Cover Sheet: Request 10971

PHA5XXX Advanced Practices in Community Pharmacy

Info

Process	Course|New|Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	4/21/2016 11:48:28 PM
Updated	4/22/2016 5:57:20 AM
Description	This course introduces advanced community pharmacy principles such as entrepreneurship, sales and marketing, personnel management, and communicating to key stake holders through the study of innovative community pharmacy practice models. Learning occurs through synchronous and asynchronous discussions, situational based narratives, and dialogue with successful community pharmacy owners.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		4/22/2016
Added Adv Practices Community Pharmacy Syllabus 4-21-2016.docx					4/21/2016
Added Adv Prac Community Pharmacy - Contact Hour Map.docx					4/21/2016
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 10971

Info

Request: PHA5XXX Advanced Practices in Community Pharmacy
Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu
Created: 4/22/2016 10:13:08 AM
Form version: 3

Responses

Recommended PrefixPHA
Course Level 5
Number XXX
Lab Code None
Course Title Advanced Practices in Community Pharmacy
Transcript Title Adv Community Pharm
Effective Term Fall
Effective Year2016
Rotating Topic?No
Amount of Credit2

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 This course introduces advanced community pharmacy principles such as entrepreneurship, sales and marketing, personnel management, and communicating to key stake holders through the study of innovative community pharmacy practice models. Learning occurs through synchronous and asynchronous discussions, situational based narratives, and dialogue with successful community pharmacy owners.
Prerequisites Successful completion of Year 1 of the PharmD curriculum (including milestones) is required for this course.
Co-requisites None
Rationale and Placement in Curriculum This is an elective course that is offered at the end of year 2 - fall semester.
Knowledge and skills that are pre-requisite to this course are learned during year 1. Specifically, students complete a Principles of Systems-Based Practice course that introduces them to community pharmacy. In addition, they complete an Introductory Pharmacy Practice Experience at a Community Pharmacy during the summer before fall semester.
During year 3 of the curriculum, students will take a required pharmacy management course that will cover the topics in more depth.
In year 4, students will complete an Advanced Pharmacy Practice Experience in a community practice.

Course Objectives 1.   Classify the elements of entrepreneurship and entrepreneurial processes.

2.   Recognize the importance of entrepreneurship in community pharmacy.
3.   Translate entrepreneurial characteristics to daily business practices of a community pharmacy.
4.   List pros and cons of niche markets and mass markets and provide examples.
5.   Analyze possible niche markets in a given region and explain its value to a small pharmacy.
6.   Calculate profit margin percentages based on an analysis of monthly profit and loss statements.
7.   Discuss the process and principles of recruitment and hiring of pharmacy technicians.
8.   Employ key concepts and best practices for workflow in a community pharmacy.
9.   Assess information to develop risk management strategies for a community pharmacy.

Course Textbook(s) and/or Other Assigned Reading Textbooks
Required:
Desselle, S., Zgarrick, D., and Alston, G., Pharmacy Management: Essentials for All Practice Settings, 3e. McGraw-Hill, 3rd ed. 2012. ISBN-9780071774314 (Link to Access Pharmacy Provided)

Journal Articles
1.   Role of Locus of Control in Distinguishing Pharmacists as Entrepreneurs or Employees http://www.ajol.info/index.php/tjpr/article/view/14655
2.   Advancing Pharmacy through Entrepreneurial Leadership http://www.sciencedirect.com/science/article/pii/S1544319115316320

Weekly Schedule of Topics This is a 2-week elective where the content is divided into 4 modules. The course requires 30 instructional contact hours and 60 hours of outside study.

Dec 5-6 (M & Tues): Module 1: Entrepreneurship
{Niche markets in your community, immunizations, compounding and Medication Therapy Management}
(Lectures, videos, readings, open-book quiz and graded discussion board assignment (9.5 instructor contact hours)

Dec 7 (W): Module 1: Entrepreneurship (In-class session, site visit to meet with a pharmacy owner, and graded reflection) (5.5 instructor contact hours)

Dec 8 (Th): Module 2: Sales and Marketing
{Patient Assistance Programs, Chronic Disease management Programs, Specialty Pharmacy, 503B Compounding outsourcing facility}
(Lectures, readings, and open-book quiz) (3.5 instructor contact hours)

Dec 9 (F): Module 2: Sales and Marketing (In class session) (2 instructor contact hours)
Outside study includes initiating collaboration with a team on a course project

Dec 12 (M): Module 3: Personnel Management
{Scheduling technicians based on projections; interpersonal skills and personnel training; cross training pharmacy technicians}
(Lectures) (2 instructor contact hours)
Outside study includes continued collaboration with a team on a course project

Dec 13 (Tu): Module 3: Personnel Management (Open book quiz and graded discussion board assignment) (1.5 instructor contact hours)
(Outside study includes readings and course project)

Dec 14 (W): Module 3: Personnel Management (In class session) (2 instructor contact

hours)
(Outside study includes continued work on course project)

Dec 15 (Th): Module 4: Best Practices
{Becoming involved in state and local organizations; Patient Advocacy}
(lectures and open-book quiz) (2.5 instructor contact hours)
(Outside study includes continued work on course project)

Dec 16 (F): Course Capstone: Teams Present their Group Project (3 instructor contact hours)

Grading Scheme This is a graded course

4 Open-book quizzes in class 40%
Behavioral Based Interview During Site Visit/Field Trip 10%
In Class Participation (Graded with Appendix C Rubric) 10%
Group Project Presentation (Graded with Appendix D Rubric) 30%
Reflection paper (Graded with Appendix E Rubric) 10%
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:

None.

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/) 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 Flo¬¬rida. 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 breeching COP copyrights and/or FERPA law.

Instructor(s) Stacey D. Curtis, PharmD

PHA#### Advanced Practices in Community Pharmacy
Fall 2016   Block 8
2 Credit Hours

Course Purpose:

To succeed of community pharmacy practice, pharmacists must develop skills to understand the importance of entrepreneurial activities, sales and marketing, personnel management, and best practices to meet the needs of the institution, its stakeholders and most importantly, its patient's. This course will introduce advanced community pharmacy principles such as entrepreneurship, sales and marketing, personnel management, and communicating to key stake holders through the study of innovative community pharmacy practice models. Students will work through these concepts using synchronous and asynchronous discussions, situational based narratives, and dialogue with affluent trail-blazers.

Course Faculty and Office Hours
(See **Appendix A** for Who to Contact)

Teaching Partnership Leader: Stacey D. Curtis, PharmD
Email: scurtis@cop.ufl.edu
Office: HPNP 3302
Phone: (352) 273-6232
Office Hours:

Academic Coordinator
Name: Sarah Burgess   Email: **_edu-help@ahc.ufl.edu_**
Office: HPNP 4312   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 C2.** Recommend solutions to needs in the medication use system and the healthcare system.
2. **EPA D1.** Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
3. **EPA D2.** Exhibit commitment to patients and the community by serving as an advocate and leader.
4. **EPA D3.** Demonstrate responsibility for personal and professional development.
5. **EPA E1.** Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.

6. **EPA E2.** Assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their healthcare needs. (Requires utilization of knowledge of private and public health insurance options)

Course-Level Objectives

1. Classify the elements of entrepreneurship and entrepreneurial processes.
2. Recognize the importance of entrepreneurship in community pharmacy.
3. Translate entrepreneurial characteristics to daily business practices of a community pharmacy.
4. List pros and cons of niche markets and mass markets and provide examples.
5. Analyze possible niche markets in a given region and explain its value to a small pharmacy.
6. Calculate profit margin percentages based on an analysis of monthly profit and loss statements.
7. Discuss the process and principles of recruitment and hiring of pharmacy technicians.
8. Employ key concepts and best practices for workflow in a community pharmacy.
9. Assess information to develop risk management strategies for a community pharmacy.

Pre-Requisite or Co-Requisite Knowledge and Skills

Successful completion of Year 1 of the PharmD curriculum (including milestones) is required for this course.

Course Outline

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Dec 5 -6 (M & Tu)	Curtis	1,2,3,4,6	**Module 1: Entrepreneurship** **Online/Individual Study:** Lectures: • **Niche markets in your community** • **Compounding** • **Immunizations** • **MTMs**	**2**
			Interview videos	**1.5**
			Readings: • Journal Article 1 (7 pages) • Journal Article 2 (7 pages) • Chapter 30, 31	**4.5**
			Open Book Quiz	**0.5**
			Discussion Board (Graded using Appendix C)	**1**
Dec 7 (W)			**Module 1: Entrepreneurship** **In-class Session:**	

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			Adobe Connect Debrief Site Visit (Appendix B) Graded Reflection – Post Site Visit	**1.5** **3** **1**
Dec 8 (Th)			**Module 2: Sales and Marketing** **Online/Individual Study:** Lectures: • **Patients Assistance Programs** • **Chronic disease state mgmt.** • **Becoming a specialty pharmacy (e.g. HIV or Transplant)** • **503B Compounding outsourcing facility** Readings: • Chapter 25 Open Book Quiz	 **2** **1 hour** **0.5 hour**
Dec 9 (F)	Curtis	7,8	**Module 2: Sales and Marketing** **In-class Session:** Face to face Active Learning Session (Case Based Activities) **Outside Study:** Course Project – Team collaborates in working on project	 **2 hours** **N/A**
Dec 12 (M)			**Module 3: Personnel Management** **Online/Individual Study:** Lecture: • **Scheduling based on projections** • **Interpersonal skills / personnel training (cross training pharmacy technicians)** **Outside Study:** Course Project – Team collaborates in working on project	 **2 hours** **N/A**
Dec 13 (Tu)			**Module 3: Personnel Management** **Outside Study:** Readings: • Chapter 10, 11, 12 **Individual/Online Study:** Open Book Quiz	 **N/A** **0.5 hr**

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			Discussion Board (Graded using Appendix C)	**1 hour**
			Outside Study: Course Project – Team collaborates in working on project	**N/A**
Dec 14 (W)	Curtis	4,8	**Module 3: Personnel Management** **In-class Session:** Face to face Discussion Session with guest speakers/panel of experts (speakers will introduce best practices)	**2**
			Outside Study: Course Project – Team collaborates in working on project	**N/A**
Dec 15 (Th)			**Module 4: Best Practices** **Online/Individual Study:** Lecture: **Being involved in state and local organizations** **Being a patient advocate** Open Book Quiz	**2** **0.5**
			Outside Study: Course Project – Team collaborates in working on project	**N/A**
Dec 16 (Fr)	Curtis	9	**Course Capstone** **In-class Session:** Adobe Connect Session (team presentations of group project)	**3 hours**
			Total Instructor Contact Hours	31.5

Textbooks
Required:

Desselle, S., Zgarrick, D., and Alston, G., Pharmacy Management: Essentials for All Practice Settings, 3e. McGraw-Hill, 3rd ed. 2012. ISBN-9780071774314 (Link to Access Pharmacy Provided)

Journal Articles

1. Role of Locus of Control in Distinguishing Pharmacists as Entrepreneurs or Employees
   http://www.ajol.info/index.php/tjpr/article/view/14655
2. Advancing Pharmacy through Entrepreneurial Leadership
   http://www.sciencedirect.com/science/article/pii/S1544319115316320

Materials and Supplies Fees:

No additional materials and supplies fees.

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
Open Book In Class Quiz (4)	40 (10 ea.)
Field Trip Participation: Behavioral Based Interview (1) – Appendix B	10
In-class Participation (4) – Appendix C	10
Group project presentation – Appendix D	30
Reflection Paper on Field Trip – Appendix E	10
Total	**100**

Grading Scale

> 92.5%	A
89.5-92.49%	A-
86.5-89.49%	B+
82.5-86.49%	B
79.5-82.49%	B-
76.5-79.49%	C+
72.5-76.49%	C
69.5-72.49%	C-
66.5-69.49%	D+
62.5-66.49%	D
59.5-62.49%	D-
< 59.49%	E

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

Educational Technology Use

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

1. ExamSoft®
2. Canvas Learning Management System
3. Adobe Connect

Class Attendance Policy

Policy Across All 1PD-3PD courses:

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

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader and your campus specific director must be CCD in this communication. The following format is recommended:

To: Academic Coordinator and Campus Course Facilitator
CC: Teaching Partnership Leader and your specific campus director
Subject: PHA XXXX – Excused Absence request
Dear Prof. _____,
Professionally and politely request an excused absence.
Explain the nature of conflict and rationale for receiving an excused absence.
Thank the faculty member for their consideration of your special request.
Salutation,
Type in your full name and last 4 digits of UF-ID #, and Campus Name

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

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

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

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

Additional Policy Specific to This Course:

Quiz/Exam Policy

Policy across All 1PD-3PD courses:
1. Students must arrive and be seated promptly to be eligible to take the exam. Students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam.
2. No talking or other disruptive behavior during the distribution or taking of the exam.
3. During quizzes/RATs, all students must quietly wait until the quiz/RAT ends. Students may not leave the room until the quiz/RAT ends.
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 or electronically submitting the exam. Once the exam is turned in or submitted, 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 <u>academic dishonesty.</u>

Make-up Quiz/Exam Policy

Policy across All 1PD-3PD courses:

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

Depending on the decision, a comprehensive exam may be given, which will contain material from all previous exams. The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced comprehensive examination will result in a grade of zero for that exam. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

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

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

Policy on Old Quizzes and Assignments
Old quizzes and assignments are not provided.

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:

Attendance
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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

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

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

Students are also expected to abide by the UF Honor Code.

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

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

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

How to Request Learning Accommodations

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

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

<u>Please note that you must arrange for accommodations in advance</u>; 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 opened 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
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.

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 12Noon on Friday.)

Email Communications:
1. When communicating with faculty via email, the subject line needs to include the course number & title.

2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

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.

Religious Holidays

Please see the University policy on attendance and religious holidays:

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

Counseling and Wellness Center

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

Emergencies

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

Student Crisis

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

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

How to Access Services for Student Success

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

Faculty Lectures/Class Activities/Presentations Download Policy

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

Please see the following URL for COP Policies:
http://file.cop.ufl.edu/studaff/policies/General%20COP%20Course%20Policies.pdf

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.   Site Visit

Purpose:
The purpose of the site visit is to give students in the course a glimpse into one of three established independent community pharmacies owned by a UF alumni. The visit will be scheduled during the first week of class and is a required portion of the class curriculum. During the visit, the student will tour the facility, learn how the owner built the business, and be exposed to the crucial characteristics pivotal to advanced community practices specific to the site.

Sites/Faculty Head:
- Gainesville: West Lab Pharmacy
- Orlando: Taylor's Pharmacy
- Jacksonville: Flagler Pharmacy

Agenda:
Students will meet faculty head at specified location on site to begin meet/greet, short tour, and Q&A/discussion.

Hour 1: Focus on entrepreneurship
- Interview with the Pharmacist
    - History of how he became interested in your area and started as an entrepreneur
    - Useful characteristics that the pharmacist possesses crucial to entrepreneurship
    - Behavioral interviewing techniques (e.g. "Tell me about a time where …")
    - Tips/tricks/suggestions

Hour 2: Focus on sales/marketing/personnel
- Explanation of site specifics and the pharmacists niche market
- Brief synopsis of special services offered (e.g. patient assistance programs, immunizations, MTM, chronic disease state management, specialty) from their point of view
- Short tour of facility
    - Meet/greet/shadow relevant pharmacy personnel
        - Explanation of all relevant workflow from pharmacist point of view
    - Explanation of how the pharmacist schedules personnel
    - Explanation of personnel training

Hour 3: Focus on best pharmacy practices
- Q&A session with preceptor and students
- Pharmacist offers "pearls of wisdom"
- Resource packet
    - Professional organizations
    - Local pharmacy organization involvement

Appendix C: Rubric for Assessing Student Participation in Class

	Exemplary (Score = 10)	Proficient (Score = 7)	Developing (Score = 5)	Beginning (Score = 3)
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 & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & 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 & 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 & 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.	

Appendix D. Rubric for Group Project

	Exemplary (Score 10)	Proficient (Score 7)	Developing (Score 5)	Beginning (Score 3)
Organization	Information presented in logical, interesting sequence, is accurate and very comprehensive	Information in logical sequence, is accurate and comprehensive	Difficult to follow presentation--student jumps around or material; is either not accurate or not comprehensive	Cannot understand presentation; content is not accurate and not comprehensive
Subject Knowledge	Demonstrates full knowledge by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
Graphics	Explain and reinforce screen text and presentation, information is in sufficient detail but not overwhelming	Relate to text and presentation, lacks sufficient detail or overwhelming amount of detail	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics
Research	Uses a variety of sources in reaching accurate conclusions (at least 5 sources that are primary, secondary, or tertiary sources.) All sources are properly cited using an approved format.	Uses a variety of sources in reaching conclusions (does not use 5 sources or does not use a variety of sources that are primary, secondary, or tertiary in nature)	Presents only evidence that supports a preconceived point of view (Uses l or 2 sources or citations are incomplete	Does not justify conclusions with research evidence (No sources cited)
Oral Presentation Elocution/Eye Contact	Maintains eye contact and pronounces all terms precisely. All audience members can hear.	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly
Total Points				

Appendix E.   Rubric for Reflection Paper

	Exemplary (Score 10)	Proficient (Score 7)	Developing (Score 5)	Beginning (Score 3)
Writing Spectrum	Exploration and critique with reflection and introspection with great details	Descriptive writing with reflection and introspection	Slightly descriptive writing with either reflection or introspection but not both	Superficial descriptive writing without reflection or introspection
Description of the site	Exceptional details of the site	Details about the site	Some details about the site	No details about the site
Take home knowledge	Extensive knowledge	Descriptive knowledge	Slightly descriptive knowledge	Poorly descriptive knowledge
Future professional goals	Extensive details	Descriptive details	Slightly descriptive details	Poor details
Site visit summarized	Extensively summarized	Descriptively Summarized	Slightly summarized	Poorly summarized
Total Points				

Contact Hour Map

Course: PHA 5XXX   Advanced Practices in Community Pharmacy

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Dec 5 -6 (M & Tu)	Curtis	1,2,3,4,6	**Module 1: Entrepreneurship** **Online/Individual Study:** Lectures: • **Niche markets in your community** • **Compounding** • **Immunizations** • **MTMs** Interview videos	2 1.5	**4 hours** (Re-watch videos to prepare for quiz, discussion board posting, and class session) **5 hours** (Learn about Behavioral Based Interviewing and Construct questions for interviewing the pharmacist)	

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			Readings: • Journal Article 1 (7 pages) • Journal Article 2 (7 pages) • Chapter 30, 31 Open Book Quiz Discussion Board (Graded using Appendix C)	**4.5** **0.5** **1**	**12 hours** (Study readings to prepare for quiz, discussion board posting and class session)	**Graded Quiz – 10% of Course Grade** **Discussion Board Participation – Graded with Appendix C**
Dec 7 (W)			**Module 1: Entrepreneurship** **In-class Session:** Adobe Connect Debrief Site Visit (Appendix B)	 **1.5** **3**		**Class Participation – Graded with Appendix C** **Behavioral Based Interview – Graded with Appendix B – 10% of Course Grade**

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			Graded Reflection – Post Site Visit	1		**Reflection Graded with Appendix E**
Dec 8 (Th)			**Module 2: Sales and Marketing** **Online/Individual Study:** Lectures: • **Patients Assistance Programs** • **Chronic disease state mgmt.** • **Becoming a specialty pharmacy (e.g. HIV or Transplant)** • **503B Compounding outsourcing facility** Readings: • Chapter 25 Open Book Quiz	2 1 hour 0.5 hour	**4 hours** (Re-watch videos to prepare for quiz and class session) **2 hours** (Study readings to prepare for quiz and class session)	**Graded Quiz – 10% of Course Grade**
Dec 9 (F)	Curtis	7,8	**Module 2: Sales and Marketing** **In-class Session:**	2 hours		

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			Face to face Active Learning Session (Case Based Activities) **Outside Study:** Course Project – Team collaborates in working on project	**N/A**	**5 hours** (Work on Project)	**Class Participation – Graded with Appendix C**
Dec 12 (M)			**Module 3: Personnel Management** **Online/Individual Study:** Lecture: • **Scheduling based on projections** • **Interpersonal skills / personnel training (cross training pharmacy technicians)**	**2 hours**	**4 hours** (Re-watch videos to prepare for quiz and class session)	
			Outside Study: Course Project – Team collaborates in working on project	**N/A**	**5 hours** (Work on Project)	
Dec 13 (Tu)			**Module 3: Personnel Management** **Outside Study:** Readings: • Chapter 10, 11, 12	**N/A**	**5 hours** (Complete

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			Open Book Quiz Discussion Board (Graded using Appendix C) **Outside Study:** Course Project – Team collaborates in working on project	**0.5 hr** **1 hour** N/A	Outside Study Readings) **5 hours** (Work on Project)	**Graded Quiz – 10% of Course Grade** **Discussion Board Participation – Graded with Appendix C**
Dec 14 (W)	Curtis	4,8	**Module 3: Personnel Management** **In-class Session:** Face to face Discussion Session with guest speakers/panel of experts (speakers will introduce best practices) **Outside Study:** Course Project – Team collaborates in working on project	**2** N/A	 **5 hours** (Work on Project)	**Class Participation – Graded with Appendix C**
Dec 15 (Th)			**Module 4: Best Practices** **Online/Individual Study:**			

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			Lecture: • **Being involved in state and local organizations** • **Being a patient advocate** Open Book Quiz	**2** **0.5**	**4 hours** (Re-watch videos to prepare for quiz and class session)	**Graded Quiz – 10% of Course Grade**
Dec 16 (Fr)	Curtis	9	**Course Capstone** **In-class Session:** Adobe Connect Session (team presentations of group project) **Outside Study:** Course Project – Team collaborates in working on project	**3 hours** **N/A**	**5 hours** (Work on Project)	**Class Participation – Graded with Appendix C** **Group Presentation – Graded with Appendix D – 30% of Course Grade**
			Total Contact Hours	31.5	62 hours	

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				(Instructor Contact Hours)	(Outside Study Hours)	

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
Open Book In Class Quiz (4 and 10% each)	40
Field Trip Participation: Behavioral Based Interview (1) – Appendix B	10
In-class Participation (4) – Appendix C	10
Group project presentation – Appendix D	30
Reflection Paper on Field Trip – Appendix E	10
Total	**100**