

Cover Sheet: Request 11072

PHA 5XXX Professional Practice Skills Laboratory V

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	8/18/2016 10:11:23 PM
Updated	8/18/2016 10:44:30 PM
Description	This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized include the pharmacists' patient care process. Additional skills include medication therapy management, pharmacoepidemiology and drug safety, patient safety and quality, management, and law.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		8/18/2016
Deleted 2017 Fall Professional Practice Skills Lab V Syllabus.docx					8/18/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		8/18/2016
Added 2017 Fall Professional Practice Skills Lab V Syllabus.docx					8/18/2016
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			8/18/2016
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 11072

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Request description: This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized include the pharmacists' patient care process. Additional skills include medication therapy management, pharmacoepidemiology and drug safety, patient safety and quality, management, and law.

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

Created: 8/18/2016 10:12:30 PM

Form version: 2

Responses

Recommended PrefixPHA

Course Level 5

Number XXX

Category of Instruction Intermediate

Lab Code L

Course TitleProfessional Practice Skills Laboratory V

Transcript TitleProf Skills Lab V

Degree TypeProfessional

Delivery Method(s)On-Campus
Off-Campus

Effective Term Fall

Effective Year2017

Rotating Topic?No

Repeatable Credit?No

Amount of Credit1

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3.5

Course Description This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized include the pharmacists' patient care process. Additional skills include medication therapy management, pharmacoepidemiology and drug safety, patient safety and quality, management, and law.

Prerequisites Year 3 standing in the Doctor of Pharmacy program

Co-requisites PHA 5223* Pharmacoepidemiology & Drug Safety

PHA 5226* Patient Safety & Quality

PHA 5222* Pharmacy Practice Management

PHA 5239* Pharmaceutical Law

PHA 5788* Patient Care 6: Skill & Musculoskeletal Disorders

PHA 5703* Personal & Professional Development

*Course numbers pending approval

Rationale and Placement in Curriculum This course occurs in year 3 of the Doctor of Pharmacy curriculum. It is the 5th of 6 courses in the Professional Practice Skills Laboratory sequence.

This course requires a higher level of skills performance than the Professional Practice

Skills Laboratory courses in year 2 (Professional Practice Skills Laboratory III and IV).

The year 3 Professional Practice Skills Laboratory courses prepare students for the 4th year Advanced Pharmacy Practice courses which require demonstration of practice skills in actual practice settings.

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

1. Collect a medical and medication history from a patient, family member, or caregiver.
2. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
3. Measure a patient's vital signs and interpret the results (eg, body temperature, pulse rate, respiration rate, and blood pressure).
4. Document patient care recommendations and interventions
5. Perform a pharmacoepidemiologic analysis and apply it to patient care
6. Utilize appropriate resources to respond to clinically answerable questions
7. Analyze dataset, create pivot table and compare results to benchmarks
8. Conduct a comprehensive medication review and generate a medication action plan
9. Interpret, dispense and counsel patient on new prescription
10. Discuss community and hospital pharmacy management issues
11. Apply pharmacy law to community pharmacy scenarios
12. Complete a Journal Club Presentation summarizing a research article
13. Counsel patient on how to administer otic, ophthalmic, nasal and transdermal products
14. Defend a therapeutic plan verbally using guidelines and primary literature
15. Formulate a therapeutic plan, including nonpharmacological options, for patients with skin and musculoskeletal disorders
16. Compound topical products using appropriate calculations, pharmaceutical components, and techniques.
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 Reading No required textbooks.

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 AccessPharmacy in the HSC Database.

Weekly Schedule of Topics 8-17-2017 Module 1: Patient Interviewing
8-24-2017 Module 2: Patient Presentations and Counseling
8-31-2017 Module 3: Pharmacoepidemiology and Drug Safety
9-7-2017 Module 4: Clinically Answerable Questions in hospital and ambulatory settings.
9-14-2017 Module 5: Medication Therapy Management
9-21-2017 Module 6: Patient Safety and Quality
9-28-2017 Module 7: Pharmacy Law in Community Pharmacy Practice
10-5-2017 Module 8: Practice Management in Community Pharmacy Practice
10-12-2017 Module 9: Practice Management in Hospital Pharmacy Practice
10-19-2017 Module 10: Otic, Ophthalmic, nasal and topical administration
10-26-2017 Module 11: Topical Compounding I
11-2-2017 Module 12: Topical Compounding II
11-9-2017 Module 13: Skin Patient Care
11-16-2017 Module 14: Musculoskeletal Patient Care

Links and PoliciesPolicies

Policies Across All 1PD-3PD courses:

Class Attendance & Excused/Unexcused Absences

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

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

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

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

Requests for Excused Absence

A request for an excused absence must be communicated prior to the class session by email. The email format below must be used for all communications about absences. The email must be addressed to 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: (See syllabus)

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

Makeup assignment(s) may be provided for any excused absence(s). Due to the block curriculum model, students are encouraged to complete the make up within one-week of the missed session(s). If the situation leads to missing multiple class sessions and makeup by end of the course becomes difficult, the student and Teaching Partnership Leader/Course Director will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

Please refer to the University Attendance Policy at

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

Professionalism Assessments

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

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. Unexcused absences are considered to be unprofessional behavior. Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor; classroom behaviors that are distracting or disruptive to others; 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 toward 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 in which the unprofessional behavior occurred. The maximum grade deduction that will be applied to each course is 5% from the final course percentage grade. Repeated unprofessional behaviors will also be evaluated as an end of year milestone, and can negatively impact curricular progression.

Quiz & iRAT/tRAT Policies

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

Exam Policy

During any Exam:

1. Students must wait outside the testing room until the proctor enters.

2. The following items are not allowed to be accessed during the exam: cell phones, other electronic or digital devices including smart watches, pagers, photographic devices, and recording devices. Any watches must be placed on the top of the desk for proctor review.
3. All backpacks, purses or other bags should be kept away from the student's designated testing space and must not be accessed during the exam. Nonessential materials 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.
4. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
5. There must be no talking or other disruptive behavior during the distribution or taking of the exam.
6. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed unless the course has a specific policy.
9. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
10. Other exam rules may be instituted during the progression of the course.
11. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room.
12. If there is urgent need to use the restroom, the Proctor will provide guidance.

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

After an Exam

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

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
 - a. There are no exam appeals except in instances where the student deems there is a possible grading/grade calculation error. Following release of the exam grades, the student has 3 business days to contact the Teaching Partner and Academic Coordinator to clarify questions and appeal any possible grading errors.

Make-up Quiz/iRAT/tRAT/Exam Policy

Policy across All 1PD-3PD courses:

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

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

Course-Specific Class Policies

General College of Pharmacy Course Policies

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

University Grading Policies

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

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

Concerns, Appeals, and Complaints

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

Academic Integrity Policy

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

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

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

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/) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email (carswell@cop.ufl.edu), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course

begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because grades cannot be retroactively changed.

Faculty and Course Evaluations

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

Computer and Other Technology Requirements

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

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. 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 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 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 absent2PD@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.

Student Netiquette on the Discussion Board:

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

Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming

exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Student Complaint Process

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).

Religious Holidays

Please see the University policy on attendance and religious holidays:
<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Counseling and Wellness Center

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

Emergencies

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

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu 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 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.

Grading Scheme Weekly Pre-lab Quizzes (N=14) 10%

Weekly Performance Assessments 35%

(Appendix A provides example Rubric)

Clinical Question and Answer 5%

Exam - Part 1 - Topic 200 Drug Exam 20%

Exam - Part 2 - OSCE 30%

Instructor(s) James Taylor, Pharm.D., CDE, BCACP

Other Faculty - To Be Determined

PHA 5165L (Course Number that will be Requested)
Professional Practice Skills Laboratory V
Fall Semester 2017 – Blocks 13-14
1 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 the pharmacists' patient care process. Additional skills include medication dispensing, medication therapy management, pharmacoepidemiology and drug safety, patient safety and quality issues, practice management responsibilities, and pharmacy law topics. Patient care focus is for patients with skin and musculoskeletal disorders. The patient care skills and tasks taught in this course will prepare you to enter into community, ambulatory and hospital practice settings.

Course Faculty and Office Hours

(See **Appendix A** for Who to Contact)

Teaching Partnership Leader: James Taylor, Pharm.D., CDE, BCACP

Email: jtaylor@cop.ufl.edu

Office: HPNP

Phone: 352-273-6239

Office Hours: By Appointment

Teaching Partners:

Name

Email: address

Phone:

To Be Determined

Academic Coordinator

Name - TBD Email:

Office: Phone:

Office Hours: by email and appointment

This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to 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.
3. **EPA A3.** Formulate evidence-based care plans in collaboration with an interprofessional team. Utilize clinical guidelines in the development of a pharmacotherapy plan.
4. **EPA A4.** Document a patient/clinical encounter electronically/in writing.
5. **EPA A5.** Provide counseling and medications and health wellness (including referral when there are social determinants of health and disparities).
6. **EPA A6.** Assess and counsel a patient about health-wellness.
7. **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.
8. **EPA A8.** Give and receive a patient handover to transition care.
9. **EPA A9.** Collaborate as a member of an interprofessional team and provide patient-centered care.

Course-Level Objectives

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

1. Collect a medical and medication history from a patient, family member, or caregiver.
2. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
3. Measure a patient's vital signs and interpret the results (eg, body temperature, pulse rate, respiration rate, and blood pressure).
4. Document patient care recommendations and interventions
5. Perform a pharmacoepidemiologic analysis and apply it to patient care
6. Utilize appropriate resources to respond to clinically answerable questions
7. Analyze dataset, create pivot table and compare results to benchmarks
8. Conduct a comprehensive medication review and generate a medication action plan
9. Interpret, dispense and counsel patient on new prescription
10. Discuss community and hospital pharmacy management issues
11. Apply pharmacy law to community pharmacy scenarios
12. Complete a Journal Club Presentation summarizing a research article
13. Counsel patient on how to administer otic, ophthalmic, nasal and transdermal products
14. Defend a therapeutic plan verbally using guidelines and primary literature
15. Formulate a therapeutic plan, including nonpharmacological options, for patients with skin and musculoskeletal disorders
16. Compound topical products using appropriate calculations, pharmaceutical components, and techniques.
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

Year 3 standing in the Doctor of Pharmacy program

Co-Requisite

PHA 5223* Pharmacoepidemiology & Drug Safety

PHA 5226* Patient Safety & Quality

PHA 5222* Pharmacy Practice Management

PHA 5239* Pharmaceutical Law

PHA 5788* Patient Care 6: Skill & Musculoskeletal Disorders

PHA 5703* Personal & Professional Development

*Course numbers pending approval

Course Outline

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
8-17-2017		1,3	MODULE 1: Patient Interviewing Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on interviewing difficult patients In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Interview a patient and prepare a SOAP note (inpatient and outpatient) • Assess patient's blood pressure 	1.5 2
8-24-2017		2	MODULE 2: Patient Presentations and Counseling Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch "Developing a Succinct Patient Presentation" • Watch "Example Patient Presentation" • Watch "How to counsel patient on new prescription" In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Present patient to physician • Counsel patient on new medication 	1.5 2
8-31-2017		5	MODULE 3: Pharmacoepidemiology and Drug Safety Pre-Lab Learning Activities:	1.5

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			<ul style="list-style-type: none"> • Watch lecture on descriptive and analytical epidemiology In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Complete written assignments on descriptive and analytical epidemiologic data and apply to patient care 	2
9-7-2017		6	MODULE 4 : Clinically Answerable Questions in hospital and ambulatory settings Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on drug information resources in hospital and ambulatory settings In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Respond to patient and physician drug information questions 	1.5 2
9-14-2017		8	MODULE 5: Medication Therapy Management Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on specialty and community-based MTM services In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Interview a patient and complete MTM documentation 	1.5 2
9-21-2017		7	MODULE 6: Patient Safety and Quality Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on extracting data and creating pivot tables in excel In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Diabetes database quality control analysis compared to benchmarks 	1.5 2
9-28-2017		11	MODULE 7: Pharmacy law in Community Pharmacy Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on applying Florida pharmacy laws to community practice In-Lab Activities: <ul style="list-style-type: none"> • Quiz 	1.5 2

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
			Respond to oral and written community pharmacy situations by applying Florida pharmacy laws	
10-5-2017		10	MODULE 8: Practice Management in Community Pharmacy Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch video on community pharmacy manager responsibilities In-Lab Activities: <ul style="list-style-type: none"> • Quiz Complete written activities on inventory management, staffing, profit/loss statement, and performance metrics	1.5 2
10-12-2017		10	MODULE 9: Practice Management in Hospital Pharmacy Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch video on hospital pharmacy manager responsibilities • Prepare new drug review In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Present new drug review to P&T committee, activities on inventory management, staffing 	1.5 2
10-19-2017		13	MODULE 10: Otic, ophthalmic, nasal, topical administration Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on alternative administration methods In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Counsel patient on how to administer otic, ophthalmic, nasal and transdermal products 	1.5 2
10-26-2017		16	Module 11: Topical Compounding 1 Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture • Review materials from Drug Delivery Systems course relating to topical products In-Lab Learning Activities: Quiz Preparation of compound(s) and hand-written compound records (2 hours)	1.5 2

Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
11-2-2017		16	Module 12: Topical Compounding 2 Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture • Review materials from Drug Delivery Systems course relating to topical products In-Lab Learning Activities: Quiz Preparation of compound(s) and hand-written compound records (2 hours)	1.5 2
11-9-2017		1,2,4,14	MODULE 13: Skin Patient Care Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on patient care of skin disorders In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Interview a patient, provide SOAP documentation, counsel patient, present to physician 	1.5 2
11-16-2017		15	MODULE 14: Musculoskeletal Patient Care Pre-Lab Learning Activities: <ul style="list-style-type: none"> • Watch lecture on patient care of musculoskeletal disorders In-Lab Activities: <ul style="list-style-type: none"> • Quiz • Interview a patient, provide SOAP documentation, counsel patient, present to physician 	1.5 2
11-30-2017			Exam	2
			Total Instructor Contact Hours (Lab Course)	51

Textbooks

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 Sigler Prescription Drug Cards in order to study for the Top 200 Drugs Examination. 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).

Materials and Supplies Fees:

The fee associated with this course is TBD (approximately \$25-50)

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Description	Grade Weight
Weekly Pre-Lab Quizzes (N = 14)	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.	10%
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 tasks and skills required of a pharmacist including: interviewing a patient seeking self-care, counseling patients or caregivers on new prescriptions, assisting patients or caregivers with insurance problems, forming drug-information questions and responses, and reporting medication errors. 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. (Example Appendix A for example Weekly Performance Checklist)	35%
Clinical Question and answer	You will be responsible for submitting 1 clinical question during the semester.	5%
Top 200 Drug Exam	This will consist of 50 multiple choice questions taken from the drug cards. Eligible content includes	20%

Assessment Item	Description	Grade Weight
	<p>brand/generic name, FDA approved indications, normal dose range, pharmacology or important pharmacokinetic features, significant/important drug interactions, contraindications, common/severe adverse effects, and patient consultation points. 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 in Professional Practice Skills Lab III in the Fall semester. 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. Resources will be provided to assist the student in self-guided study for this content.</p>	
OSCE Examination	<p>The Year 3 OSCE will consist of 16 stations and will cover key skills learned throughout the Professional Practice Skills Lab Sequence. Knowledge, skills, and attitudes gained from other courses during the first 3 years will also be evaluated. The Year 3 OSCE is a milestone assessment and must be successfully passed in order to advance to APPEs in the curriculum. An overall performance average across stations will contribute to the course grade. Students scoring below the minimum pass threshold will receive an incomplete in the course and must meet with the course coordinator for remediation.</p>	30%
Total		100%

Grading Scale

92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C

69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	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."

Educational Technology Use

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

1. ExamSoft®
2. Canvas Learning Management System

Policies

Policies Across All 1PD-3PD courses:

Class Attendance & Excused/Unexcused Absences

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

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

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

assigned. If the instructor assigns a makeup assignment, the EX grade will be replaced with the grade earned on the makeup assignment.

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

Requests for Excused Absence

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

<p>To: absent3PD@cop.ufl.edu Subject: PHA XXXX – Excused Absence request Dear _____, Professionally and politely request an excused absence. Explain the nature of conflict and rationale for receiving an excused absence. Thank the faculty/staff member for their consideration of your special request. Salutation, Type in your full name and last 4 digits of UF-ID #, and Campus Name</p>
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on 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

Makeup assignment(s) may be provided for any excused absence(s). Due to the block curriculum model, students are encouraged to complete the make up ***within one-week of the missed session(s)***. If the situation leads to missing multiple class sessions and makeup by end of the course becomes difficult, the student and Teaching Partnership Leader/Course Director will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

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

Professionalism Assessments

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

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. **Unexcused absences are considered to be unprofessional behavior.** Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor; classroom behaviors that are distracting or disruptive to others; 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 toward 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 in which the unprofessional behavior occurred. The maximum grade deduction that will be applied to each course is **5% from the final course percentage grade.** Repeated unprofessional behaviors will also be evaluated as an end of year milestone, and can negatively impact curricular progression.

Quiz & iRAT/tRAT Policies

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

Exam Policy

During any Exam:

1. Students must wait outside the testing room until the proctor enters.
2. The following items are not allowed to be accessed during the exam: cell phones, other electronic or digital devices including smart watches, pagers, photographic devices, and recording devices. Any watches must be placed on the top of the desk for proctor review.
3. All backpacks, purses or other bags should be kept away from the student's designated testing space and must not be accessed during the exam. Nonessential materials 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.

4. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
5. There must be no talking or other disruptive behavior during the distribution or taking of the exam.
6. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed unless the course has a specific policy.
9. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
10. Other exam rules may be instituted during the progression of the course.
11. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room.
12. If there is urgent need to use the restroom, the Proctor will provide guidance.

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

After an Exam

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

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
 - a. There are no exam appeals except in instances where the student deems there is a possible grading/grade calculation error. Following release of the exam grades, the student has 3 business days to contact the Teaching Partner and Academic Coordinator to clarify questions and appeal any possible grading errors.

Make-up Quiz/iRAT/tRAT/Exam Policy

Policy across All 1PD-3PD courses:

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

The questions on the makeup assessment may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the assessment administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to be present for the make-up assessment will result in a grade of zero for that exam. No precedence

can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Course-Specific Class Policies

General College of Pharmacy Course Policies

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

University Grading Policies

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

Concerns, Appeals, and Complaints

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

Academic Integrity Policy

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

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/) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

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

Faculty and Course Evaluations

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

Computer and Other Technology Requirements

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

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

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. 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 off cell phones and other electronic communication devices during a class session or phone conference.

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- 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 absent2PD@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.

Student Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A -

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

Question/Answer sessions in live class sessions:

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

Student Complaint Process

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).

Religious Holidays

Please see the University policy on attendance and religious holidays:

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

Counseling and Wellness Center

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

Emergencies

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

Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu 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 Download Policy

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

Faculty and Staff: Who to Contact

Academic Coordinator/Education Coordinator:

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

Teaching Partnership Leaders/Course Directors

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

Other Teaching Partnership Faculty Members

1. Questions about specific content

Technical Support:

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

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

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

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

Appendix A: Weekly Performance Assessment Checklist Example

GATOR Way Patient Counseling Rubric

G = Greet

A = Acknowledge

T = Teach (using language patient will understand)

O = Observe Patient Understanding

R = Repeat/Review

WAY = Global assessment of communication techniques

	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	
O	Addresses any real or anticipated patient concerns.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	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	
R	Displays effective nonverbal behaviors (eye contact and body language).	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	Summarizes by emphasizing key points of information.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
WAY	Provides closure and opportunity for follow-up.	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
	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