Cover Sheet: Request 11769

PHA5XXX Pharmacotherapy for Pediatric and Geriatric Patients

Info

Process	Course|New|Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	8/17/2017 9:09:04 PM
Updated	8/17/2017 9:44:42 PM
Description of request	This course is proposed as a new elective that will be available to second and third year students. Note the course policies for all pharmacy are available via a hyperlink. At the beginning of the academic year, the students must complete an orientation where the policies are reviewed. The policies are also provided to UCC as an attachment.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		8/17/2017
Added PHA5XXX Pharmacotherapy for Pediatric & Geriatric Patients.docx					8/17/2017
Added Course Policies » PharmD Curriculum » 2017-8.pdf					8/17/2017
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		8/17/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/17/2017
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|New for request 11769

Info

Request: PHA5XXX Pharmacotherapy for Pediatric and Geriatric Patients
Description of request: This course is proposed as a new elective that will be available to second and third year students.

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Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu
Created: 8/17/2017 9:09:04 PM
Form version: 1

Responses
Recommended PrefixPHA
Course Level 5
Number XXX
Category of Instruction Intermediate
Lab Code None
Course Title Pharmacotherapy in Pediatric and Geriatric Patients
Transcript Title Peds & Geriatrics
Degree Type Professional

Delivery Method(s) On-Campus
Off-Campus
Online

Co-Listing No

Effective Term Earliest Available
Effective Year2017
Rotating Topic?No
Repeatable Credit?No

Amount of Credit2

S/U Only?No
Contact Type Regularly Scheduled
Weekly Contact Hours 15
Course Description Focuses on the care of pediatric and geriatric patients that are encountered in pharmacy practice. During the course, students will apply their knowledge by solving problems of a patient family that includes pediatric and geriatric patients. During the course, special characteristics of each population will be explored.
Prerequisites Completion of all Year 1 Pharm.D. program coursework including milestones.
Co-requisites None
Rationale and Placement in Curriculum This is an elective course in the PharmD curriculum. The course requires application of foundational knowledge learned in year 1 and prepares them for encountering actual pediatric and geriatric patients in the year 4 Advanced Pharmacy Practice experiences.
Course Objectives 1.	Describe different career opportunities available for pharmacists working with special populations.
2.	Explain the challenges of providing pharmaceutical care to special populations.
3.	List developmental factors that affect the processes of absorption, distribution,

metabolism and elimination
4.   Discuss important age-related differences related to both the pharmacokinetic parameters and drug efficacy and toxicity
5.   Describe wellness management of special populations (immunizations, nutrition, monitoring of growth and development)
6.   Using knowledge about different stages of development, begin to be able to communicate effectively with special populations.
7.   Consider ethics and communication strategies when participating in the care of the special populations
8.   Utilize functional knowledge and critical thinking skills to synthesize a comprehensive patient care plan

Course Textbook(s) and/or Other Assigned Reading Required Textbooks/Readings

1. AccessPharmacy, McGraw-Hill Professional, New York, NY (This resource is available through the UF Health Science Center Library.)
o   Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017. ISBN-13: 978-1259587481; ISBN-10: 1259587487 (Available in Access Pharmacy)
o   Use UF VPN to access UF Libraries Resources when off-campus.
2.   Pharmacists work to make medications safer for pediatric patients. Pharmacy Today 2017; 4: 38-41. Access article at http://pharmacytoday.org/article/S1042-0991(17)30393-6/pdf.
3.   Abraham O, Brothers A, Alexander DS, Carpenter DM. Pediatric medication use experiences and patient counseling in community pharmacies: perspectives of children and parents. Journal of the American Pharmacists Association 2017;57:38-46. Access article at www.japha.org.
4.   Lu H, Rosenbaum S. Developmental pharmacokinetics in pediatric populations. Journal of Pediatric Pharmacology and Therapeutics 2014;19:262-76. Available via the HSC library website on PubMed.
The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL: http://www.library.health.ufl.edu/

Suggested Textbooks/Readings
1.   Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of nonprescription drugs: An interactive approach to self-care. 18th ed. Washington, D.C.: American Pharmacists Association; 2015.
2.   Carpenter DM, Abraham O, Alexander DS, Horowitz K. Counseling of children and adolescents in community pharmacies: results from a 14-day observational study. Journal of the American Pharmacists Association 2016;56:266-269. Access article at www.japha.org.

Weekly Schedule of Topics See syllabus for contact hours and details

Week 1:
Introduction to pediatric and geriatric patients (lectures/readings)
Active Learning session (career opportunities/introduction to the Pharmer Family)
Wellness Management (lectures/readings)
Mid-term Exam
Active learning session (Wellness-management)

Week 2:
Communication considerations (lectures/readings)
Dosing and administration considerations in pediatric and geriatric patients (lectures/readings)
Active learning (dosing and administration)

Communication with the pediatric and geriatric patient (lectures/readings)
Active learning (communication with the pediatric and geriatric patient
Prepare for Group Presentation
Active learning session (group presentations
Final Exam

Links and Policieshttp://curriculum.pharmacy.ufl.edu/current-students/course-policies/

(This is included as an attachment to the UCC request)
These policies are reviewed with students at the beginning of the year during an orientation and are the same across all PharmD courses in years 1-3.
Grading Scheme Midterm Exam 30%
Final Exam 30%
In Class participation/assignments 20%
Final group presentation 20%
Instructor(s) Katie VogelAnderson, Pharm.D., BCACP
Kalen Manasco, Pharm.D., BCPS, FPPAG

PHA5XXX Pharmacotherapy for Pediatric and Geriatric Patients

Fall 2017

2 Credit Hours– [A-E Grading]

This course focuses on the care of special populations of patients that are encountered in pharmacy practice. During the course, students will apply their knowledge by solving problems of a patient family that includes pediatric and geriatric patients. During the course, special characteristics of each population will be explored. Also, drug absorption, distribution, metabolism, and elimination of these two populations will be compared along with the unique dosing and drug administration approaches for each population.

Teaching Partnership Co-Leaders

Katie VogelAnderson, Pharm.D., BCACP

- Email: kvanderson@cop.ufl.edu
- Office: HPNP 3313
- Phone: 352-273-6240
- Office Hours: By appointment ONLY.

Kalen Manasco, Pharm.D., BCPS, FPPAG

- Email: kmanasco@cop.ufl.edu
- Office: HPNP 3310
- Phone: 352-294-8749
- Office Hours: By appointment ONLY.

Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

1. **EPA A1**. Collect subjective and objective data by performing a patient assessment and gathering data from chart/electronic records, pharmacist records, other health professionals and patient/family interviews.

2. **EPA A2.** Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
   EPA A5. Provide counseling and medications and health wellness (including referral when there are social determinants of health and disparities).
3. **EPA A6.** Assess and counsel a patient about health-wellness.
4. **EPA A7.** Present a succinct oral patient summary and plan to a health care provider. Defend a therapeutic plan verbally or in writing using references, guidelines, or primary literature.

Course-Level Objectives

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

1. Describe different career opportunities available for pharmacists working with special populations.
2. Explain the challenges of providing pharmaceutical care to special populations.
3. List developmental factors that affect the processes of absorption, distribution, metabolism and elimination
4. Discuss important age-related differences related to both the pharmacokinetic parameters and drug efficacy and toxicity
5. Describe wellness management of special populations (immunizations, nutrition, monitoring of growth and development)
6. Using knowledge about different stages of development, begin to be able to communicate effectively with special populations.
7. Consider ethics and communication strategies when participating in the care of the special populations
8. Utilize functional knowledge and critical thinking skills to synthesize a comprehensive patient care plan

Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.

Course Co-requisites

1. None

Course Outline

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.

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Date Recommended Dates for Viewing Videos	Mod#	Unit Topic	Learning Objectives Covered	Faculty Author	Contact Hours [hr.]a
Week 1 **12-6-2017 to 12-12-2017**					
Monday-Tuesday 12-4 to 5 -17		**Individual/Online Study** Introduction to the Pediatric and Geriatric Patient Population -Individual learning/reading prior to class -Submit one question about special populations or career opportunities to be discussed in class via Canvas prior to class			4
Wednesday 12-6-2017	M1	**Active Learning Session 1:** In-class discussion • Career Opportunities in Pediatric and Geriatric Pharmacy • Introduction of The Pharmer family	1,2	Manasco/Vogel Anderson	2
Thursday 12-7-2017		**Individual/Online Study:** Watch pharmacokinetics video lectures • Developmental Pharmacokinetics • Pharmacokinetics of aging	3,4	Manasco/Vogel Anderson	2
Friday 12-8-2017	M2	**Individual/Online Study:** Wellness Management Individual learning/reading prior to class		Manasco/Vogel Anderson	4
Monday 12-11-2017		**Midterm exam** **Active Learning Session 2:** In-class discussion Wellness management (infant nutrition, immunizations; geriatric nutrition, immunizations)	5	Manasco/Vogel Anderson	2

Tuesday 12-12-2017	M3	**Individual/Online Study:** Communication Considerations with Special Populations Individual learning/reading prior to class • Complete dosing calculations exercise prior to class		Manasco/Vogel Anderson	2
Week 2 **12-13-2017 to 12-19-2017**					
		Individual/Online Study: Dosing and administration considerations for pediatric and geriatric patients			2
Wednesday 12-13-2017		**Active Learning Session 3:** In-class discussion and exercises	4-6	Manasco/Vogel Anderson	2
Thursday 12-14-2017		**Individual/Online Study:** Communication with the pediatric and geriatric patient		Manasco/Vogel Anderson	4
Friday 12-15-2017		**Active Learning Session 4:** Communication with the pediatric and geriatric patient	6,7	Manasco/Vogel Anderson	2
Monday 12-18-2017		**Prepare for group presentation**		Manasco/Vogel Anderson	2
Tuesday 12-19-2017 All Campuses		**Active Learning Session 4:** group presentations	8		2
12-19-2017	All	**Final Exam**	All		1
		Total Contact Hours in Course:			31

Required Textbooks/Readings

1. AccessPharmacy, McGraw-Hill Professional, New York, NY (This resource is available through the UF Health Science Center Library.)
   o Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017.   ISBN-13: 978-1259587481; ISBN-10: 1259587487   (Available in Access Pharmacy)

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Suggested Textbooks/Readings

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2. Carpenter DM, Abraham O, Alexander DS, Horowitz K. Counseling of children and adolescents in community pharmacies: results from a 14-day observational study. Journal of the American Pharmacists Association 2016;56:266-269. Access article at www.japha.org.

Other Required Learning Resources

None

Materials & Supplies Fees

UF Fee that is in addition to tuition: None

Group Presentation

Students will be placed into groups on the first day of class and introduced to a family that will include special populations and special healthcare needs. Each group will be assigned one member of the family and will be following that family member during each class session to apply material learned to specific patients. Groups will be responsible for presenting their patient on the last class session to the entire class and address each specific healthcare need of the patient and how those would be communicated to the patient. The rubric in **Appendix B** will be used to assess the presentation skills of the members of the group. Each member of the group will be expected to contribute to both the written and oral presentation.

Student Evaluation & Grading

<u>Evaluation Methods</u>

<u>Exams</u>
There will be 2 examinations administered during this course. Each exam will be worth 30% of the grade for a total of 60%.

[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	Grade Percentage
Midterm	30%
Final exam	30%
In class participation/assignments	20%
Final group presentation	20%
Total	100%

Table 1. Grading Scale

Grading Scale

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

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

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL: http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

Pharm.D. Course Policies

The Pharm.D. Course Policies in the following link apply to this course: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/ Please review these policies carefully before the course starts.

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Appendix A. Course Directory

Teaching Partnership Co-Leaders:

Questions to Ask:
- Questions about grades
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Academic Coordinator:

Name:
Email:
Office: HPNP 4312
Phone:
Office Hours: By appointment ONLY.

Questions to Ask:
- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)
- 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.)

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Appendix B. Group Presentation Rubric

	Exemplary 10	**Accomplished 7**	**Developing 5**	**Beginning 3**
Organization	Information presented in logical, interesting sequence, is accurate and very comprehensive	Information in logical sequence, is accurate and comprehensive	Difficult to follow presentation-- student jumps around or material; is either not accurate or not comprehensive	Cannot understand presentation; content is not accurate and not comprehensive
Subject Knowledge	Demonstrates full knowledge by answering all class questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
Graphics	Explain and reinforce screen text and presentation, information is in sufficient detail but not overwhelming	Relate to text and presentation, lacks sufficient detail or overwhelming amount of detail	Occasionally uses graphics that rarely support text and presentation	Uses superfluous graphics or no graphics
Research	Uses a variety of sources in reaching accurate conclusions (at least 5 sources that are primary, secondary, or tertiary sources.) All sources are properly cited using an approved format.	Uses a variety of sources in reaching conclusions (does not use 5 sources or does not use a variety of sources that are primary, secondary, or tertiary in nature)	Presents only evidence that supports a preconceived point of view (uses 1 or 2 sources or citations are incomplete	Does not justify conclusions with research evidence (no sources cited)
Oral Presentation Elocution/Eye Contact	Maintains eye contact and pronounces all terms precisely. All audience members can hear.	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly
Total Points				

Developed by Kay Sagmller, Director Center for Teaching and Learning Oregon State University

PharmD Curriculum

College *of* Pharmacy

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 class 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). Consideration will be given to unusual situations that are communicated to the Academic Coordinator prior to start of the semester.

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 (excused and unexcused) either during a course or across courses will be referred to the Associate Dean for Student Affairs. The student may be requested to provide a higher level of document.

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.

A request for an excused absence tardiness must be communicated prior to the class session by email. The email format below must be used for all communications about absences and tardy's. The email must be addressed to:

    1PD = absent1PD@cop.ufl.edu (mailto:absent2PD@cop.ufl.edu)
    2PD = absent2PD@cop.ufl.edu (mailto:absent2PD@cop.ufl.edu)
    3PD = absent3PD@cop.ufl.edu (mailto:absent3PD@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: (insert absent email address for your class year)

Subject: PHA XXXX – Excused Absence request

Dear Prof. _____,

Explain your request for an excused absence in a professional and polite manner.

Explain the nature of conflict and rationale for receiving an excused absence.

Thank the faculty member for their consideration of your special request.

Salutation,

Type in your full name and last 4 digits of UF-ID #, and Campus Name

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Failing to follow this policy will render the absence 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.

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 (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, 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.

()Device Readiness

1. Students are required to have a laptop that is compliant with the entry-level program computer requirements – http://it.pharmacy.ufl.edu/student/requirements/pharmd-req/ (http://it.pharmacy.ufl.edu/student/requirements/pharmd-req/)

2. The student is required to use a personal laptop for all quizzes, exams and other classroom learning activities that are electronically administered.

3. For quizzes and exams, if a student's laptop is not functioning the student will be provided a paper-based format up to two (2) times during a semester. Any additional administrations of a paper-based quiz/exam must be approved by Associate Dean for Curricular Affairs.

4. The student is expected to have a nonfunctioning laptop fixed immediately. If the student encounters problems with having a laptop available, the student should immediately contact the academic/educator coordinator and provide a plan for securing a functioning laptop and achieving compliance with the entry-level program computer requirements.

()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.

9. Videosurveillance/recording via technologies may be used during quizzes and iRATs/tRATs and may be used as evidence of academic dishonesty.

()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.

7. If you encounter calculator problems (e.g., dead battery), contact the Proctor.

8. Other exam rules may be instituted during the progression of the course.

9. 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.

10. Videosurveillance/recording via technologies may be used during exams and may be used as evidence of academic dishonesty.

11. 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 immediately after completing the exam. Technical issues that prevent this from occurring must be immediately reported to a proctor to record the incident.

2. Graded exam appeals:

    1. There are no exam appeals/rebuttals 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

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.

()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 (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 (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.

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), 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 (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 (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/ (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. 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 the email address appropriate for your class year (i.e., absent1PD@cop.ufl.edu, absent2PD@cop.ufl.edu, absent3@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 Module 1, post it in the discussion thread for Module 1 and not the Module 2 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 "netiqu" If you have never learned "netiquette" – please visit the following URL: http://www.albion.com/netiquette/corerules.html (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 teaching partners 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/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 (PDF)   ).

()Religious Holidays

Please see the University policy on attendance and religious holidays: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#religious (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#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 (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

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 breeching 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, see College of Pharmacy Technology Support (http://curriculum.pharmacy.ufl.edu/current-students/technical-help/).