Course Purpose:
This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating a patient. Additional skills include collaborating as an interprofessional team member, safe and accurate dispensing of medications and contributing to a culture of safety and improvement. The focus is caring for patients with infectious diseases, leukemia, cardiovascular disorders, and pulmonary disorders with problems that are simple to moderate in complexity. The patient care skills and tasks taught in this course will prepare you to enter into hospital practice settings during your Hospital Introductory Pharmacy Practice Experience (HIPPE).

Course Faculty and Office Hours

Teaching Partnership Leader
Kathryn J. Smith, PharmD
Email: ksmith@cop.ufl.edu
Office: HPNP 2-303
Phone: 352-294-8287
Preferred form of contact: Email
Office Hours: by appointment

Teaching Partners
Katherine Vogel Anderson, PharmD, BCACP
Email: kvanderson@cop.ufl.edu
Phone: 352-273-6240
Stacey Baggett, PharmD (Orl)
Email: sbaggett@cop.ufl.edu
Phone: 407-313-7054
Lindsey Childs-Kean, PharmD, MPH, BCPS (StP)
Email: lchilds-kean@cop.ufl.edu
Phone: 727-394-6213
Lori Dupree, PharmD, BCPS (Jax)
Email: ldupree@cop.ufl.edu
Phone: 904-244-9590
Carinda Field, PharmD (StP)
Email: cfield@cop.ufl.edu
Phone: 727-394-6213
Emily C. Huesgen, Pharm.D., BCACP, AAHIVP
Email: ehuesgen@cop.ufl.edu
Phone: 352-273-6365
Adonice Khoury, PharmD, BCPS
Email: akhoury@cop.ufl.edu
Phone: 352-273-8136
Ken Klinker, PharmD
Email: klinkkp@cop.ufl.edu
Phone: 352-294-5157
Priti Patel, PharmD, BCPS (StP)
Email: ppatel@cop.ufl.edu
Phone: 727-394-6213
Karen Sando, PharmD, BCACP, CDE
Email: ksando@cop.ufl.edu
Phone: 352-273-6224
Bethany Shoulders, PharmD,
Email: brshoulders@cop.ufl.edu

Academic Coordinator
Sarah Burgess, M.Ed
Email: edu-help@ahc.ufl.edu
Office: HPNP 4312
Phone: 352-273-5617
Office Hours: by email and appointment
This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:

- EPA A1. Collect subjective and objective data
- EPA A2. Interpret patient data and identify problems.
- EPA A5. Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
- EPA A7. Give and receive a patient handover to transition care.
- EPA A8. Collaborate as a member of an interprofessional team.
- EPA B1. Form clinical/practice-related questions and retrieve evidence to advance patient care.
- EPA C1. Identify system failures and contribute to a culture of safety and improvement.
- EPA D4. Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies.
- EPA E4. Safely and accurately dispense medications within a medication use system.
- EPA E5. Solve problems related to insurance and prescription coverage.

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

1. Verify appropriate patient, drug, dose, directions and duration for prescription orders and dispense those orders for a hospitalized patient.
2. Utilize an electronic medical record (EMR) (EPICedu) to collect relevant information for a specific patient and disease state to assess appropriateness of drug therapy.
3. Perform a medication history interview and/or medication reconciliation for a hospitalized patient.
4. Appropriately communicate with other healthcare professionals verbally and in the EMR.
5. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
6. Defend a therapeutic plan verbally using guidelines and primary literature.
7. Document patient care recommendations and interventions in the EMR.
8. Counsel a patient on a therapeutic plan including: name, dose and duration of drug(s), directions for use, monitoring for effectiveness and safety and follow up plan.
9. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family.
10. Recommend appropriate individualized dosing regimens for patients receiving:
    a. vancomycin
    b. aminoglycosides
    c. warfarin
    d. heparin
11. Interpret an antibiogram and recommend appropriate antibiotic therapy for a patient.
12. Explain how an antibiotic stewardship program improves patient outcomes, reduces microbial resistance, and decreases the spread of infections.
13. Understand chemotherapy protocols and verify a prescription order for chemotherapy matches the protocol for patients with leukemia.
14. Calculate an appropriate drip rate for IV medications.
15. Complete IV to PO therapeutic interchanges appropriately.
16. Formulate a therapeutic plan, including nonpharmacological options, for anticoagulation to prevent/manage DVT in acute care and ambulatory care settings.
17. Utilize shared decision making tools for cardiovascular primary prevention.
18. Utilize Motivational Interviewing techniques to encourage a patient to quit smoking.
19. Select appropriate smoking cessation therapy for a motivated patient.
20. Complete a Journal Club Presentation summarizing a research article.
21. During all skills laboratory simulations and activities:
   a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
   b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
   c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
   d. Recognize that one’s professionalism is constantly evaluated by others.

**Pre-Requisite Knowledge and Skills**

Completion of all first year coursework in the Doctor of Pharmacy program

**Co-Requisite Knowledge and Skills**

PHAR 5755: Principles of Medical Microbiology, Immunology and Virology
PHAR 5782: Patient Care 2 - Infectious Disease and Hematology/Oncology
PHAR 5783: Patient Care 3 - Cardiovascular and Pulmonology
PHAR 5933: Pharmacoeconomics

**Lab Location & Sessions:**

1. **Location:**
   a. **Gainesville:** Pharmacy Skills Lab
   b. **Jacksonville:** COP Lab
   c. **Orlando:** Room 435

2. **Sessions:** See Appendix D for Sessions on each campus.

**Weekly Course Outline**

**Course Structure**

This course is offered in a blended learning format that utilizes a weekly module-based design combining pre-laboratory online learning with face-to-face laboratory instruction and performance-based assessment. The student should expect 1 to 2 hours of pre-laboratory preparation and 2 hours of laboratory contact time per week.

In addition to weekly lab sessions, following certain labs, a 1-hour debrief will take place via Big Blue Button. Students are encouraged to attend live to enhance the discussions. Sessions will be recorded for later viewing. Laboratory debriefs will allow course instructors to provide feedback on class performance for in-lab activities and simulations and allow students the opportunity to clarify questions on course content. Course instructors will also provide key take home points for the specific module and tips to enhance performance during future assessments.
**ALERT about Schedule:** Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Mod., and Unit</th>
<th>Unit Topic</th>
<th>Learning Obj.</th>
<th>Faculty</th>
<th>Contact Hours [hr.]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>8/16 (T)</td>
<td><strong>Module 1: The Electronic Medical Record in the Hospital I</strong></td>
<td>2</td>
<td>Dupree, Feild</td>
<td>1 hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review: Course Syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Course Introduction Video</td>
<td>17 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: The Electronic Health Record in the Hospital I</td>
<td>30 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Epic – Introduction to Epic EMR</td>
<td>5 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Epic - Overview of Hyperspace for Inpatient Clinicians</td>
<td>10 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Epic – Administering Medications on the MAR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Epic – View Med Admin Over Time</td>
<td>1 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Epic – Filter Medication in the Medications Activity</td>
<td>1 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/16 (T)</td>
<td>1</td>
<td><strong>Active Learning Session 1: The Electronic Medical Record in the Hospital I</strong></td>
<td></td>
<td>Dupree, Feild</td>
<td>2 hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-lab Quiz #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Module Concepts as Needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active Learning Application:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-EPIC EDU Training Scenario- Inpatient Navigator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Patient Chart Scavenger Hunt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>8/23 (T)</td>
<td><strong>Module 2: The Electronic Medical Record in the Hospital II</strong></td>
<td>1-3</td>
<td>Dupree</td>
<td>1 hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: The Electronic Health Record in the Hospital II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch: Partners in E Video - Computerized Provider Order Entry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/23 (T)</td>
<td>2</td>
<td><strong>Active Learning Session 2: The Electronic Medical Record in the Hospital II</strong></td>
<td></td>
<td>Dupree</td>
<td>2 hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-lab Quiz #2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Module Concepts as Needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active Learning Application:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Medication Reconciliation in the Hospital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-“What if... ?” Discussion Scenarios</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>8/25 (Th)</td>
<td><strong>Post-Class Activity: Big Blue Button Debrief</strong></td>
<td></td>
<td>Smith</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>8/30 (T)</td>
<td><strong>Module 3: Working Up Patients</strong></td>
<td>2-6</td>
<td>Shoulders</td>
<td>1 hr</td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Session Type</td>
<td>Activity Description</td>
<td>Instructor</td>
<td>Time</td>
</tr>
<tr>
<td>------------</td>
<td>------</td>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td>8/30 (T)</td>
<td>3</td>
<td>Active Learning Session 3: Working Up Patients</td>
<td>Pre-lab Quiz #3 &lt;br&gt; Review Module Concepts as Needed &lt;br&gt; Active Learning Application: Working Up Patients</td>
<td>Shoulders</td>
<td>2 hr</td>
</tr>
<tr>
<td>Week 3</td>
<td>3</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td>Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/1 (Th)</td>
<td>4</td>
<td>Module 4: Individualized Dosing of Antibiotics</td>
<td>Review: Lecture materials from Patient Care 2 pertaining to pharmacokinetics of vancomycin and aminoglycosides &lt;br&gt; Watch: How to Perform a Pharmacokinetic Workup</td>
<td>K. Klinker</td>
<td>1 hr</td>
</tr>
<tr>
<td>9/6 (T)</td>
<td>4</td>
<td>Active Learning Session 4: Individualized Dosing of Antibiotics</td>
<td>Pre-lab Quiz #4 &lt;br&gt; Review Module Concepts as Needed &lt;br&gt; Active Learning Application: Recommend a vancomycin and an aminoglycoside regimen for a patient -Adjust antibiotic dosing of antibiotics based on renal function</td>
<td>K. Klinker</td>
<td>2 hr</td>
</tr>
<tr>
<td>Week 5</td>
<td>5</td>
<td>Module 5: Presenting Patients</td>
<td>Review: “Developing a Succinct Patient Presentation” &lt;br&gt; Watch: Example Patient Case Presentations &lt;br&gt; Review: Patient Case Presentation Rubric</td>
<td>Shoulders</td>
<td>1 hr</td>
</tr>
<tr>
<td>9/13 (T)</td>
<td>5</td>
<td>Active Learning Session 5: Presenting Patients</td>
<td>Review Module Concepts as Needed &lt;br&gt; Active Learning Application: -Patient Case Presentations</td>
<td>Shoulders</td>
<td>2 hr</td>
</tr>
<tr>
<td>Week 5</td>
<td>5</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td>Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/20 (T)</td>
<td>6</td>
<td>Module 6: Infectious Disease in the Hospital</td>
<td>Watch “Infectious Disease Management in the Hospital” &lt;br&gt; Review: Infectious disease resources from Patient Care 2 course (Principles of Antibiotic Stewardship)</td>
<td>Childs-Kean</td>
<td>1 hr</td>
</tr>
<tr>
<td>9/20 (T)</td>
<td>6</td>
<td>Active Learning Session 6: Infectious Disease in the Hospital</td>
<td>Childs-Kean</td>
<td></td>
<td>2 hr</td>
</tr>
<tr>
<td>Week 7 9/27 (T)</td>
<td>7</td>
<td>NO LAB this week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td>----------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8 10/4 (T)</td>
<td>8</td>
<td>Module 8: Infectious Disease in the Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/4 (T)</td>
<td>8</td>
<td>Active Learning Session 8: Infectious Disease in the Community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8 10/6 (Th)</td>
<td>8</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9 10/11 (T)</td>
<td>9</td>
<td>Module 9: IV to PO Conversions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/11 (T)</td>
<td>9</td>
<td>Active Learning Session 9: IV to PO Conversions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9 10/13 (Th)</td>
<td>9</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10 10/18 (T)</td>
<td>10</td>
<td>Module 10: Cardiovascular Care in the Community I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/18 (T)</td>
<td>10</td>
<td>Active Learning Session 10: Cardiovascular Care in the Community I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>10</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td>Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----</td>
<td>---------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/20 (Th)</td>
<td>10</td>
<td>Module 11: Presenting Patients II: Cardiovascular</td>
<td>4-6</td>
<td>Shoulders</td>
<td>1 hr</td>
</tr>
<tr>
<td>10/25 (T)</td>
<td>Prepare for Case Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review: Patient Case Presentation Rubric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/25 (T)</td>
<td>11</td>
<td>Active Learning Session 11: Presenting Patients II: Cardiovascular Review Module Concepts as Needed Active Learning Application: - Patient Case Presentations</td>
<td>Shoulders</td>
<td>2 hr</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>11</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td>Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/27 (Th)</td>
<td>11</td>
<td>Module 12: Cardiovascular Medication Management in the Hospital</td>
<td>1-2, 4, 6-7, 10, 16</td>
<td>Dupree</td>
<td>1 hr</td>
</tr>
<tr>
<td>Week 12</td>
<td>12</td>
<td>Watch “Managing Cardiovascular Disease in the Hospital”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/1 (T)</td>
<td>Review material from Patient Care 3 course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete practice calculations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/1 (T)</td>
<td>Active Learning Session 12: Cardiovascular Medication Management in the Hospital Pre-lab Quiz #9 Review Module Concepts as Needed Active Learning Application: -Practice cases for drip rate calculations, applying guidelines, bridging scenarios and DVT management</td>
<td>Dupree</td>
<td>2 hr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>12</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td>Smith</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/3 (Th)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>13</td>
<td>Module 13: Cardiovascular Care in the Community II</td>
<td>8-10, 16-17</td>
<td>Vogel Anderson</td>
<td>1 hr</td>
</tr>
<tr>
<td>11/8 (T)</td>
<td>Watch: “Anticoagulation in the Community”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review Material from Patient Care 3 course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research warfarin adjustment tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/8 (T)</td>
<td>Active Learning Session 13: Cardiovascular Care in the Community II Pre-lab Quiz #10 Review Module Concepts as Needed Active Learning Application: -Patient cases for applying guidelines, adjusting warfarin -Counseling a patient about warfarin</td>
<td>Vogel Anderson</td>
<td>2 hr</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Longitudinal Assignments

**Clinically Answerable Questions**

In order to help you develop the skill of answering clinical questions, you will be required to submit 1 clinically answerable question with answer and references during the semester. More information about this assignment can be found on Canvas.

<table>
<thead>
<tr>
<th>Week 13 11/10 (Th)</th>
<th>13</th>
<th>Post-Class Activity: Big Blue Button Debrief</th>
<th>Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 14 11/15 (T)</td>
<td>14</td>
<td>Module 14: Smoking Cessation 18-19</td>
<td>Sando 1 hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch “Motivation Interviewing: A focus on smoking cessation”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review material from Patient Care 3 course</td>
<td></td>
</tr>
<tr>
<td>11/15 (T)</td>
<td>14</td>
<td>Active Learning Session 14: Smoking Cessation Pre-lab Quiz #11 Review Module Concepts as Needed Active Learning Application: -Hands on with smoking cessation options -Motivational Interviewing Cases for smoking cessation</td>
<td>Sando 2 hr</td>
</tr>
<tr>
<td>Week 14 11/17 (Th)</td>
<td>14</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td>Smith</td>
</tr>
<tr>
<td>Week 14 11/18</td>
<td></td>
<td>Top 200 Drug Exam</td>
<td></td>
</tr>
<tr>
<td>Week 15 11/22 (T)</td>
<td>15</td>
<td>Module 15: Journal Club Presentations 20</td>
<td>Patel 1 hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review course material from EBM course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch “What is journal club?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watch example journal club presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare for team Journal Club Presentation</td>
<td></td>
</tr>
<tr>
<td>11/22 (T)</td>
<td>15</td>
<td>Active Learning Session 15: Journal Club Presentations Review Module Concepts as Needed Active Learning Application: -Team Journal Club Presentations</td>
<td>Patel 2 hr</td>
</tr>
<tr>
<td>Week 15 11/24 (Th)</td>
<td>15</td>
<td>Post-Class Activity: Big Blue Button Debrief</td>
<td>Smith</td>
</tr>
</tbody>
</table>
Team Journal Club Presentation
During week 15 of lab, your team will be responsible for presenting 1 journal club to your classmates. You will present on 1 article out of a small pool pre-selected by the faculty. More information including a sample journal club presentation outline and grading rubric can be found on Canvas.

Textbooks
Readings such as review articles, websites, or other reading materials will be assigned. These resources will be provided and posted to the course site. Some instructors may use resources that are available via Access Pharmacy in the HSC Database.

Other Resources
Sigler Drug Cards
Students are expected to purchase the 32nd Edition Prescription Drug Cards UPDATE in order to study for the Top 200 Drugs Examination. The cost of this update is $15. This will update the 31st edition of the cards (which students purchased during PHAR 5161L) to the 32nd edition. The Card Set can be purchased by calling 1-800-446-6293 and paying by credit card. Phone ordering is available 9:00 am to 5:00 pm central time (10:00 am to 6:00 pm EST). You may also order online at http://siglerdrugcards.com/product/32nd-edition-prescription-drug-cards-update/

EPIC EDU
Epic EDU is the educational version of the UF Academic Health Center’s Electronic Health Record (EHR). This environment is separate from the production environment which is used for actual patient care. This educational version is used to teach both health profession students and post-graduate residents how to effectively use the EHR to improve patient safety and quality. Each student will receive two unique logins: 1) Shands username and password, and 2) EPIC EDU username. The password for the Epic EDU environment is “train.” For Epic EDU resources, including FAQ guides and how to access the system, please access the Epic EDU Module Icon within the course site. See Appendix A for who to contact if you have forgotten your log in information and password.

Skills Lab Quiz/Exam Policy
Weekly Pre-Lab Quizzes
Weekly pre-lab quizzes will be administered online through the Canvas. Quizzes will consist knowledge related to that week’s module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

Top 200 Exam
This will consist of 50 multiple choice questions taken from the drug cards. The exam will be administered via ExamSoft. Eligible content includes the brand name(s), generic name, and drug class/indication, doses, DEA schedule, pharmacology and patient consultation information. Students must obtain an 80% or better on this exam in order to pass the course. Those who do not achieve this score will receive an Incomplete for the course and retake the exam in Professional Practice Skills Lab IV in the spring semester. If a passing score (i.e., ≥ 80%) is achieved on the second attempt then the score from both attempts will be averaged to arrive at the score which will be used for determining the course
grade. Students who fail to obtain a passing score after two attempts will meet with the course coordinator to discuss potential options, which may include a 3rd attempt. Failing to pass this course may result in a student’s progression through the curriculum being delayed. A student’s performance in other aspects of the course will help determine how the situation is addressed. This is a self-taught portion of the course and students are responsible for preparing themselves for the exam. A list of the drugs that will appear on the examination will be released at the beginning of the course.

**Make-up Quiz/Exam Policy**

*Missing Weekly Pre-Lab Quizzes*
Because pre-lab quizzes will be administered at the start of the lab session, only those who are granted an excuse for missing the lab session will be granted a make-up for the quiz. In the event of a REAL EMERGENCY (illness, sudden death in the family), an extension on the weekly pre-lab quiz may be approved by the teaching partnership leadership in specific circumstances. These exceptions will be granted at the discretion of the teaching partnership leader.

*Top 200 Drug Exam*
Attendance at the Top 200 Drug Exam is mandatory. In the event of a REAL EMERGENCY (illness, sudden death in the family), a make-up examination may be provided and is at the discretion of the teaching partnership leader.

*Policy on Old Quizzes and Assignments*
Students will not be provided with old quizzes or assignments for study purposes in this course.
# Student Evaluation & Grading

**Evaluation Methods and how grades are determined**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Description</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Pre-Lab Quizzes (N=11)</td>
<td>Weekly Pre-Lab Quizzes will be completed at the beginning of the lab session each week. Quizzes will consist of 10 multiple-choice or case-based questions and will cover material from pre-laboratory videos, reading, or other preparatory material.</td>
<td>11%</td>
</tr>
<tr>
<td>Weekly Performance Assessments (N=11)</td>
<td>For each module, in-lab activities will consist of specific performance assessments related to the content of that module. Performance assessments will include Patient counseling, SOAP notes, case presentations or kinetics problems. Weekly performance assessments will be evaluated using grading rubrics or checklists specific to that task or activity. Assessments may be evaluated individually or in teams. Rubric/checklist criteria and expectations for the in-lab assessment will be posted for each module prior to the start of lab. (See <em>Appendix C</em> for example Weekly Performance Checklist)</td>
<td>49.5% (4.5% each week)</td>
</tr>
<tr>
<td>Journal Club Presentations (N=1)</td>
<td>Your team will be responsible for presenting one journal club during Week 15 of the course on a journal article pre-selected by faculty.</td>
<td>5%</td>
</tr>
<tr>
<td>Patient Case Presentations (N=2)</td>
<td>You will be making 2 individual patient case presentations in Weeks 5 and 11 of the course.</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Question and Answer (N=1)</td>
<td>You will be responsible for submitting 1 clinical question and answer during the semester.</td>
<td>4.5%</td>
</tr>
<tr>
<td>Top 200 Drug Exam</td>
<td>This will consist of 50 multiple choice questions taken from the drug cards. Eligible content includes brand name, generic name, class/indication, dosage forms and doses, DEA schedule, pharmacology and patient consultation information. Students must obtain an 80% or better on this exam in order to pass the course.</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Grading Scale (The following grade scale is used across all courses)

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.”

Course Policies
Policies Across All 1PD-3PD courses:

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

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

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

*Course Policy Specific to Lab:* In the event the student cannot make their scheduled lab session (e.g. due to timing conflict with a professionally-related event scheduled in advance), the student may switch to an alternate lab session that day if this request is submitted via email to the academic coordinator at least one week in advance. The appropriateness of the lab session swap will be up to the discretion of the campus course coordinator and may not be approved in all circumstances.

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 absent2PD@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:

```plaintext
To: absent2PD@cop.ufl.edu
Subject: PHA XXXX – Excused Absence request
Dear ___________,
Professionally and politely request an excused absence.
Explain the nature of conflict and rationale for receiving an excused absence.
Thank the faculty/staff member for their consideration of your special request.
Salutation,
Type in your full name and last 4 digits of UF-ID #, and Campus Name
```

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

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

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

**Make-Up Assignments**

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

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

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

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. **Unexcused absences are considered to be unprofessional behavior.** Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor; classroom behaviors that are distracting or disruptive to others; use of cell/smart phones during class; reading emails/messages; use of social media; leaving class early without informing the faculty or staff member; disrespectful behaviors toward faculty, staff, or other students; and inappropriate discussion board or social media postings. For incidents of lateness to class, an assessment will be made about the seriousness of the tardiness, and this will be used to determine the course of action. Nonadherence to the dress code policy is also considered unprofessional behavior. Students who do not comply with the dress code will be assessed as unprofessional and also asked to leave class as noted in the dress code policy.

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

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

During any Exam:
1. Students must wait outside the testing room until the proctor enters.
2. The following items are not allowed to be accessed during the exam: cell phones, other electronic or digital devices including smart watches, pagers, photographic devices, and recording devices. Any watches must be placed on the top of the desk for proctor review.
3. All backpacks, purses or other bags should be kept away from the student’s designated testing space and must not be accessed during the exam. Nonessential materials are NOT allowed at the student’s desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
4. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
5. There must be no talking or other disruptive behavior during the distribution or taking of the exam.
6. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed unless the course has a specific policy.

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.

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

**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](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/ccr/honorcodes/honorcode.php](http://www.dso.ufl.edu/ccr/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](https://evaluations.ufl.edu). Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at [https://evaluations.ufl.edu](https://evaluations.ufl.edu).

**Computer and Other Technology Requirements**

Students are required to meet the following computer and technology requirements: [http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/](http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/)

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

**Expectations in Class and Other Learning Activities**

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

Communications
Course-related Communications
All questions on lecture material and course communication will occur through the discussion board on the course website or through Canvas messaging. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. Course Coordinators/instructors will work to respond to discussion board postings within 24 hours of the posting between Monday and Friday at 12pm. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12pm on Friday.) If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. When communicating with faculty, in addition to listing your name, list your academic year and campus/site, the course number & title. As noted in the attendance policy, communications about class attendance/absence should be emailed to absent2PD@cop.ufl.edu. The student may email the course leader for any other needs that are personal in nature (e.g., request for accommodations, personal issues such as illness, emergencies).

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

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

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

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

Student Netiquette on the Discussion Board:
1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the Teaching Partnership Leader/Course Director via a professional email. This allows the Teaching Partnership Leader/Course Director to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: http://www.albion.com/netiquette/corerules.html If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is “What do I need to study for the exam?” Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rerouting 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: 

**Religious Holidays**
Please see the University policy on attendance and religious holidays:

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

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

**Student Crisis**
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.
The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

**How to Access Services for Student Success**
Students who need guidance for course success or who are having academic difficulty should contact the Teaching Partnership Leader/Course Director. In addition, students are encouraged to contact their advisor or Campus Director/Associate Dean for Student Affairs for assistance.
Faculty Lectures/Presentations Download Policy

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

Directions for Contacting Course Faculty

All questions on lecture material and course communication will occur through the discussion board on the course website. Discussion boards will be organized by weekly module topic and questions should be posted in appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. If you do not receive a response within 3 business days after posting, please email the academic coordinator who will then contact the faculty directly. Below is a guide about which faculty or staff to contact based on the specific question area you may have:

Academic Coordinator
1. Questions about dates, deadlines, meeting place, etc.
2. Availability of handouts and other course materials
3. Assignment directions

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

Distance Campus Coordinator(s)
Jacksonville: Lori Dupree, PharmD, BCPS
Email: ldupree@cop.ufl.edu
Phone: 904-244-9590
Orlando: Stacey Baggett, PharmD
Email: sbaggett@cop.ufl.edu
Phone: 407-313-7054

Teaching Partnership Faculty Members
1. Questions about content

Questions related to EPIC EDU
1. Technical problems (issues logging in, Citrix Receive download not opening, etc.). Call the EPIC helpdesk at 352-265-0526
Appendix B. Policies for the Laboratory Setting – Professionalism and Dress Code

The Professional Practice Skills course series is meant to prepare you for the essential skills and tasks expected of a pharmacist in a variety of practice settings. As a student in this course, we would like for you to imagine that when you present to lab, you are presenting to your job as a pharmacist within the “Gator Healthcare System”. Therefore, the same professional expectations in a work setting will be applied in the laboratory setting. Students will be assessed weekly for a professionalism score. Items that will be assessed in the professionalism score include:

- Punctuality – arriving to the laboratory session on time
- Preparedness – completed pre-lab learning activities and prepared to engage in lab learning activities
- Behavior – engaged and on task during the laboratory session, not distracting others or engaging in distracting behavior (e.g. checking social media sites, texting or playing on phone)
- Handling of materials and equipment – treating laboratory equipment with respect and care
- Independence of work – when individual effort is expected, completing work without the assistance of others
- Cleanliness – maintaining a clean and organized work area
- Following dress code – below is a dress code policy that is expected in patient care areas at UF Health and will be applied in the laboratory setting:
  - Photo identification badge (Gator 1 ID) must be worn at all times and displayed.
  - White lab coats should be worn and should appear clean, wrinkle free, and in good repair
  - Professional clothing: Pressed slacks or skirt/dress as appropriate for gender. Neat, clean shirt or top
    - Men should wear dress shirts or polo shirts with collar. Ties are optional.
    - For women, low cut, midriff, strapless, or see-through blouses, shirts, or dresses are not acceptable. Undergarments should not be visible
    - T-shirts with slogans or pictures are not allowed except for sponsored events such as Children’s Miracle Network.
    - Jeans, shorts, miniskirts, and athletic shoes are not considered professional clothing.
    - Shoes should be clean, closed-toe with heels no greater than 2 inches.
  - Jewelry selection: Two earrings per ear maximum may be worn and must be appropriate for patient care areas. No tongue/eyebrow/lip/nose piercing allowed.
  - Makeup should project a professional image
  - Hair must be clean and styled in such a manner as to prevent inadvertent contamination during patient care and professional duties. Unusual hair styles or color, such as spikes, bright or fluorescent colors, are not allowed. Long hair should be controlled in the back unable to fall forward during activities. Facial hair must be neatly groomed or clean-shaven.
  - Fingernails should be clean and maintained at a length that is not visible from the palmar aspect of the hand.
  - Body art/tattoos should not be visible.
  - For patient comfort purposes, excessive perfumes, colognes, aftershaves, scented lotions etc. should not be worn in patient care areas.
  - Gum chewing is not allowed in clinical settings.
## Appendix C: Weekly Performance Assessment Checklist Example

**University of Florida College of Pharmacy**  
**GATOR Way Patient Counseling Rubric**

<table>
<thead>
<tr>
<th>Counseling Points</th>
<th>Each item is worth 5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G</strong></td>
<td></td>
</tr>
<tr>
<td>Identifies/introduces self as the student pharmacist.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Explains the purpose of the counseling session</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
<tr>
<td>Identifies/confirm patient or patient’s representative.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Makes appropriate use of the patient profile</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Assesses patient understanding of the reason for therapy.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td><strong>T</strong></td>
<td></td>
</tr>
<tr>
<td>Verifies the name of the medication.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Provides dosage/regimen for medication.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Provides indication for medication.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Discusses potential (major) side effects.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Discusses potential warning, precautions, and interactions.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td></td>
</tr>
<tr>
<td>Describes missed dose instructions.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Provides number of refills.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Discusses storage recommendations.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Addresses any real or anticipated patient concerns.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
</tr>
<tr>
<td>Uses open-ended questions throughout counseling session.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Verifies patient understanding via teach back method.</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td>Displays effective nonverbal behaviors (eye contact and body language).</td>
<td>□ YES □ NO</td>
</tr>
<tr>
<td><strong>WAY</strong></td>
<td></td>
</tr>
<tr>
<td>Student presents facts and concepts in a logical order.</td>
<td>Novice □ 1 pt Competent □ 3 pts Proficient □ 5 pts</td>
</tr>
<tr>
<td>Student provided accurate information.</td>
<td></td>
</tr>
<tr>
<td>Student provided understanding and empathetic responses.</td>
<td></td>
</tr>
<tr>
<td>Student maintained control and direction of the counseling session.</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL SCORE</strong></td>
<td>_______ 100</td>
</tr>
</tbody>
</table>

G = Greet  
A = Acknowledge  
T = Teach (using language patient will understand)  
O = Observe Patient Understanding  
R = Repeat/Review  
WAY = Global assessment of communication techniques
Appendix D. Tuesday Lab Sessions

Gainesville:
Session 1: 8:30-10:25am
Session 2: 10:40-12:35pm
Session 3: 1:55-3:50pm
Session 4: 4:05-6:00pm

Jacksonville:
Session 1: 8:30-10:25am
Session 2: 10:40-12:35pm

Orlando:
Session 1 (Group A): 8:30-10:25am
Session 2 (Group B): 10:40-12:35pm
Session 3 (Group C): 1:55-3:50pm