

Cover Sheet: Request 10163

Personal and Professional Development II

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	3/26/2015 12:13:43 AM
Updated	3/26/2015 11:28:26 AM
Description	<p>This request is for the second of 5 sequential courses that focus on personal and professional development.</p> <p>A C course designation is requested since this course involves both traditional lectures and laboratory/experiential activities. Co-curriculum and electronic portfolio requirements that are part of the Pharm.D. curriculum are also tracked via this course sequence.</p> <p>This syllabus includes the General COP Course Policies which apply across all PharmD courses. These policies are also available via the COP website. To document that all students clearly understand these policies, they will be required to pass a quiz about these policies in order to access the first courses of the Pharm.D. curriculum.</p>

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Smith, Walter Thomas, Jr		3/26/2015
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		3/26/2015
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/26/2015
Statewide Course Numbering System					
Office of the Registrar					
Student Academic Support System					
Catalog					
College Notified					

Recommended SCNS Course Identification

1. Prefix: PHA 2. Level: 5 3. Number: XXX 4. Lab Code: C

5. Course Title Personal and Professional Development II

6. Transcript Title (21 character maximum) Personal & Prof Dev II

7. Effective Term: Spring

8. Effective Year: 2016

9. Rotating Topic: No

10. Amount of Credit 1

11. If variable, # minimum and # maximum credits per semester.

12. Repeatable credit: No

13. If yes, total repeatable credit allowed: #

14. S/U Only: Yes

15. Contact Type: Select Contact Type

16. Degree Type: Professional

17. If other, please specify: Click here to enter text.

18. Category of Instruction: Introductory

19. Course Description (50 words maximum)

This is the second of five courses that focuses on development of skills, attitudes, and values that are essential for achieving high performance in healthcare practice and in achieving personal career success. This course sequence serves as an anchor for the co-curriculum and achievement of performance milestones.

20. Prerequisites

Admission to the Doctor of Pharmacy Program

21. Co-requisites

Click here to enter text.

22. Rationale and Placement in Curriculum

This is the second of five courses that are longitudinal across all 4 years of the Pharm.D. program.

23. Complete the syllabus checklist on the next page of this form.

Syllabus Requirements Checklist

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

The syllabus of the proposed course **must** include the following:

- ☒ Course title
- ☒ Instructor contact information (if applicable, TA information may be listed as TBA)
- ☒ Office hours during which students may meet with the instructor and TA (if applicable)
- ☒ Course objectives and/or goals
- ☒ A weekly course schedule of topics and assignments.
- ☒ Methods by which students will be evaluated and their grades determined
- ☒ Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.
- ☒ List of all required and recommended textbooks
- ☒ Materials and Supplies Fees, if any
- ☒ A statement related to class attendance, make-up exams and other work such as: *"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."*
- ☒ A statement related to accommodations for students with disabilities such as: *"Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation."*
- ☒ A statement informing students of the online course evaluation process such as: *"Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>."*

It is **recommended** that the syllabus contain the following:

- ☒ Critical dates for exams or other work
- ☒ Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- ☒ The university's honesty policy regarding cheating, plagiarism, etc.

Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

- ☒ Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies

PHA####C Personal and Professional Development II
Spring Year 1 - Blocks 3 and 4
1 Credit Hour

Course Purpose:

The purpose of this course is to track the personal and professional growth of individual students. This course is the second of five sequential courses that service as an anchor for the co-curriculum and home for tracking achievements of performance milestones. This course continues to expand on the 10 pharmacist attributes (problem solving/critical thinking, education, patient advocacy, cultural awareness, interprofessional collaboration, communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism). Three of these attributes will be discussed in detail during this course: interpersonal communication, pharmacist as an educator, innovation and entrepreneurship. The course will also service as an introduction to pharmacy law and ethics.

Course Faculty and Office Hours
(See Appendix A for Contact Information)

Teaching Partnership Leader: Michelle Farland, Pharm.D., BCPS, CDE, Clinical Associate Professor
 Email: mfarland@cop.ufl.edu
 Office: HPNP – 3307
 Phone: 352-273-6293
 Office Hours: By appointment

Assistant Director of the Co-Curriculum (Academic Coordinator): Gailine McCaslin, M.S.
 Email: gmccaslin@cop.ufl.edu
 Office: HPNP 4317
 Phone: 352-273-8203
 Office Hours: By appointment

Teaching Partners:	Email	Phone
Tom Munyer	munyer@cop.ufl.edu	352-273-6225
Katie Vogel-Anderson	kvanderson@cop.ufl.edu	352-273-6240
Teresa Roane	troane@cop.ufl.edu	352-273-9692
Anne Schentrup	schena@shands.ufl.edu	352-265-8309
Robert Navarro	rnavarro@cop.ufl.edu	352-273-5526
Kristin Weitzel	kweitzel@cop.ufl.edu	352-273-5114

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

1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset). (EPA D1)
2. Exhibit commitment to patients and the community by serving as an advocate and leader. (EPA D2)
3. Demonstrate responsibility for personal and professional development. (EPA D3)
4. Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies. (EPA D4)

Course Objectives

Upon completion of this course, the student will:

1. Use observation and listening skills to better understand an individual (patient/caregiver, other health professional, lay person) so that an effective relationship can be established.
2. Apply hospitality concepts that can enhance communications with patients in a health care setting.
3. Apply the following basic interpersonal communication skills appropriately:
 - a. Fluency in using medical terminology and explaining important pharmaceutical principles to various health professionals.
 - b. Fluency in translating this medical terminology into living-room language for the public.
4. Apply the following skills when educating an individual (layperson, patient/caregiver, or another health professional) about pharmacotherapy and/or health/wellness:
 - a. Quickly assess the learners' literacy level and develop a learning plan that will build upon the learner's present knowledge and understanding.
 - b. Establish goals/learning objectives that establish what the learner is to achieve.
 - c. Select the most appropriate learning strategy based on the goals/learning objectives.
 - d. Select the most appropriate strategy for assessing the learner's achievement of the goals/learning objectives.
 - e. Use a strategy for obtaining feedback about the instruction that was provided.
5. Define entrepreneurship and innovation and their role in professional pharmacy practice.
6. Summarize the needs and opportunities for pharmacists to develop innovative or entrepreneurial strategies to achieve professional goals and/or solve problems.
7. Demonstrate the ability to apply critical analysis and develop an innovative solution to achieve professional goals and/or solve problems.
8. Explain what a prescription is and the obligations of pharmacy personnel in processing prescriptions.
9. Explain the dispensing requirements for prescriptions, including those involving generic substitution.
 - a. Understand pharmacists responsibilities with regard to prescriptions presented to pharmacies in each of the following formats: electronic prescriptions (i.e. e-prescribing) faxed prescriptions, hand-written prescriptions, computer-generated prescriptions, and phoned-in prescriptions.

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10. Explain the activities that must be completed by a licensed pharmacist, those activities that may be performed by a pharmacy intern, and the activities that may be performed by a pharmacy technician (NOTE: interns & technicians are under the direct supervision of a pharmacist).
 11. Describe the composition of the Florida board of pharmacy, and its function in regulating the profession of pharmacy.
 12. Identify the various classifications of pharmacy permittees in the state of Florida, and the activities that may be performed in these different pharmacies.
 - a. Understand what pharmacy permits are required for entities to sell, purchase and dispense (including reverse distributors)
 13. Explain the requirements set forth in the Poison Prevention Packaging Act.
 14. Explain the information required on a prescription label, and distinguish label from labeling.
 15. Explain what is required of pharmacists when ordering controlled substances and when dispensing, refilling, and transferring prescriptions for controlled substances, according to the federal Controlled Substances Act.
 - a. Describe controlled substances ordering, inventory control, dispensing and destruction.
 - b. Distinguish CSOS from DEA Form 222.
 - c. Know that prescription pads must be purchased from approved vendors.
 16. Describe, generally, the importance of the federal Food Drug and Cosmetic Act and related Laws, including: Pure Food and Drug Act of 1906; Food Drug and Cosmetic Act of 1938; Durham-Humphrey Amendment of 1951; Kefauver-Harris Amendment 1962; FDA Modernization Act of 1997; FDA Amendment Act of 2007; OBRA-90; Orphan Drug Act of 1983; Drug Price Competition and Patent Term Restoration Act of 1984; Prescription Drug Marketing Act of 1987; & the Prescription Drug User Fee Act.
 17. Apply ethical principles in case studies involving a community pharmacy setting.
 18. Describe how a pharmacist can fulfill responsibility as a patient advocate by accomplishing one or more of the following: 1) identify patient-related needs, 2) accept responsibility for all aspects of the medication use process, serve as a source of information to patients, caregivers, and community members, 3) refer patients and caregivers to other health and medical care resources when indicated, and 4) disseminate information and resources in a community to promote health and wellness.
 19. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.

Pre-Requisite Knowledge and Skills

Admission to the Doctor of Pharmacy program.

Weekly Course Outline

The course number has a "C" designation which indicates there is a combination of classroom and laboratory activities. The laboratory activities include small group debriefings and discussions, practical

experiences such as tobacco awareness training and visits with families to promote health. These practical experiences involve collaboration with other health professions students. As a C course that is 1 Credit Hour, the contact time is 7.25 hours of class-based coursework and 19 hrs of lab/practical experiences (2.5 hours of lab/practice experience is equivalent to 1 hour of class-based coursework).

Week	Instructor	Related Learning Objectives	Description of Learning Activities	Instructor Contact Hours
1	Dr. Schentrup & Dr. Roane	1-3	<p>Interpersonal Communication</p> <p>Online/Individual Study</p> <ol style="list-style-type: none"> 1. Generational differences in patients impacting healthcare (readings) 2. UF Health hospitality curriculum (readings) 3. Psychologically characterize audience (exercise, case studies, done outside classroom) <p>Lab Activity</p> <ol style="list-style-type: none"> 1. Pre-Session quiz I 2. Intro to theatre concepts that will teach effective use of : (2 or 3 improvisation sessions, 1-2 hours each) <ol style="list-style-type: none"> a. Hospitality b. Redirection c. Living room language d. Non-verbal communication e. Teach-back 3. Role play use of structured communication in small groups 	<p>1 hr</p> <p>2 hr Lab</p>
2	Professor Munyer	4	<p>Pharmacist as Educator</p> <p>Online/Individual Study (4hours)</p> <ol style="list-style-type: none"> 1. Pre-recorded lecture on The Pharmacist as an Educator 2. Online quiz II <p>Post-session Activity:</p> <ol style="list-style-type: none"> 1. Students will use a rubric to assess the quality of 3 oral presentations and an introduction to understanding presentation skills. 	<p>1 hr</p> <p>2 hr Lab</p>
3	Dr. Weitzel & Dr. Navarro	5-7	<p>Entrepreneurial Mindset and Innovation</p> <p>Online/Individual Study (4 hours)</p> <ol style="list-style-type: none"> 1. 1-hour pre-recorded lecture and entrepreneurship audio 2. 1.5-hour web search professional entrepreneurship individual assignment 	1 hr

			3. 1.5- hour group pharmacy innovation case assignments Lab Activities 1. Pre-Session Quiz III 2. Discussion of individual study activities (0.5 hr) 3. Group case study presentation/discussion (0.75 hr) 4. Individual assignment discussion (0.75 hr)	2 hr Lab
10	TBD	8-16	Pharmacy Law Online/Individual Study 1. Pre-recorded lectures (Florida pharmacy law, Florida Board of Pharmacy, Controlled Substances Act, Food, Drug, & Cosmetic Act)	3 hr
11	TBD	8-16	Pharmacy Law (Contd) Online/Individual Study 1. 4 hours of outside reading	
12	TBD	8-16	Pharmacy Law (Contd) Online/Individual Study 1. 4 hours of outside reading	
13	TBD	8-16	Lab Activities 1. Pre-session quiz IV 2. Case study Discussion	2 hr Lab
14	TBD	17	Pharmacy Ethics Online/Individual Study 1. Pre-recorded lecture - Introduction to Ethics Lab Activities 1. Pre-session quiz V 2. Case study Discussion	1 hr 2 hr Lab
1-15	TBD	19	Update Portfolio, communicate with Career Coach by established deadlines, and meet with the Career Coach.	1.5 hr Lab
1-15	TBD	19	Document completion of Milestones	5.5 hr Lab

Textbooks

1. Job Readiness for Health Professionals: Soft Skills Strategies for Success, 1st Edition, Saunders/Elsevier, St. Louis, MO, c2013. ISBN-10: 1455726974 ISBN-13: 978-1455726974.

2. Readings will be assigned and posted on Canvas.

Student Evaluation & Grading

Evaluation Methods and how grades are determined

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

The co-curriculum requirements and milestones that must be accomplished by the end of Personal and Professional Development II.

At the Year 1 Milestone (end of Personal and Professional Development II), students who have performed with excellence in both Personal and Professional Development I and II will be identified and will receive a Letter of Commendation for their Portfolio and College file.

Assessment Item	Deadline	Criteria
Active learning sessions (N=5)	See weekly schedule.	Satisfactory participation during all 6 class sessions. (Class Attendance Policy for Years 1-3 defines satisfactory participation.) Any make-up assignments must be satisfactorily completed.
Pre-Session/Online Quizzes (N=5)	See weekly schedule.	Pass all quizzes with a score of 73% or greater. If the score on the initial quiz is less than 73%, an equivalent exam must be retaken and a score of 80% or higher must be achieved.
Interprofessional Education Learning Activities	April 15, 2016	Satisfactory completion of all IPE activities with a score of 73% or greater.
Electronic Portfolio is updated.	April 1, 2016	The Office of Co-Curriculum will complete an audit to document initiation of the Portfolio by the deadline. (Similar to Board of Pharmacy audits of pharmacists)
Meet with Career Coach (Email communications must also be sent by established dates)	April 1, 2016	Both the preliminary email communication and the actual meeting must be completed by the established deadline.

Complete co-curriculum requirements	April 15, 2016	Complete 1 co-curricular activity
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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

Class Attendance Policy

Policy Across All 1PD-3PD courses:

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, family emergencies, religious holidays, and other reasons of serious nature. Conflict with work schedules is an unexcused absence.

Requests for excused absences **MUST** be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader and your campus specific director must be Cc'd in this communication. The following format is recommended:

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

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

Makeup assignment(s) will be made for any excused absence(s) and must be submitted **within one-week of the missed session(s)**. If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to explore options such as a remediation plan or course withdrawal.

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

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

Additional Policy Specific to This Course:

Class attendance and participation is required at all class sessions.

Quiz/Exam Policy

Policy across All 1PD-3PD courses:

1. Students must arrive and be seated promptly to be eligible to take the exam. **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.**
2. No talking or other disruptive behavior during the distribution or taking of the exam.
3. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.
4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
6. Other exam rules may be instituted during the progression of the course.
7. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.

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

Additional Policy Specific to This Course:

Students must pass all four quizzes with a score of 73% or greater. If the score on the initial quiz is less than 73%, an equivalent exam must be retaken and a score of 80% or higher must be achieved.

Make-up Quiz/Exam Policy

Policy across All 1PD-3PD courses:

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination. In addition, a written letter of explanation, requesting that the absence from the exam be excused, must be presented before the exam or immediately afterwards. An excused absence is allowable when: 1) the student is hospitalized and/or has been advised by a licensed medical practitioner or hospital not to attend the exam, or 2) if there is a documented death of an immediate family member. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

Depending on the decision, a comprehensive exam may be given, which will contain material from all previous exams. The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced comprehensive examination will result in a grade of zero for that exam. 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 makeup exam must be taken **within one-week of the missed exam**. In extenuating circumstances (e.g., hospitalization, faculty availability), the instructor may arrange an alternate deadline for the exam.

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

Additional Policy Specific to this Course:

All make-up quizzes must be completed within 1 week of the missed quiz unless there are extenuating circumstances.

Policy on Old Quizzes and Assignments

Old quizzes and assignments are not provided.

General College of Pharmacy Course Policies

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

University Grading Policies

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

Concerns, Appeals, and Complaints

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

Academic Integrity Policy

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

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

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

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

Psychomotor and Learning Expectations

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

How to Request Learning Accommodations

Students with disabilities are strongly encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall) and it is recommend this be accomplished prior to starting the course.

- Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
- Please visit the following URL for more information: <http://www.dso.ufl.edu/drc>

Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed

Faculty and Course Evaluations

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

Computer and Other Technology Requirements

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

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

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

Expectations In Class and Other Learning Activities

Students are expected to:

- Be diligent and timely in studying the course material.

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

Communications

Discussion Board Policy

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

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

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.

4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is “What do I need to study for the exam?” Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, “Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice.” The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Faculty member Response Time:

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

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.

Religious Holidays

Please see the University policy on attendance and religious holidays:

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

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575;

<http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

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

Student Crisis

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Appendix A. Faculty and Staff: Who to Contact

Academic Coordinator:

1. Questions about dates, deadlines, meeting place
2. Availability of handouts and other course materials
3. Assignment directions
4. Questions about grade entries gradebook (missing grades, wrong grade)
5. Assistance with ExamSoft®

Teaching Partnership Leaders

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

Other Teaching Partnership Faculty Members

1. Questions about specific content

Technical Support:

Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

Phone: 352-273-6281 (9am-4PM ET)

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

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

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

General COP Course Policies

The following policies apply to all courses in the College of Pharmacy:

University Grading Policies

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

Concerns, Appeals, and Complaints

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

Academic Integrity Policy

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

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

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

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

Psychomotor and Learning Expectations

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

How to Request Learning Accommodations

Students with disabilities are strongly encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall) and it is recommend this be accomplished prior to starting the course.

- Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
- Please visit the following URL for more information: <http://www.dso.ufl.edu/drc>

Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed

Faculty and Course Evaluations

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

Computer and Other Technology Requirements

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

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

Expectations In Class and Other Learning Activities

Students are expected to:

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

- during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- Seek assistance with academic or personal difficulties as soon as possible.

Communications

Discussion Board Policy

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

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

Students Netiquette on the Discussion Board:

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

Faculty member Response Time:

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

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.

Religious Holidays

Please see the University policy on attendance and religious holidays:

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

Counseling and Wellness Center

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

Emergencies

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