Course Purpose:
The purpose of this course is to introduce the skills, attitudes, and values that are essential for achieving high performance in healthcare practice and in achieving personal career success. The course is also the first of five sequential courses that serve as an anchor for the co-curriculum and a home for tracking achievements of performance milestones. This course provides an introduction to the 10 pharmacist attributes (self-awareness, innovation and entrepreneurship, professionalism, leadership, problem solving/critical thinking, interprofessional collaboration, communication, education, patient advocacy, cultural awareness) that will be learned across these five courses. The focus of this course will be on self-awareness, but will also include: problem-solving/critical thinking, innovation/entrepreneurship, and interprofessional collaboration.

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

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

Co-Curricular Program Specialist:
Sarah Mazorra
Email: smazo@cop.ufl.edu  Office: HPNP 3305  Office Hours: By appointment
Phone: 352-273-8203

Academic Coordinator:
Dorci Nance
Email: dorciuf@ufl.edu  Office: HPNP 4312  Office Hours: By appointment
Phone: 352-273-5558

Teaching Partners:
Carol Motycka, Pharm.D., BCACP, Interprofessional Collaboration Co-leader (Jacksonville), Jacksonville Course Facilitator & Co-curriculum Coordinator
Email: motycka@cop.ufl.edu  Phone: 904-244-9590

Lisa Vandervoort, Pharm.D., Interprofessional Collaboration Co-leader, Orlando Course Facilitator & Co-curriculum Coordinator
Email: lvandervoort@cop.ufl.edu  Phone: 407-313-7031

Diane Beck, Pharm.D., Associate Dean for Curricular Affairs and Accreditation, Milestones
Email: beck@cop.ufl.edu  Phone: 352-273-6307

Cary Mobley, Ph.D., Problem-solving Co-Leader
Email: mobley@cop.ufl.edu  Phone: 352-273-6282

Robin Moorman Li, Pharm.D., BCACP, CPE Problem-solving Co-Leader
Email: moorman@cop.ufl.edu  Phone: 902-244-9590

Robert Navarro, Pharm.D., Innovation and Entrepreneurship Leader
Email: rnavarro@cop.ufl.edu  Phone: 352-273-5526

Erin St. Onge, Pharm.D., Interprofessional Collaboration Co-leader (Orlando)
Email: stonge@cop.ufl.edu  Phone: 407-313-7031

Karen Sando, Pharm.D., BCACP, CDE, ATTAC-IT program leader
Email: ksando@cop.ufl.edu  Phone: 352-273-6224
This Course Will Prepare You to Perform the Following Activities Which the Public Trusts a Pharmacist to Perform:

1. Collaborate as a member of an interprofessional team (EPA A8)
2. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset). (EPA D1)
3. Demonstrate responsibility for personal and professional development. (EPA D3)

Course Objectives
Upon completion of this course, the student will:

1. Describe the performance expected upon graduation (i.e., pharmacist attributes) for each of the following and how you will progressively accomplish develop these abilities across the next four years:
   a. Problem-solver
   b. Educator
   c. Patient Advocate
   d. An Includer via cultural sensitivity
   e. Interprofessional Collaborator
   f. Communicator
   g. Self-awareness
   h. Leadership
   i. Innovative mindset
   j. Professionalism
2. Recognize soft skills associated with pharmacists who experience career growth as well as skills lacking in pharmacists who do not experience career growth.
3. Explain the role of the co-curriculum in accomplishing personal and professional development for becoming a pharmacist.
4. List common barriers in development and growth of professional behavior.
5. Define self-awareness and describe the importance to professional development.
6. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.
7. Assess potential career path options as a pharmacist and develop an initial plan for personal career development.
8. Demonstrate an understanding of the continuing professional development process.
9. Outline the critical thinking dispositions important for effortful thinking, learning, and caring for patients.
10. Describe the role and basic steps of reasoning in patient problem solving (i.e. clinical reasoning) and practice techniques in developing and evaluating explanations and arguments.
11. Describe logical fallacies to avoid, particularly those that are common to errors in clinical reasoning.
12. Describe and demonstrate the IDEALS approach to problem solving and explain how it relates to clinical problem solving.
13. Participate effectively as an interprofessional team member that establishes a relationship with a patient family and during this activity: a) demonstrate effective team member skills, b) explain the roles and responsibilities of various team members, and c) describe the importance of effective communication skills.
14. Perform brief tobacco interventions utilizing motivational interviewing when working as part of an interprofessional team.
15. Summarize the needs and opportunities for pharmacists to develop innovative or entrepreneurial strategies to achieve professional goals and/or solve problems.
16. Demonstrate ability to successfully complete 10 hours of co-curricular activities that contribute to achieving personal and professional development.
17. Document initial personal and professional development by establishing an electronic portfolio.
18. Demonstrate achievement of the Year 1 milestones that documents readiness to progress to year 2.

Pre-Requisite Knowledge and Skills
Admission to the Doctor of Pharmacy program

Classroom:

1. **Gainesville**: All class sessions are held in MDL-1 (CG-069 to CG-88 in the Ground Floor of the Communicore)
2. **Jacksonville & Orlando**: Class session locations are posted in the campus calendar

Course Structure and Outline

The course number has a “C” designation which indicates there is a combination of classroom and workshop/laboratory activities. The workshop/laboratory activities include small group debriefings and discussions, practical experiences such as tobacco awareness training and visits with families to promote health. These practical experiences involve collaboration with other health professions students. As a C course that is 1 Credit Hour, the contact time is 5 hours of class-based coursework and up to 25 hrs of lab/practical experiences (active learning/workshop sessions).

**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. The schedule below includes dates/times of interprofessional activities. Please check your campus calendar for up-to-date information on these sessions.

<table>
<thead>
<tr>
<th>Date Recommended Dates for viewing Videos</th>
<th>Mod &amp; Unit</th>
<th>Unit Topic Learning Resources will include Lecture Videos and readings.</th>
<th>Contact Hours [hr.]</th>
<th>Faculty</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Block 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week of August 15</strong></td>
<td>Mod 1</td>
<td>Introduction to Personal and Professional Development: Role of the Co-Curriculum and Milestone Assessments</td>
<td>1hr</td>
<td>M. Farland, D. Beck</td>
<td></td>
</tr>
<tr>
<td>All campuses-Online module</td>
<td></td>
<td><strong>Online/Individual Study:</strong> Videos:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Overview of the Personal and Professional Development course sequence</td>
<td>40min</td>
<td>Farland</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Performance Expectations – Milestone Assessments</td>
<td>20min</td>
<td>Beck</td>
<td></td>
</tr>
</tbody>
</table>
### Assignments:
1. Complete syllabus agreement by **11:59 pm on Aug 22**
2. **Assignment Due:** Electronic Portfolio in Sales Force is initiated by uploading CV, learning preferences, top 5 strengths from Strengths Finder/Quest. **Must be completed by 11:59 pm on September 6**.

### Week of August 22

<table>
<thead>
<tr>
<th>Mod 2</th>
<th>Self-Awareness Introduction</th>
<th>1hr</th>
<th>Farland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Videos:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Introduction to Self-Awareness</td>
<td></td>
<td>30min</td>
<td></td>
</tr>
<tr>
<td>2. TED talk: Brian Little: Who are you, really? The puzzle of personality</td>
<td></td>
<td>15min</td>
<td></td>
</tr>
<tr>
<td>3. TED talk: Guy Winch: Why we all need to practice emotional first aid</td>
<td></td>
<td>17min</td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Upload results to Strengths Finders (aka Strengths Quest) and Learning Preferences to Sales Force Portfolio. <strong>Must be completed by 11:59 pm on September 6</strong>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Online quiz <strong>due August 23</strong>.</td>
<td></td>
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</tr>
</tbody>
</table>

### Week of August 22

<table>
<thead>
<tr>
<th>Mod 3</th>
<th>Self-Directed Learning</th>
<th>1hr</th>
<th>Farland</th>
</tr>
</thead>
<tbody>
<tr>
<td>All campuses – online module</td>
<td>Lecture Video:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Self-Directed Learning</td>
<td></td>
<td>16min</td>
<td></td>
</tr>
<tr>
<td>Assignments:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Complete SRSSDL quiz.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Upload results to SRSSDL quiz to Canvas <strong>by 11:59 pm on Aug. 24</strong>.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### Week of August 22nd

<table>
<thead>
<tr>
<th>Mod 4</th>
<th>Problem-Solving/Critical-Thinking</th>
<th>3.5 hrs</th>
<th>Mobley/Moorman-Li</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online/Individual Study/Assignments:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Read Problem-Solving Primer</td>
<td></td>
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<tr>
<td>2. Watch two lectures describing critical thinking, reasoning, and problem solving, and concluding with modeling a systematic approach to problem solving.</td>
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<td>60 min</td>
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</tr>
</tbody>
</table>
3. Complete an on-line quiz based on the reading and lectures described above by **11:59 PM on August 25th**.

**Assignment Due:** Complete and submit the ill-structured problem document by **11:59 PM on August 25th**.

### In-Class Workshop Activities:

1. Facilitated collaborative problem-solving exercise.
   a. Complete an ill-structured problem solving exercise using DRAM
   b. Submit a completed problem-solving document to Canvas

### Class Sessions:

- **JAX/ORL:**
  - Aug 31st
  - 1:55-3:50pm

- **GNV:**
  - Sept 1st
  - 8:30-10:25am

### Week of August 29th

- **Mod 5**
- **APhA Career Pathway Evaluation Program**
  - **2hrs**
  - **Farland**

#### Online/Individual Study:

1. Complete the briefing document available online individual study

### Workshop Activities:

1. Live workshop that focuses on a five-step vigilant decision-making process for career planning.

### Post-Session Assignments:

1. Complete the Career Preferences Survey in Sales Force by **September 9th at 11:59 pm**
2. Review Career Coach bios (posted in Canvas) and post the rank list of Career Coaches into PharmAcademic by **September 9th at 11:59 pm**.

### 9/1/16

- **All Campuses in GNV for Class:** 1pm-5pm
- **ATTAC-IT Program in Gainesville:**
  - Interprofessional Tobacco Awareness and Cessation Training (ATTAC-IT program)
  - **4hrs**
  - **K. Sando**

### 9/16/16 by 11:59pm

- **Assignment Due:** Complete CATME self and peer evaluations of team interactions from all courses in Block 1 by **11:59 pm on September 16th**.
  - **Farland**

### GNV/JAX:

- **Tues, Sept 20:**
  - 10:40am-12:35pm
- **ORL:**
  - Fri, Sept 23
  - 9am-2pm

- **Interprofessional Family Health/Putting Families First**
  - **2hrs**
  - **Assigned by IPE Office**
<table>
<thead>
<tr>
<th>Week of October 2\textsuperscript{nd}</th>
<th>Mod 6</th>
<th>Team Debriefing #1</th>
<th>1hr</th>
<th>Farland</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online/Individual Study:</strong></td>
<td></td>
<td>1. Review your personal results from the CATME self/peer evaluations.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>2. Upload 3 behaviors you should start, stop, and continue doing to improve the learning of your team- <strong>Due by 10/6/16 at 9:40am</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>All Campuses:</strong></td>
<td></td>
<td><strong>Workshop Activities:</strong></td>
<td>1hr</td>
<td></td>
</tr>
<tr>
<td>Thurs, Oct 6\textsuperscript{th}</td>
<td></td>
<td>1. Team Debriefing Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:40am-12:35pm</td>
<td></td>
<td><strong>Post Session Assignment:</strong></td>
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<tr>
<td></td>
<td></td>
<td>As a team, upload 1 behavior for each team member that should be changed to improve team performance. <strong>Due by 10/6/16 at 1:35pm</strong></td>
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<tr>
<td><strong>GNV/JAX:</strong></td>
<td></td>
<td><strong>Interprofessional Family Health/Putting Families First</strong></td>
<td>2hrs</td>
<td>Assigned by IPE Office</td>
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<tr>
<td>Tues, Oct 18\textsuperscript{th}</td>
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<td>15</td>
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<td>10:40am-12:35pm</td>
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<tr>
<td><strong>ORL:</strong></td>
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<tr>
<td>Fri, Oct 21\textsuperscript{st}</td>
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<tr>
<td>8am-1pm</td>
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<tr>
<td><strong>October 19\textsuperscript{th}</strong></td>
<td>Florida Board of Pharmacy meeting (Location TBD)</td>
<td>Co-curriculum</td>
<td></td>
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</tr>
<tr>
<td><strong>October 27\textsuperscript{th}</strong></td>
<td>Career Day Participation (Orlando)</td>
<td>Co-curriculum</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td><strong>October 28\textsuperscript{th}</strong></td>
<td>Career Day Participation (St. Pete)</td>
<td>Co-curriculum</td>
<td>Student Affairs</td>
<td></td>
</tr>
<tr>
<td><strong>Due:</strong></td>
<td>Meet with your Career Coach by <strong>Sat., October 31\textsuperscript{st}</strong></td>
<td></td>
<td>Farland &amp; Career Coaches</td>
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<tr>
<td><strong>Oct 31\textsuperscript{st}</strong></td>
<td></td>
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<tr>
<td><strong>November 3\textsuperscript{rd}</strong></td>
<td>Career Day Participation (Gainesville)</td>
<td>Co-curriculum</td>
<td>Student Affairs</td>
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<tr>
<td><strong>November 4\textsuperscript{th}</strong></td>
<td>Career Day Participation (Jacksonville)</td>
<td>Co-curriculum</td>
<td>Student Affairs</td>
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<tr>
<td><strong>11/22/16</strong></td>
<td><strong>Assignment Due:</strong> Complete CATME self and peer evaluations of team interactions from all courses in Block 1 &amp; 2 <strong>by 11:59 pm on November 22\textsuperscript{nd}</strong>.</td>
<td></td>
<td>Farland</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Opens Oct. 31\textsuperscript{st}</td>
<td>Mod 7</td>
<td><strong>Continuing Professional Development (CPD)</strong></td>
<td>.5hrs</td>
<td>Farland</td>
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<tr>
<td>All campuses-Online module</td>
<td></td>
<td><strong>Online/Individual Study:</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Video:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Mod</td>
<td>Topic</td>
<td>Duration</td>
<td>Location</td>
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</tr>
<tr>
<td><strong>Due Dec. 1</strong>&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td>Post-Session Activity: Begin development of CPD draft – will be reviewed with Career Coach during Spring semester. <strong>Draft due in Sales Force December 1</strong>&lt;sup&gt;st&lt;/sup&gt;.</td>
<td>23min</td>
<td></td>
</tr>
<tr>
<td><strong>Opens Oct. 31</strong>&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Mod 8</td>
<td>Writing SMART Goals</td>
<td>.5hr</td>
<td>Farland</td>
</tr>
<tr>
<td>All campuses-Online module</td>
<td>Online/Individual Study: Videos: 1. Introduction to writing SMART goals</td>
<td>18min</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Five rules of Goal Setting: How to set SMART, Motivating Personal Goals</td>
<td>3min</td>
<td></td>
</tr>
<tr>
<td><strong>Due Dec. 1</strong>&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td>Post-Session Activity: Begin writing SMART goals for your CPD plan. <strong>Draft due in Sales Force December 1</strong>&lt;sup&gt;st&lt;/sup&gt;.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GNV/JAX:</strong> Tues, Nov 15&lt;sup&gt;th&lt;/sup&gt; 10:40am-12:35pm</td>
<td></td>
<td>Interprofessional Family Health/Putting Families First</td>
<td>2hrs</td>
<td>Assigned by IPE Office</td>
</tr>
<tr>
<td><strong>ORL:</strong> Fri, Nov 18&lt;sup&gt;th&lt;/sup&gt; 9am-2pm</td>
<td>12/1/16</td>
<td><strong>Assignment Due:</strong> Submit Continuing Professional Development draft learning portfolio (reflection and plan sections only) to Sales Force Portfolio <strong>by 11:59 pm on December 1</strong>&lt;sup&gt;st&lt;/sup&gt;.</td>
<td>Farland</td>
<td></td>
</tr>
<tr>
<td><strong>12/14/16</strong></td>
<td></td>
<td>Florida Board of Pharmacy meeting (Location: Orlando)</td>
<td>Co-curriculum</td>
<td>Farland</td>
</tr>
</tbody>
</table>

**Block 3**

<table>
<thead>
<tr>
<th>Date</th>
<th>Mod 6</th>
<th>Team Debriefing #2</th>
<th>Duration</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of January 3</strong>&lt;sup&gt;rd&lt;/sup&gt;</td>
<td></td>
<td><strong>Online/Individual Study:</strong> 1. Review your personal results from the CATME self/peer evaluations.</td>
<td>1hr</td>
<td>Farland</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Upload 3 behaviors you should start, stop, and continue doing to improve the learning of your team- <strong>Due 1 hour before session begins.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Campuses: TBA</td>
<td>Workshop Activities: 1. Team Debriefing Session</td>
<td>1hr</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post Session Assignment:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
As a team, upload 1 behavior for each team member that should be changed to improve team performance. **Due 1 hour after session concludes.**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
<th>Assignment by</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNV/JAX</td>
<td>Tues, Jan 17th</td>
<td>10:40a-12:30p</td>
<td>Interprofessional Family Health/Putting Families First</td>
<td>2hrs</td>
<td>Assigned by IPE Office</td>
<td>15</td>
</tr>
<tr>
<td>ORL</td>
<td>TBA</td>
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</tr>
</tbody>
</table>

**Week of Feb. 13**

Meet with your Career Coach by **Wednesday, February 15th**.

**Week of Feb. 19**

**Assignment Due:** Complete CATME self and peer evaluations of team interactions from all courses in Block 1, 2 & 3 **due date TBA**.

**Week of Feb. 27th**

**Assignment Due:** Submit Continuing Professional Development learning portfolio (revision of the reflection and plan sections, plus list of anticipated learning activities) **by 11:59 pm on March 1st**.

---

### Block 4

<table>
<thead>
<tr>
<th>Campus</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
<th>Assignment by</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBA</td>
<td>Mod 6</td>
<td>Team Debriefing #3</td>
<td>1hr</td>
<td></td>
<td>Farland</td>
<td></td>
</tr>
<tr>
<td>All Campuses</td>
<td>TBA</td>
<td><strong>Online/Individual Study:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Review your personal results from the CATME self/peer evaluations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Upload 3 behaviors you should start, stop, and continue doing to improve the learning of your team- <strong>Due 1 hour before session begins.</strong></td>
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</tr>
</tbody>
</table>

**Workshop Activities:**

1. Team Debriefing Session

**Post Session Assignment:**

As a team, upload 1 behavior for each team member that should be changed to improve team performance. **Due 1 hour after session concludes.**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
<th>Assignment by</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNV/JAX</td>
<td>Tues, Apr 4th</td>
<td>10:40a-12:30p</td>
<td>Interprofessional Family Health/Putting Families First</td>
<td>2hrs</td>
<td>Assigned by IPE Office</td>
<td>15</td>
</tr>
<tr>
<td>ORL</td>
<td>TBA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Readings will be assigned and posted on Canvas.

**Student Evaluation & Grading**

**Evaluation Methods and how grades are determined**

This course is pass/fail. In order to pass the course, all of the assessment items below must be successfully completed. At the Year 1 Milestone, students who have performed with excellence in the course will be identified and will receive a Letter of Commendation for their Portfolio and College file.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Deadline</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Agreement</td>
<td>August 22, 2016</td>
<td>Complete syllabus agreement in Canvas.</td>
</tr>
<tr>
<td>Attendance at all Active Learning Sessions/Workshops scheduled in the course</td>
<td>See workshop schedule above</td>
<td>Satisfactory participation during all active learning/workshop class sessions. (Class Attendance Policy for Years 1-3 defines satisfactory participation.) Any make-up assignments must be satisfactorily completed.</td>
</tr>
<tr>
<td>Online and Pre-Session Quizzes</td>
<td>Quizzes will occur before or during modules: 1. Self-awareness 2. Problem solving/ Critical thinking</td>
<td>Pass both quizzes with a score of 80% or greater. If the score on the initial quiz is less than 80%, a quiz retake will be permitted. If the quiz is not passed the second time, or if the deadline is missed, a make-up assignment will be required.</td>
</tr>
<tr>
<td>Event</td>
<td>Date</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Attendance for Interprofessional Tobacco Awareness and Cessation Training (ATTAC-IT)</td>
<td>September 1, 2016</td>
<td>Attendance is required.</td>
</tr>
<tr>
<td>Electronic Portfolio is Initiated by entering CV, learning preferences, top 5 strengths from Strengths Finder/Quest.</td>
<td>September 6, 2016</td>
<td>The Office of Co-Curriculum will complete an audit to document initiation of the Portfolio in Sales Force by the deadline. (Similar to Board of Pharmacy audits of pharmacists)</td>
</tr>
<tr>
<td>CATME - Peer and Self-Evaluations of Team Interaction (Formative, end of Block 1)</td>
<td>End of Block 1 – Sept 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Complete peer and self-evaluation for all team members using CATME. <strong>A passing score for the course is an adjusted score ≥ 0.85 at the end of Block 4 assessment time period.</strong></td>
</tr>
<tr>
<td>End of Block 2 – Dec 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Block 3 – TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Block 4 – TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Debriefing pre-session assignments</td>
<td>Team debriefing dates:</td>
<td>As an individual, submit the behaviors you plan to adjust based on peer feedback. Must be uploaded to Canvas 1 hour prior to each scheduled Team Debriefing meeting.</td>
</tr>
<tr>
<td></td>
<td>#1: October 6&lt;sup&gt;th&lt;/sup&gt;, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#2: Block 3 TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#3: Block 4 TBA</td>
<td></td>
</tr>
<tr>
<td>Team Debriefing post-session assignment</td>
<td>Team debriefing dates:</td>
<td>As a team, submit 1 behavior for each team member to adjust based on the team discussion. Must be uploaded to Canvas 1 hour after the Team Debriefing session.</td>
</tr>
<tr>
<td></td>
<td>#1: October 6&lt;sup&gt;th&lt;/sup&gt;, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#2: Block 3 TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>#3: Block 4 TBA</td>
<td></td>
</tr>
<tr>
<td>Meet with your Career Coach</td>
<td>October 31, 2016</td>
<td>Complete <strong>two</strong> meetings with Career Coach – Career Coach will complete an assessment to notify the course director the meeting has been completed</td>
</tr>
<tr>
<td></td>
<td>February 15, 2017</td>
<td></td>
</tr>
<tr>
<td>Career Day Attendance</td>
<td>October 27, 2016</td>
<td>Attendance is required to <strong>one</strong> of the scheduled dates.</td>
</tr>
<tr>
<td></td>
<td>October 28, 2016</td>
<td></td>
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<tr>
<td></td>
<td>November 3, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>November 4, 2016</td>
<td></td>
</tr>
<tr>
<td>Continuing Professional Development <strong>draft</strong> (reflection and plan sections only)</td>
<td>December 1, 2016</td>
<td>Upload a copy of your draft CPD to Sales Force Portfolio.</td>
</tr>
<tr>
<td>Florida Board of Pharmacy Meeting</td>
<td>October 19, 2016</td>
<td>Attend one Florida Board of Pharmacy meeting.</td>
</tr>
<tr>
<td></td>
<td>December 14, 2016</td>
<td></td>
</tr>
<tr>
<td>Continuing Professional Development <strong>revision</strong> (reflection and plan sections revised + planned learning activities)</td>
<td>March 1, 2017</td>
<td>Upload a copy of your revised CPD to Sales Force Portfolio.</td>
</tr>
<tr>
<td>Co-curricular activity participation</td>
<td>April 2017</td>
<td>Complete 10 hours of co-curricular activities and submit activity reporting form to Canvas.</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Team Performance Scale Evaluation</td>
<td>April 2017</td>
<td>Complete the team performance evaluation in Canvas (link to Qualtrics survey).</td>
</tr>
<tr>
<td>Interprofessional Education Learning Activities (Interdisciplinary Family Health/Putting Families First)</td>
<td>April 2017</td>
<td>Satisfactory completion of all IPE activities with a score of 73% of greater.</td>
</tr>
<tr>
<td>Year 1 Milestones</td>
<td>May 2017</td>
<td>Satisfactory completion of the following milestones that denote readiness to progress to Year 2:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. 1PD OSCE</td>
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<td></td>
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<td>2. PCOA Exam</td>
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<td>3. Completion of APhA Immunization Certificate</td>
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<td></td>
<td></td>
<td>4. Calculations Exam</td>
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<td></td>
<td></td>
<td>5. Top 200 Drug Exam</td>
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<td></td>
<td></td>
<td>6. Problem solving Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Personal and Professional Development 1 Course Requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Professionalism scores for all courses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Team performance (peer evaluation)</td>
</tr>
</tbody>
</table>

**Educational Technology Use**

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

1. Canvas® Learning Management System
2. Salesforce
3. CATME
4. Qualtrics
5. PharmAcademic

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

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

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

Requests for Excused Absence

A request for an excused absence must be communicated prior to the class session by email. The email format below must be used for all communications about absences. The email must be addressed to absent1PD@cop.ufl.edu. This message will be received by the Academic Coordinator, distant campus, and Education Coordinator. The Academic Coordinator will communicate the information to the Teaching Partnership Leader/Course Director. If email is not possible, the student should call the Academic Coordinator (see phone number in syllabus). The Academic Coordinator will coordinate all communications about the absence request and therefore, serve as the point of contact about decisions and other information. Students are encouraged to call the Academic Coordinator for assistance with excused absences.

The following format is recommended:

To: absent1PD@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

Professional 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 with faculty, staff, or other students, and inappropriate discussion board or social media postings. For incidents of lateness to class, an assessment will be made about the seriousness of the tardiness and this will be used to determine the course of action. Nonadherence to the dress code policy is also considered unprofessional behavior. Students who do not comply with the dress code will be assessed as unprofessional and also asked to leave class as noted in the dress code policy.

Across the academic year, unprofessional behaviors will be tracked across all courses. Each offense will result in a grade deduction in the course the unprofessional behavior occurred in. The Personal and Professional Development courses are pass/fail, therefore those students who accumulate 3 or more professionalism offenses will not pass the course. Repeated unprofessional behaviors will also be evaluated as an end of year milestone and can negatively impact curricular progression.

Course specific policies:
Class attendance is required at all class session, including the interprofessional learning activities. All quizzes administered in the course are pass/fail. To pass the quiz you must earn 80% on the quiz. You will be provided with 2 attempts to complete the quiz to earn the passing score. If the passing score is not earned on the second attempt, additional assignments will be required for you to complete to demonstrate competence in the content area in order to earn a passing grade for the course.

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

Exam Policy

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

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

After an Exam
Policy across All 1PD-3PD courses where ExamSoft is used:
1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SoffTest 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.

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

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

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

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

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

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

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

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

How to Request Learning Accommodations
Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered with the
Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

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

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

Computer and Other Technology Requirements
Students are required to meet the following computer and technology requirements: http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/

ExamsSoft® 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 ExamsSoft®.

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 web site during class.
- Participate in class or group discussions.
- Raise one’s hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- Address concerns about performance or course material directly with the Teaching Partnership Leader/Course Director.
- Seek assistance with academic or personal difficulties as soon as possible.

**Communications**

**Course-related Communications**

Students with questions about course content should post questions on the discussion board. As noted in the attendance policy, communications about class attendance/absence should be emailed to absent1PD@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:**

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](http://www.albion.com/netiquette/corerules.html). If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is “What do I need to study for the exam?” Please reflect on
how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, “Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice.” The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.

5. In most situations, lectures are released as planned by the Teaching Partnership Leader/Course Director. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

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

Student Complaint Process
Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader/Course Director. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office: (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

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

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.

**Faculty and Staff: Who to Contact**

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

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

**Other Teaching Partnership Faculty Members**
1. Questions about specific content

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

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

Contact the University of Florida Computing Help Desk for issues related to Gatorlink accounts, UF e-mail, ONE.UF, myUFL and other centralized UF systems, contact UF Computing Help Desk at:
  • Website: https://my.it.ufl.edu/CherwellPortal/UFITServicePortal
  • E-mail: helpdesk@ufl.edu
  • Help Wiki: https://wiki.helpdesk.ufl.edu/
  • Phone: (352) 392-4357

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