

Cover Sheet: Request 10974

PHA5XXX History of Pharmacy

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	4/22/2016 5:32:53 AM
Updated	4/22/2016 9:38:23 AM
Description	This course introduces students to the history and development of the Profession of Pharmacy with special emphasis placed on the history of pharmacy in Florida. It explores the impact of visionary leaders by analyzing the personal and professional characteristics of these pharmacy heroes.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		4/22/2016
Added History of Pharmacy Contact Hour Map.docx					4/22/2016
Added History of Pharmacy Elective Syllabus 4-20-16.docx					4/22/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		4/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/22/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 10974

Info

Request: PHA5XXX History of Pharmacy
Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu
Created: 4/22/2016 5:32:53 AM
Form version: 1

Responses

Recommended PrefixPHA
Course Level 5
Number XXX
Lab Code None
Course TitleHistory of Pharmacy
Transcript TitleHistory of Pharmacy
Effective Term Fall
Effective Year2016
Rotating Topic?No
Amount of Credit2

Repeatable Credit?No

S/U Only?Yes
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 introduces students to the history and development of the Profession of Pharmacy with special emphasis placed on the history of pharmacy in Florida. It explores the impact of visionary leaders by analyzing the personal and professional characteristics of these pharmacy heroes.

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

Co-requisites None

Rationale and Placement in Curriculum This is an elective course that is 2 weeks in length in the 2nd year - fall curriculum.

This course builds on Principles of Pharmacy Practice in year 1.

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

1. Interpret and analyze historical pharmacy data and information from historical sources and references.
2. Provide an appropriate historical context of historical sources and references.
3. Demonstrate appropriate historical compounding techniques using traditional pharmaceutical methods.
4. Document written laboratory reports using traditional techniques for pharmaceutical compounding.
5. Develop a monograph for a Patent Medicine product and discuss how patent medicines developed and how they helped influence the development of modern medicine.
6. Describe how past pharmacists with an entrepreneurial mindset helped to shape

the profession of pharmacy and what pharmacists today can learn from their success.

7. Create a professional biographical sketch and written reflection on a pharmacy hero who influenced and helped shape the Pharmacy Profession.
8. Describe attributes of a past pharmacy leader that you would like to personally develop and/or you feel apply to a need in the pharmacy profession today
9. Utilize historical resources (primary, secondary, tertiary) and tools to prepare a research project/presentation on a relevant topic in the history of pharmacy.
- 10.

Formulate written materials, interviews, and presentations regarding the history of pharmacy.

11. Present a historical research project that includes a perspective of what pharmacists today can learn from the past.
12. Apply wisdom about pharmacy's past to guide evolving changes in the pharmacy profession.

Course Textbook(s) and/or Other Assigned Reading Textbooks & Papers

Higby, G.J., Stroud, E.C., "American Pharmacy; A Collection of Historical Essays", American Institute of the History of Pharmacy, Madison WI 2005
Sonnedecker, G., Cowen, D.L., Higby, G.J., "Drugstore Memories; American Pharmacists Recall Life Behind the Counter 1824-1933", American Institute of the History of Pharmacy, Madison WI 2002

The following books will be available to students for reference;

1. Gramling, L.G., "A History of Pharmacy in Florida", Ewing Printing, Gainesville, FL, 1973
2. Sonnedecker, "Kremers and Urdang's History of Pharmacy, 4th Edition, J.B. Lippencott Company, 1976
3. United States Pharmacopeial Convention, Inc. The United States Pharmacopeia 14th Revision. Mack Publishing, Easton, PA. 1950.
4. American Pharmaceutical Association Committee on National Formulary. National Formulary Seventh Edition. American Pharmaceutical Association, Washington 7, D.C. 1942.
5. Osol. Remington's Pharmaceutical Sciences 16th Edition. Mack Publishing Company, Easton, PA. 1980.

*Various other historical references and objects, advertisements, historical correspondence, business materials, medications, chemicals and natural products, tools and implements. (Available for display or electronically)

Weekly Schedule of Topics This is an elective course that is 2 weeks in length. The course requires 30.5 instructor contact hours and 64 hours of outside study.

Dec 5 (M) Introduction to History of Pharmacy; Guide to reading historical pharmacy texts.

Dec 6 (Tu) Objects & Tools; Patent Medicines

Dec 7 (W) History of Pharmacy Education Requirements/Rise of Professional Organizations

Dec 8 (Th) Art of Compounding; Law and Regulation

Dec 9 (F) Compound the following: Syrup, Tincture, Elixir

Dec 12 (M) History of Pharmacy in Florida

Dec 13 (Tu) Compound the following: Pill, Powder

Dec 14 (W) Pharmacy Heroes; Drug Development

Dec 15 (Th) Presentations - Poster Gallery Walk

Dec 16 (F) Presentations - Poster Gallery Walk

Grading Scheme Pass/Fail – Student must achieve an overall grade of 69.5% or higher for a grade of Pass
<69.5 = Fail.

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."

Quiz (4 online, 2 during class sessions)	10%
Homework Assignments	
Patent Medicine Monograph	10%
Pharmacy Heroes Bio and Reflection	10%
Final Reflection on History of Pharmacy	10%
Lab Reports & Product Grade (N=2)	

10%	
Presentation/Project	50%

It is required that the students achieve a grade of 80% or greater on the final project

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:

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 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) Janet Schmittgen RPh

History of Pharmacy

Spring 2017 Block 8
2 Semester Credit Hours

Course Purpose:

This course introduces students to the history and development of the Profession of Pharmacy with special emphasis placed on the history of pharmacy in Florida. Students will explore the growth of professionalism and professional organizations, commercial and industrial growth, development of education, governance of pharmacy, establishment of literature, and the development of the pharmaceutical sciences. Using primary sources and narratives, students will foster an interest in history of pharmacy and understand the impact that visionary leaders and entrepreneurs have made on the development of the profession by analyzing the personal and professional characteristics of these pharmacy heroes.

Course Faculty and Office Hours

Teaching Partnership Leader:

Janet Schmittgen RPh

Email: jschmittgen@cop.ufl.edu Office: HPNP 2336

Phone: (352) 273-6234

Preferred form of contact: Email

Academic Coordinator

Sarah Burgess, M.Ed.

Email: sburgess@cop.ufl.edu

Office: HPNP 4312 Phone: 352-273-5617

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 D1.** Demonstrate soft-skills in daily practice including interprofessional team collaboration (eg, interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
2. **EPA D2.** Exhibit commitment to patients and the community by serving as an advocate and leader.
3. **EPA D3.** Demonstrate responsibility for personal and professional development.

Course Objectives

Upon completion of this course, the student will:

1. Interpret and analyze historical pharmacy data and information from historical sources and references.
2. Provide an appropriate historical context of historical sources and references.
3. Demonstrate appropriate historical compounding techniques using traditional pharmaceutical methods.
4. Document written laboratory reports using traditional techniques for pharmaceutical compounding.
5. Develop a monograph for a Patent Medicine product and discuss how patent medicines developed and how they helped influence the development of modern medicine.
6. Describe how past pharmacists with an entrepreneurial mindset helped to shape the profession of pharmacy and what pharmacists today can learn from their success.
7. Create a professional biographical sketch and written reflection on a pharmacy hero who influenced and helped shape the Pharmacy Profession.
8. Describe attributes of a past pharmacy leader that you would like to personally develop and/or you feel apply to a need in the pharmacy profession today
9. Utilize historical resources (primary, secondary, tertiary) and tools to prepare a research project/presentation on a relevant topic in the history of pharmacy.
10. Formulate written materials, interviews, and presentations regarding the history of pharmacy.
11. Present a historical research project that includes a perspective of what pharmacists today can learn from the past.
12. Apply wisdom about pharmacy's past to guide evolving changes in the pharmacy profession.

Pre-Requisite Knowledge and Skills

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

Co-requisites

None required

Lab Location & Sessions:

1. Location:
 - a. Gainesville: All labs are held in the Pharmacy Skills Lab that is located on the first floor of HPNP Building HPNP 1310
 - b. Jacksonville:
 - c. Orlando:

Weekly Course Outline

Course Structure

This course a blended learning format that encompasses reading, workshops, and projects. It will include 2 traditional wet labs which focus on historical compounding techniques. This course combines online and real time lectures, small group discussion, laboratory instruction and student presentations. The student should expect to spend 3 hours per day viewing lectures, reading, attending discussions/workshops, and laboratory sessions. Approximately 6 hours per day should be devoted to research, assignments, and a presentation project.

The course will take place over a 2 week period selected for elective courses.

Date	Instructor	Learning Objective	Learning Activities/Topic	Instructor Contact Hours
Dec 5 (M)	Janet Schmittgen TBA	1,2	Individual/Online Study Video Lecture: Introduction to History of Pharmacy; Guide to reading historical pharmacy texts. Reading: American Pharmacy; <i>Introduction and Practice</i> p,1-17 How to Read Historical Narrative Texts Online Quiz	1.0 hour 2.0 hours 0.25 hr
Dec 6 (Tu)	Janet Schmittgen TBA	1,2,6	Individual/Online Study Video Lectures: Objects & Tools Patent Medicines Reading: American Pharmacy; <i>Pharmaceutical Sciences</i> p.19-35 Nostrums and Quackery selected readings, Drugstore Memories	1.0 hour 2.0 hours

			Online Quiz	0.25 hr
Dec 7 (W)	Janet Schmittgen TBA	1,2,5,6	Individual/Online Study Video Lecture: History of Pharmacy Education Requirements/Rise of Professional Organizations In-Class Session: Quiz Discussion/Workshop Objects and Tools/Patent Medicines Post-Class Activities: Homework Assignment: Patent Medicine Monograph Reading: American Pharmacy; <i>Pharmaceutical Education</i> p. 37-53, Pharmacy Organizations p.87-108, Drugstore Memories	1.0 hour 0.25 hr 1.75 hours N/A 1.0 hour
Dec 8 (Th)	Janet Schmittgen TBA	3,4	Individual/Online Study Video Lecture Art of Compounding/Materia Medica Law and Regulation Reading National Formulary, Pharmacy Compounding selected readings, Remington selected readings, Drugstore Memories Online Quiz	2.0 hours 1.0 hour 0.25 hr
Dec 9 (Fr)	Janet Schmittgen TBA	3,4	In-Class Session: Lab Activity Compound the following: Syrup, Tincture, Elixir Individual/Online Study: Reading American Pharmacy; <i>Governance</i> p. 75-86	2.0 hours 1.0 hours
Dec 12 (M)	Janet Schmittgen TBA	1,2,6	Individual/Online Study Video Lecture: History of Pharmacy in Florida Drug Development/Manufacturing Reading	2.0 hours 1.0 hour

			American Pharmacy; <i>Pharmaceutical Industry p.55-73</i> A History of Pharmacy in Florida selections Online Quiz	0.25 hr
Dec 13 (Tu)	Janet Schmittgen TBA	3,4	In-Class Session: Lab Compound the Following: Pill, Powder Individual/Online Study Reading Pharmacy Compounding selected readings, Remington selected readings	2.0 hours 1.0 hour
Dec 14 (Wed)	Janet Schmittgen TBA	6,7,8	In-Class Session: Quiz at start of session based on readings Workshop on Topics: Pharmacy Heroes/ Drug Development/ Materia Medica Post-Class Activities: Homework Assignment -Pharmacy Heroes Written Reflection Due	0.25 hours 1.75 hours N/A
Dec 15 (Th)	Janet Schmittgen TBA	9,10,11	In-Class Session: Presentations- Poster Gallery Walk	3.0 hours
Dec 16 (F)	Janet Schmittgen TBA	6,10,11,12,13	In-Class Session: Presentations - Poster Gallery Walk Post-Class Assignment: Homework Assignment -Final Reflection on History of the Profession of Pharmacy and how you might bring this to your Practice of Pharmacy	3.0 hours N/A
			Total Instructor Contact Hours	30.5 hours

Textbooks & Papers

Higby, G.J., Stroud, E.C., "American Pharmacy; A Collection of Historical Essays", American Institute of the History of Pharmacy, Madison WI 2005

Sonnedecker, G., Cowen, D.L., Higby, G.J., "Drugstore Memories; American Pharmacists Recall Life Behind the Counter 1824-1933", American Institute of the History of Pharmacy, Madison WI 2002

The following books will be available to students for reference;

1. Gramling, L.G., "A History of Pharmacy in Florida", Ewing Printing, Gainesville, FL, 1973
2. Sonnedecker, "Kremers and Urdang's History of Pharmacy, 4th Edition, J.B. Lippencott Company, 1976
3. United States Pharmacopeial Convention, Inc. The United States Pharmacopeia 14th Revision. Mack Publishing, Easton, PA. 1950.
4. American Pharmaceutical Association Committee on National Formulary. National Formulary Seventh Edition. American Pharmaceutical Association, Washington 7, D.C. 1942.
5. Osol. Remington's Pharmaceutical Sciences 16th Edition. Mack Publishing Company, Easton, PA. 1980.

*Various other historical references and objects, advertisements, historical correspondence, business materials, medications, chemicals and natural products, tools and implements. (Available for display or electronically)

Homework Assignments

Patent Medicines

Each student will be assigned a Patent Medicine to research and develop a Patent Medicine Monograph. They will explain the product; recommended uses of the product, ingredients and purpose of each ingredient, company that developed and manufactured the product, how the product was advertised and marketed. What contributed to their success? Evaluation of the product for possible safety or effectiveness. Students will bring these reports to the Discussion/Workshop for Week 1 and we will hold a discussion on Patent Medicines, the role they played in Pharmacy and how they might have been related or led to modern drug development and the rise of the pharmaceutical sciences.

Heroes of Pharmacy

Each student will write a two page biographical sketch and a review of this pharmacy hero and how they helped shape or influence the profession of pharmacy. What are the attributes that make this person a leader in the field? How might the modern pharmacy student go about attaining/demonstrating such attributes? How does the individual feel about his own ability to grow as a leader? Students will bring assignment to our Discussion/Workshop for Week 2 and we will hold a discussion about how these heroes helped influence the profession. <http://www.harveywhitney.org/lectures/>

Final Reflection on History of the Profession of Pharmacy and how you might bring this to your Practice of Pharmacy

Students will complete a two page reflection on the history of the Profession of Pharmacy and how this information may impact and influence your practice as a leader and entrepreneur in pharmacy. Why study the history of pharmacy? How does the history of pharmacy help the modern pharmacist grow as a leader and entrepreneur?

History of Pharmacy Presentation Project

Students will complete a Powerpoint Poster Presentation, in which, they will research a historically important topics in pharmacy history. They will reflect on how this historical aspect of Pharmacy has affected the Pharmacy Profession and led to the development of modern pharmacy practices. Students will be given a list of suggested topics or they may choose to select a topic of their choice with approval of the course instructor. The Powerpoint presentation will be printed into a poster format (no more than 10 slides). All references and resources used will need to be cited using a proper citation format. (This will be given to students.) The Powerpoint Poster will be presented by the students at a Gallery Walk Poster Presentation. Students will be graded by a group of judges who will listen to the students 10 minute presentation and explanation of their topic. Students should use a minimum of five sources of information will should reflect primary, secondary, and tertiary sources of information. The slides and oral presentation should be in sufficient depth to explain why this topic and story is significant in the history of pharmacy and how it may be important to our profession today. (See appendix for rubric)

Students will be required to be present at their poster during the Pharmacy History Gallery Walk Poster Session which will be open to all students, staff, and faculty in the College of Pharmacy and invited guests.

Student Project/Presentation (suggested topics)

Golden Age of Drug Discovery

Historical Interviews-faculty, alumni, or selected pharmacists

Patent Medicines

Pharmacy Education

Growth of Professional Organizations

Soda Fountains

Advertising of Patent Medicines

Historical Compounding

Student selected topics

*Other student selected topics upon approval by course instructor

Student Evaluation & Grading

This course will be graded as a pass/fail. A passing grade will be achieved by completing all course requirements i.e.; attending/listening to lectures, attending and participating in workshops, completing

reading assignments, completing research, and completing the student presentation. Failure to attend and participate in above assignments in a timely manner may result in a fail grade for this course.

Grading Scale

Pass/Fail – Student must achieve an overall grade of 69.5% or higher for a grade of Pass

<69.5 = Fail.

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."

Quiz (4 online, 2 during class sessions)	10%
Homework Assignments	
Patent Medicine Monograph	10%
Pharmacy Heroes Bio and Reflection	10%
Final Reflection on History of Pharmacy	10%
Lab Reports & Product Grade (N=2)	10%
Presentation/Project	50%

It is required that the students achieve a grade of 80% or greater on the final project

Educational Technology Use

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

Canvas® Learning Management System

Class Attendance Policy

Policy Across All 1PD-3PD courses:

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: serious illness (documentation required if more than 48hrs), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons

of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

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

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

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

Makeup assignment(s) will be made for any excused absence(s) and will typically be submitted **within one-week of the missed session(s)**. If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

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

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

Additional Policy Specific to This Course:

None

Quiz/Exam Policy

During the Exam:

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam

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

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

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

Policies Related to iRAT/tRAT

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

After the Exam

Policy across All 1PD-3PD courses:

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

Additional Policy Specific to This Course:

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 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.

Faculty and Staff: Who to Contact

Academic Coordinator:

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

Teaching Partnership Leaders

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

Other Teaching Partnership Faculty Members

1. Questions about specific content

Technical Support:

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

following:

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

Email: mediahelp@cop.ufl.edu (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

Course Faculty

Janet Schmittgen, RPh

Janet Schmittgen graduated from The Ohio State University in 1986 with a Bachelor of Science in Pharmacy. She practiced at several hospital pharmacies following graduation; Kettering Memorial Hospital, Mount Carmel Medical Center, and Santa Teresita Hospital. She has also practiced in Independent Pharmacy including a large Independent Pharmacy in Washington which offered Home Health IV services.

She became an Instructor of Pharmacy Practice at Washington State University in Pullman, Washington. There she served as Coordinator of the Pharmaceutical Care Laboratory and became Instructor of Record in three of the courses in this five course sequence of the new entry level Pharm D curriculum.

Her other experience includes practicing as a staff pharmacist at Walgreens. This practice included; immunization services, Hypertension, Cholesterol and Diabetes management, and MTM services. She completed the NIPCO certification for Diabetes Care and Management, he Diabetes Certification class sponsored by Walgreens.

She also practiced at Express Scripts as a Clinical Pharmacist for Prior Authorizations.

Areas of special interest include; history of pharmacy, communications in unity practice, diabetes care and management, communication skills, ethics, MTM, and natural products.

Appendix B. Policies for the Laboratory Setting – Professionalism and Dress Code

The Professional Practice Skills course series is meant to prepare you for the essential skills and tasks expected of a pharmacist in a variety of practice settings. As a student in this course, we would like for you to imagine that when you present to lab, you are presenting to your job as a pharmacist within the “Gator Healthcare System”. Therefore, the same professional expectations in a work setting will be applied in the laboratory setting. Students will be assessed weekly for a professionalism score. Items that will be assessed in the professionalism score include:

- Punctuality – arriving to the laboratory session on time
- Preparedness – completed pre-lab learning activities and prepared to engage in lab learning activities
- Behavior – engaged and on task during the laboratory session, not distracting others or engaging in distracting behavior (e.g. checking social media sites, texting or playing on phone)
- Handling of materials and equipment – treating laboratory equipment with respect and care
- Independence of work – when individual effort is expected, completing work without the assistance of others
- Cleanliness – maintaining a clean and organized work area
- Following dress code – below is a dress code policy that is expected in patient care areas at UF Health and will be applied in the laboratory setting:
 - Photo identification badge (Gator 1 ID) must be worn at all times and displayed.
 - White lab coats should be worn and should appear clean, wrinkle free, and in good repair
 - Professional clothing: Pressed slacks or skirt/dress as appropriate for gender. Neat, clean shirt or top
 - Men should wear dress shirts or polo shirts with collar. Ties are optional.
 - For women, low cut, midriff, strapless, or see-through blouses, shirts, or dresses are not acceptable. Undergarments should not be visible
 - T-shirts with slogans or pictures are not allowed except for sponsored events such as Children’s Miracle Network.
 - Jeans, shorts, miniskirts, and athletic shoes are not considered professional clothing.
 - Shoes should be clean, closed-toe with heels no greater than 2 inches.
 - Jewelry selection: Two earrings per ear maximum may be worn and must be appropriate for patient care areas. No tongue/eyebrow/lip/nose piercing allowed.
 - Makeup should project a professional image
 - Hair must be clean and styled in such a manner as to prevent inadvertent contamination during patient care and professional duties. Unusual hair styles or color, such as spikes, bright or fluorescent colors, are not allowed. Long hair should be controlled in the back unable to fall forward during activities. Facial hair must be neatly groomed or clean-shaven.
 - Fingernails should be clean and maintained at a length that is not visible from the palmar aspect of the hand.
 - Body art/tattoos should not be visible.

- For patient comfort purposes, excessive perfumes, colognes, aftershaves, scented lotions etc. should not be worn in patient care areas.
- Gum chewing is not allowed in clinical settings.

Appendix C. Assessment of Patent Medicines Report

Appendix D. Assessment of Heroes of Pharmacy Report

Appendix E. Assessment Rubric for History of Pharmacy PowerPoint Poster Presentations

	Exemplary 10	Accomplished 7	Developing 5	Beginning 3
Organization	Information presented in logical, interesting sequence, is historically significant to the pharmacy profession	Information in logical sequence, somewhat significant to the pharmacy profession	Difficult to follow presentation-- student jumps around or material is unrelated to the pharmacy profession	Cannot understand presentation--no sequence of information
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 historical 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 1 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				

Contact Hour Map

Course: PHA 5XXX History of Pharmacy

Date	Instructor	Learning Objective	Learning Activities/Topic	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Dec 5 (M)	Janet Schmittgen TBA	1,2	Individual/Online Study Video Lecture: Introduction to History of Pharmacy; Guide to reading historical pharmacy texts. Reading: American Pharmacy; <i>Introduction and Practice</i> p,1-17 How to Read Historical Narrative Texts Online Quiz	1.0 hour 2.0 hours 0.25 hr	6 hours (Re-watch videos and study readings for graded quiz and class session)	Knowledge assessed by graded quiz
Dec 6 (Tu)	Janet Schmittgen TBA	1,2,6	Individual/Online Study Video Lectures: Objects & Tools Patent Medicines Reading: American Pharmacy; <i>Pharmaceutical Sciences</i> p.19-35 Nostrums and Quackery selected readings, Drugstore Memories Online Quiz	1.0 hour 2.0 hours 0.25 hr	6 hours (Re-watch videos and study readings for graded quiz and class session)	Knowledge assessed by graded quiz
Dec 7 (W)	Janet Schmittgen TBA	1,2,5,6	Individual/Online Study Video Lecture: History of Pharmacy Education Requirements/Rise of Professional Organizations	1.0 hour	2 hours Re-watch videos and study readings for	Knowledge assessed by graded quiz

Date	Instructor	Learning Objective	Learning Activities/Topic	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			<p>In-Class Session: Quiz Discussion/Workshop Objects and Tools/Patent Medicines</p> <p>Post-Class Activities: Homework Assignment: Patent Medicine Monograph</p> <p>Reading: American Pharmacy; <i>Pharmaceutical Education</i> p. 37-53, Pharmacy Organizations p.87-108, Drugstore Memories</p>	<p>0.25 hr 1.75 hours</p> <p>N/A</p> <p>1.0 hour</p>	<p>graded quiz and class session)</p> <p>6 hours (Graded Homework Assignment – 10% of course grade)</p> <p>2 hours (knowledge of readings assessed by graded quiz)</p>	<p>Graded Homework – 10% of course grade</p> <p>Knowledge assessed by graded quiz</p>
Dec 8 (Th)	Janet Schmittgen TBA	3,4	<p>Individual/Online Study Video Lecture Art of Compounding/Materia Medica Law and Regulation</p> <p>Reading National Formulary, Pharmacy Compounding selected readings, Remington selected readings, Drugstore Memories</p> <p>Online Quiz</p>	<p>2.0 hours</p> <p>1.0 hour</p> <p>0.25 hr</p>	<p>6 hours (Re-watch videos and study readings for graded quiz and class session)</p>	<p>Knowledge assessed by graded quiz</p>

Date	Instructor	Learning Objective	Learning Activities/Topic	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Dec 9 (Fr)	Janet Schmittgen TBA	3,4	<p>In-Class Session: Lab Activity Compound the following: Syrup,Tincture,Elixir</p> <p>Individual/Online Study: Reading American Pharmacy; <i>Governance</i> p. 75-86</p>	2.0 hours 1.0 hours	<p>2 hours (Prepare for lab session)</p> <p>2 hours (Study readings for graded quiz)</p>	Lab Report and Product are Graded (5% of course grade) Knowledge assessed by graded quiz
Dec 12 (M)	Janet Schmittgen TBA	1,2,6	<p>Individual/Online Study Video Lecture: History of Pharmacy in Florida Drug Development/Manufacturing Reading American Pharmacy; <i>Pharmaceutical Industry</i> p.55-73 A History of Pharmacy in Florida selections Online Quiz</p>	2.0 hours 1.0 hour 0.25 hr	6 hours (Re-watch videos and study readings for graded quiz and class session)	Knowledge assessed by graded quiz
Dec 13 (Tu)	Janet Schmittgen TBA	3,4	<p>In-Class Session: Lab Compound the Following: Pill, Powder</p> <p>Individual/Online Study Reading Pharmacy Compounding</p>	2.0 hours 1.0 hour	<p>2 hours (Prepare for Lab)</p> <p>2 hours (Study readings for quiz)</p>	Lab Report and Product are Graded (5% of course grade) Knowledge assessed by graded quiz

Date	Instructor	Learning Objective	Learning Activities/Topic	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			selected readings, Remington selected readings			
Dec 14 (Wed)	Janet Schmittgen TBA	6,7,8	In-Class Session: Quiz at start of session based on readings Workshop on Topics: Pharmacy Heroes/ Drug Development/ Materia Medica Post-Class Activities: Homework Assignment -Pharmacy Heroes Written Reflection Due	0.25 hours 1.75 hours N/A	6 hours (Graded Homework Assignment – 10% of course grade)	Knowledge assessed by graded quiz Graded Homework – 10% of course grade
Dec 15 (Th)	Janet Schmittgen TBA	9,10,11	In-Class Session: Presentations- Poster Gallery Walk	3.0 hours	10 hours (Graded Presentation - 50% of Course Grade)	(Graded Presentation - 50% of Course Grade)
Dec 16 (F)	Janet Schmittgen TBA	6,10,11,12,13	In-Class Session: Presentations - Poster Gallery Walk Post-Class Assignment: Homework Assignment -Final Reflection on History of the Profession of Pharmacy and how	3.0 hours N/A	6 hours (Graded Homework Assignment –	(Graded Homework Assignment – 10% of

Date	Instructor	Learning Objective	Learning Activities/Topic	Instructor Contact Hours	Outside Study	Relationship to Course Grading
			you might bring this to your Practice of Pharmacy		10% of course grade)	course grade)
			Total Contact Hours	30.5 hours (Instructor)	64 hours (Outside Study)	

Grading Scale

Pass/Fail – Student must achieve an overall grade of 69.5% or higher for a grade of Pass

<69.5 = Fail.

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."

Quiz (4 online, 2 during class sessions) 10%

Homework Assignments

Patent Medicine Monograph 10%

Pharmacy Heroes Bio and Reflection 10%

Final Reflection on History of Pharmacy 10%

Lab Reports & Product Grade (N=2) 10%

Presentation/Project 50%

It is required that the students achieve a grade of 80% or greater on the final project