

Cover Sheet: Request 10976

PHA5890 Introduction to Women's Health

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	4/22/2016 6:12:13 AM
Updated	4/22/2016 9:39:34 AM
Description	This course is intended to expand the pharmacy student's knowledge of women's health covered in the pharmacotherapy series. The student will be able to recommend and monitor treatments for women throughout the lifespan. Additionally, the student will develop confidence in the provision of treatment recommendations during pregnancy and lactation.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		4/22/2016
Added PHA 5890 Intro to Women's Health Syllabus.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 10976

Info

Request: PHA5890 Introduction to Women's Health

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

Created: 4/22/2016 10:07:13 AM

Form version: 4

Responses

Recommended PrefixPHA

Course Level 5

Number 890

Lab Code None

Course TitleIntroduction to Women's Health

Transcript TitleIntro Womens Health

Effective Term Spring

Effective Year2017

Rotating Topic?No

Amount of Credit2

Repeatable Credit?No

S/U Only?No

Contact Type Regularly Scheduled

Degree TypeProfessional

Weekly Contact Hours 15

Category of Instruction Intermediate

Delivery Method(s)On-Campus

Off-Campus

Online

Course Description This course is intended to expand the pharmacy student's knowledge of women's health covered in the pharmacotherapy series. The student will be able to recommend and monitor treatments for women throughout the lifespan. Additionally, the student will develop confidence in the provision of treatment recommendations during pregnancy and lactation

Prerequisites Successful completion of first year of PharmD curriculum, including milestones & Successful completion of Patient Care 5 (Endocrine and Reproductive) – PHA5787C

Co-requisites No

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

The course builds on the principles of pharmacy that were introduced in year 1.

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

1. Demonstrate knowledge of health concerns for women throughout the lifespan
2. Recognize areas of pharmacotherapy knowledge essential to the provision of women's health services
3. Identify clinical practice guidelines and current scientific literature pertaining to the provision of women's health services
4. Identify drug-related problems and recommend rational solutions based on a mastery of pharmacotherapy for women's health
5. Develop a pharmacotherapy plan for an individual presenting with health concerns

within the area of women's health

6. Evaluate scientific literature for use in providing up-to-date, evidence-based, and cost-effective pharmacotherapy for women's health
7. Utilize drug information resources to solve clinical problems for women's health related issues
8. Demonstrate effective patient counseling skills for medications and devices pertaining to women's health
9. Demonstrate compassion and professional behavior when counseling patients or discussing topics of a sensitive nature
10. Discuss the role of the pharmacist in promoting the health of women across the lifespan

Course Textbook(s) and/or Other Assigned Reading This course does not have a required text. Presenters may require additional materials or readings to supplement the lecture material.

Weekly Schedule of Topics This is a 2-week elective with 32 instructor contact hours.

4-24-17: Module 1: Health Concerns for Women of Reproductive Age

4-25-17: Module 1: Continued

4-26-17: Module 1: Continued

4-27-17: Module 2: Pregnancy & Lactation

4-28-17: Module 2: Continued

5-1-17: Module 3: Mental health Disorders in Women

5-2-17: Module 3: Continued

5-3-17: Module 4: Disorders Affecting Women in Middle Age and Beyond

5-4-17: Module 4: Continued

5-5-17: Case and Patient Counseling Simulation

Cardiovascular Case

Women's Health Jeopardy Review

Grading Scheme Quizzes (2 at 7.5% each)	15%
Final Exam	30%
Drug Information Question (Appendix B)	5%
Journal Club Assignment (Appendix B)	5%
Food Diary Assignment (Appendix B)	5%
Group Project (Appendix B; Rubric - Appendix C)	15%
Participation in Workshops - Instructor assessment (rubric - Appendix D)	20%
Professionalism (Appendix E)*	5%
Total	100%

*Students will be evaluated each week for professionalism on a zero to ten point scale. Students who are lacking in one of the professionalism behaviors will lose 50% of the professionalism points for that week. Students who are lacking in 2 or more behaviors

will receive a score of 0 on professionalism for that week. Please see Appendix D for specific items assessed for professionalism.

Additional Links and PoliciesClass 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:

Completed by specific course.

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:

Completed by specific course.

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:

Completed by specific course.

Policy on Old Quizzes and Assignments

Completed by specific course.

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/) 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), 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).

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 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) Karen Whalen, PharmD, BCPS, CDE, FAPhA

PHA 5890: Introduction to Women's Health
Spring 2017 Block 12
2 Semester Credit Hours

Course Purpose:

This course is intended to expand the pharmacy student's knowledge of women's health covered in the pharmacotherapy series. The student will be able to recommend and monitor treatments for women throughout the lifespan. Additionally, the student will develop confidence in the provision of treatment recommendations during pregnancy and lactation.

Course Faculty and Office Hours

(See Appendix A for Who to Contact)

Teaching Partnership Leader:

Karen Whalen, PharmD, BCPS, CDE, FAPhA
Clinical Professor, Department of Pharmacotherapy & Translational Research
University of Florida College of Pharmacy
Email: whalen@cop.ufl.edu
Office: HPNP 4321
Phone: 352-273-9497

Teaching Partners:

Name	Phone	Email
Shannon Miller, Pharm.D., BCACP	407 313-7005	smiller@cop.ufl.edu
Erin St. Onge, Pharm.D.	407 313-7004	stonge@cop.ufl.edu
Priti Patel, Pharm.D.	727 394-6213	ppatel@cop.ufl.edu
Katie Vogel Anderson, Pharm.D., BCACP	352 273-6240	kvanderson@cop.ufl.edu

Academic Coordinator

Sarah Burgess, M.Ed.
Office: HPNP 4312
Email: edu-help@ahc.ufl.edu
Phone: 352-273-9492

Instructional Designer

Julie Thomas, M. Ed.
Office: HPNP 4309
Email: julie.thomas@ufl.edu
Phone: 352-273-6284

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

- EPA A1. Gather patient information (subjective and objective data).
- EPA A2. Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
- EPA A3. Formulate evidence-based care plans.
- EPA A4. Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
- EPA A5. Assess and counsel a patient about health-wellness.
- EPA B1. Form clinical/practice-related questions and retrieve evidence to advance patient care.

Objectives

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

1. Demonstrate knowledge of health concerns for women throughout the lifespan
2. Recognize areas of pharmacotherapy knowledge essential to the provision of women's health services
3. Identify clinical practice guidelines and current scientific literature pertaining to the provision of women's health services
4. Identify drug-related problems and recommend rational solutions based on a mastery of pharmacotherapy for women's health
5. Develop a pharmacotherapy plan for an individual presenting with health concerns within the area of women's health
6. Evaluate scientific literature for use in providing up-to-date, evidence-based, and cost-effective pharmacotherapy for women's health
7. Utilize drug information resources to solve clinical problems for women's health related issues
8. Demonstrate effective patient counseling skills for medications and devices pertaining to women's health
9. Demonstrate compassion and professional behavior when counseling patients or discussing topics of a sensitive nature
10. Discuss the role of the pharmacist in promoting the health of women across the lifespan

Pre-Requisite Knowledge and Skills

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

Successful completion of Patient Care 5 (Endocrine and Reproductive) – PHA5787C

Co-Requisite Knowledge and Skills

None

Course Outline

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

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
04/24/17	Whalen		Module 1: Health Concerns for Women of Reproductive Age Online/Individual Study: <ul style="list-style-type: none">• Video lecture – Preventive Health• Video lecture – Contraception In-class Activities: <ul style="list-style-type: none">• Preventive Health Case• Contraception Cases 1 and 2• Patient counseling simulation	1 hr 1 hr 2 hrs

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			Outside Study: Recommended reading: <ul style="list-style-type: none"> • ACOG Use of Hormonal Contraception in Women with Coexisting Medical Conditions • CDC Recommendations for Contraceptive Use 2013 • CDC U.S. Medical Eligibility Criteria for Contraceptive Use, 2010 	N/A
4/25/17	Whalen		Online/Individual Study: <ul style="list-style-type: none"> • Video lecture – Emergency Contraception • Video lecture – Menstrual Disorders • Video lecture - PCOS Outside Study: Homework: <ul style="list-style-type: none"> • Prepare emergency contraception cases • Prepare amenorrhea “finish-the-note” • Prepare PCOS/infertility case • Prepare counseling points for EC and clomiphene Recommended reading/resources: <ul style="list-style-type: none"> • ACOG Statement on EC-Guidelines on Use of EC Except for Ulipristal • State Policies on EC 2016 • Princeton EC website (ec.princeton.edu) 	1 hr 1 hr 1 hr N/A N/A
4/26/17	Whalen		Online/Individual Study: <ul style="list-style-type: none"> • Video lecture – Infertility In-class Activities: <ul style="list-style-type: none"> • Emergency contraception cases • Finish-the-note activity • PCOS/infertility case • Patient counseling simulation Outside Study: Homework: <ul style="list-style-type: none"> • Study for quiz 	1 hr 2 hrs N/A
4/27/17	St. Onge Patel Miller		<i>Module 2: Pregnancy & Lactation</i> Online/Individual Study: <ul style="list-style-type: none"> • Video lecture – Pregnancy Planning • Video lecture – Acute Disorders in Pregnancy • Video lecture – Chronic Disorders in Pregnancy 	1 hr 1 hr 1 hr

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			<p>Outside Study: Homework:</p> <ul style="list-style-type: none"> • Prepare pregnancy planning case • Prepare acute and chronic disorders in pregnancy cases • Finalize group project idea for approval <p>Suggested reading:</p> <ul style="list-style-type: none"> • Article - Pharmacists Role in Preconception Care • Whalen – Pregnancy & Lactation (Chapter 71) in NAPLEX Review Guide 	<p>N/A</p> <p>N/A</p>
4/28/17	Patel		<p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Video lecture – Drugs in Labor, Lactation, and Post-Partum <p>In-class Activities:</p> <ul style="list-style-type: none"> • Pregnancy planning case • Acute and chronic disorders in pregnancy cases <p>Quiz – covers material through infertility</p> <p>Outside Study: Homework:</p> <ul style="list-style-type: none"> • Prepare lactation cases • Prepare drug information question • Prepare postpartum depression case • Work on project 	<p>1 hr</p> <p>2 hrs</p> <p>0.5 hrs</p> <p>N/A</p>
5/01/17	Vogel Anderson		<p><i>Module 3: Mental Health Disorders in Women</i></p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Video lecture – Mental Health Disorders in Women <p>In-class Activities:</p> <ul style="list-style-type: none"> • Lactation cases (from module 3) • Review drug information question • Postpartum depression case <p>Outside Study: Homework:</p> <ul style="list-style-type: none"> • Begin food diary • Continue work on group project 	<p>1 hr</p> <p>2 hrs</p> <p>N/A</p>

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
5/02/17	Whalen/ Vogel Anderson		Online/Individual Study: <ul style="list-style-type: none"> • Video lecture – Eating Disorders • Video lecture – Sexual Dysfunction in Women Outside Study: Homework: <ul style="list-style-type: none"> • Finalize food diary • Prepare bulimia case • Read and submit journal club assignment • Continue work on group project 	1 hr 1 hr N/A
5/03/17	Whalen		<i>Module 4: Disorders Affecting Women in Middle Age and Beyond</i> Online/Individual Study <ul style="list-style-type: none"> • Video lecture – Fibromyalgia In-class activities: <ul style="list-style-type: none"> • Food diary discussion • Bulimia case • Discuss journal club assignment • Fibromyalgia patient assessment Quiz: Pregnancy Planning thru Sexual Dysfunction	1 hr 2 hrs 0.5 hrs
5/04/17	Menezes Vogel/ Anderson		Online/Individual Study: <ul style="list-style-type: none"> • Video lecture – Bioidentical Hormone Replacement Therapy • Video Lecture – Cardiovascular Health in Women • Video Lecture - Reproductive Cancers Outside Study: Homework: <ul style="list-style-type: none"> • Prepare BHRT case and counseling points • Prepare cardiovascular case • Finish and submit group project Suggested readings: <ul style="list-style-type: none"> • ACOG BHRT statement • Bioidentical Hormones: An Evidence-Based Review for Primary Care Providers 	1 hr 1 hr 1 hr N/A N/A
5/05/17			In-class activities: <ul style="list-style-type: none"> • BHRT case and patient counseling simulation • Cardiovascular case 	2 hrs

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			<ul style="list-style-type: none"> Women's Health Jeopardy Exam Review 	
Comprehensive Final Exam				2 hrs
Total Instructor Contact Hours (including Final Exam)				32 hrs

Textbooks

This course does not have a required text. Presenters may require additional materials or readings to supplement the lecture material.

Student Evaluation & Grading

Assessment Item	Grade Weight
Quizzes (2 at 7.5% each)	15%
Final Exam	30%
Drug Information Question (Appendix B)	5%
Journal Club Assignment (Appendix B)	5%
Food Diary Assignment (Appendix B)	5%
Group Project (Appendix B ; Rubric - Appendix C)	15%
Participation in Workshops - Instructor assessment (rubric – Appendix D)	20%
Professionalism (Appendix E)*	5%
Total	100%

*Students will be evaluated each week for professionalism on a zero to ten point scale. Students who are lacking in one of the professionalism behaviors will lose 50% of the professionalism points for that week. Students who are lacking in 2 or more behaviors will receive a score of 0 on professionalism for that week. Please see Appendix D for specific items assessed for professionalism.

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

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."

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:

Completed by specific course.

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:

Completed by specific course.

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:

Completed by specific course.

Policy on Old Quizzes and Assignments

Completed by specific course.

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/) 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), 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).

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 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.

Appendix A. Faculty and Staff: Who to Contact

Academic Coordinator:

1. Questions about dates, deadlines, meeting place
2. Availability of handouts and other course materials
3. Assignment directions
4. Questions about grade entries gradebook (missing grades, wrong grade)
5. Assistance with ExamSoft®

Teaching Partnership Leaders

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

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 (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: Assignment Descriptions

Drug Information Question (5%):

Students will prepare a written response to a drug information question utilizing specified references. The drug information assignment should be submitted through CANVAS. The drug information question will be reviewed during the active learning sessions. The assignment will be scored based on an answer key. The answer key will be posted on CANVAS for the students to review.

Food Diary (5%):

The student will maintain a food diary for two days. The student should record all meals, beverages, and snacks for the two-day period. Calories, carb, fat, and protein content of each meal should be calculated and tallied for a daily total. Following this exercise the student will write a short reflection paper on the assignment.

The student will be evaluated based on a rubric provided to the facilitator (will be posted for students).

Journal Club (5%):

A journal article with a focus on women's health will be provided to the students. Prior to the journal club discussion the student will review the article and answer questions on the article utilizing a form made available to the students on CANVAS. Students may work in groups of 2 or 3 on this project. The journal club assignment should be submitted via CANVAS. This is a lengthy assignment, but one that will help prepare students for success on upcoming APPEs. Please make sure to allow ample time for preparation. A discussion of the journal club article will occur during the active learning session. The assignment will be evaluated based on the answer key. The answer key will be posted on CANVAS for students to review.

Project (15%):

The student will write a brief proposal for a women's health service they would like to develop in a local clinic. In addition to the written proposal, they will prepare a brief presentation summarizing the service and its potential benefits. The oral presentation will be recorded and posted to the Canvas site. Students should work in groups of two or three on this project.

The written assignment and video will be evaluated based on a rubric (see Appendix C).

Appendix C: Women's Health Project Evaluation Rubric

Student Names:

Title of Proposal:

Written Proposal (70%)				
Criteria	Point Evaluation			
Completeness	Three or more important points concerning the topic were missed. (0-7)	Missed one or two important aspects in covering the topic (8-13)	Covered all important aspects of the topic <ul style="list-style-type: none"> • Type of proposed service • Background - need for service • Organization/staff • Pharmacist scope of practice • Clinic procedures • Treatment • Patient monitoring • Patient education • Sample documentation sheet • Billing for services • References (14-20) 	
Validity of Concept	Proposed service seems illogical and unlikely to be of significant benefit (0-3)	Proposed service is based on sound logic and may offer modest benefit (4-7)	Proposed service is well thought-out and has potential for significant benefit (8-10)	
Organization	Illogical sequencing makes proposal difficult to follow (0-3)	Logical sequencing, but without an identifiable intro, body, or summary (4-7)	Logical sequencing with an introduction, body, and summary (8-10)	
Clarity	Majority is difficult to read and/or understand (lack of clearly defined service) (0-3)	A few sections are difficult to read and/or understand (4-7)	All sections are easy to read and understand (8-10)	
Spelling/ Grammar	Three or more misspellings and/or grammatical errors (0-3)	Less than 3 misspellings or grammatical errors (4-7)	No misspellings or grammatical errors (8-10)	
Referencing	No references or very few references. No primary literature. Utilized tertiary references only. (0-3)	References were given, but were inadequate and/or missing primary references. (4-7)	References were adequate and included at least one primary literature reference. (8-10)	
Oral Presentation (30 %)				
Professional Presentation	Three or more misspellings and/or grammatical errors. Multiple slides illegible or overloaded. Significant problems with clarity, volume, or pronunciation (0-3)	Less than 3 misspellings or grammatical errors. Very few slides were illegible or overloaded. Minor problems with clarity, volume, or pronunciation (4-7)	No misspellings or grammatical errors. All slides with graphics were legible and not overloaded. Clear voice, good volume, and correct pronunciation.(8-10)	
Pacing & Timing	Pace too fast or slow and could not finish on time.(0-3)	Pace too fast or slow, but finished on time (4-7)	Proper pace and finished on time (8-10)	
Slide Reading	Excessive reading of slides word for word (0-3)	Significant reading of the slides word for word (4-7)	Limited reading from the slides (8-10)	
Additional Facilitator Comments or Deductions:			Total Points (100 max)	
			Bonus Points for Originality/Creativity (3 max)	
			Total Points (100 max)	

Appendix D: Rubric for Assessing Student Participation in Class

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

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

Appendix E – Components of Professionalism

Students are expected to display the following professional behaviors:

- Punctuality
 - Arrive on time for class sessions
 - Submit assignments on time
- Preparedness - complete pre-class readings and activities and be prepared to engage in classroom discussions
- Independence - when individual effort is expected, complete work without the assistance of others
- Collaboration/teamwork - Actively collaborate with peers when assigned to groups.
- Professional dress – adhere to the UF COP dress code during class sessions
- Attentiveness
 - Focus on the discussion at hand and avoid distractive behaviors in class
 - Turn off cell phones and other electronic communication devices during a class session
 - Use technology only for intended purposes during class, i.e., not looking at unrelated information on the web site during class
 - Avoid studying for other courses during the class session
- Respect
 - 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 during discussions
 - Be courteous, respectful, and civil when using discussion boards
 - Remain quiet during class sessions including peer presentations