

Cover Sheet: Request 15997

PHA 5782C – Patient Care 2: Introduction to Infectious Disease and Hematology/Oncology

Info

Process	Course Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Karen Whalen whalen@cop.ufl.edu
Created	3/19/2021 3:02:37 PM
Updated	3/19/2021 4:02:48 PM
Description of request	The College of Pharmacy requests a modification to PHA 5782C (Patient Care 2) to increase the credit hours from 4 to 6. The increase in credit hours is requested to accommodate the merger with another course PHA5755 - Principles of Medical Microbiology, Immunology, and Virology. The requested increase in credit hours does not change the total amount of credit hours in the Doctor of Pharmacy degree program or the number of credit hours in the fall semester of the second professional year where this coursework is offered.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Karen Whalen		3/19/2021
PHA5782C Patient Care 2 Proposed Fall 2021.pdf					3/19/2021
COP Course Policies 2021 Spring.pdf					3/19/2021
College	Approved	COP - College of Pharmacy	Shauna Buring		3/19/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/19/2021
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 15997

Info

Request: PHA 5782C – Patient Care 2: Introduction to Infectious Disease and Hematology/Oncology

Description of request: The College of Pharmacy requests a modification to PHA 5782C (Patient Care 2) to increase the credit hours from 4 to 6. The increase in credit hours is requested to accommodate the merger with another course PHA5755 - Principles of Medical Microbiology, Immunology, and Virology.

The requested increase in credit hours does not change the total amount of credit hours in the Doctor of Pharmacy degree program or the number of credit hours in the fall semester of the second professional year where this coursework is offered.

Submitter: Karen Whalen whalen@cop.ufl.edu

Created: 3/19/2021 4:08:27 PM

Form version: 4

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

PHA

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

5

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

782

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

C

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Patient Care 2: Introduction to Infectious Disease and Hematology/Oncology

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Fall

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
2021

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Note that a change in course level requires submission of a course syllabus.

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Note that a change in lab code requires submission of a course syllabus.

Response:
No

Change Course Title?

Response:
Yes

Current Course Title

(100 character limit)

Response:
Patient Care 2: Introduction to Infectious Disease and Hematology/Oncology

Proposed Course Title

(100 character limit)

Response:
Patient Care 2: Introduction to Infectious Disease and Oncology

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Note that a change in credit hours requires submission of a course syllabus.

Response:
Yes

Current Credit Hours

Response:
4

Proposed Credit Hours

Response:
6

Change Variable Credit?

Note that a change in variable credit status requires submission of a course syllabus.

Response:

No

Change S/U Only?

Response:

No

Change Contact Type?

Response:

No

Change Rotating Topic Designation?

Response:

No

Change Repeatable Credit?

Note that a change in repeatable credit status requires submission of a course syllabus.

Response:

No

Change Course Description?

Note that a change in course description requires submission of a course syllabus.

Response:

Yes

Current Course Description

Response:

Second of an eight-course sequence that prepares the student to provide patient-centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. This course focuses on providing patient-centered care to patients who have

the following disorders: infectious disease, hematology and oncology.

Proposed Course Description (500 characters max)

Response:

Second of an eight-course sequence that prepares the student to provide patient-centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. This course provides a foundation in microbiology and principles of oncology, with a focus on providing patient-centered care to patients who have the following disorders: infectious disease, oncologic disorders.

Change Prerequisites?

Response:

No

Change Co-requisites?

Response:

Yes

Current Co-requisites

Response:

PHA 5755 Principles of Medical Microbiology, Immunology, and Virology
PHA5163L Professional Practice Skills Lab II

Proposed Co-requisites

Response:

PHA5163L Professional Practice Skills Lab II

Rationale

Please explain the rationale for the requested change.

Response:

In the fall semester of the second professional year, students take PHA 5755 Principles of Medical Microbiology, Immunology, and Virology which is a short fast-paced (2-week) course that provides an overview of foundational sciences in microbiology, immunology and virology. Students then go on to complete Patient Care 2, which focuses on medications used for infectious diseases and oncology, and treatment of some basic infectious diseases and oncologic disorders. Course evaluations over the last several years indicate that the fast pace of PHA 5755 is challenging for students. Students also find it difficult to learn about drug categories that can treat different types of bacteria when they have not yet learned anything about those drug categories. For instance, a student might learn about a group of bacteria and learn that this group of bacteria can be successfully treated with penicillins; however, they have not yet learned about the pharmacology, medicinal chemistry, or names of drugs in the penicillin family. They learn about penicillins and other anti-infective agents in the subsequent course PHA 5782C.

Combining the current PHA5755 course (2-credit course) with the current PHA 5782C course (4-credit course) to create one 6-credit hour course will provide many opportunities to enhance student learning. Students will be able to learn about different microorganisms, and at the same time learn about the categories of drugs that can treat these microorganisms, along with their pharmacology, medicinal chemistry, and treatment applications. In addition, combining the two courses will provide the opportunity for efficiencies in teaching and streamlining of some duplicative materials. This will help decompress the course and give students more time to digest and process the knowledge.

Class Attendance

Attendance and punctuality are expected of pharmacists in practice since they are essential elements in maintaining quality patient care and patient safety. The PharmD program has firm attendance policies in order to instill good habits that will be needed in practice. In addition, class participation is vital to developing the knowledge, skills, and attitudes essential for success as a pharmacist. Class attendance is mandatory for active learning sessions such as team-based learning sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required attendance.

Excused/Non-excused Absences

Similar to employment expectations in pharmacy practice, unexcused absences and tardiness are not tolerated.

Attendance will be excused in the following situations: serious illness (3 or more consecutive class days requires a health care provider note/documentation), serious family emergencies, military obligation, severe weather conditions, religious holidays (Please see the [University policy on attendance and 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. Absences due to an infectious illness in the contagious phase will be excused. **Students should not come to class if they have a contagious illness.**

Consideration for an excused absence outside of the instances listed above will be given to situations communicated to the Academic Coordinator **at least 30 days prior** to the event. Requests made less than 30 days from the event may not be considered.

The PharmD calendar allows for participation in professional development opportunities, including professional meetings. Students should consult the PharmD calendar before making travel plans for professional development opportunities to ensure travel falls within the dates allotted on the PharmD calendar. Absences outside of allotted travel days on the PharmD calendar for professional development opportunities will not be excused.

For excused absences, the grade book will show EX (excused) for the grade of a missed graded activity and the course grade will be calculated without consideration of these missing points, unless a makeup is assigned. When the instructor assigns a makeup assignment, the EX grade will be replaced with the grade earned on the makeup assignment. If the makeup assignment is not submitted by the required deadline, zero points will be awarded for the graded elements of the missed session.

Both excused and unexcused absences are tracked across the curriculum. Students with three or more absences (excused and unexcused) during a semester or five or more absences during the academic year may be referred to the Assistant Dean for Student Affairs. The student may be requested to provide a higher level of documentation. Excessive absences alter the fundamental element of active and collaborative learning that is integral to coursework in the PharmD program. Excessive absences may result in the need to repeat coursework.

Requests for Excused Absence

A request for an excused absence must be communicated via email **at least 30 minutes prior to the class session**, with the exception of unforeseen emergencies. It is recommended to communicate your absence as soon as you become aware you will not be able to attend class. Students should use the class-appropriate email address to request an excused absence.

- 1PD = absent1PD@cop.ufl.edu
- 2PD = absent2PD@cop.ufl.edu
- 3PD = absent3PD@cop.ufl.edu

If email is not possible, the student should call the Academic Coordinator (352-273-6523).

The email format below is recommended for submitting the request:

To: (insert absent email address for your class year)

Subject: PHA XXXX – Excused Absence request

I would like to request an excused absence from (insert course name, date, and time of sessions you will be missing here). Explain the nature of conflict and rationale for receiving an excused absence. Please be sure to be professional and polite. This is a request and should be phrased as such.

Thank you for your consideration of this special request.

Salutation,

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

This email message will be received by the Academic Coordinator, distant campus and Education Coordinator. The Academic Coordinator will communicate the information to the appropriate faculty member. The Academic Coordinator will coordinate all communications about the absence request and

therefore, serve as the point of contact about decisions on the request and other information. Students are encouraged to call the Academic Coordinator for assistance with excused absences. 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 precedent 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. Students shall be permitted a reasonable amount of time to make-up any excused absence(s). Due to the block curriculum model, **students must complete the make-up assignment by the deadline set by the course director**. The time period for this make up will be consistent with the UF attendance policies. If a student misses multiple class sessions and make-up by the end of the course becomes difficult, the student and Teaching Partnership Leader/Course Director will meet with the Assistant Dean of Student Affairs to develop options such as a makeup/remediation plan or withdrawal from the course.

Please refer to the [University Attendance Policy](#) for more details.

Tardiness

Punctuality is expected for all face-to-face and online classes, laboratory sessions, and other educational events (e.g., orientation, class meetings). Online sessions will open 15 minutes prior to the start of class, and students should join 15 minutes before class begins to help prevent tardies due to technological difficulties. A request for an excused tardy must be communicated via email **prior to the class session**, with the exception of unforeseen emergencies. It is recommended to communicate your tardy as soon as you become aware you will be late to class. Students should use the class-appropriate email address to request an excused tardy.

- 1PD = absent1PD@cop.ufl.edu
- 2PD = absent2PD@cop.ufl.edu
- 3PD = absent3PD@cop.ufl.edu

If email is not possible, the student should call the Academic Coordinator (352 273-6523).

The email format below is recommended for submitting the request:

To: (insert absent email address for your class year)

Subject: PHA XXXX – Excused Tardy request

I would like to request an excused tardy from (insert course name, date, and time of sessions you will be missing here). Explain the nature of conflict and rationale for receiving an excused tardy. Please be sure to be professional and polite. This is a request and should be phrased as such.

Thank you for your consideration of this special request.

Salutation,

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

Failing to follow this policy will render the tardy 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 tardy” does not guarantee acceptance. No precedent 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 tardy is excused or unexcused.

Professionalism Assessments

Professionalism is an educational outcome of the PharmD program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated using the [Professionalism Advisement Plan](#) to determine progression and eventual readiness for graduation.

Unexcused absences are considered 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 individuals, off-topic jokes, cat calls, slamming items against furniture), reading emails/messages, use of social media, leaving class early without informing the faculty or staff member, leaving class to purchase or pick-up food or beverage, inappropriate discussion board or social media postings, or other disrespectful behaviors (e.g., culturally insensitive statements, jokes, discussing topics that make others feel uncomfortable) towards faculty, staff, preceptors, career coaches, or other students. Non-adherence to the dress code policy is also

considered unprofessional behavior. Students who do not comply with the dress code will be asked to leave class. For more information, see the [Dress Code Policy](#).

Expectations for Behavior During 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. This includes being on time when returning to class after a break.
- Remain in class for the duration of the session (i.e., if food or beverage is needed, these should be prepared ahead of time or obtained on breaks)
- Complete assigned preparation activities.
- Complete work individually or as a team, as assigned by course faculty.
- Dress appropriately for class sessions (including online class sessions) and clinical activities.
- Silence cell phones and other electronic communication devices. Computers or other electronic devices should only be used for course-related activities and with faculty approval during class.
- Discuss special circumstances that will require use of electronic devices for personal communication during class (i.e., family emergencies, etc.) with the class instructor, academic coordinator, or education coordinator at the start of class.
- Be attentive to anyone presenting or contributing to discussions.
- Participate in class or group discussions.
- Be focused and avoid distractive behaviors in class.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- State your name, campus, and team number when making comments during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Address concerns about performance or course material directly with the Teaching Partnership Leader/Course Director.
- Seek assistance with academic or personal difficulties as soon as possible.
- Additional expectations for online classes and learning activities:
 - Join the online class 15 minutes before the start of class to help offset any difficulties with technology; contact your academic or education coordinator as soon as possible if you experience technical difficulties
 - Dress appropriately for appearance on video camera; ensure that the Zoom/video background is professional

- For large classes, the video camera should be turned off and the microphone should be muted when joining the class; the video and microphone should remain off when a student is not speaking; students should be prepared to use the microphone and video camera when speaking; students should inform the instructor if they are uncomfortable turning on the video camera
- For small classes, students should make sure the microphone is muted when joining the class; the microphone should remain muted when they are not speaking; students should be prepared to have the video camera on for the duration of the class session; students should notify the instructor if they are uncomfortable turning on the video camera
- When using the chat feature, students should keep comments related to the current class session and professional in nature

COVID-19 Policies

In response to COVID-19, the following policies and requirements are in place to maintain the learning environment and to enhance the safety of in-classroom interactions.

- Students are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Courses have been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if students wish to wipe down desks prior to sitting down and at the end of the class.
- Follow the instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- Students experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), should use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether they are able to attend class.
- For online class sessions during COVID-19:
 - Class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate verbally are agreeing to have their voices recorded. Communication is a key educational outcome of the Doctor of Pharmacy degree program, and students will be expected to contribute verbally during class sessions. Verbal communication by students, voluntarily offered or as required for the

learning activity, will be included in the session recording. If you are not willing to consent to have your voice recorded during class, please contact the Assistant Dean for Student Affairs. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Communications

Email Communications

The course faculty will communicate with you via your official University of Florida email address (_____@ufl.edu). When communicating with faculty via email, the subject line should include the course number and title. You should also include your full name, your academic year, campus/site, and team number in the email.

Faculty will do their best to respond to email communications within 24 hours between Monday and Friday at 12 noon. Responses on weekends and holidays will be sporadic.

Discussion Board

Students with questions about course content should post questions on the discussion board. 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. Interaction with faculty on the discussion boards 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.

Faculty will do their best to respond to discussion board postings within 24 hours of the posting between Monday and Friday at 12 noon. Responses on weekends and holidays cannot be assured.

Student Etiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about Module 1, post it in the discussion thread for Module 1.
2. Be mindful of best practices of online communication (from [The Core Rules of Netiquette by Virginia Shea](#)):
 - a) Remember the Human: compose a post that you would feel comfortable saying in front of the person receiving the message. Be aware of how the reader may interpret the tone of the post and edit when necessary. If you are unsure of the perceived tone of a post, have a trusted friend/family member edit it prior to posting.
 - b) Adhere to the same standards of behavior online that you follow in real life: be ethical.

3. 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.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on [academic integrity and the UF Student Honor Code](#). Below is the UF Honor Pledge outlined in the UF Honor Code:

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."*

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.

Assignments given in courses in the curriculum may be either individual or team assignments. Faculty will provide descriptions of expectations for each assignment when it is assigned. For assignments categorized as *individual* assignments, it is expected that all work submitted is the original work of the individual student. Collaboration with others is not permitted. For assignments categorized as *team/group* assignments, it is expected that all work submitted is the original work of the team/group members submitting the assignment. Collaboration with others who are not members of the team/group is not permitted. Deviations from these expectations are a violation of the UF Honor Code and will be taken seriously.

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 breaching College of Pharmacy copyrights and/or Family Educational Rights and Privacy Act (FERPA) law.

Computer and Other Technology Requirements (Device Readiness)

Students are required to have a personal laptop compliant with the [entry-level program computer requirements](#). Students are required to use this personal laptop for all quizzes, exams and other learning activities that are electronically administered.

ExamSoft® and other software or technology may be used for administration of exams (e.g., Respondus, Honorlock), and students are required to follow the procedures that are established for exam administration. Students must have a personal laptop to complete exams. Students must also complete mock exams prior to the actual exam to assure that all personal laptop features are compatible with technology used for administration of the exam.

If a student's personal laptop is not functioning, the student is expected to have the personal laptop fixed as soon as possible or have access to an alternate device. If the student experiences a problem with a personal laptop being unavailable due to a repair, the student should immediately contact the academic/educator coordinator and develop a plan for securing a functioning laptop and achieving compliance with the entry-level program computer requirements.

Quiz & iRAT/tRAT Policies

1. Students must bring their laptop or tablet to class in order to participate in the quiz/iRAT/tRAT.
2. All quizzes/iRATs/tRATs are closed book unless otherwise noted by the instructor.
3. All quizzes/iRATs are completed individually. Communication with classmates or others via any means during the quiz or iRAT is not permitted.
4. Students who arrive late for the quiz/iRAT will not be allowed extra time to complete the assessment. They must complete the quiz/iRAT in the time remaining.
5. 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.
6. 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.)
7. Students may not leave the room during the quiz/iRAT or tRAT.

8. All students must remain quiet during the quizzes/iRATs and as other teams are completing the tRATs.
9. For tRATs delivered using immediate feedback assessment technique (IF-AT) forms, “accidental” scratches will result in partial scoring for that item.
10. 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.
11. Video surveillance/recording via technologies may be used during quizzes and iRATs/tRATs and may be used as evidence of academic dishonesty.

Exam Policies

1. For on-campus exams, students are expected to arrive at least 10 to 15 minutes prior to the scheduled start time of the test. After the proctor enters the exam room, students should enter the room and be seated promptly to be eligible to take the exam. All students should be seated and ready to begin the exam at the designated start time. Extra time will not be provided to students who arrive late. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 15 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. In situations where a make-up exam is granted due to lateness, the exam grade will be no higher than 69.5% (C-).
2. For online exams, students should be online 15 minutes before the start of the scheduled assessment to help offset any difficulties with technology; students should contact the academic or education coordinator as soon as possible if they experience technical difficulties.
3. Access to the following items is not permitted during exams: cell phones, other electronic or digital devices including smart watches, pagers, photographic devices, and recording devices. These items must be stowed in an area away from the designated testing space.
4. 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. Items allowed at the student’s desk are a water bottle with no label or writing, laptop charger, and mouse.
5. There must be no talking or other disruptive behavior during the distribution or administration of the exam.
6. Calculators must meet the following requirements: Only non-programmable calculators are allowed unless the course has a specific policy.
7. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
8. Other exam rules may be instituted during the progression of the course.

9. Once the exam commences, students may not leave the testing space without submitting the exam. Once the exam is submitted, the examination period for the student is considered complete and the student must leave the testing space.
10. Video surveillance/recording via technologies may be used during exams and may be used as evidence of academic dishonesty.
11. If there is urgent need to use the restroom, the Proctor will provide guidance.

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

After an Exam

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

Students are required to upload the encrypted exam file immediately after completing the exam.

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

Exam appeals

There are no exam appeals/rebuttals except in instances where the student deems there is a possible grading/grade calculation error. Following release of the exam grades, the student has 3 business days to contact the Course Director and Academic Coordinator to clarify questions and appeal any possible grading errors.

Make-up Quiz/iRAT/Exam Policy

Make-up assessments are given only under special circumstances and only for excused absences. The method to request an excused absence for an assessment is the same as the method for requesting an excused absence from a class session (See Course Policy: Excused/Non-excused Absences). If appropriate, the instructor will arrange an alternate deadline for the assessment consistent with the University examination policies.

The questions on the make-up 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. Failure to be present for the make-up assessment will result in a grade of zero for the assessment. No precedent can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Grading Scale

<i>Grading Scale</i>	
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."

University Grading Policies

Please review the [UF Undergraduate Catalog](#) to understand how the University uses the course grade to compute your overall GPA.

Faculty and Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in every course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. The PharmD calendar contains scheduled time for students to complete evaluations, and students are encouraged to use this time to provide thoughtful feedback on the quality of instruction. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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. Concerns about a 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 Assistant Dean for Curricular Affairs who will also engage other individuals depending on the request (e.g., campus dean, department chair, Assistant Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Associate Dean for Professional Education. If the student finds the decision at the College level unsatisfactory, they will be referred to the Provost and Associate Provost of Undergraduate Affairs/Director of Professional Curriculum. If the decision is unsatisfactory, the student may appeal to the UF Ombuds at ombuds.ufl.edu. Please note that at any stage of the process, the student can appeal directly to the UF Ombuds.

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

To request accommodations, students with disabilities should first register with the [Disability Resource Center](#) (352-392-8565) 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 (accommodations@cop.ufl.edu), phone (352-273-6523) or in person at room 4312 in 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.

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/Assistant Dean for Student Affairs for assistance.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health are encouraged to meet with the student affairs coordinators on their respective campuses or Assistant Dean for Student Affairs for guidance. In a crisis situation, 911 should be called. For non-crisis situations, students can self-refer to the UF Counseling and Wellness Center or to the Pharmacy Counselor. To access services, students should contact the [UF Counseling and Wellness Center](#) at 352-392-1575. This line is answered 24 hours a day. Students in Gainesville have the option to identify as pharmacy students to be put in contact with the Pharmacy Counselor. If a Gainesville student does not identify as a pharmacy student, they will be placed with any available counselor at the Wellness

Center. Jacksonville and Orlando students must identify as pharmacy students to access services with the College of Pharmacy Counselor.

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.

Emergencies

Call the University Police Department (Gainesville campus only) for emergencies: 392-1111 or 9-1-1

Version Date: August 5, 2020

PHA5782C: Patient Care II

Introduction to Infectious Disease and Oncology

6 Credit Hours – [A-E Grading]

Second of an eight-course sequence that prepares the student to provide patient-centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. Learning occurs through team-based learning. This course provides a foundation in microbiology, pharmacology and medicinal chemistry of anti-infective and oncology agents, and pharmacotherapy of infectious diseases and oncology. Learners will develop, integrate, and apply knowledge from the foundational disciplines (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) and apply the Pharmacists' Patient Care Process in solving case-based scenarios of patients with infectious diseases and oncologic disorders.

Teaching Partnership Leaders

Anthony M. Casapao, PharmD, MPH

- Email: Casapao@cop.ufl.edu
- Office: Jacksonville Campus
- Phone: 904-244-9129
- Office Hours: TBA

Priti N. Patel, Pharm.D., BCPS

- Email: ppatel@cop.ufl.edu
- Office GNV HPNP 2314A
- Office Hours: Posted on Canvas

Entrustable Professional Activities

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

2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
 - ST2.3. Interpret laboratory test results
 - ST 2.3b. Interpret data related to personalized medicine.

3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective
 - ST3.1. Follow an evidence-based disease management protocol.
 - ST3.2. Develop a treatment plan with a patient. (including recommend therapeutic alternatives and generic substitution)
 - ST3.4. Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
6. Collaborate as a member of an interprofessional team.
 - ST6.3. Communicate a patient's medication-related problem(s) to another health professional.
9. Maximize the appropriate use of medications in a population.
 - ST9.2. Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions.
11. Educate patients and professional colleagues regarding the appropriate use of medications.
 - ST11.1. Lead a discussion regarding a recently published research manuscript and its application to patient care.

Course-Level Objectives

- Associate the role of the normal human microbiota with the prevention of disease.
 - Describe the pathogenesis of bacterial and viral infections.
 - Interpret microbiological, immunological, and virological laboratory data in the context of a patient's clinical presentation and findings.
- Given a case of a patient with infectious disease and/or oncology disorders/pharmacotherapy needs, Integrate knowledge and use clinical reasoning skills in accomplishing the following steps when managing a patient with the disease state:
 - i. **Collect:** Gather subjective and objective information and analyze the data in order to understand the relevant medical/medication history and clinical status of the patient.
 1. Subjective and objective information is collected through comprehensive medication review with the patient, medical record review, pharmacy profile review, and communication with other members of the health care team.
 2. A holistic view is initiated during collection in order to consider physiological, psychological, and sociological variables of the patient and this view is maintained throughout the patient care process.
 - ii. **Assess:** Assess the information collected and formulate a problem list consisting of the patient's active medical problems and medication therapy problems in order to prioritize medication therapy recommendations to achieve the patient's overall health goals.
 1. Assess the patient's active medical conditions taking into account clinical and patient goals of therapy.
 2. Assess the indication, effectiveness, safety, adherence and convenience (administration, access, affordability) of each medication the patient is taking.
 3. Include in the assessment an evaluation of risk factors, relevant psychosocial issues, and the need for preventative care or for referral to another healthcare practitioner for further evaluation

4. Formulate a medication therapy problem list, classifying the patient's medication therapy problems based on indication, effectiveness, safety, and compliance.
 5. Prioritize the patient's medication therapy problems.
- iii. **Plan:** Develop an individualized patient-centered care plan in collaboration with other health care professionals and the patient/caregiver that is evidence-based and as affordable as possible.
1. For each problem, create patient-centered goal(s) in collaboration with the patient/caregiver and other members of the healthcare team
 2. Develop a care plan to manage the patient's active medical conditions and resolve the identified medication therapy problems.
 3. Identify monitoring parameters to assess effectiveness, safety, adherence, and quality of life.
- iv. **Implement:** Implement the care plan in collaboration with other health care professionals and the patient/caregiver.
1. For each condition and associated recommended strategy for resolving identified MTPs, provide the medication order in its entirety, including full drug name, dose, dosage form, route of administration, dosing interval, duration of therapy
 - a. Discuss the care plan with the patient.
 - b. Educate the patient on his/her medications (which may include explanations of medication action, the regimen or its proper discontinuation, proper medication use and storage, expected results and when to expect them, possible adverse effects, and when and how to follow-up or seek additional care.
 2. Where appropriate, contribute to coordination of care by providing documentation to other providers using an evidence-based method of communication, such as SBAR (Situation, Background, Assessment, Recommendation) or SOAP (Subjective, Objective, Assessment, Plan)
- v. **Follow-up with the Patient:** Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals and the patient/caregiver.

Course Pre-requisites

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

Course Co-requisites

1. PHA 5163L Professional Practice Skills Lab III

Course Outline

Mod#	Unit Topic	Activity	Contact Time [hr.]
0	Watch: Introduction to Patient Care 2	Lecture Video	0.50
1	Module 1: Laboratory Diagnostics and Introduction to Infectious Diseases Practice	Module	
1.01	Watch: Introduction to Microbiology (Part 1 and Part 2)	Lecture Video	0.75
1.02	Watch: Diagnosing and Interpreting Bacterial Infections Blood, Urine, Respiratory, and Wound Cultures Interpreting Bacterial Susceptibilities Rapid Diagnostics: Immunoassays and Nucleic Acid Testing Candida diagnostics	Lecture Video	3.0
1.03	Watch: BD BACTEC™: Blood culture collection best practices https://www.bd.com/en-us/company/video-gallery?video=4713958311001	Video Other	0.25
1.04	Watch: Bronchoalveolar Lavage (BAL) in the ICU https://www.youtube.com/watch?v=OwXQA3ab7Yg	Video Other	0.25
1.05	Watch: Introduction to Infectious Diseases and Stewardship Introduction to Pharmacokinetics and Pharmacodynamics	Lecture Video	2.5
2	Module 2: Gram Positive Bacteria and Agents	Module	
2.01	Watch: Beta-Lactams Penicillins, cephalosporins, carbapenems and monobactams	Lecture Video	3.25
2.02	Watch: Glycopeptides, lipoglycopeptides and lipopeptides	Lecture Video	2.25
2.03	Watch: Oxazolidinones and tetracyclines	Lecture Video	1.33
2.04	Watch: Sulfonamides	Lecture Video	0.25
2.05	Read: Medical Microbiology Chapter 11: subsections on B. cereus, C. botulinum, C. tetani, and C. difficile	Reading--Web	0.50
2.06	Read: Medical Microbiology Chapter 12: subsection on "Lipophilic Corynebacteria"	Reading--Web	0.25
2.07	Read: Medical Microbiology Chapter 21: subsections on "physiology and growth conditions for anaerobes", "the polymicrobial nature of anaerobic infections", and "diagnosis of anaerobic infections"	Reading--Web	0.25
2.08	Watch: Gram positive cocci Staphylococci, streptococci, and enterococci	Lecture Video	1.5
2.09	Watch: Gram positive bacilli Bacillus, Listeria, Corynebacterium, and Clostridium species	Lecture Video	1.25
	Active Learning Session 1: Gram Positives (2 hours)	Active Learning Session	1.00
2.10	Watch: Acute Bacterial Skin and Skin Structure Infections	Lecture Video	0.5
2.11	Watch: Pharmacotherapy of Surgical Prophylaxis	Lecture Video	0.5
2.12	Read: Clinical Practice Guidelines for Antimicrobial Prophylaxis in Surgery -- Tables 1 and 2. Pages 197 – 202	Reading--Web	

	https://www.idsociety.org/Guidelines/Patient_Care/IDSA_Practice_Guidelines/Antimicrobial_Agent_Use/Antimicrobial_Prophylaxis_for_Surgery/		
	Active Learning Session 2 Part 1: Skin/Soft Tissue Infection (2 hours)	Active Learning Session	1.00
	Active Learning Session 2 Part 2: Skin/Soft Tissue Infection - Surgical Prophylaxis (2 hours)	Active Learning Session	1.00
1-2	Zoom: Exam Review (1 hour)	Active Learning Session	1.00
1-2	Exam 1: Intro + Gram positives	Exam	3.00
3	Module 3: Gram Negative Bacteria and Agents	Module	
3.01	Watch: Aminoglycosides	Lecture Video	2.0
3.02	Watch: Fluoroquinolones	Lecture Video	1.25
3.03	Watch: Macrolide Antibiotics	Lecture Video	0.5
3.04	Watch: Urinary agents – (fosfomycin and nitrofurantoin) and polymyxins	Lecture Video	1.0
3.05	Watch: Clindamycin/Metronidazole	Lecture Video	0.3
3.06	Watch: Enterobacteriaceae	Lecture Video	1.25
	Escherichia, Klebsiella, Enterobacter, Citrobacter, Serratia and others		
3.07	Watch: Non-fermenters	Lecture Video	1.00
	Pseudomonas aeruginosa, Acinetobacter baumannii, Stenotrophomonas maltophilia; and Burkholderia cepacia		
3.08	Watch: Gram-Negative Anaerobes	Lecture Video	0.25
3.09	Watch: Pleomorphic bacteria - Haemophilus influenzae and Bordetella pertussis	Lecture Video	0.5
3.10	Watch: Helicobacter pylori and Neisseria	Lecture Video	0.5
3.11	Watch: Atypical bacteria	Lecture Video	0.63
	Chlamydia, Mycoplasma, and Legionella		
3.12	Watch: Mycobacterium	Lecture Video	0.25
	Active Learning Session 3: Gram Negatives (2 hours)	Active Learning Session	1.00
3.13	Watch: UTI	Lecture Video	0.5
	Active Learning Session 4 Part 1: UTI (2 hours)	Active Learning Session	1.00
	Active Learning Session 4 Part 2: UTI (2 hours)	Active Learning Session	1.00
3.14	Watch: Community Acquired Pneumonia	Lecture Video	0.5
	Active Learning Session 5 Part 1: Community-Acquired Pneumonia (2 hours)	Active Learning Session	1.00
	Active Learning Session 5 Part 2: Community-Acquired Pneumonia (2 hours)	Active Learning Session	1.00
4	Module 4: Virology and Antivirals	Unit	
4.01	Read: Medical Microbiology, Chapter 38 (see Canvas for sections)	Reading--Web	1.75

4.02	Read: Medical Microbiology, Chapter 37 (see Canvas for sections)	Reading--Web	0.25
4.03	Read: Medical Microbiology, Chapter 36 (see Canvas for sections)	Reading--Web	0.50
4.04	Read: Medical Microbiology, Chapter 40 (see Canvas for sections)	Reading--Web	1.00
4.05	Read: West Nile virus Clinical Evaluation & Disease https://www.cdc.gov/westnile/healthcareproviders/healthCareProviders-ClinLabEval.html	Reading--Web	0.25
4.06	Watch: How Influenza Pandemics Occur (Youtube) https://youtu.be/DdFCx8jbesQ?list=PL9rasaw-kjnzq6gz7bkMg8TQPMVKv7Bjl	Video Other	0.25
4.07	Read: West Nile virus Prevention https://www.cdc.gov/westnile/healthcareproviders/healthCareProviders-TreatmentPrevention.html	Reading--Web	0.25
4.08	Watch: Virology Basics	Lecture Video	0.75
4.09	Watch: Influenza	Lecture Video	0.50
4.1	Watch: HIV	Lecture Video	0.50
4.11	Watch: Hepatitis A, B, and C	Lecture Video	0.50
4.12	Watch: Varicella/Zoster, HSV, CMV, Epstein-Barr	Lecture Video	0.75
4.13	Watch: Coronaviruses	Lecture Video	0.33
	Active Learning Session 6: Virology (2 hours)	Active Learning Session	1.00
4.14	Watch: Pharmacology of Antivirals	Lecture Video	1
4.15	Watch: Medicinal Chemistry of Antivirals	Lecture Video	1
4.16	Watch: Therapeutics of Antivirals	Lecture Video	1
	Active Learning Session 7: Antivirals (2 hours)	Active Learning Session	1.00
3-4	Zoom: Exam Review (1 hour)	Active Learning Session	1.00
3-4	Exam 2: Gram negatives + antivirals/virology	Exam	3.00
5	Module 5: Antifungals	Module	
5.01	Watch: Pharmacology of Antifungals	Lecture Video	1
5.02	Watch: Medicinal Chemistry of Antifungals	Lecture Video	1
5.03	Watch: Candida spp	Lecture Video	0.25
5.04	Watch: Therapeutics of Antifungals	Lecture Video	1
	Active Learning Session 8: Antifungals (2 hours)	Active Learning Session	1.00
6	Module 6: Oncology		
6.01	Watch: Principles of Oncology	Lecture Video	1
6.02	Watch: Pharmacology of Oncology Agents Part 1 Alkylating Agents, Antimetabolites, Topoisomerase Inhibitors, Antimitotic Agents, Hormonal Antagonists	Lecture Video	1.25
6.03	Watch: Pharmacology of Oncology Agents Part 2 Cancer Immunotherapy, Small Molecule Inhibitors, Monoclonal Antibodies	Lecture Video	1.5

6.04	Watch: Medicinal Chemistry of Oncology Drugs	Lecture Video	2
6.05	Watch: Personalized Medicine: Oncology	Lecture Video	1
6.06	Watch: Oncology Clinical Trials (transcending concept)	Lecture Video	0.5
6.07	Watch: Treatment of Lymphomas Non-Hodgkins Lymphoma, Hodgkins Lymphoma	Lecture Video	1
6.08	Watch: Medicinal Chemistry of Anti-emetics	Lecture Video	1
6.09	Watch: Nausea and Vomiting Therapeutics	Lecture Video	0.75
6.10	Watch: Self-care: Herbal and Dietary Supplements for the Immune System (transcending concepts)	Lecture Video	1.25
6.11	Watch: Patient Assistance Programs (transcending concept)	Lecture Video	0.5
	Q&A Session (2 hours)	Active Learning Session	1.00
	Active Learning Session 5 Part 1: Lymphoma, Nausea, and Vomiting in the Cancer Patient (2 hours)	Active Learning Session	1.00
	Active Learning Session 5 Part 1: Lymphoma, Nausea, and Vomiting in the Cancer Patient (2 hours)	Active Learning Session	1.00
1-6	Capstone (4 hours)	Active Learning Session	2.00
1-6	Zoom: Exam Review (1 hour)	Active Learning Session	1.00
1-6	Final Exam: Antifungals + oncology + comprehensive (3 hours)	Exam	3.00
	<i>Total Contact Hours in Course:</i>		91.5

Required Textbooks/Readings

- Karen C. Carroll, Stephen A. Morse, Timothy Mietzner, Steve Miller. Jawetz, Melnick, & Adelberg's Medical Microbiology, McGraw-Hill, 28th edition, 2019, ISBN 978-1-260-01202-6.
- Foye WO, Lemke T, Williams DA. Foye's Principles of Medicinal Chemistry, Wolters Kluwer Health/Lippincott Williams & Wilkins, Philadelphia, PA, 7th Edition, 2013. ISBN-13:978-1609133450; ISBN-10:1609133455
 - Not Available via HSC Library (Purchased as a 1PD)
- 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 via HSC Library – Access Pharmacy
- Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 10th Edition, 2017. ISBN 978-1-259-58748-1
 - Available via HSC Library – Access Pharmacy
- Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of nonprescription drugs: An interactive approach to self-care. 18th ed. Washington, D.C.: American Pharmacists Association; 2015. ISBN-13: 978-1582122250
 - Not Available via HSC Library (Purchased as a 1PD)
- Primary literature readings will be posted in Canvas.

Use [UF VPN to access UF Libraries Resources](#) when off-campus. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

Suggested Textbooks/Readings

Suggested readings will be posted in Canvas.

Other Required Learning Resources

EHR Go

- *EHR Go* is an educational EHR used throughout the PharmD curriculum. Students will be expected to purchase a subscription to this program.
- Create your *EHR Go* account by going to: <https://ehrgo.com/> Select **Subscribe** in the upper, right corner and enter the following Pharmacy Student Program Key: **S96Y29**
- Follow the on-screen instructions to create your account and apply your subscription. Refer to the Skills Labs Canvas site for more detailed information.

NOTE:

- 1PDs are encouraged to purchase a 3 year Student Subscription
- 2PDs are encouraged to purchase a 2 year Student Subscription
- 3PDs are encouraged to purchase an Academic Year Student Subscription

Materials & Supplies Fees

None

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

Assessment Item	Grade Percentage
iRATs	5
tRATs	10
Individual self-assessments	5
Individual in-class assignment	10
Capstone	5
Exam 1	20
Exam 2	20
Exam 3	25
Total	100%

Table 1. Grading Scale

Percentage Range	Letter Grade
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.

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

For technical support, navigate to [Educational Technology and IT Support Contact Information](#) at this URL:

<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](#) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

Faculty and Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in every course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. The PharmD calendar contains scheduled time for students to complete evaluations, and students are encouraged to use this time to provide thoughtful feedback on the quality of instruction. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.