

# Cover Sheet: Request 11574

## PHA5922C Thinking Skills - Course Modification

### Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	3/23/2017 9:18:04 PM
Updated	3/28/2017 1:09:53 PM
Description of request	This legacy elective has been modified for our new curriculum. A change in pre- and co-requisites is requested. The course title, purpose, and learning activities have been modified so that the course aligns with recently adopted accreditation standards which give emphasis on critical thinking/problem solving in the practice setting.

### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		3/24/2017
Added PHA5922 Thinking Skills in Pharmacy_2-17-2017.docx					3/23/2017
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/24/2017
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|Modify for request 11574

## Info

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

**Created:** 3/23/2017 9:18:04 PM

**Form version:** 1

## Responses

**Current Prefix**PHA

**Course Level**5

**Number** 922

**Lab Code** C

**Course Title** Thinking Skills

**Effective Term** Fall

**Effective Year** 2017

**Requested Action** Other (selecting this option opens additional form fields below)

**Change Course Prefix?**No

**Change Course Level?**No

**Change Course Number?**No

**Change Lab Code?**Yes

**Current Lab Code**C

**Proposed Lab Code**None

**Change Course Title?**Yes

**Current Course Title**Thinking Skills

**Proposed Course Title**Thinking Skills in Pharmacy

**Change Transcript Title?**No

**Change Credit Hours?**No

**Change Variable Credit?**No

**Change S/U Only?**No

**Change Contact Type?**No

**Change Rotating Topic Designation?**No

**Change Repeatable Credit?**No

**Change Course Description?**Yes

**Current Course Description**This course helps students learn how others think differently from themselves, to understand metacognition, and to gain new perspectives on relationships with others in a safe but challenging environment.

**Proposed Course Description (50 words max)**This Course Will Prepare Students to apply critical thinking and creative problems solving techniques in their practice of Pharmacy and in their ability to understand and deal with issues relevant to the Profession of Pharmacy.

**Change Prerequisites?**Yes

**Current Prerequisites**None

**Proposed Prerequisites**Successful Completion of Year 1 of the Pharm.D. Curriculum including milestones

**Change Co-requisites?**No

**Rationale**This course has been an elective in our legacy curriculum. It will now be an elective in our new curriculum. Due to the new block structure of the curriculum, the faculty adapted the course for our 2-week elective block. In addition, the course now has better alignment with recently approved accreditation standards in which critical thinking and problem solving in the context of practice/patient care is given greater emphasis.

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**PHA 5922: Thinking Skills in Pharmacy**  
**Fall 2017 Elective – Block 15**  
**2 Credit Hours**

**Course Purpose:**

To develop an awareness through practice of how to think critically and creatively and to apply these skills both personally and professionally in pharmacy practice.

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

Dr. Michael Schwartz

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

Office:

Phone: (352) 273-6241

Office Hours: by email and appointment

***Teaching Partners/Facilitators/Teaching Assistants:***

Dr. Cary Mobley (GNV)

Email: [Mobley@cop.ufl.edu](mailto:Mobley@cop.ufl.edu) Phone: (352) 273-6282

Dr. Robin Moorman Li (JAX)

Email: [moorman@cop.ufl.edu](mailto:moorman@cop.ufl.edu) Phone: (904) 244-9590

Jenny Dillon (JAX)

Email: [jpalgon@cop.ufl.edu](mailto:jpalgon@cop.ufl.edu) Phone: (904) 244-9590

Dr. Shannon Miller (ORL)

Email: [SMiller@cop.ufl.edu](mailto:SMiller@cop.ufl.edu) Phone: (407) 313-7031

***Academic Coordinator***

Dorci Nance, MA [dorciuf@ufl.edu](mailto:dorciuf@ufl.edu)

Office: HPNP 4312 Phone: 352-273-5558

Office Hours: by email and appointment

***Instructional Designer***

Justin DeLeo, M.Ed. [jdeleo1970@ufl.edu](mailto:jdeleo1970@ufl.edu)

Office: HPNP 4309 Phone: 352-273-6523

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## Course Objectives

This Course Will Prepare Students to apply critical thinking and creative problems solving techniques in their practice of Pharmacy and in their ability to understand and deal with issues relevant to the Profession of Pharmacy. Specifically, upon completion of this course students will be able to:

1. Evaluate the efficacy of scholarly publications through the use of specific cognitive techniques.
2. Utilize critical thinking skills to communicate with others verbally through discussion and non-verbally through writing.
3. Develop self-awareness through an examination of personal perspective and modes of thinking in order to better serve patients and the profession of Pharmacy.
4. Engage in a process of reflective thinking in order to assess actions and create change in the practice of Pharmacy.
5. Interact in a professional manner that is inclusive and open to the ideas of others.

## Pre-Requisite Knowledge and Skills

Successful Completion of Year 1 of the Pharm.D. Curriculum including milestones.

## Classroom:

1. **Gainesville:** All Active Learning Sessions are held in room G-312 of the HPNP building.
2. **Jacksonville & Orlando:** Class Sessions are posted in the campus calendar.

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

**Note:** The Instructor Contact Hours listed below only designate structured learning that involves a faculty member. As noted by UF policy, for each 1 hour of "Instructor Contact," students are expected to spend a minimum of 2 hours of additional time completing learning activities. Example: If a week has 7 hours of Instructor Contact, the student should plan on a minimum of 14 hours of additional study. Therefore, the typical student will devote 21 hours of effort to the course that week. Note this is a "typical" student – some students will find they devote less time and others will find need to devote more time.

## Course Outline

Date <i>Recommended Dates for viewing Videos</i>	Module	Module Topic Learning Resources will include Lecture Videos and readings.	Contact Hours [hr.]	Faculty	Learning Objectives
Week 1 12/4 to 12/8	Mod 01, Week 1	Introduction to the Course		Campus Instructors	3
Prior to 12/4		<b>Online/Individual Study:</b> <b>Readings:</b> 1. Read Chapters 1 and 2 in the required text  <b>Video Lectures:</b> 1. Course introduction 2. Syllabus Review 3. Critical Thinking and Application in Pharmacy 4. Characteristics of a Critical Thinker 5. Demo Focused Conversation  <b>Homework/ Preparation for ALS:</b> 1. Journal 1 (Due: 8 a.m. on 12/4)	1 hr  3 hrs		
12/4/17  GNV: 3-5 PM  JAX:  ORL:		<b>In-Class Activities:</b> <ul style="list-style-type: none"> <li>• Focused Conversation Exercises</li> <li>• Critical Thinking follow up discussion</li> <li>• “The Story” Exercise</li> <li>• KWIK Exercise</li> </ul>	2hrs		
Week 1 12/4 to 12/8	Mod 02, Week 1	Principles of Critical Thinking			1,2, 4
Prior to 12/6		<b>Online/Individual Study:</b> <b>Readings:</b> 1. Read Chapters 3-7 in the Text 2. Read the 6-Hats Summary 3. Read about Focused Conversations 4. Read Summary of 6-Hats Thinking 5. Read about Metacognition 6. Read about Bloom’s Taxonomy 7. Read about Mind-Mapping 8. Read about Socratic Questioning  <b>Lecture Videos:</b> 1. Socratic Questioning Demo 2. Term Project Examples  <b>Homework/ Preparation for ALS:</b> 1. Journal 2 (Due: 8 a.m. on 12/6)	5hrs  1 hr		

<b>12/6/17</b>  <b>GNV: 8:30 - 10:30 am</b>  <b>JAX: 2-4 pm</b>  <b>ORL: 8:30 - 10:30 am</b>		<b><u>In-Class Activities:</u></b> <ul style="list-style-type: none"> <li>• Ice Breaker – Everything but Sleep</li> <li>• Puzzler</li> <li>• Focused Conversations on Text Readings</li> <li>• 6-Hats Game</li> <li>• Fallacy Game</li> <li>• Create Mind Map of Pharmacy Practice</li> <li>• Analyze Argument Exercise</li> </ul>	2hrs		
<b>Week 1</b> <b>12/4 to 12/8</b>	<b>Mod 03</b> <b>Week 1</b>	<b>Creative Problem Solving in Pharmacy</b>			<b>1,2,4</b>
Prior to 12/8		<b><u>Online/Individual Study:</u></b> <b>Readings:</b> <ol style="list-style-type: none"> <li>1. Study Chapters 8-13 in the text</li> <li>2. Study the DOIT Method</li> </ol> <b>Video Lectures:</b> <ol style="list-style-type: none"> <li>1. DOIT Method</li> <li>2. Socratic Questioning</li> <li>3. The Business of Paradigms</li> </ol> <b>Homework/ Preparation for ALS:</b> <ol style="list-style-type: none"> <li>1. Journal 3 (Due: 8 a.m. on 12/8)</li> </ol>	5hrs		
<b>12/8/17</b>  <b>GNV:</b>  <b>JAX:</b>  <b>ORL:</b>		<b><u>In-Class Activities:</u></b> <ul style="list-style-type: none"> <li>• Ice Breaker – Which One are You?</li> <li>• Puzzler</li> <li>• Focused Conversations on Text Readings</li> <li>• Problem-Solving Competition</li> <li>• Socratic Questioning Exercise</li> <li>• Focused Conversation: (Video: “The Business of Paradigms”) Hand in Questions</li> <li>• Term Project Outline DUE</li> </ul>	2hrs		
<b>Week 2</b> <b>12/11 to 12/15</b>	<b>Mod 04</b> <b>Week 2</b>	<b>Deductive &amp; Inductive Logic</b>			<b>1</b>
Prior to 12/11		<b><u>Online/Individual Study:</u></b>  <b>Homework/ Preparation for ALS:</b> <ol style="list-style-type: none"> <li>1. Journal 4 (Due: 8 a.m. on 12/11)</li> <li>2. Prepare Professional Letter</li> </ol>	1 hr		
<b>12/11/17</b>  <b>GNV:</b>  <b>JAX:</b>  <b>ORL:</b>		<b><u>In-Class Activities:</u></b> <ul style="list-style-type: none"> <li>• Ice Breaker</li> <li>• Puzzler</li> <li>• Debates (1 or 2) Analyze Argument Exercise</li> <li>• Logic Game</li> <li>• Professional Letter Activity</li> </ul>	2hrs		

<b>Week 2 12/11 to 12/15</b>	<b>Mod 05 Week 2</b>	<b>Application of Thinking Skills – Part 1</b>			<b>1,2,3,4, 5</b>
Prior to 12/13		<b>Online/Individual Study:</b>  <b>Video Lectures:</b> <ol style="list-style-type: none"> <li>1. Deductive and Inductive Logic</li> <li>2. Discuss Debating</li> </ol> <b>Homework/ Preparation for ALS:</b> <ol style="list-style-type: none"> <li>1. Journal Writing 5 (Due: 8 a.m. on 12/13)</li> <li>2. Create Editorial (Op-ed) Article</li> <li>3. Create Letter to the Dean</li> </ol>			
<b>12/13/17</b>  <b>GNV: Morning</b>  <b>JAX: 2-4 pm</b>  <b>ORL: Morning</b>		<b>In-Class Activities:</b> <ul style="list-style-type: none"> <li>• Ice Breaker</li> <li>• Puzzler</li> <li>• Group Discussion (Analysis of Editorial Article)</li> <li>• Group Discussion (Present Findings from Letter to the Dean)</li> <li>• T - Game</li> <li>• Triple A Exercise</li> <li>• Logic Game</li> </ul>	2 hrs		
<b>Week 2 12/11 to 12/15</b>	<b>Mod 06 Week 2</b>	<b>Application of Thinking Skills – Part 2</b>			<b>1,2,3,4, 5</b>
Prior to 12/15		<b>Homework/ Preparation for ALS:</b> <ol style="list-style-type: none"> <li>1. Journal Writing 6 (Due: 8 a.m. on 12/15)</li> </ol>			
<b>12/15/17</b>  <b>GNV: am</b>  <b>JAX: am</b>  <b>ORL: am</b>		<b>In-Class Activities:</b> <ul style="list-style-type: none"> <li>• Ice Breaker</li> <li>• Puzzler</li> <li>• Presentation of Term Projects</li> <li>• Gumdrops and Toothpicks Exercise</li> <li>• Final In-Class Journal Writing</li> <li>• Wrap-Up (and Course Evaluation)</li> </ul>	2 hrs		
<b>Total Instructor Contact Hours:</b>					<b>30</b>

### Required Textbooks

Browne and Keeley, "Asking the Right Questions", Eleventh Edition, Prentice-Hall 2012. ISBN13: 9780205111169

### Reflective Journals

The purpose of the reflective journal is to develop reflective thinking. Journals are due each day of the course except Day 1. They should be submitted as directed by the Instructor. See CANVAS for topics for each day's journal. (See Reflection Rubric in Appendix)



**Materials and Fees:** None

## Student Evaluation & Grading

Contract Grading will be used during this course. A grade will be earned according to the following criteria:

Evaluation Methods and how grades are determined:

To earn a "C"*	The student must attend all class sessions, complete and hand in all Assignments on time, and be prepared for and participate fully in all class exercises. Note attendance and participation requirements*
To earn a "B"*	In addition to criteria for a "C": The student must turn in a satisfactory Journal of reflective thinking on the assigned topic each day except the first. A satisfactory journal indicates that the student is thinking about his/her own thinking and how it relates to the topic at hand. See Reflection Rubric in Appendix – a grade of at least 70% (competency level) must be achieved
To earn an "A"*	In addition to criteria for a "B": The student must develop a satisfactory Term Project which embraces critical and creative thinking and demonstrates the students' knowledge of the material covered in the course. The term Project may be done alone, with a partner or with a group of 3 or 4 and a detailed outline must be approved by the Instructor prior to the end of the first week of class. A Video is available on CANVAS showing examples of prior satisfactory Term Projects. Note attendance and participation requirements*
*Consideration of Attendance/Participation	*ONE LETTER GRADE will be deducted for lack of attendance or participation or unsatisfactory performance in other items.

## 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. ExamSoft®
2. Canvas Learning Management System

## Course Policies

**Policies Across All 1PD-3PD courses:**

### Class Attendance & Excused/Non-excused Absences

Attendance and punctuality are expected of pharmacists in practice since they are essential elements in maintaining quality patient care including patient safety. The Pharm.D. program has firm policies about attendance in order to instill good habits that will be needed in practice and also because class participation is essential for developing the knowledge, skills, and attitudes essential for success as a pharmacist. Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required attendance. Similar to the employment expectations in pharmacy practice, tardiness and unexcused absences are not tolerated.

Student attendance may be excused in the following situations: serious illness (3 or more consecutive days requires a health care provider note/documentation), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of that are of serious nature or unexpected. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) **will be** excused. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). For unusual situations (e.g., wedding that was planned before admission), the student is expected to have already informed the Office of Student Affairs.

Students who have an infectious illness that is in the contagious phase should not come to class. This is an excused illness. The grade book will show EX or excused for the grade of a missed quiz or iRAT and the course grade will be computed without consideration of these missing points unless a makeup is assigned. If the instructor assigns a makeup assignment, the EX grade will be replaced with the grade earned on the makeup assignment.

Both excused and unexcused absences are tracked across the curriculum. Students with repeated absences may be requested to provide a higher level of documentation and the course leader will include the Associate Dean for Student Affairs in addressing the issue.

### Requests for Excused Absence

A request for an excused absence must be communicated prior to the class session by email. The email format below must be used for all communications about absences. The email must be addressed to [absent1PD@cop.ufl.edu](mailto:absent1PD@cop.ufl.edu) This message will be received by the Academic Coordinator, distant campus and Education Coordinator. The Academic Coordinator will communicate the information to the Teaching Partnership Leader/Course Director. If email is not possible the student should call the Academic Coordinator (see phone number in syllabus). The Academic Coordinator will coordinate all communications about the absence request and therefore, serve as the point of contact about decisions and other information. Students are encouraged to call the Academic Coordinator for assistance with excused absences.

The following format is recommended:

**To:** [absent1PD@cop.ufl.edu](mailto:absent1PD@cop.ufl.edu)  
**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 unexcused. The expectation of prior notification will be exempted in situations where there was an emergency situation such as an accident or similar serious situation.

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A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The student is responsible for follow up and confirming whether the absence is excused or unexcused.

### **Make Up Assignments**

Make-up assignments will be provided for any excused absences when the instructor deems a make-up is indicated. Make-up assignment(s) shall be permitted a reasonable amount of time to make-up any excused absence(s). Due to the block curriculum model, students are encouraged to complete the make up **within one-week of the missed session(s)**. If the situation leads to missing multiple class sessions and makeup by end of the course becomes difficult, the student and Teaching Partnership Leader/Course Director 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.

Please refer to the University Attendance Policy at

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

### **Professionalism Assessments**

Professionalism is an educational outcome of the Pharm.D. program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated at each annual milestone to determine progression and eventual readiness for graduation.

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. Unexcused absences are considered to be unprofessional behavior. Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor, classroom behaviors that are distracting or disruptive to others (e.g., loud talking that is off topic, derogatory statements towards faculty or other individual, off-topic jokes, cat calls, slamming items against furniture), use of cell/smart phones during class, reading emails/messages, use of social media, leaving class early without informing the faculty or staff member, disrespectful behaviors (e.g., culturally insensitive statements, jokes, inappropriate discussion board postings or social media postings, discussing topics that make others feel uncomfortable) with faculty, staff, or other students, and inappropriate discussion board or social media postings. For incidents of lateness to class, an assessment will be made about the seriousness of the tardiness and this will be used to determine the course of action. Nonadherence to the dress code policy is also considered unprofessional behavior. Students who do not comply with the dress code will be assessed as unprofessional and also asked to leave class as noted in the dress code policy.

Across the academic year, unprofessional behaviors will be tracked across all courses. Each offense will result in a grade deduction in the course the unprofessional behavior occurred in. The maximum grade deduction that will be applied to each course is **5% from the final course percentage grade**. Repeated unprofessional behaviors will also be evaluated as an end of year milestone and can negatively impact curricular progression.

### **Quiz & iRAT/tRAT Policies**

1. Students must bring their laptop or tablet to class in order to participate in the quiz/iRAT/tRAT.
2. All quizzes/iRATs/tRATs are closed book unless otherwise noted by the instructor.
3. At the start of the quiz/iRAT, the access code will be provided. Students who miss getting the access code because they were late will not be allowed to take the quiz/iRAT and a grade of zero will be assigned unless there is an excused absence.

4. When a student completes a quiz/readiness-assessment test (RAT), they must close their laptop or turn over their tablet to indicate they are finished with the assessment. These devices should not be used until the instructor has announced that the quiz/RATs have ended.
5. Students who miss the iRAT may take the tRAT if they are in class at the start of the tRAT. (The Academic or Education Coordinator will assess the time of arrival and indicate to students who enter the classroom late whether they can join their team and participate in the tRAT.)
6. Students may not leave the room during the iRAT and tRAT.
7. All students must remain quiet during the iRATs and as other team are completing the tRATs .
8. For tRATs, a team may appeal the answer to a question to the instructor after the active learning session within 24 hrs. The appeal must be evidence-based and in writing. Such an appeal process is not applicable to quizzes, iRATs, and exams.

## Exam Policy

### *During any Exam:*

1. Students must wait outside the testing room until the proctor enters
  2. The following items are not allowed to be accessed during the exam: cell phones, other electronic or digital devices including smart watches, pagers, photographic devices, and recording devices. Any watches must be placed on the top of the desk for proctor review.
  3. All backpacks, purses or other bags should be kept away from the student's designated testing space and must not be accessed during the exam. Nonessential materials (e.g., gloves, sunglasses, umbrellas) 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. Items allowed at the student's desk are a water bottle, laptop charger, and laptop mouse.
  4. 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.
  5. There must be no talking or other disruptive behavior during the distribution or taking of the exam.
  6. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed unless the course has a specific policy.
  9. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
  10. Other exam rules may be instituted during the progression of the course.
  11. 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.
  12. 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.*

### *After an Exam*

#### **Policy across All 1PD-3PD courses where ExamSoft is used:**

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. There are no exam appeals except in instances where the student deems there is a possible grading/grade calculation error. Following release of the exam grades, the student has 3 business days to contact the Teaching Partner and Academic Coordinator to clarify questions and appeal any possible grading errors.

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

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

Makeup exams are given only under special circumstances and only for excused absences. (The policies related to requesting an excused absence also apply to makeup requests for quizzes/iRATs and exams.) If the student is unable to take a scheduled assessment, the Teaching Partnership Leader/Course Director and Academic Coordinator must be notified before the assessment or if it is an emergency situation, as soon as possible. The instructor will arrange an alternate deadline for the assessment consistent with the University examination policies.

The questions on the makeup assessment may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the assessment administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to be present for the make-up assessment 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.

## **Course-Specific Class Policies**

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/Course Director.

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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 circumstances in order to meet academic standards.

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

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

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email ([carswell@cop.ufl.edu](mailto:carswell@cop.ufl.edu)), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because grades cannot be retroactively changed.

### ***Faculty and Course Evaluations***

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

### ***Computer and Other Technology Requirements***

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

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop

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must meet the computer and technology requirements established by the College. 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 Academic 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 cell phones and other electronic communication devices to silent mode during a class session or phone conference. Special circumstances may be discussed with professor (i.e. family emergency phone calls, etc).
- 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 Teaching Partnership Leader/Course Director.
- 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. As noted in the attendance policy, communications about class attendance/absence should be emailed to [absent1PD@cop.ufl.edu](mailto:absent1PD@cop.ufl.edu). The student may email the course leader for any other needs that are personal in nature (e.g., request for accommodations, personal issues such as illness, emergencies).

#### **Faculty member Response Time:**

1. The course faculty will work to respond to discussion board postings and email communications 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 faculty. (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 Teaching Partnership Leader/Course Director via a professional email. This allows the Teaching Partnership Leader/Course Director 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 Teaching Partnership Leader/Course Director. 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**



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Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader/Course Director. 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 Teaching Partnership Leader/Course Director or Associate Dean for Student Affairs 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 the Teaching Partnership Leader/Course Director. In addition, students are encouraged to contact their advisor or Campus Director/Associate Dean for Student Affairs for assistance.

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

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Photography, audio-visual recording, and transmission/distribution of classroom lectures, course materials, 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/Education Coordinator:

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Absence requests (Only the Academic Coordinator handles absence requests)
3. Questions about dates, deadlines, meeting place
4. Availability of handouts and other course materials
5. Assignment directions
6. Questions about grade entries gradebook (missing grades, wrong grade)
7. Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

### Teaching Partnership Leaders/Course Directors

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:

For technical support related to eLearning, educational videos, mobile learning tools and other course-related issues, contact **College of Pharmacy Educational Technology Support** at:

- Gainesville Office Hours: HPNP Rm. 4312 or 4309, Monday – Friday, 8:30 am to 4:30 pm
- E-mail: [edu-help@ahc.ufl.edu](mailto:edu-help@ahc.ufl.edu)
- Phone: 352-273-9492

Contact the **University of Florida Computing Help Desk** for issues related to Gatorlink accounts, UF e-mail, ONE.UF, myUFL and other centralized UF systems, contact UF Computing Help Desk at:

- Website: <https://my.it.ufl.edu/CherwellPortal/UFITServicePortal>
- E-mail: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- Help Wiki: <https://wiki.helpdesk.ufl.edu/>
- Phone: (352) 392-4357

## Appendix: Reflection Rubric

## Reflection Rubric

	<b>Score = 0</b>	<b>Score = 1</b>	<b>Score = 2</b>	<b>Score = 3</b>
<b>Criterion</b>	Non-Reflective	Thoughtful Introspection	Reflection	Critical Reflection
<b>Writing</b>	Superficial descriptive writing; clearly no reflection	Provides an elaborated description and impressions but lacks reflection	Reflection is evident (attempting to understand, question, or analyze a situation or event) Clearly not just reporting or descriptive writing.	There is exploration and critique of assumptions, values, beliefs, and/or biases, and the consequences of action (present and future)
<b>Description of Conflict or Disorienting Dilemma</b>	No description of the disorienting, dilemma, conflict, challenge, or issue of concern.	Weak description of the disorienting, dilemma, conflict, challenge, or issue of concern.	Satisfactory description of the disorienting, dilemma, conflict, challenge, or issue of concern.	Description of the disorienting, dilemma, conflict, challenge, or issue of concern includes multiple perspectives, an exploration of explanations, and /or a challenge of assumptions.
<b>Attention to Emotions</b>	No attention to emotions	Recognition of emotions but no exploration of the emotions.	Recognition, exploration, and attention to emotions.	Demonstrates emotional insight in addition to recognition, exploration, and attention to emotions.
<b>Analysis and meaning</b>	No analysis or meaning	Recognition but not analysis or making of meaning	Some analysis and making of meaning.	Comprehensive analysis and making of meaning
<b>Attention to Assigned Topic</b>	Poorly addresses the assigned question/topic	Partially or unclearly addresses the assigned question/topic	Adequately addresses the assigned question/topic	Clearly and fully addresses the assigned question/topic
<b>Total Score</b>	Add the score for each criterion. Total Possible Score = 18			
<b>Conversion of Total Score to Percent Score</b>	< 6 = 0% 7-9 = 50% 10/18 = 60% 11/18 = 65%		12/18 = 70% (Competency level) 13/18 = 75% 14/18 = 80% 15/18 = 85% 16/18 = 90% 17/18 = 95% 18/18 = 100%	