

Cover Sheet: Request 10873

PHA5164L Professional Practice Skills Lab IV

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	3/18/2016 10:01:23 AM
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Description	This course continues the development of essential skills a pharmacist is expected to perform in daily practice. New skills include sterile compounding and caring for patients with gastrointestinal, renal, and endocrine diseases with problems that are simple to moderate in complexity.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		3/18/2016
Replaced PHA 5164L Prof Prac Skills Lab 3-9-16.docx					3/18/2016
Added PHA 5164L Prof Prac Skills Lab 3-9-16.docx					3/18/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/18/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/18/2016
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 10873

Info

Request: PHA5164L Professional Practice Skills Lab IV

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

Created: 3/18/2016 10:01:23 AM

Form version: 1

Responses

Recommended PrefixPHA

Course Level 5

Number 164

Lab Code L

Course TitleProfessional Practice Skills Lab IV

Transcript TitleProf Skills Lab IV

Effective Term Spring

Effective Year2017

Rotating Topic?No

Amount of Credit1

Repeatable Credit?No

S/U Only?No

Contact Type Regularly Scheduled

Degree TypeProfessional

Weekly Contact Hours 3

Category of Instruction Intermediate

Delivery Method(s)On-Campus

Off-Campus

Online

Course Description This course continues the development of essential skills a pharmacist is expected to perform in daily practice. New skills include sterile compounding and caring for patients with gastrointestinal, renal, and endocrine diseases with problems that are simple to moderate in complexity.

Prerequisites Completion of coursework in the first three semesters of the Doctor of Pharmacy program

Co-requisites PHAR 5933: Sterile Compounding

PHAR 5784: Patient Care 4- GI/Renal*

PHAR 5785: Patient Care 5 – Endocrine/Women’s Health/Men’s Health*

*These co-requisites may be waived with the consent of the Academic Performance Committee

Rationale and Placement in Curriculum This course builds on the practice skills learned during the prior Professional Practice Skills Lab courses (I-III) that are taught in Year 1 and in Year 2-fall semester.

This course integrates the knowledge learned during the concurrent Sterile Compounding and Patient Care courses that are taken during Year2 - spring semester.

The problems encountered during this course are simple to moderate in complexity and done in the context of a patient with a gastrointestinal, renal, and endocrine disease. The Skills lab courses in year 1 had problems that were simple in complexity and were not done in the context of a specific disease. The skills lab courses in year 3 will be more

complex than this year 2 course and done in the context of a patient with multiple diseases.

Course Objectives Within a simulated laboratory setting the student will be able to:

1. Utilize an electronic medical record (EMR) (EPICedu) to collect relevant information for a patient with acute renal failure to assess appropriateness of drug therapy.
2. Appropriately communicate with other healthcare professionals verbally and in the EMR.
3. Document patient care recommendations and interventions in the EMR.
4. Accurately complete calculations of dose, concentration and drip rate for intravenous medications.
5. Demonstrate appropriate and safe sterile compounding technique with a variety of sterile compounded medications.
6. Provide constructive and appropriate feedback to a technician about the preparation of an order for a sterile product and sterile compounding technique.
7. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
8. Defend a therapeutic plan verbally using guidelines and primary literature.
9. Counsel the following patients about a therapeutic plan including: name, dose and duration of drug(s), directions for use, monitoring for effectiveness and safety and follow up plan:
 - a. overweight patient
 - b. dialysis patient
10. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family with the following disorders:
 - a. obesity
 - b. end stage renal disease requiring dialysis
 - c. need for emergency contraception
 - d. osteoporosis
11. Understand the role of the Pharmacy and Therapeutics Committee within a hospital or managed care organization.
12. Present evidence based recommendations regarding therapeutic alternatives to a P & T committee.
13. Formulate a therapeutic plan, including nonpharmacological options, for patients with nutritional deficiencies, obesity, changing kidney function, diabetes, osteoporosis or who is pregnant or breastfeeding.
14. Find and interpret clinical evidence in the literature for using medication during pregnancy and lactation and make a recommendation to a patient based on information available.
15. Compare and contrast contraceptive options and pregnancy testing devices, including emergency contraception and contraception post-partum, and provide counseling to a patient on appropriate use.
16. Complete a Journal Club Presentation summarizing a research article.
17. During all skills laboratory simulations and activities:
 - a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
 - b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
 - c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
 - d. Recognize that one's professionalism is constantly evaluated by others.

Course Textbook(s) and/or Other Assigned ReadingThe following textbook is also required in the co-requisite course (Sterile Compounding):
Ochoa PS and Vega JA, Concepts in Sterile Preparations and Aseptic Technique. Jones & Bartlett Learning. Burlington, MA, 2015 ISBN-13:978-1284035728

Readings such as review articles, websites, or other reading materials will be assigned. These resources will be provided and posted to the course site. Some instructors may use resources that are available via Access Pharmacy in the HSC Database.

Weekly Schedule of Topics Week 1 (Jan 10): Sterile Compounding I: Reconstitution of Powders

Week 2 (Jan 18): Sterile Compounding II: Ampules

Week 3 (Jan 24): Sterile Compounding III: Solubility

Week 4 (Jan 31): Sterile Compounding IV: Supervising Technicians

Week 5 (Feb 7): The Gastrointestinal System

Week 6 (Feb 14): EPIC Edu: Adjusting Medication for Changing Renal Function in the Hospital

Week 7 (Feb 21): Adjusting Medication for Changing Renal Function in the Community

Week 8 (Feb 28): Interprofessional Communication

Week 9 (Mar 14): The Hospital Formulary

Week 10 (Mar 21): Diabetes Clinic

Week 11 (Mar 28): Diabetes Clinic

Week 12 (Apr 4): Contraception

Week 13 (April 11): Women's Health

Week 14 (April 18): Journal Club Presentation

Grading Scheme This course is graded using the college-wide grading scale.

Assessment Item Grade Weight

Pre-lab Quizzes (N=13) 13%

Weekly Performance Assessments (Rubrics) 42%

Weekly Professionalism 15%

Clinical Question & Answer (N=1) 5%

Additional Links and Policies Class Attendance Policy

Attendance is mandatory for all labs and scheduled exams. You are expected to arrive to lab prior to the start of class and be seated so lab can begin on time.

Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The PharmD 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.

In the event the student cannot make their scheduled lab session (e.g. due to timing conflict with a professionally-related event scheduled in advance), the student may switch to an alternate lab session. Such requests are expected to be submitted via email

to the campus course coordinator at least one week in advance in order to arrange for a lab session swap.

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

Quiz/Exam Policy

Weekly Pre-Lab Quizzes

Weekly pre-lab quizzes will be administered online through the course website. Quizzes will consist knowledge related to that week's module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

Top 200 Exam

This will consist of 50 multiple choice questions taken from the drug cards. The exam will be administered via ExamSoft. Eligible content includes the brand name(s), generic name, and drug class/indication, dosage forms and doses, DEA schedule, pharmacology and kinetics and patient consultation information. Students must obtain an 80% or better on this exam in order to pass the course. Those who do not achieve this score will receive an Incomplete for the course and retake the exam during the remediation period. If a passing score (i.e., = 80%) is achieved on the second attempt then the score from both attempts will be averaged to arrive at the score which will be used for determining the course grade. Students who fail to obtain a passing score after two attempts will meet with the course coordinator to discuss potential options, which may include a 3rd attempt. Failing to pass this course may result in a student's progression through the curriculum being delayed. A student's performance in other aspects of the course will help determine how the situation is addressed. This is a self-taught portion of the course and students are responsible for preparing themselves for the exam. A list of the drugs that will appear on the examination will be released at the beginning of the course.

Make-up Quiz/Exam Policy

Missing Weekly Pre-Lab Quizzes

Pre-lab quizzes will be administered at the start of the lab session. Only those who have valid reasons for coming late to a lab will be granted a make-up for the quiz.

Top 200 Drug Exam

If the student is unable to take the scheduled Top 200 Drug 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.

A make-up Exam will be provided 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 as outlined in the UF Exam Policy.

Policy on Old Quizzes and Assignments

Students will not be provided with old quizzes or assignments for study purposes in this course.

General College of Pharmacy Course Policies

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

University Grading Policies

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

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

Concerns, Appeals, and Complaints

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

Academic Integrity Policy

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

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

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

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

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

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

Psychomotor and Learning Expectations

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

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to both the instructor and the academic coordinator when requesting accommodations. Students at all campuses are also expected to provide a copy of the letter of accommodations to the Office of Student Affairs in Gainesville since some learning activities/exams/assessments require their assistance.

- Students with disabilities should follow this procedure as early as possible in the semester. It is strongly recommended that the procedure be done before the course starts so there is sufficient time to arrange accommodations and so that all learning activities/exams/assessments for the course are arranged.
- Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

Faculty and Course Evaluations

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

Computer and Other Technology Requirements

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

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

Expectations In Class and Other Learning Activities

Students are expected to:

- ? Be diligent and timely in studying the course material.
- ? Be on time for class sessions, quizzes, and exams.
- ? Be prepared for group discussions and conference calls.
- ? Do your own work.
- ? Actively collaborate with peers when assigned to groups.
- ? Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- ? Dress appropriately for class sessions or clinically related activities.
- ? Turn off cell phones and other electronic communication devices during a class session or phone conference.

- ? Be quiet during class sessions including peer presentations.
- ? Be focused and avoid distractive behaviors in class.
- ? Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- ? Participate in class or group discussions.
- ? Raise one's hand to be recognized before making a comment during a class session.
- ? Be respectful to the teacher.
- ? Be respectful to fellow students in discussions.
- ? Be courteous, respectful, and civil when using discussion boards.
- ? Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- ? Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- ? Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- ? Seek assistance with academic or personal difficulties as soon as possible.

Communications

Course-related Communications

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

Faculty member Response Time:

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

Email Communications:

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

Discussion Board Policy

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

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

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the

following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.

4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.

5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Question/Answer sessions in live class sessions:

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

Student Complaint Process

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

Religious Holidays

Please see the University policy on attendance and religious holidays:

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

Counseling and Wellness Center

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

Emergencies

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

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care

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

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

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

Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

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

How to Access Services for Student Success

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

Faculty Lectures/Presentations Download Policy

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

Instructor(s) Kathryn J. Smith, Pharm.D.

PHA 5164L: Professional Practice Skills Lab IV
Spring 2017
1 Semester Credit Hour

Course Purpose:

This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating a patient. Additional skills include sterile compounding, collaborating as an interprofessional team member, safe and accurate dispensing of medications and contributing to a culture of safety and improvement. The focus is caring for patients with gastrointestinal, renal, and endocrine diseases with problems that are simple to moderate in complexity. The patient care skills and tasks taught in this course will prepare you to enter into hospital practice settings during your Hospital Introductory Pharmacy Practice Experience (HIPPE) and care for more complex patients in all settings.

Course Faculty and Office Hours

Teaching Partnership Leader:

Kathryn J. Smith, PharmD

Email: ksmith@cop.ufl.edu

Office: HPNP 2-335

Phone: 352-294-8287

Preferred form of contact: Email

Office Hours: by appointment

Teaching Partners:

Academic Coordinator

Sarah Burgess, M.Ed.

Office: HPNP 4312

Email: edu-help@ahc.ufl.edu

Phone: 352-273-9492

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

- EPA A1. Collect subjective and objective data
- EPA A2. Interpret patient data and identify problems.
- EPA A3. Formulate evidence-based care plans.
- EPA A4. Document a patient/clinical encounter electronically/in writing.
- EPA A5. Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
- EPA A6. Provide an oral presentation of a clinical encounter.
- EPA A8. Collaborate as a member of an interprofessional team.
- EPA B1. Form clinical/practice-related questions and retrieve evidence to advance patient care.
- EPA C1. Identify system failures and contribute to a culture of safety and improvement.

- EPA D4. Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies.
- EPA E5. Solve problems related to insurance and prescription coverage.

Objectives

Within a simulated laboratory setting the student will be able to:

1. Utilize an electronic medical record (EMR) (EPICedu) to collect relevant information for a patient with acute renal failure to assess appropriateness of drug therapy.
2. Appropriately communicate with other healthcare professionals verbally and in the EMR.
3. Document patient care recommendations and interventions in the EMR.
4. Accurately complete calculations of dose, concentration and drip rate for intravenous medications.
5. Demonstrate appropriate and safe sterile compounding technique with a variety of sterile compounded medications.
6. Provide constructive and appropriate feedback to a technician about the preparation of an order for a sterile product and sterile compounding technique.
7. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
8. Defend a therapeutic plan verbally using guidelines and primary literature.
9. Counsel the following patients about a therapeutic plan including: name, dose and duration of drug(s), directions for use, monitoring for effectiveness and safety and follow up plan:
 - a. overweight patient
 - b. dialysis patient
10. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family with the following disorders:
 - a. obesity
 - b. end stage renal disease requiring dialysis
 - c. need for emergency contraception
 - d. osteoporosis
11. Understand the role of the Pharmacy and Therapeutics Committee within a hospital or managed care organization.
12. Present evidence based recommendations regarding therapeutic alternatives to a P & T committee.
13. Formulate a therapeutic plan, including nonpharmacological options, for patients with nutritional deficiencies, obesity, changing kidney function, diabetes, osteoporosis or who is pregnant or breastfeeding.
14. Find and interpret clinical evidence in the literature for using medication during pregnancy and lactation and make a recommendation to a patient based on information available.

15. Compare and contrast contraceptive options and pregnancy testing devices, including emergency contraception and contraception post-partum, and provide counseling to a patient on appropriate use.
16. Complete a Journal Club Presentation summarizing a research article.
17. During all skills laboratory simulations and activities:
 - a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
 - b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
 - c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
 - d. Recognize that one's professionalism is constantly evaluated by others.

Pre-Requisite Knowledge and Skills

Completion of coursework in the first three semesters of the Doctor of Pharmacy program

Co-Requisite Knowledge and Skills

PHAR 5933: Sterile Compounding

PHAR 5784: Patient Care 4- GI/Renal*

PHAR 5785: Patient Care 5 – Endocrine/Women's Health/Men's Health*

*These co-requisites may be waived with the consent of the Academic Performance Committee

Lab Location & Sessions:

1. **Location:**
 - a. **Gainesville:** Pharmacy Skills Lab
 - b. **Jacksonville:** COP Lab
 - c. **Orlando:** Room 435
2. **Sessions:** See **Appendix D** for Sessions on each campus.

Weekly Course Outline

Course Structure

This course is offered in a blended learning format that utilizes a weekly module-based design combining pre-laboratory online learning with face-to-face laboratory instruction and performance-based assessment. The student should expect 1 to 2 hours of pre-laboratory preparation and 2 hours of laboratory contact time per week.

In addition to weekly lab sessions, following certain labs, a 1-hour debrief will take place via Big Blue Button. Students are encouraged to attend live to enhance the discussions. Sessions will be recorded for later viewing. Laboratory debriefs will allow course instructors to provide feedback on class performance for in-lab activities and simulations and allow students the opportunity to clarify questions on course content. Course instructors will also provide key take home points for the specific module and tips to enhance performance during future assessments.

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

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Jan 10	Alissa Voils	4, 5	<p>Module 1: Sterile Compounding I: Reconstitution of Powders</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Review course syllabus and watch introduction video • Watch video “Intro to Sterile Compounding” • Complete Practice Calculations <p>In-class Activities:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Practice Calculations • Sterile Compounding with Powders 	<p>1 hr</p> <p>2 hr</p>
Jan 18	Alissa Voils	4, 5	<p>Module 2: Sterile Compounding II: Ampules</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch video “Sterile Compounding with Ampules” • Complete Practice Calculations <p>In-class Activities:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Practice Calculations • Sterile Compounding with Ampules 	<p>1 hr</p> <p>2 hr</p>
Jan 24	Alissa Voils	4, 5	<p>Module 3: Sterile Compounding III: Solubility</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch video “Sterile Compounding: Solubility” • Complete Practice Calculations <p>In-class Activities:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Determining Solubility Practice Cases • Sterile Compounding Practice <p>Post-class Activities:</p> <ul style="list-style-type: none"> • BBB Debrief 	<p>1 hr</p> <p>2 hr</p>
Jan 31	Alissa Voils	4, 5, 6	<p>Module 4: Sterile Compounding IV: Supervising Technicians</p> <p>Online/Individual Study:</p>	<p>1 hr</p>

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			<ul style="list-style-type: none"> • Review content from Patient Care courses <p>In-class Activity:</p> <ul style="list-style-type: none"> • Counseling: Changing Renal function and chronic medications • Dialysis Cases • Access to Dialysis Care in Your Community <p>Post-class Activities:</p> <ul style="list-style-type: none"> • BBB Debrief 	2 hr
Feb 28	Lori Dupree	1, 2, 7, 8	<p>Module 8: Interprofessional Communication</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch “Who is on my patient’s team?” • Watch “How to effectively defend a therapeutic plan” <p>In-class Activity:</p> <ul style="list-style-type: none"> • Pre-lab quiz • EPIC EDU Case: Collaborating on a Patient’s Care • Defend a therapeutic plan 	1 hr 2 hr
March 7	SPRING BREAK			
March 14		11, 12	<p>Module 9: The Hospital Formulary</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch “What is a Formulary?” • Watch “What is the P&T Committee?” • Research assigned medication for P&T Committee Presentation <p>In-class Activity:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Mock P&T Committee Presentations <p>Post-class Activities:</p> <ul style="list-style-type: none"> • BBB Debrief 	1 hr 2 hr
March 21		9, 13	<p>Module 10: Diabetes Clinic</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch “Helping Patients Manage Diabetes” • Review content from Patient Care courses <p>In-class Activity:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Counseling a Newly Diagnosed Patient 	1 hr 2 hr

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
March 28	Janet Schmittgen	9, 13	<p>Module 11: Diabetes Clinic</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch “Helping Patients Manage Diabetes” • Review content from Patient Care courses <p>In-class Activity:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Counseling a patient with Chronic Diabetes • Patient Stories on Chronic Diabetes complications <p>Post-class Activities:</p> <ul style="list-style-type: none"> • BBB Debrief 	<p>1 hr</p> <p>2 hr</p>
April 4	Kate Smith	9, 10, 14, 15	<p>Module 12: Contraception</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch “Managing Contraception” • Review material from Patient Care course <p>In-class Activity:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Hands on with Contraception/Pregnancy Tests • Counseling on appropriate use of contraception including Emergency Contraception 	<p>1 hr</p> <p>2 hr</p>
April 11	Megan Murphy-Menezes and Janet Schmittgen	9, 10, 14	<p>Module 13: Women’s Health</p> <p>Online/Individual Study:</p> <ul style="list-style-type: none"> • Watch “What to say when the Evidence Just Isn’t There” • Review content from Patient Care course <p>In-class Activity:</p> <ul style="list-style-type: none"> • Pre-lab quiz • Counseling in Osteoporosis: Nonprescription and Prescription Options 	<p>1 hr</p> <p>2 hr</p>

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			<ul style="list-style-type: none"> Researching Pros and Cons of Medication use during pregnancy and having class debate 	
April 18		16	<p>Module 14: Journal Club Presentations</p> <p>Pre-class Assignment:</p> <ul style="list-style-type: none"> Review course material from EBM course Attend 1 journal club presentation given by a pharmacist Prepare a short presentation about an assigned journal article to present with your team <p>In-class Activity:</p> <ul style="list-style-type: none"> Team Journal Club Presentations 	1 hr 2 hr
			Total Instructor Contact Hours	14 hrs of lecture, 28 hrs of lab

Longitudinal Assignments

Journal Club Attendance

You are required to attend 1 journal club presentation given by a pharmacist. Opportunities for meeting this requirement will be advertised and forwarded to the class via Canvas messages.

Clinical Question and Answer

In order to help you develop the skill of developing and answering clinical questions, you will be required to submit 1 clinical question with answer and references during the semester. More information about this assignment can be found on Canvas.

Team Journal Club Presentation

During week 14 of lab, your team will be responsible for presenting 1 journal club to your classmates. You will present on 1 article out of a small pool pre-selected by the faculty.

Textbooks

The following textbook is also required in the co-requisite course (Sterile Compounding):

Ochoa PS and Vega JA, Concepts in Sterile Preparations and Aseptic Technique. Jones & Bartlett Learning. Burlington, MA, 2015 ISBN-13:978-1284035728

Readings such as review articles, websites, or other reading materials will be assigned. These resources will be provided and posted to the course site. Some instructors may use resources that are available via Access Pharmacy in the HSC Database.

Other Resources

Sigler Drug Cards

Students are expected to purchase the 32nd Edition Prescription Drug Cards UPDATE in order to study for the Top 200 Drugs Examination. The cost of this update is \$15 and it will be available for purchase in August 2016. This will update the 31st edition of the cards (which students purchased during PHAR 5161L) to the 32nd edition. The Card Set can be purchased by calling 1-800-446-6293 and paying by credit card. Phone ordering is available 9:00 am to 5:00 pm central time (10:00 am to 6:00 pm EST).

EPIC EDU

Epic EDU is the educational version of the UF Academic Health Center's Electronic Health Record (EHR). This environment is separate from the production environment which is used for actual patient care. This educational version is used to teach both health profession students and post-graduate residents how to effectively use the EHR to improve patient safety and quality. Each student will receive two unique logins: 1) Shands username and password, and 2) EPIC EDU username. The password for the Epic EDU environment is "train." For Epic EDU resources, including FAQ guides and how to access the system, please access the Epic EDU Module Icon within the course site. See **Appendix A** for who to contact if you have forgotten your log in information and password.

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Description	Grade Weight
Weekly Pre-Lab Quizzes (N=13)	Weekly Pre-Lab Quizzes will be completed at the beginning of the lab session each week. Quizzes will consist of 10 multiple-choice, true-false, or case-based questions and will cover material from pre-laboratory videos, reading, or other preparatory material.	13%
Weekly Performance Assessments	For each module, in-lab activities will consist of specific performance assessments related to the content of that module. Performance assessments will include Patient counseling, SOAP notes, case presentations or kinetics problems. Weekly performance assessments will be evaluated using grading rubrics or checklists specific to that task or activity. Assessments may be evaluated individually or in teams. Rubric/checklist criteria and expectations for the in-lab assessment will be posted for each module prior to the start of lab. (See Appendix B for example Weekly Performance Checklist)	42%
Weekly Professionalism Score (N=14)	Students will be evaluated each week for professionalism on a zero to ten point scale. Please see Appendix C for specific items assessed for professionalism.	15%
Clinical Question and Answer (N=1)	You will be responsible for submitting 1 clinical question during the semester.	5%

Assessment Item	Description	Grade Weight
Journal Club Presentation (N=1) and Journal Club Attendance	Your team will be responsible for presenting 1 journal club to your classmates. You are also responsible for attending 1 journal club presentation given by a pharmacist during the semester.	5%
Top 200 Drug Exam	This will consist of 50 multiple choice questions taken from the drug cards. Eligible content includes brand name, generic name, class/indication, dosage forms and doses, DEA schedule, and patient consultation information. Students must obtain an 80% or better on this exam in order to pass the course.	20%
Total		100%

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

> 92.5%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
< 59.4%	E

Rounding of grades: Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and ***no exceptions*** will be made in situations where a student's grade is "close."

Class Attendance Policy

Attendance is **mandatory** for all labs and scheduled exams. You are expected to arrive to lab prior to the start of class and be seated so lab can begin on time.

Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The PharmD 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.

In the event the student cannot make their scheduled lab session (e.g. due to timing conflict with a professionally-related event scheduled in advance), the student may switch to an alternate lab session. Such requests are expected to be submitted via email to the campus course coordinator at least one week in advance in order to arrange for a lab session swap.

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.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

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

Quiz/Exam Policy

Weekly Pre-Lab Quizzes

Weekly pre-lab quizzes will be administered online through the course website. Quizzes will consist knowledge related to that week's module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

Top 200 Exam

This will consist of 50 multiple choice questions taken from the drug cards. The exam will be administered via ExamSoft. Eligible content includes the brand name(s), generic name, and drug class/indication, **dosage forms and doses, DEA schedule, pharmacology and kinetics and patient consultation information.** Students must obtain an 80% or better on this exam in order to pass the course. Those who do not achieve this score will receive an Incomplete for the course and retake the exam during the remediation period. If a passing score (i.e., $\geq 80\%$) is achieved on the second attempt then the score from both attempts will be averaged to arrive at the score which will be used for

determining the course grade. Students who fail to obtain a passing score after two attempts will meet with the course coordinator to discuss potential options, which may include a 3rd attempt. Failing to pass this course may result in a student's progression through the curriculum being delayed. A student's performance in other aspects of the course will help determine how the situation is addressed. This is a self-taught portion of the course and students are responsible for preparing themselves for the exam. A list of the drugs that will appear on the examination will be released at the beginning of the course.

Make-up Quiz/Exam Policy

Missing Weekly Pre-Lab Quizzes

Pre-lab quizzes will be administered at the start of the lab session. Only those who have valid reasons for coming late to a lab will be granted a make-up for the quiz.

Top 200 Drug Exam

If the student is unable to take the scheduled Top 200 Drug 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.

A make-up Exam will be provided 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 as outlined in the UF Exam Policy.

Policy on Old Quizzes and Assignments

Students will not be provided with old quizzes or assignments for study purposes in this course.

General College of Pharmacy Course Policies

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

University Grading Policies

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

Concerns, Appeals, and Complaints

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

Academic Integrity Policy

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

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

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

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

Psychomotor and Learning Expectations

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

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to both the instructor and the academic coordinator when requesting accommodations. Students at all campuses are also expected to provide a copy of the letter of accommodations to the Office of Student Affairs in Gainesville since some learning activities/exams/assessments require their assistance.

- Students with disabilities should follow this procedure as early as possible in the semester. It is strongly recommended that the procedure be done before the course starts so there is sufficient time to arrange accommodations and so that all learning activities/exams/assessments for the course are arranged.
- Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

Faculty and Course Evaluations

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

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:

<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

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

Expectations In Class and Other Learning Activities

Students are expected to:

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

Communications

Course-related Communications

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

Faculty member Response Time:

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

Email Communications:

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

Discussion Board Policy

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

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

Students Netiquette on the Discussion Board:

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

Question/Answer sessions in live class sessions:

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

Student Complaint Process

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

Religious Holidays

Please see the University policy on attendance and religious holidays:

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

Counseling and Wellness Center

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

Emergencies

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

Student Crisis

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

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

crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

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

How to Access Services for Student Success

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

Faculty Lectures/Presentations Download Policy

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

Appendix A. Faculty and Staff: Who to Contact and Course Faculty Listing

Directions for Contacting Course Faculty

All questions on lecture material and course communication will occur through the discussion board on the course website. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. Below is a guide about which faculty or staff to contact based on the specific question area you may have:

Academic Coordinator:

1. Questions about dates, deadlines, meeting place, etc.
2. Availability of handouts and other course materials
3. Assignment directions

Teaching Partnership Leader (Course Coordinator)

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

Distance Campus Coordinator(s)

Jacksonville Coordinator(s):

Orlando Coordinator(s):

Teaching Partnership Faculty Members

1. Questions about content

Questions related to EPIC EDU

1. Technical problems (issues logging in, Citrix Receive download not opening, etc.). Call the EPIC helpdesk at 352-265-0526

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

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

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

Appendix C: Weekly Performance Assessment Checklist Example

University of Florida College of Pharmacy

GATOR Way Patient Counseling Rubric

	Counseling Points	Each item is worth 5 points		
G	Identifies/introduces self as the student pharmacist.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Explains the purpose of the counseling session	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
A	Identifies/confirms patient or patient's representative.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Makes appropriate use of the patient profile	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Assesses patient understanding of the reason for therapy.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
T	Verifies the name of the medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides dosage/regimen for medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides indication for medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Discusses potential (major) side effects.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Discusses potential warning, precautions, and interactions.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Describes missed dose instructions.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides number of refills.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Discusses storage recommendations.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Addresses any real or anticipated patient concerns.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
O	Uses open-ended questions throughout counseling session.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Verifies patient understanding via teach back method.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Displays effective nonverbal behaviors (eye contact and body language).	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
R	Summarizes by emphasizing key points of information.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Provides closure and opportunity for follow-up.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
WAY	Student presents facts and concepts in a logical order.	Novice <input type="checkbox"/> 1 pt	Competent <input type="checkbox"/> 3 pts	Proficient <input type="checkbox"/> 5 pts
	Student provided accurate information.			
	Student provided understanding and empathetic responses.			
	Student maintained control and direction of the counseling session.			
TOTAL SCORE			_____	100

G = Greet

A = Acknowledge

T = Teach (using language patient will understand)

O = Observe Patient Understanding

R = Repeat/Review

WAY = Global assessment of communication techniques

Appendix D. Tuesday Lab Sessions

Gainesville:

Session 1: 8:30-10:25am

Session 2: 10:40-12:35pm

Session 3: 1:55-3:50pm

Session 4: 4:05-6:00pm

Jacksonville:

Session 1: 8:30-10:25am

Session 2: 10:40-12:35pm

Orlando:

Session 1 (Group A): 10am – 12pm

Session 2 (Group B): 12pm – 2PM

Session 3 (Group C): 2pm – 4PM