Course Purpose:
This course is intended to expand the pharmacy student's knowledge of women's health covered in the pharmacotherapy series. The student will be able to recommend and monitor treatments for women throughout the lifespan. Additionally, the student will develop confidence in the provision of treatment recommendations during pregnancy and lactation.

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

Teaching Partnership Leader:
Karen Whalen, PharmD, BCPS, CDE, FAPhA
Clinical Professor, Department of Pharmacotherapy & Translational Research
University of Florida College of Pharmacy
Email: whalen@cop.ufl.edu
Office: HPNP 4321
Phone: 352-273-9497

Teaching Partners:
Shannon Miller, PharmD, BCACP
Clinical Associate Professor
Email: smiller@cop.ufl.edu
Office: 6550 Sanger Rd, Orlando, FL 32827
Phone: 407-313-7005

Erin St. Onge, PharmD
Clinical Associate Professor
Email: stonge@cop.ufl.edu
Office: 6550 Sanger Rd, Orlando, FL 32827
Phone: 407-313-7004

Priti Patel, PharmD
Clinical Associate Professor
Email: ppatel@cop.ufl.edu
Office: St. Pete Campus
Phone: 727-394-6213

Katie Vogel Anderson, PharmD, BCACP
Clinical Assistant Professor
Email: kvanderson@cop.ufl.edu
Office: HPNP 3313
Phone: 352-273-6240

Academic Coordinator
Candice Walker
Office: HPNP 4312
Email: edu-help@ahc.ufl.edu
Phone: 352-273-9492

Instructional Designer
Julie Thomas, M.Ed.
Office: HPNP 4309
Email: edu-help@ahc.ufl.edu
Phone: 352-273-9492

This Course Will Prepare You to Perform the Following Activities, Which the Public Entrusts a Pharmacist to Perform:
2. EPA A2. Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
4. EPA A4. Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
5. EPA A5. Assess and counsel a patient about health-wellness.

Course-Level Objectives
Upon completion of this course, the student will be able to:
1. Demonstrate knowledge of health concerns for women throughout the lifespan
2. Recognize areas of pharmacotherapy knowledge essential to the provision of women’s health services
3. Identify clinical practice guidelines and current scientific literature pertaining to the provision of women’s health services
4. Identify drug-related problems and recommend rational solutions based on a mastery of pharmacotherapy for women’s health
5. Develop a pharmacotherapy plan for an individual presenting with health concerns within the area of women’s health
6. Evaluate scientific literature for use in providing up-to-date, evidence-based, and cost-effective pharmacotherapy for women’s health
7. Utilize drug information resources to solve clinical problems for women’s health related issues
8. Demonstrate effective patient counseling skills for medications and devices pertaining to women’s health
9. Demonstrate compassion and professional behavior when counseling patients or discussing topics of a sensitive nature
10. Discuss the role of the pharmacist in promoting the health of women across the lifespan

**Pre-Requisite and Co-Requisite Knowledge and Skills**

**Pre-requisites:**
Successful completion of first year of PharmD curriculum, including milestones.
Successful completion of Patient Care 5 (Endocrine and Reproductive) – PHA5787C

**Co-Requisites:**
None

**Course Outline**

**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>Module</th>
<th>Unit Topic/Learning Activities</th>
<th>Learning Objective</th>
<th>Faculty</th>
<th>Contact Hours [hr.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/24-4/26</td>
<td>1</td>
<td>Module 1: Health Concerns for Women of Reproductive Age</td>
<td>Complete independent learning activities prior to class.</td>
<td>Whalen</td>
<td>9.0 hr</td>
</tr>
<tr>
<td>4/21 (F)</td>
<td></td>
<td>Watch: Video lecture – Preventive Health</td>
<td>1.0 hr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/21 (F)</td>
<td></td>
<td>Watch: Video lecture – Contraception: A Case-Based Approach</td>
<td>1.0 hr</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4/21 (F) | | Recommended Supplemental Readings:  
- Summary Chart of US Medical Eligibility Criteria for Contraceptive Use  
- US Medical Eligibility Criteria for Contraceptive Use, 2016 | |
| 4/24 (M) 9:00am-10:50am | 1 | In-Class Activities:  
- Preventive Health Case  
- Contraception Cases 1 and 2  
- Patient counseling simulation | Whalen | 2.0 hr |
| All-campus VC | | Watch: Video lecture – Emergency Contraception | 1.0 hr | |
| 4/25 (T) | | Watch: Video lecture – Menstrual Disorders and PCOS | 1.0 hr | |
| 4/25 (T) | | Supplemental Recommended Readings:  
- ACOG Statement on EC-Guidelines on Use of EC Except for Ulipristal | |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Unit Topic/Learning Activities</th>
<th>Learning Objective</th>
<th>Faculty</th>
<th>Contact Hours [hr.]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommended Dates for Independent Study</strong></td>
<td></td>
<td><strong>Complete independent learning activities prior to class.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4/25 (T)  | 1      | • State Policies on EC 2016  
  • Princeton EC website (ec.princeton.edu)                                                                  |                    |                 |                     |
| 4/25 (T)  | 1      | Complete: Emergency Contraception cases                                                             |                    |                 |                     |
| 4/25 (T)  | 1      | Complete: Amenorrhea “Finish-the-Note”                                                              |                    |                 |                     |
| 4/25 (T)  | 1      | Watch: Video lecture – Infertility                                                                  |                    |                 |                     |
| 4/25 (T)  | 1      | Complete: PCOS/Infertility case                                                                    |                    | Whalen          | 1.0 hr              |
| 4/26 (W)  | 1      | **In-Class Activities:**  
  • Emergency contraception cases  
  • Amenorrhea Finish-the-Note activity  
  • PCOS/Infertility case  
  • Patient counseling simulation |                    | Whalen          | 2.0 hr              |
| 4/26-4/26 | 2      | **Module 2: Pregnancy & Lactation**                                                                  |                    | St. Onge, Patel, Miller | 7.5 hr           |
| 4/26 (W)  | 2      | Watch: Video lecture – Pregnancy Planning                                                           |                    |                 | 1.0 hr              |
| 4/26 (W)  | 2      | Watch: Video lecture – Acute Disorders in Pregnancy                                                 |                    |                 | 1.0 hr              |
| 4/26 (W)  | 2      | Watch: Video lecture – Chronic Disorders in Pregnancy                                               |                    |                 | 1.0 hr              |
| 4/26 (W)  | 2      | **Supplemental Recommended Reading:**  
  • Article - Pharmacists Role in Preconception Care                                                   |                    |                 |                     |
| 4/27 (Th) | 2      | Read (required):  
  • Whalen - Gestational Diabetes                                                                     |                    |                 | 1.0 hr              |
| 4/27 (Th) | 2      | Complete: Pregnancy Planning case                                                                  |                    |                 |                     |
| 4/27 (Th) | 2      | Complete: Acute and Chronic Disorders in Pregnancy cases                                             |                    |                 |                     |
| 4/27 (Th) | 2      | Watch: Video lecture – Drugs in Labor, Lactation, and Post-Partum                                    |                    |                 | 1.0 hr              |
| 4/27 (Th) | 2      | **Supplemental Recommended Reading:**  
  • Whalen – Pregnancy & Lactation (Chapter 71) in NAPLEX Review Guide                               |                    |                 |                     |
| 4/28 (F)  | 2      | **In-Class Activities:**  
  • Pregnancy planning case  
  • Acute and chronic disorders in pregnancy cases                                                    |                    | Patel           | 2.0 hr              |
<p>| 4/28 (F)  | 2      | <strong>Assess: Quiz 1, Modules 1-2</strong>                                                                      |                    |                 | 0.5 hr              |
| 4/28 (F)  | 2      | Complete: Lactation cases                                                                          |                    |                 |                     |
| 4/28 (F)  | 2      | Complete: Drug Information Question                                                                |                    |                 |                     |
| 4/28 (F)  | 2      | Complete: Postpartum Depression case                                                                |                    |                 |                     |
| 4/28-5/2  | 3      | <strong>Module 3: Mental Health Disorders in Women</strong>                                                      |                    | Whalen, Vogel Anderson | 5.0 hr           |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Unit Topic/Learning Activities</th>
<th>Learning Objective</th>
<th>Faculty</th>
<th>Contact Hours [hr.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/28 (F)</td>
<td></td>
<td>Watch: Video lecture – Mental Health Disorders in Women</td>
<td></td>
<td></td>
<td>1.0 hr</td>
</tr>
<tr>
<td>4/28 (F)</td>
<td></td>
<td>Complete: Start food diary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/1 (M)</td>
<td>2-3</td>
<td><strong>In-Class Activities:</strong></td>
<td></td>
<td>Vogel Anderson</td>
<td>2.0 hr</td>
</tr>
<tr>
<td>3:00pm-4:50pm All-campus VC</td>
<td></td>
<td>• Lactation cases</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• Drug Information Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Postpartum Depression case</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/1 (M)</td>
<td></td>
<td>Watch: Video lecture – Eating Disorders</td>
<td></td>
<td></td>
<td>1.0 hr</td>
</tr>
<tr>
<td>5/1 (M)</td>
<td></td>
<td>Watch: Video lecture – Sexual Dysfunction in Women</td>
<td></td>
<td></td>
<td>1.0 hr</td>
</tr>
<tr>
<td>5/1 (M)</td>
<td></td>
<td>Complete: Food Diary</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5/1 (M)</td>
<td></td>
<td>Complete: Bulimia case</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5/1 (M)</td>
<td></td>
<td>Complete: Journal Club assignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2-5/5</td>
<td>4</td>
<td><strong>Module 4: Disorders Affecting Women in Middle Age and Beyond</strong></td>
<td></td>
<td>Whalen, Emch, Vogel</td>
<td>8.5 hr</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Anderson, LaPlant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2 (T)</td>
<td></td>
<td>Watch: Video lecture - Fibromyalgia</td>
<td></td>
<td></td>
<td>1.0 hr</td>
</tr>
<tr>
<td>5/2 (T)</td>
<td>3-4</td>
<td><strong>In-Class Activities:</strong></td>
<td></td>
<td></td>
<td>2.0 hr</td>
</tr>
<tr>
<td>9:00am-10:50am All-campus VC</td>
<td></td>
<td>• Food Diary discussion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bulimia case</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Discuss Journal Club assignment</td>
<td></td>
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<tr>
<td>5/2 (T)</td>
<td></td>
<td><strong>Assess: Quiz 2, Pregnancy Planning through Sexual Dysfunction</strong></td>
<td></td>
<td></td>
<td>0.5 hr</td>
</tr>
<tr>
<td>5/3 (T)</td>
<td></td>
<td>Watch: Video lecture – Bioidentical Hormone Replacement Therapy</td>
<td></td>
<td></td>
<td>1.0 hr</td>
</tr>
<tr>
<td>5/2 (T)</td>
<td></td>
<td>Watch: Video lecture – Cardiovascular Health in Women</td>
<td></td>
<td></td>
<td>1.0 hr</td>
</tr>
<tr>
<td>5/2 (T)</td>
<td></td>
<td>Watch: Video lecture – Reproductive Cancers</td>
<td></td>
<td></td>
<td>1.0 hr</td>
</tr>
<tr>
<td>5/2 (T)</td>
<td></td>
<td>Complete: BHRT case and counseling points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2 (T)</td>
<td></td>
<td>Complete: Cardiovascular case</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2 (T)</td>
<td></td>
<td><strong>Supplemental Recommended Reading:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ACOG BHRT statement</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Bioidentical Hormones: An Evidence-Based Review for Primary Care Providers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/3 (W)</td>
<td>4</td>
<td><strong>In-Class Activities:</strong></td>
<td></td>
<td></td>
<td>2.0 hr</td>
</tr>
<tr>
<td>9:00am-10:50am All-campus VC</td>
<td></td>
<td>• BHRT case and patient counseling simulation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Cardiovascular case</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Women’s Health Jeopardy Exam Review</td>
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</tr>
</tbody>
</table>
Textbooks
This course does not have a required text. Presenters may require additional materials or readings to supplement the lecture material.

Materials and Supplies Fees:
None

Student Evaluation & Grading

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (2 at 10% each)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Drug Information Question <em>(Appendix B)</em></td>
<td>10%</td>
</tr>
<tr>
<td>Journal Club Assignment <em>(Appendix B)</em></td>
<td>10%</td>
</tr>
<tr>
<td>Food Diary Assignment <em>(Appendix B)</em></td>
<td>5%</td>
</tr>
<tr>
<td>Participation in Workshops - Instructor assessment (rubric – Appendix C)</td>
<td>10%</td>
</tr>
<tr>
<td>Professionalism <em>(Appendix D)</em></td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Students will be evaluated each week for professionalism on a zero-to-ten point scale. Students who are lacking in one of the professionalism behaviors will lose 50% of the professionalism points for that week. Students who are lacking in two or more behaviors will receive a score of 0pt on professionalism for that week. Please see Appendix D for specific items assessed for professionalism.

Grading Scale (The following grade scale is used across all courses)

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.50-100%</td>
<td>A</td>
<td>72.50-76.49%</td>
<td>C</td>
</tr>
<tr>
<td>89.50-92.49%</td>
<td>A-</td>
<td>69.50-72.49%</td>
<td>C-</td>
</tr>
<tr>
<td>86.50-89.49%</td>
<td>B+</td>
<td>66.50-69.49%</td>
<td>D+</td>
</tr>
<tr>
<td>82.50-86.49%</td>
<td>B</td>
<td>62.50-66.49%</td>
<td>D</td>
</tr>
<tr>
<td>79.50-82.49%</td>
<td>B-</td>
<td>59.50-62.49%</td>
<td>D-</td>
</tr>
<tr>
<td>76.50-79.49%</td>
<td>C+</td>
<td>&lt; 59.50%</td>
<td>E</td>
</tr>
</tbody>
</table>

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

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

1. ExamSoft®
2. Canvas Learning Management System

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 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 to get permission for this to be an excused absence.

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 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:

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, and will result in zeros being entered in the gradebook for any quizzes or class assignments. The expectation of prior notification will be exempted in situations where there was an emergency situation such as an accident or similar serious situation as long as the student contacts the email address or phone number referenced above as soon as they are able.

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

Please refer to the University Attendance Policy at [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](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; 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 Academic Coordinator; 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 or tRAT.
7. All students must remain quiet during the iRATs and speak quietly as other teams 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.

7. **If you encounter calculator problems (e.g., dead battery), contact the Proctor.**

8. Other exam rules may be instituted during the progression of the course.

9. **Once the exam commences, students may not leave the 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.

10. If there is urgent need to use the restroom, the Proctor will provide guidance.

11. **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.

12. The questions on the makeup assessment may be in the form of essay, short answer (written or oral), 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](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**Concerns, Appeals, and Complaints**

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints.
Academic Integrity Policy
Students are expected to act in accordance with the University of Florida policy on academic integrity (http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course’s Teaching Partnership Leader/Course Director.

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

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

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"By entering this assessment I verify that, on my honor, I have neither given nor received unauthorized aid in doing this assignment, and that I will not download, duplicate, photograph, or print any part of this assessment during the quiz or during any review opportunities after the quiz."*

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

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

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

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

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

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

**Expectations in Class and Other Learning Activities**

Students are expected to:

- 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 cell phones and other electronic communication devices to silent mode during a class session or phone conference. Special circumstances may be discussed with professor (i.e. family emergency phone calls, etc).
- 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 look 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. Reworking 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 unrelated to course content on the discussion board 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](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

**Religious Holidays**
Please see the University policy on attendance and religious holidays:
[http://www.registrar.ufl.edu/catalog0910/policies/regulationattendance.html#religious](http://www.registrar.ufl.edu/catalog0910/policies/regulationattendance.html#religious)

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

Use this as a guide to knowing which faculty or staff member to contact for your specific concern.

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

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

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

**Technical Support:**
For technical support related to eLearning, educational videos, mobile learning tools and other course-related issues, contact **College of Pharmacy Educational Technology Support** at:
- Gainesville Office Hours: HPNP Rm. 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/UFITServePortal
- E-mail: helpdesk@ufl.edu
- Help Wiki: https://wiki.helpdesk.ufl.edu/
- Phone: (352) 392-4357
Appendix B: Assignment Descriptions

Drug Information Question:
Students will prepare a written response to a drug information question utilizing specified references. The drug information assignment should be submitted through CANVAS. The drug information question will be reviewed during the active learning sessions. The assignment will be scored based on an answer key. The answer key will be posted on CANVAS for the students to review.

Food Diary:
The student will maintain a food diary for two days. The student should record all meals, beverages, and snacks for the two-day period. Calories, carb, fat, and protein content of each meal should be calculated and tallied for a daily total. Following this exercise the student will write a short reflection paper on the assignment. The student will be evaluated based on a rubric provided to the facilitator (will be posted for students).

Journal Club:
A journal article with a focus on women’s health will be provided to the students. Prior to the journal club discussion the student will review the article and answer questions on the article utilizing a form made available to the students on CANVAS. Students may work in groups of 2 or 3 on this project. The journal club assignment should be submitted via CANVAS. This is a lengthy assignment, but one that will help prepare students for success on upcoming APPEs. Please make sure to allow ample time for preparation. A discussion of the journal club article will occur during the active learning session. The assignment will be evaluated based on the answer key. The answer key will be posted on CANVAS for students to review.
Appendix C: Rubric for Assessing Student Participation in Class

This document will be used to provide an assessment of the student’s overall participation at the end of the course. Instructors will keep track of student participation during each session.

<table>
<thead>
<tr>
<th></th>
<th>Exemplary (Score = 5)</th>
<th>Proficient (Score = 4)</th>
<th>Developing (Score = 3)</th>
<th>Unacceptable (Score = 0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency of participation in class</strong></td>
<td>Student initiates contributions more than once in each recitation.</td>
<td>Student initiates contribution once in each recitation.</td>
<td>Student initiates contribution at least in half of the recitations</td>
<td>Student does not initiate contribution and needs instructor to solicit input.</td>
</tr>
<tr>
<td><strong>Quality of comments</strong></td>
<td>Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.</td>
<td>Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.</td>
<td>Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.</td>
<td>Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.</td>
</tr>
<tr>
<td><strong>Listening Skills</strong></td>
<td>Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say and contributes to the dialogue.</td>
<td>Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect and build on others’ remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.</td>
<td>Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.</td>
<td>Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.</td>
</tr>
</tbody>
</table>
Appendix D – Components of Professionalism

Students are expected to display the following professional behaviors:

- **Punctuality**
  - Arrive on time for class sessions
  - Submit assignments on time
- **Preparedness** - complete pre-class readings and activities and be prepared to engage in classroom discussions
- **Independence** - when individual effort is expected, complete work without the assistance of others
- **Collaboration/teamwork** - Actively collaborate with peers when assigned to groups.
- **Professional dress** – adhere to the UF COP dress code during class sessions
- **Attentiveness**
  - Focus on the discussion at hand and avoid distractive behaviors in class
  - Turn off cell phones and other electronic communication devices during a class session
  - Use technology only for intended purposes during class, i.e., not looking at unrelated information on the web site during class
  - Avoid studying for other courses during the class session
- **Respect**
  - 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 during discussions
  - Be courteous, respectful, and civil when using discussion boards
  - Remain quiet during class sessions including peer presentations