

# Cover Sheet: Request 10977

## PHA5XXX Seminar in Pharmacy Research

### Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	4/22/2016 9:29:50 AM
Updated	4/22/2016 9:39:11 AM
Description	This course provides students who desire to explore research as a career in pharmacy with an introduction to research and research opportunities in pharmacy.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		4/22/2016
Added Seminars in Pharmacy Research_4-2-2016.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 10977

## Info

**Request:** PHA5XXX Seminar in Pharmacy Research  
**Submitter:** Beck,Diane Elizabeth beck@cop.ufl.edu  
**Created:** 4/22/2016 10:05:13 AM  
**Form version:** 2

## Responses

**Recommended Prefix**PHA  
**Course Level** 5  
**Number** XXX  
**Lab Code** None  
**Course Title**Seminar in Pharmacy Research  
**Transcript Title**Sem Pharm Research  
**Effective Term** Spring  
**Effective Year**2017  
**Rotating Topic?**No  
**Amount of Credit**2

**Repeatable Credit?**No

**S/U Only?**Yes  
**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 provides students who desire to explore research as a career in pharmacy with an introduction to research and research opportunities in pharmacy.

**Prerequisites** Admission to the Doctor of Pharmacy program.

**Co-requisites** None

**Rationale and Placement in Curriculum** This is a 2 week elective during Spring of the second year.

This course builds on the pharmaceutical sciences principles learned in year 1.

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

1. Describe the dimension of research conducted by the College of Pharmacy faculty.
2. Differentiate between basic, clinical, behavioral, and translational research.
3. Comprehensively evaluate the literature to identify gaps filled by research conducted by faculty in the College.
4. Describe varying approaches to addressing research questions.
5. Describe current issues in clinical pharmacology including research methodologies and how they impact pharmacotherapy.
6. Recognize the potential impact of scientific discoveries on disease management.
7. Explain regulatory requirements for conducting research involving human subjects or animals.
8. Describe, generally, the importance of the Nuremberg Code, Declaration of Helsinki, and The Belmont Report for the protection of human research subjects.
9. Participate effectively as a team member to discuss research questions posed by faculty in the college and hypotheses and study methodology used to address these

questions.

10. Identify potential problems that may arise during research conduction and potential solutions to address the problems.
11. Appropriately conduct research dissemination.

**Course Textbook(s) and/or Other Assigned Reading** Mukherjee S. The Emperor of all Maladies - A biography of cancer. Scribner Publishing, 2011. ISBN-13: 978-1439170915

**Weekly Schedule of Topics** Week 1

Day 1 - Monday: Course Introduction/Identifying a Research Question

Day 2 - Tuesday: Question to Hypothesis

Day 3 - Wednesday: Study Design

Day 4 - Thursday: Study Significance

Week 2

Day 1- Monday: Data Analysis

Day 2 - Tuesday: Obstacles and How to Overcome Them

Day 3 - Wednesday: Regulatory Considerations

Day 4 - Thursday: Small Group Presentations

**Grading Scheme** All of the following must be completed as "Satisfactory" based on rubrics/grading criteria:

- Seminar Participation (Appendix A)
- Active Learning Assignments (Appendix B)
- Small Group Presentations (Appendix C)
- Book Report (Appendix D)

**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:

Completed by specific course.

#### Quiz/Exam Policy

During the Exam:

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

#### Policies Related to iRAT/tRAT

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be

required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).

3. Students who miss the iRAT and not eligible to take the tRAT.
4. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.

#### After the Exam

Policy across All 1PD-3PD courses:

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

Additional Policy Specific to This Course:  
Completed by specific course.

#### Make-up Quiz/Exam Policy

Policy across All 1PD-3PD courses:

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

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

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

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

Additional Policy Specific to this Course:  
Completed by specific course.

Policy on Old Quizzes and Assignments  
Completed by specific course.

#### General College of Pharmacy Course Policies

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

### University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Concerns, Appeals, and Complaints

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

### Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity

(<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

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

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

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

### Psychomotor and Learning Expectations

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

### How to Request Learning Accommodations

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

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email

(carswell@cop.ufl.edu), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because grades cannot be retroactively changed.

#### Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

#### Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements: <http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

#### Expectations In Class and Other Learning Activities

Students are expected to:

- ? Be diligent and timely in studying the course material.
- ? Be on time for class sessions, quizzes, and exams.
- ? Be prepared for group discussions and conference calls.
- ? Do your own work.
- ? Actively collaborate with peers when assigned to groups.
- ? Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- ? Dress appropriately for class sessions or clinically related activities.
- ? Turn off cell phones and other electronic communication devices during a class session or phone conference.
- ? Be quiet during class sessions including peer presentations.
- ? Be focused and avoid distractive behaviors in class.
- ? Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- ? Participate in class or group discussions.
- ? Raise one's hand to be recognized before making a comment during a class session.
- ? Be respectful to the teacher.
- ? Be respectful to fellow students in discussions.
- ? Be courteous, respectful, and civil when using discussion boards.
- ? Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- ? Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- ? Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- ? Seek assistance with academic or personal difficulties as soon as possible.

## Communications

### Course-related Communications

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

### Faculty member Response Time:

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

### Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

### Discussion Board Policy

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

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

### Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted



in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Question/Answer sessions in live class sessions:

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

#### Student Complaint Process

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

[https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) ).

#### Religious Holidays

Please see the University policy on attendance and religious holidays:

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

#### Counseling and Wellness Center

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

#### Emergencies

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

#### Student Crisis

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

Students who are experiencing issues and events are also encouraged to contact their local

crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and

Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando

407-425-2624.

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

#### How to Access Services for Student Success

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

#### Faculty Lectures/Presentations Download Policy

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

**Instructor(s)** Larisa Cavallari, Pharm.D., BCPS  
Jatinder Lamba, Ph.D., M.Sc.  
Folakemi Odedina, B.Pharm., Ph.D.  
Eric Egelund, Pharm.D., Ph.D.  
Reginald Frye, Pharm.D., Ph.D.

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**PHA#### Seminar in Pharmacy Research**  
**Spring 2017 - Block 12**  
**2 Credit Hours**

**Course Purpose:**

The purpose of this course is to increase student awareness of the dimension of research conducted by the College of Pharmacy faculty and to encourage and nurture student interest in research-related training. The course combines research seminar presentations given by faculty across the College of Pharmacy, small group activities, and independent learning activities to promote interest in research and development of seminar and scientific literature evaluation skills. This course provides students who desire to explore research as a career in pharmacy with an introduction to research and research opportunities in pharmacy.

**Course Delivery:**

Research seminars will be provided by approximately two faculty from each department within the College of Pharmacy in order to expose students to the breadth of research in the college. Faculty will be asked to provide a research paper for the students to review ahead of time. Seminars will be broadcasted across campuses via the video conferencing system. Small group activities will involve group reflections of seminar content.

**Course Faculty and Office Hours****Teaching Partnership Leader:**

Larisa Cavallari, Pharm.D., BCPS, Associate Professor and Director, Center for Pharmacogenomics  
 Email: [lcavallari@cop.ufl.edu](mailto:lcavallari@cop.ufl.edu)  
 Office: MBRB Rm 22-A  
 Phone: 352-273-8245  
 Office Hours: By appointment

<b>Teaching Partners/Co-Leaders</b>	<b>Email</b>	<b>Phone</b>
Jatinder Lamba, Ph.D., M.Sc. Associate Professor, Pharmacotherapy & Translational Research <b>Gainesville Campus Co-Leader</b>	<a href="mailto:jlamba@cop.ufl.edu">jlamba@cop.ufl.edu</a>	352-273-6425
Folakemi Odedina, B.Pharm., Ph.D. Professor, Pharmacotherapy & Translational Research <b>Orlando Campus Leader</b>	<a href="mailto:fodedina@cop.ufl.edu">fodedina@cop.ufl.edu</a>	727-394-6089
Eric Egelund, Pharm.D., Ph.D. Pharmacotherapy & Translational Research	<a href="mailto:eege@ufl.edu">eege@ufl.edu</a>	904-244-9876

<b>Jacksonville Campus Leader</b>		
Reginald Frye, Pharm.D., Ph.D. Professor, Pharmacotherapy & Translational Research <b>Small group facilitator - Gainesville</b>	<a href="mailto:frye@cop.ufl.edu">frye@cop.ufl.edu</a>	352-273-5453
TBD – Small group facilitator in Orlando		
TBD – Small group facilitator in Jacksonville		

### **Academic Coordinator**

Name - TBD      Email:

Office:            Phone:

Office Hours: by email and appointment

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

1. Form clinical/practice-related questions and retrieve evidence to advance patient care. **(EPA B1)**.
2. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset). **(EPA D1)**.
3. Demonstrate responsibility for personal and professional development. **(EPA D3)**.

### **Course-Level Objectives**

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

1. Describe the dimension of research conducted by the College of Pharmacy faculty.
2. Differentiate between basic, clinical, behavioral, and translational research.
3. Comprehensively evaluate the literature to identify gaps filled by research conducted by faculty in the College.
4. Describe varying approaches to addressing research questions.
5. Describe current issues in clinical pharmacology including research methodologies and how they impact pharmacotherapy.
6. Recognize the potential impact of scientific discoveries on disease management.
7. Explain regulatory requirements for conducting research involving human subjects or animals.
8. Describe, generally, the importance of the Nuremberg Code, Declaration of Helsinki, and The Belmont Report for the protection of human research subjects.
9. Participate effectively as a team member to discuss research questions posed by faculty in the college and hypotheses and study methodology used to address these questions.
10. Identify potential problems that may arise during research conduction and potential solutions to address the problems.
11. Appropriately conduct research dissemination.

### **Pre-Requisite**

Admission to the Doctor of Pharmacy program.

**Co-Requisite**

None

**Course Outline**

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Week 1	Monday 11-12PM  1-3PM	TBD	1, 2, 3, 4, 5, 9	<p><b>Course Introduction/Identifying a Research Question</b></p> <p><b>Online/Individual Study:</b></p> <ol style="list-style-type: none"> <li>1. Course overview</li> <li>2. Pre-recorded Introduction to Research video</li> </ol> <p><b>In-class Activity:</b></p> <ol style="list-style-type: none"> <li>1. Research Seminar #1 – Seminar presentation by a faculty member in the Medicinal Chemistry department</li> <li>2. Small group active learning activities – Seminar reflection, including identifying gaps filled by the research. A group(s) will be asked to share their work with the class.</li> </ol> <p>Assignment due: Written group reflections in students' own words on the seminar content addressing the study rationale, hypothesis, aim(s), and gaps filled by the work based on a review of other work in the field. Assignments should be approximately 1-2 pages in length.</p>	0.5 0.5  1  2
Week 1	Tuesday 10-12PM	TBD	1, 2, 4, 5, 6, 9	<p><b>Question to Hypothesis</b></p> <p><b>In-class Activity:</b></p> <ol style="list-style-type: none"> <li>1. Research Seminar #2 - Seminar presentation by a faculty member from the Pharmaceuticals department</li> </ol>	1  1

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
	Tuesday 1-3PM			<p>2. Research Seminar #3 - Seminar presentation by a faculty member from the Pharmaceutics department</p> <p>3. Small group active learning activities – Each group will be assigned one of the two seminars for reflection, including identifying a hypothetical research question to address remaining gaps. A group(s) will be asked to share their work with the class.</p> <p>Assignment due: Written group reflections (in own words) on the seminar content addressing the study rationale, hypothesis, aim(s), major findings, and a hypothetical research question to address gaps that still remain. Assignments should be approximately 1-2 pages in length.</p>	2
Week 1	Wed 10-12PM  Wed 1-3PM	TBD	1, 2, 4, 5, 6, 9	<p><b>Study Design</b></p> <p><b>In-class Activity:</b></p> <p>1. Research Seminar #4 - Seminar presentation by the Pharmacodynamics department</p> <p>2. Research Seminar #5 - Seminar presentation by a faculty member from the Pharmacodynamics department</p> <p>3. Small group active learning activities – Each group will be assigned one of the two seminars for reflection, including the advantages and disadvantages with conducting the research in a different study population or model. A group(s) will be asked to share their work with the class</p> <p>Assignment due: Written group reflections (in own words) on the seminar content addressing the study rationale, hypothesis, aim(s), design, major findings, and advantages and disadvantages of conducting the research in a different population or</p>	1  1  2

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				model (e.g. human versus animal or cell model) Assignments should be approximately 1-2 pages in length.	
Week 1	Thursday 11-12  Thursday 1-3PM	TBD	1, 2, 4, 5, 6, 9	<p><b>Study significance</b></p> <p><b>In-class Activity:</b></p> <ol style="list-style-type: none"> <li>1. Research Seminar #6 - Seminar presentation by a faculty member from the Medicine Chemistry department</li> <li>2. Small group active learning activities – Seminar reflection, including the potential impact of the research findings on drug therapy or disease management. A group(s) will be asked to share their work with the class</li> </ol> <p>Assignment due: Written group reflections (in own words) on the seminar content addressing the study rationale, hypothesis, aim(s), methodology, major findings, and how the work will impact drug therapy or disease management Assignments should be approximately 1-2 pages in length.</p>	1  2
Week 2	Monday 11-12PM  1-3PM	TBD	1, 2, 4, 5, 6, 9	<p><b>Data Analysis</b></p> <p><b>In-class Activity:</b></p> <ol style="list-style-type: none"> <li>1. Research Seminar #7 -Seminar presentation by a faculty member in the POP department</li> <li>2. Research Seminar #8 -Seminar presentation by a faculty member in the POP department</li> <li>3. Small group active learning activities – Each group will be assigned one seminar for reflection, including discussion of the data analysis. A group(s) will be asked to share their work with the class</li> </ol> <p>Assignment due: Written group reflections (in own words) on the seminar content addressing the study rationale, aim(s), and methodology, with particular focus on data</p>	1  1  2

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				analysis, and major findings. Assignments should be approximately 1-2 pages in length.	
Week 2	Tuesday 10-12PM          1-3PM	TBD	1, 2, 4, 5, 9, 10	<p><b>Obstacles and How to Overcome Them</b></p> <p><b>In-class Activity:</b></p> <ol style="list-style-type: none"> <li>1. Research Seminar #9 -Seminar presentation by a faculty member in the PTR department</li> <li>2. Research Seminar #10 -Seminar presentation by a faculty member in the PTR department</li> <li>3. Small group active learning activities – Each group will be assigned one seminar for reflection, including potential problems that may have arisen while conducting research and what could be done to overcome them. A group(s) will be asked to share their work with the class. Remainder of time to be used to prepare for group presentation.</li> </ol> <p>Assignment due: Written group reflections (in own words) on the seminar content addressing the study rationale, hypothesis, aim(s), methodology, major findings, and potential problems that may arise during the research and how they may be addressed.</p> <p>Note: Assignments will be given for presentations on Thurs Assignments should be approximately 1-2 pages in length.</p>	<p>1</p> <p>1</p> <p>2</p>
Week 2	Wed 1-3PM	DeHoff TBD	7, 8, 9	<p><b>Regulatory Considerations</b></p> <p><b>Online/Individual Study:</b></p> <ol style="list-style-type: none"> <li>1. Human subject research</li> <li>2. Animal Research</li> </ol> <p><b>In-class Activity:</b></p> <ol style="list-style-type: none"> <li>1. Small group active learning activities – Reflect on a prior seminar conducted in human subjects or animals and the precautions that were necessary to protect the welfare of study subjects. A group(s) will be asked to present</li> </ol>	<p>0.5</p> <p>0.5</p> <p>2</p>



Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				<p>their work. Remainder of time to be used to prepare for group presentation.</p> <p>Assignment due: Written group reflections on precautions needed to protect study subjects. Assignments should be approximately 1 page in length.</p>	
Week 2	Thursday 10-12PM 1-3PM		1, 2, 3, 4, 5, 6, 9, 11	<p>Small Group Presentations Small Group Presentations</p> <p>Each group will be asked to present in their own words a summary of one of the seminars during the course, including the study rationale, hypothesis, aim(s), methodology, major findings, significance, gaps filled by the research, and impact of the research on drug therapy or disease management. Seminars to be presented will be assigned to groups at the beginning of week 2.</p>	2 2
				Total Instructor Contact Hours	30

### Textbooks

Mukherjee S. The Emperor of all Maladies - A biography of cancer. Scribner Publishing, 2011. ISBN-13: 978-1439170915

## Student Evaluation & Grading

This course is pass/fail. *In order to pass the course, all of the assessment items below must be successfully completed.*

Assessment Item	Deadline	Criteria
Seminar participation		<p><b>See Rubric in Appendix A – Must Achieve “Satisfactory”</b></p> <p>Attendance is mandatory to all research seminars.</p> <p>Students are expected to participate in research seminars by listening and asking intuitive questions. Students may be called on by course coordinators to ask questions of the seminar presenter.</p>
Active Learning Assignments (7)	End of each small group active learning activity	<p><b>See Rubric in Appendix B – Must Achieve “Satisfactory”</b></p> <p>Attendance is mandatory to all small group sessions. Groups will be asked to rotate the discussion leader each day. Reflections are expected to contain student recollections and thoughts about the research and not phrases copied verbatim from the speaker’s slides, handouts, or other materials. Grades will be pass or fail. Assignments will be graded for the group, with each member of the group who participated in the small group activity receiving the same grade. A passing score will be awarded for reflections that include the required components and provide insightful reflection.</p>
Small Group Presentations		<p><b>See Rubric in Appendix C – Must Achieve “Satisfactory”</b></p>

		<p>Each student must participate in the small group presentation of research projects at the end of the course. Presentations will be graded for the group, with each member of the group who participated in the presentation receiving the same grade. Presentations are expected to reflect student recollections and thoughts about the research and not phrases directly from the speaker's slides, handouts, or other materials. Grades will be pass or fail. A passing score will be awarded for presentations that include the required components, contain accurate information, and provide insightful reflection. The group is also expected to respond appropriately to questions from the audience.</p>
<p>Book report - The Emperor of all Maladies</p>	<p>Last day of class</p>	<p><b>See Rubric in Appendix D – Must Achieve “Satisfactory”</b></p> <p>Complete a one page book report summarizing what you learned from the book and how you might apply what you learned in your future pharmacy career. Book reports will be graded individually. Passing scores will be awarded for reports that are well written and contain accurate and insightful reflection.</p>

## Educational Technology Use

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

1. Canvas Learning Management System

## Class Attendance Policy

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

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: serious illness (documentation required if more than 48hrs), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

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

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

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

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

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

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

**Additional Policy Specific to This Course:**

Completed by specific course.

## Quiz/Exam Policy

### *During the Exam:*

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

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

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

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

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

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

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

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Additional Policy Specific to This Course:

Completed by specific course.

## **Make-up Quiz/Exam Policy**

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

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

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

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

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

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

Completed by specific course.

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

Completed by specific course.

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

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

### ***University Grading Policies***

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

### ***Concerns, Appeals, and Complaints***

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

### ***Academic Integrity Policy***

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

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

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

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

### ***Psychomotor and Learning Expectations***

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

### ***How to Request Learning Accommodations***

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for

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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.



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- 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

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address your concern without causing distraction to other students who have limited time and want to focus on learning.

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

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

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

#### **Student Complaint Process**

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

#### **Religious Holidays**

Please see the University policy on attendance and religious holidays:

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

#### **Counseling and Wellness Center**

Students who are experiencing issues and events that could adversely affect academic

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

### **Emergencies**

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

### **Student Crisis**

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

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

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

### **How to Access Services for Student Success**

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

### **Faculty Lectures/Presentations Download Policy**

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

### **Faculty and Staff: Who to Contact**

#### **Academic Coordinator:**

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

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

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

**Phone:** (352)-392-4357

## Appendix A: Rubric for Assessing Student Participation in Class

### Grade Determination:

Satisfactory = 6 Points with a score of “Proficient” in 2 of the 3 areas.

Unsatisfactory = 5 or less points

	<b>Exemplary (Score = 3)</b>	<b>Proficient (Score = 2)</b>	<b>Developing (Score = 1)</b>	<b>Unacceptable (Score = 0)</b>
<b>Frequency of participation in class</b>	Student initiates contributions more than once in each recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
<b>Quality of comments</b>	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.
<b>Listening Skills</b>	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	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	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	

	the dialogue.	comment.		
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## Appendix B. Active Learning Reflections

### Grade Determination:

**Satisfactory = 3 Points with a score of “Meets Expectations” in 2 of the 3 areas.**

**Unsatisfactory = 2 or less points**

<b>Proficiency Level</b>	<b>Accomplished (2 Points)</b>	<b>Meets Expectations (1 Point)</b>	<b>Deficits Exist (0 Points)</b>
Quality of Information	Interprets information in accurate and highly insightful ways. Cites readings and prior experiences and explains how these references extend and refine insights.	Information is summarized and not a reiteration of information provided by the instructor or in readings.  References are sometimes made to other readings or experiences.  Interpretations of information are precise and clear.	Reflections are descriptive: a reiteration of what was presented by instructor or read. Serious misinterpretations or not interpretation of the information is evident. Reflection is shallow and egocentric.
Organization	Information is very well organized with well-organized paragraphs and sub-headings where appropriate.	Information is logically organized and most paragraphs are well-organized. One or two paragraphs could be better organized.	Information is disorganized.
Mechanics	No grammatical, spelling or punctual errors.	1-2 grammatical, spelling or punctual errors.	Three or more grammatical, spelling or punctual errors.

## Appendix C. Group Presentation

### Grade Determination:

**Satisfactory = 4 Points with a score of “Meets Expectations” in 3 of the 4 areas.**

**Unsatisfactory = 3 or less points**

	<b>Accomplished (2 Points)</b>	<b>Meets Expectations (1 Point)</b>	<b>Deficits Exist (0 Points)</b>
<b>Content</b> <i>Did the presentation have valuable information?</i>	Presentation had an exceptional amount of valuable information. Knowledge of subject extended beyond expectations. Knowledge of the subject is evident throughout.	Presentation had a good amount of valuable information. Knowledge of the subject met expectations. Information was clear, appropriate, and correct.	Presentation had little or no valuable information. Insufficient knowledge of the subject. Information was incorrect and/or confusing.
<b>Collaboration</b> <i>Did everyone contribute to the presentation? Was everyone well versed in the presentation material?</i>	The team members built on each other’s ideas extensively. It was very evident that all of the group members contributed equally to the presentation.	The team members built on each other’s thoughts most of the time. It seemed like everyone contributed to the presentation but the contributions of several members could have been greater.	It seemed as though only a few people were knowledgeable of the content and/or contributed to the presentation.
<b>Organization</b> <i>Was the presentation well organized and easy to follow?</i>	The presentation was well organized, well prepared and easy to follow.	The presentation had organizing ideas but could have been much stronger with better preparation.	There were minimal or no signs of organization or preparation.
<b>Presentation</b> <i>Did the presenters speak clearly? Was it obvious the material had been rehearsed? Were materials free of errors?</i>	Presenters did an excellent job engaging the class in the presentation. Presenters were very confident and spoke clearly. Materials were free of spelling/grammatical errors.	Presenters showed evidence of planning prior to presentation. Presenters were generally confident and spoke clearly. Materials had less than 2 spelling/grammatical errors.	Presenters demonstrated little evidence of planning prior to presentation. Presenters mumbled and/or speaking was not clear. Materials had spelling/grammatical errors.

## Appendix D. Book Report Rubric

Grade Determination:

Satisfactory = 9 Points with a score of “Accomplished” in 2 of the 3 areas.

Unsatisfactory = 8 or less points

Criteria	Exemplary 4 Yes	Accomplished 3 Yes, but	Developing 2 No, but	Beginning 1 No
<b>Quality of Information</b>	<input type="checkbox"/> Book is summarized very well. <input type="checkbox"/> Clearly identifies insight in how to apply these points in the future.	<input type="checkbox"/> Book summary is accurate but not precise. <input type="checkbox"/> Cites how thoughts from the book can be applied in the future.	<input type="checkbox"/> Book summary is sketchy. <input type="checkbox"/> Attempts to apply thoughts to the future but this is not clearly described.	<input type="checkbox"/> Book summary is very sketchy. <input type="checkbox"/> No application to the future.
<b>Organization</b>	<input type="checkbox"/> Good organization; points are extremely well organized from a logical perspective.	<input type="checkbox"/> Although organized, the logical thoughts supporting the points could be improved.	<input type="checkbox"/> Some organization but there is weak logical progression in thoughts.	<input type="checkbox"/> Poorly organized;
<b>Grammar, Usage, Mechanics, Spelling</b>	<input type="checkbox"/> No errors	<input type="checkbox"/> Only one or two errors	<input type="checkbox"/> More than two errors	<input type="checkbox"/> Numerous errors distract from understanding