use and Prevention AND Treatment- <i>From required TextBook</i></p> <p><b>In-class Activities:</b></p> <p><i>Quiz 6 – Drug Use and Prevention– on Canvas prior to class</i></p> <p>Discussion covering:</p>	<p>1 hour</p> <p>0.25 hr</p> <p>0.75 hour</p>	<p>2 hours (review readings &amp; re-watch videos to prepare for quiz)</p>	<p>Quiz 6 (5% of course grade ) assesses knowledge gained from readings and videos.</p> <p>Active learning Participation Grade (Appendix B) 5% of Course Grade</p>

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p><b>**Drug Use and Prevention and PRN program</b></p> <p>Mock Counseling Session – with teenagers and colleagues/friends</p> <p><b>Post-Class – Outside Study:</b>  <b>Recommended Videos:</b></p> <p>Drug Regulation and Other Legal Matters : 20th Century with Mike Wallace: Enemy Within – Drugs and the war to stop them</p>	1 hour	2 hours	
Week 2	4/27/2017		1, 2, 3, 6	<p><b>In-class Activities:</b></p> <p>Abuse Bowl – Jeopardy style quiz game</p> <p><b>Final Presentation Delivery</b></p>	1 hour  2 hours	2 hours (prepare for quiz game)  9 hours (Prepare presentation)	Active learning Participation Grade (Appendix B) 5% of Course Grade

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Week 2	4/28/2017		6	<b>In-class Activities/Field Trip:</b>  <b>School Presentations</b>	2 hours per team – 5 teams	8 hours (Prepare presentation)	Graded Presentation (Appendix C) 20% of Course Grade
TBD				<b>Optional- Drug/Crime Lab Visit</b>  <b>Optional - Ride Along Visit with Police</b>		2 hours  4 hours	
				<b>Total Contact Hours</b>	<b>30 hours (Instructor)</b>	<b>60 hours (Outside Study Hours)</b>	

**Evaluation Methods and how grades are determined**

Assessment Item	Grade Percentage
6 Quizzes – 5% each	30%
Active learning Participation/Discussions for 8 in class sessions (5% each, excluding Drug Court and School Presentations)  – See Appendix B	40%
Final School Presentation – See Appendix C	20%
Field Trip Reflection Paper – See Appendix D	10%
Total	100%