Cover Sheet: Request 11523

PHA5607 Critical Care Syllabus

Info

Process	Course|Modify|Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	2/24/2017 3:11:22 PM
Updated	2/24/2017 3:47:22 PM
Description of request	A request is made to change the re-requisite so this elective course aligns with the new Doctor of Pharmacy curriculum. This elective course will now be offered in Block 18. This block occurs at the end of the 3rd year and all students have completed all required courses that are part of years 1-3. Block 18 is a 2 week period in the curriculum and students take only a single elective course. This allows for full immersion into the elective course content. Minor wording changes were made in the course purpose/description.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		2/24/2017
Added PHA 5607 Critical Care Syllabus 2-24-2017.docx					2/24/2017
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		2/24/2017
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/24/2017
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 11523

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Description of request: A request is made to change the re-requisite so this elective course aligns with the new Doctor of Pharmacy curriculum.

This elective course will now be offered in Block 18. This block occurs at the end of the 3rd year and all students have completed all required courses that are part of years 1-3. Block 18 is a 2 week period in the curriculum and students take only a single elective course. This allows for full immersion into the elective course content.

Minor wording changes were made in the course purpose/description.
Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu
Created: 2/24/2017 3:11:22 PM
Form version: 1

Responses
Current PrefixPHA
Course Level5
Number 607
Lab Code None
Course Title Critical Care Pharmacy
Effective Term Spring
Effective Year 2018
Requested Action Other (selecting this option opens additional form fields below)
Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?No

Change Variable Credit?No

Change S/U Only?No

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?Yes
Current Course Description
The Critical Care Elective is a two hour course designed to introduce the efficacy, safety, and

comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology,

pharmacology, toxicology, and therapeutic management is applied to disease states and conditions
commonly seen but specific to critically ill patients.
Proposed Course Description (50 words max) Introduces the efficacy, safety, and
comparative value of drug therapy in the management of critically ill patients. Knowledge
of physiology, pharmacology, toxicology, and therapeutic management is applied to
disease states and conditions commonly seen but specific to critically ill patients.
Change Prerequisites?Yes
Current Prerequisites Third year (3PD) student Pharmacist classification
Proposed Prerequisites Completion of coursework in Block 17 (year3) in the Doctor of
Pharmacy Curriculum.
Change Co-requisites?No

RationaleThe pre-requisites have been revised so they fit with the new Doctor of
Pharmacy curriculum.

The course description has been revised slightly.

PHA 5607 Critical Care Pharmacy
Semester 2018   2 Semester Credit Hours

Course Purpose:

To introduce the efficacy, safety, and comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions commonly seen but specific to critically ill patients. The approach to course delivery will emphasize team based learning, which promotes group collaboration and integration of critical care knowledge and concepts while maintaining individual accountability for the material and concepts.

Course Faculty and Office Hours

Carinda Feild, Pharm.D., FCCM
Clinical Associate Professor, Pharmacotherapy and Translational Research
Assistant Dean
Campus Director – St Pete Campus
Phone: (727) 394-6213
cfeild@cop.ufl.edu
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Clinical Assistant Professor, Pharmcotherapy and Translational Research
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Clinical Assistant Professor, Pharmacotherapy and Translational Research
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Phone: (352) 294-5276
svoils@cop.ufl.edu
Office Hours: Available by appointment

Academic Coordinator

Name: Sarah Burgess   Email: edu-help@ahc.ufl.edu
Office: HPNP 4312   Phone: 352-294-5215
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. Interpret laboratory test results.
2. Identify drug interactions.
3. Compile a prioritized health-related problem list for a patient.
4. Evaluate an existing drug therapy problem.
5. Follow an evidence-based disease management protocol.
6. Develop a treatment plan with a patient.
7. Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
8. Determine the appropriate time interval(s) to collect monitoring data.
9. Write a note that documents the findings, recommendations, and plan from a patient encounter.
10. Retrieve and analyze scientific literature to answer a drug information question.

Course Objectives

This course will introduce Doctor of Pharmacy students to the area of critical care medicine. Focus will be placed on areas important to provide medication therapy to adult patients in times of medical and surgical critical illness. This course will prepare the student to be able to:

1. Apply knowledge of variable pathophysiology, pharmacology, and pharmaceutics in the critically ill patient to evaluate therapeutic options.
2. Discuss the impact of evidence-based decision-making and the role of clinical guidelines on pharmacotherapy management in critical care. (i.e., Clinical practice guidelines for the management of pain, sedation and delirium in the adult ICU; Surviving Sepsis Campaign: International guidelines for management of severe sepsis and septic shock, etc.)
3. Design patient-specific therapeutic regimens, including monitoring parameters, for critically ill patients that are consistent with pharmacokinetic principles, practice guidelines, and evidence from contemporary literature, and effectively communicate this information to health care professionals
4. Adapt therapeutic regimens based on patient-specific clinical response, transitions of care and safety monitoring based on patient case scenarios, topic discussion, and assignments.
5. Write an evidence-based response to a drug information question that pertains to the care of a patient and/or addresses a therapeutic controversy.
6. Develop professional behaviors by working in teams, identifying roles and developing appropriate professional communications.

Pre-Requisites

Completion of coursework in Block 17 (year3) in the Doctor of Pharmacy Curriculum.

Classroom Location: TBA

1. Gainesville
2. Jacksonville
3. Orlando

Weekly Course Outline

Date	Learning Objectives	Learning Activities/Topic	Instructor Contact Hours
		Week 1	
April 23 (M)	1-6	**Intro / General ICU Case** **Individual/Online Learning Prior to Class** (video-lecture/prepare for case discussion) **Class Session** IRAT/TRAT and Case Discussion	1 hrs 2 hrs
April 24 (Tu)	1-6	**Acid Base / Endocrine Emergencies** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion) **Class Session** IRAT/TRAT and Case Discussion **Post-Class Session** Homework – Submit a Team SOAP Note	1.5 hrs 3 hrs
April 25 (W)	1-6	**PAD (Pain, Agitation, and Delirium)** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion)	1 hr 2 hrs

		Class Session IRAT/TRAT and Case Discussion	
April 26 (Th)	1-6	**Shock / Sepsis** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion) **Class Session** IRAT/TRAT and Case Discussion **Post-Class Session** Homework – Submit a Team SOAP Note	1.5 hrs 3 hrs
April 27 (Fr)	1-6	**Midterm Exam**	2 hrs
April 30 (M)	1-6	**ACLS (Advanced Cardiac Life Support)** **Individual/Online Learning Prior to Class on ACLS topic** (video-lecture/ prepare for case discussion) **Class Session** IRAT/TRAT and Case Discussion	1 hr 2 hrs
May 1 (T)	1-6	**DVT / PE** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion) **Class Session** IRAT/TRAT and Case Discussion	1 hr 2 hrs
May 2 (W)	1-6	**Hypertensive Urgency/Emergency** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion) **Class Session** IRAT/TRAT and Case Discussion	1 hr 2 hrs
May 3 (Th)	1-6	**Stroke** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion) **Class Session**	1 hr 2 hrs

		IRAT/TRAT and Case Discussion	
May 4 (F)	1-6	**Liver** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion)	1 hr
		Class Session IRAT/TRAT and Case Discussion	2 hrs
May 7 (M)	1-6	**Final Exam**	2 hrs
			32 hrs

Required Textbooks:

Students are not required to purchase any textbook for this course. The course cases and drug information questions will require the student to use the following reference materials which are available via the Health Science Library website or the course Canvas® site:

Recommended Reference Materials:

A) Faculty Assigned readings available in Canvas®

B) Primary literature pertinent to topic discussion to be recommended by the faculty or acquired by Students available via the Health Science Center library website.

C) Drug reference (LexiComp or similar) available via the Health Science Library (See: http://guides.uflib.ufl.edu/druginfo)

D) AccessPharmacy, McGraw-Hill Professional, New York, NY (This resource is available through the UF Health Science Center Library.) The following resources are recommended:

   a. Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 9th Edition, 2014. ISBN-13:978-0071800532; ISBN-10:0071800530 (Available in Access Pharmacy)

   b. Brunton L. Goodman and Gilman's The Pharmacological Basis of Therapeutics, McGraw-Hill Professional, New York, NY, 12th Edition, 2011. ISBN-13:978-0071624428; ISBN-10:0071624422 (Available in Access Pharmacy)

   c. Other available resources include: Multiple textbooks, Calculators, Pharmacotherapy Casebook and Care Plans, Cases, Self-Assessments and Multimedia Videos

E) Katzung B. Basic and Clinical Pharmacology, 13th edition; 2015; McGraw-Hill, New York NY; available through the Health Science Library e-book: Available at the Health Science Center website: http://uf.catalog.fcla.edu/uf.jsp?st=Katzung&ix=kw&fl=bo&V=D&S=0881485540844961&I=6#top

Required Supplies/Equipment

Non-programmable calculator capable of performing routine functions and logarithms

Active Learning Requirements

<u>SOAP Notes</u>
After two of the case discussions (acid-base and endocrine emergencies; shock/sepsis) students will write a <u>focused</u> SOAP note for a case based on the topic. The note will communicate the plan for <u>ONE</u> specific aspect of care for the patient. Students are assigned two SOAP notes which will be submitted by 5PM the day after the class discussion. Students will be given the scenario/case and the prompt at the end of the discussion session. There has been a discussion in class regarding the topic and students should be familiar with appropriate therapy approaches The SOAP note is graded on

1) How well subjective and objective information pertinent to the aspect of care for which the SOAP note is being written is documented
2) The treatment options presented and the correctness of the plan (this should be straightforward as the assignment will be focused and appropriate therapies will have been discussed in class, but does need to be correct)
3) The documentation of the follow-up and monitoring plan. The SOAP note will be graded using the rubric posted on Canvas

Example prompt – Following a discussion regarding a patient with sepsis, the pharmacist is asked to provide dosing recommendations for antibiotic therapy to include aminoglycosides.

The note should focus on the antibiotic therapy as well as specific dosing, monitoring, and follow-up recommendations.

<u>Drug Information Question</u>
Students will choose a drug information question pertaining to a clinical controversy from a pre-specified pool of options and prepare a written response to be submitted online via Canvas. The purpose of the assignment is to provide experience in evaluating the literature regarding therapeutic controversies and questions such as those that may come about in the care of patients. The available literature on the topic should be evaluated and then a conclusion/clinical recommendation regarding the question or controversy is to be submitted using the DI question template. . "More research is needed" is NOT an acceptable conclusion. You have a patient on rounds and must make a recommendation.

Student Evaluation & Grading
<u>Evaluation Methods</u>
Students will be assessed via quizzes, exams, case discussions, SOAP notes, and a drug information question.

iRAT and tRAT

There will be daily iRATs and tRATs (as described above) that will make up 20% of the total grade. These assessments will be multiple choice or true/false pertaining to any topic covered prior to that case discussion. iRATs will be delivered via Canvas.

Exams

There will be 2 examinations administered during this course. Each exam will be worth 20% of the grade for a total of 40%.

The Exam will cover material presented in class, lecture or as required reading assignments. Questions for each exam will be prepared by lecturers and the course coordinators and will come exclusively from the goals and objectives which accompany each lecture topic. The format of these exams will be case based multiple-choice. The final exam is not cumulative but will require the student to incorporate concepts from previously covered material. Exams will be delivered via Examsoft.

SOAP Notes

Each SOAP note will be worth 10% of the grade for a total of 20%.

Drug Information Question

Questions will be chosen in the 1st week of class and approved by faculty. Response submission will make be 20% of the total course grade.

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
SOAP Notes (2)	20%
Individual Readiness Assurance Test (iRAT) (9)	6%
Team Readiness Assurance Test (tRAT) (9)	14%
DI Question (See Appendix for Rubric)	20%
Midterm Exam	20%
Final Exam	20%
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. Canvas® Learning Management System*

Course Policies
Policies Across All 1PD-3PD courses:
Class Attendance & Excused/Non-excused Absences
Attendance and punctuality are expected of pharmacists in practice since they are essential elements in maintaining quality patient care including patient safety. The Pharm.D. program has firm policies about attendance in order to instill good habits that will be needed in practice and also because class participation is essential for developing the knowledge, skills, and attitudes essential for success as a pharmacist. Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required attendance.   Similar to the employment expectations in pharmacy practice, tardiness and unexcused absences are not tolerated.

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

Students who have an infectious illness that is in the contagious phase should not come to class. This is an excused illness. The grade book will show EX or excused for the grade of a missed quiz or iRAT and

the course grade will be computed without consideration of these missing points unless a makeup is assigned. If the instructor assigns a makeup assignment, the EX grade will be replaced with the grade earned on the makeup assignment.

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

Requests for Excused Absence

A request for an excused absence must be communicated prior to the class session by email. The email format below must be used for all communications about absences. The email must be addressed to absent3PD@cop.ufl.edu This message will be received by the Academic Coordinator, distant campus and Education Coordinator. The Academic Coordinator will communicate the information to the Teaching Partnership Leader/Course Director. If email is not possible the student should call the Academic Coordinator (see phone number in syllabus). The Academic Coordinator will coordinate all communications about the absence request and therefore, serve as the point of contact about decisions and other information. Students are encouraged to call the Academic Coordinator for assistance with excused absences.

The following format is recommended:

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

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Failing to follow this policy will render the absence unexcused. The expectation of prior notification will be exempted in situations where there was an emergency situation such as an accident or similar serious situation.

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

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

Make Up Assignments

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

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

Professionalism Assessments

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

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

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

Quiz & iRAT/tRAT Policies

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

Exam Policy
During any Exam:

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

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

Make-up Quiz/iRAT/tRAT/Exam Policy
Policy across All 1PD-3PD courses:
Makeup exams are given only under special circumstances and only for excused absences. (The policies related to requesting an excused absence also apply to makeup requests for quizzes/iRATs and exams.) If the student is unable to take a scheduled assessment, the Teaching Partnership Leader/Course Director and Academic Coordinator must be notified before the assessment or if it is an emergency

situation, as soon as possible. The instructor will arrange an alternate deadline for the assessment consistent with the University examination policies.

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

Course-Specific Class Policies
None

General College of Pharmacy Course Policies

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

University Grading Policies

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

Concerns, Appeals, and Complaints

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

Academic Integrity Policy

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

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:
1. Be diligent and timely in studying the course material.
2. Be on time for class sessions, quizzes, and exams.
3. Be prepared for group discussions and conference calls.
4. Do your own work.

5. Actively collaborate with peers when assigned to groups.
6. Inform the Academic Coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
7. Dress appropriately for class sessions or clinically related activities.
8. Turn cell phones and other electronic communication devices to silent mode during a class session or phone conference. Special circumstances may be discussed with professor (i.e. family emergency phone calls, etc).
9. Be quiet during class sessions including peer presentations.
10. Be focused and avoid distractive behaviors in class.
11. Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
12. Participate in class or group discussions.
13. Raise one's hand to be recognized before making a comment during a class session.
14. Be respectful to the teacher.
15. Be respectful to fellow students in discussions.
16. Be courteous, respectful, and civil when using discussion boards.
17. Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
18. Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
19. Address concerns about performance or course material directly with the Teaching Partnership Leader/Course Director.
20. 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 absent3PD@cop.ufl.edu .   The student may email the course leader for any other needs that are personal in nature (e.g., request for accommodations, personal issues such as illness, emergencies).

Faculty member Response Time:
1. The course faculty will work to respond to discussion board postings and email communications within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

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

Discussion Board Policy
The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the

course faculty. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

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

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

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

Student Complaint Process
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/Course Materials Download Policy

Photography, audio-visual recording, and transmission/distribution of classroom lectures, course materials, and discussions is prohibited unless there is expressed written permission.

Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breeching COP copyrights and/or FERPA law.

Faculty and Staff: Who to Contact

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

Teaching Partnership Leaders/Course Directors
1. Questions about grades
2. Concerns about performance
3. Guidance when there are performance problems (failing grades)
4. General questions about content

Other Teaching Partnership Faculty Members
1. Questions about specific content

Technical Support:
For technical support related to eLearning, educational videos, mobile learning tools and other course-related issues, contact **College of Pharmacy Educational Technology Support** at:
- Gainesville Office Hours: HPNP Rm. 4312 or 4309, Monday – Friday, 8:30 am to 4:30 pm
- E-mail: edu-help@ahc.ufl.edu
- 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. Drug Information Question Rubric

Critical Care Elective DI Question Rubric	2pts Multiple missing elements AND serious improvement in quality needed	3 pts Multiple missing elements OR serious improvement in quality needed	4 pts All elements present but room for moderate quality improvement	4.5 pts All elements present but room for some quality improvement	5 pts All elements present and of high quality	Score
Answer 1. Statement of answer in first sentence 2. Contains restatement of original question 3. References are incorporated 4. Relevant information is retrieved, analyzed, and interpreted correctly 5. Concise						__ X 5 =
Recommendation 1. A recommendation is given based on information gathered 2. Recommendation is clear, reasonable 3. Recommendation is detailed and includes all necessary particulars (Ex. drug, dose, route, duration, monitoring)						__ X 5 =
Content 1. Information is accurate, current and supported by both reasoning and evidence 2. Student demonstrates understanding of topic 3. Relevant studies are evaluated thoroughly (Ex. tables, annotated bibliography) 4. Safety and efficacy data are addressed						__ X 6 =
References 1. Appropriate type and number for question asked 2. Primary references utilized						__ X 2 =
Organization 1. Cohesive and logical						__ X 1

2. Formatting assists with viewer understanding 3. Grammar and spelling correct						=
					Total =	/100

References

DelMonte, K. (2016). *Advanced Pharmacy Practice Experiences (APPE) Manual* (p. 34). Rochester: Wegmans School of Pharmacy. Retrieved from http://www.sjfc.edu/dotAsset/107427.pdf

Drug Information Request Rubric (1st ed.). Retrieved from http://c.ymcdn.com/sites/www.scshp.com/resource/resmgr/2016_AM/Handouts/Monday/Request_Rubric_-_Handout_3.pdf

Lavsa, S., Corman, S., Verrico, M., & Pummer, T. (2009). Effect of Drug Information Request Templates on Pharmacy Student Compliance with the Modified Systematic Approach to Answering Drug Information Questions. *Annals Of Pharmacotherapy*, *43*(11), 1795-1801. http://dx.doi.org/10.1345/aph.1m293

Nathan, J. & Gim, S. (2009). Responding to drug information requests. *American Journal Of Health-System Pharmacy*, *66*(8), 706-711. http://dx.doi.org/10.2146/ajhp080363

University of Florida College of Pharmacy Drug Information Intake/Tracking Form. Retrieved from https://cop-main.sites.medinfo.ufl.edu/files/2012/05/Drug-Information-Question-Intake-Form1.pdf