PHA5789C Patient Care VII: Brain and Behavior
Spring 2018
6 Credit Hours – A-E Grading

Seventh of an eight-course sequence that prepares the student to provide patient-centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. The course continues to prepare the student to be a collaborative team member since learning involves teamwork. This course focuses on providing patient-centered care to patients who have disorders involving the brain and behavior. Learners will develop, integrate, and apply knowledge from the foundational disciplines (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) and apply the Pharmacists’ Patient Care Process in solving case-based scenarios of these patients.

Teaching Partnership Leader
Carol Motycka, Pharm.D.
• Email: motycka@cop.ufl.edu
• Office: Jacksonville Campus
• Phone: 904-244-9590
• Office Hours: By appointment ONLY.
See Appendix A. for Course Directory of Faculty and Staff Contact Information.

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

1. **EPA A1.** Collect subjective and objective data by performing a patient assessment and gathering data from chart/electronic records, pharmacist records, other health professionals and patient/family interviews.
2. **EPA A2.** Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
5. **EPA A5.** Provide counseling and medications and health wellness (including referral when there are social determinants of health and disparities).
6. **EPA A6.** Assess and counsel a patient about health-wellness.
7. **EPA A7.** Present a succinct oral patient summary and plan to a health care provider. Defend a therapeutic plan verbally or in writing using references, guidelines, or primary literature.

8. **EPA A8.** Give and receive a patient handover to transition care.

9. **EPA A9.** Collaborate as a member of an interprofessional team and provide patient-centered care.

## Course-Level Objectives

Upon completion of this course, the student will be able to:

1. **Upon completion of this course, the student will be able to provide patient-centered care for patients with one or more of the following disorders or pharmacotherapy needs:**
   a. Psychotic Spectrum Disorders
   b. Mood disorders (Depression and bipolar disorder)
   c. Anxiety disorders (generalized anxiety, panic, social anxiety, PTSD, obsessive compulsive)
   d. Parkinson’s disease
   e. Alzheimer’s disease
   f. Headache/Migraine headaches
   g. Attention deficit/hyperactivity disorder
   h. Epilepsy and status epilepticus (general, pediatrics, women’s health)
   i. Sleep disorders
   j. Meningitis
   k. Multiple sclerosis
   l. Stroke
   m. Substance abuse
   n. Clinical toxicology emergencies

2. **Specifically, given a case of a patient with one or more of the above disorders/pharmacotherapy needs:**
   a. **Integrate knowledge and use clinical reasoning skills in accomplishing the following steps when managing a patient with the disease state:**
      i. **Collect:** Gather subjective and objective information about the patient in order to understand the relevant medical and medication history and clinical status of the patient.
         1. Subjective and objective information is collected through patient interview, medical record review, pharmacy profile review, and communication with other members of the health care team.
         2. A holistic view is initiated during collection in order to consider physiological, psychological, and sociological variables of the patient and this view is maintained throughout the patient care process.
      ii. **Assess:** Assess the information collected and analyze the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care.
         1. Understand, explain, and assess a patient’s health status.
         2. Interpret physical and patient assessment findings
3. Assess each medication for appropriateness, effectiveness, safety, and patient adherence.
4. Assess health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care.
5. Assess immunization status and the need for preventive care and other health care services.
6. Integrate knowledge, clinical experience, and patient data to formulate and test hypotheses about the etiology of medication-related problems.
   (Generate hypotheses)
7. Establish potential and actual medication-related problems.

iii. **Plan:** Develop an individualized patient-centered care plan in collaboration with other health care professionals and the patient/caregiver.
   1. **Therapeutic Goals:** Develop specific and general therapeutic goals for the patient. These goals achieve clinical outcomes in the context of the patient’s overall health care goals and access to care.
   2. **Therapeutic Plan:** Integrate knowledge, evidence-based literature/information, clinical experience, patient data, patient goals and desires, and the prescriber’s judgment when developing the best pharmacotherapeutic plan for the patient.
      a. **Therapeutic Alternatives:** Evaluate pharmacotherapeutic alternatives for the patient before establishing the therapeutic plan.
      b. **Develop the Therapeutic Plan:** This plan addresses medication-related problems and optimizes medication therapy. Considerations for the plan include:
         i. Goals and desires of the patient
         ii. Application of established practice guidelines, evidence-based medicine, and population-based treatment plans in developing the plan.
         iii. Accurate and patient-specific dosing (including dosage adjustment for renal/hepatic dysfunction, starting dose, maximum doses, timing of doses and pharmacokinetic design for narrow therapeutic index drugs,).
         iv. Parameters for monitoring response and frequency of monitoring
         v. Parameters for monitoring adverse effect and frequency of monitoring
         vi. Plan for patient counseling/education
         vii. Supports care continuity, including follow-up and transitions of care as appropriate.
      c. **Patient/Caregiver engagement:** The patient/caregiver are involved through education, empowerment, and self-management.
iv. **Implement**: Implement the care plan in collaboration with other health care professionals and the patient/caregiver. When implementing the care plan, the following are accomplished:
   1. Medication and health-related problems are addressed.
   2. Preventative care including vaccine administration are provided.
   3. Medication therapy is initiated, modified, discontinued, or administered as authorized.
   4. Education and self-management training is provided to the patient/caregiver.
   5. Refers and provides transitions of care as needed.
   6. Schedules follow-up care as needed to achieve goals of therapy.

v. **Follow-up (Monitor and Evaluate)**: Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals and the patient/caregiver. The following are continually monitored and evaluated:
   1. Medication appropriateness, effectiveness, and safety and patient adherence through available data, biometric test results and patient feedback.
   2. Clinical endpoints that contribute to the patient’s overall health.
   3. Outcomes of care, including progress toward or achievement of goals.

vi. **Patient-Centered Care**: Foster a patient-centered care approach by accomplishing the following:
   1. **Communicate**: Succinctly communicate with other health care team members and the patient/caregiver throughout the patient care process.
   2. **Collaborate**: Discuss with team members the specific therapeutic approaches for individual patients based on scientifically and logically validated assessment of the patient’s health care needs and an ethical consideration of the patient’s health care goals and desires.
   3. **Document**: Prepare a written communication that is well-organized, logical, complete, appropriate, and evidence-based.

b. **Apply and integrate foundational knowledge (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) throughout the patient care process.** This will require the ability to:
   i. Describe the pathophysiology of disease state(s) and identify appropriate drug targets (cellular/molecular), biochemical processes, and organ changes for therapeutic intervention. Specifically, for a given disease state:
      1. Describe the basic pathophysiology of the disease including an explanation of the abnormal processes and the resulting disease signs and symptoms.
      2. Outline risk factors and/or diagnostic indicators (e.g., lab values, diagnostic test results).
      3. Determine classes of drugs that will treat the disease state and ameliorate the underlying pathophysiology and signs/symptoms.
ii. Apply knowledge about structure-activity relationships and cellular/molecular mechanisms of action to identify drug classes that are appropriate for treatment of the disease state. Specifically, for each drug class:
   1. Identify the relevant therapeutic targets and explain the mechanism(s) of action.

iii. Describe major pathways for metabolism and the pharmacological/therapeutic consequences of metabolism.

iv. Compare and contrast the therapeutic and adverse effects of drug classes that are appropriate for treating the disease state.
   1. Identify the most common/serious drug interactions and adverse effects.

v. Compare and contrast the therapeutic and adverse effects of drugs within a given class and then recommend the best drug for the patient.

vi. Identify important precautions and contraindications.

vii. Recommend any unique storage, handling, or use requirements to ensure patient safety and clinical efficacy.

viii. Discuss significant pharmacokinetic and pharmacodynamic considerations.

ix. Integrate the following transcending concepts when assessing a patient and developing a care plan:
   1. Behavioral issues impacting patient outcomes such as patients with epilepsy driving a vehicle and those affecting psychiatric patient adherence.
   2. Health and wellness considerations such as stroke prevention and prevention of suicide, identification of depression, and screening for tobacco and substance abuse.
   3. Impact of health disparities on management of psychiatric patients.
   4. Use of herbals to treat depression, anxiolytics, sleep disorders, and neurogenerative disorders.
   5. Self-care related to sleep, anxiety, and memory disorders.
   6. Communicating with patients who have mental health problems including inquiring whether a patient is suicidal.
   7. Addressing team conflict as an interprofessional team member.
   8. Use clinical reasoning in solving patient problems.
   9. Address pharmacotherapy needs for special population patients (pediatrics and geriatrics who have a neurological or psychiatric disorder).
   10. Therapeutic drug monitoring of phenytoin, phenobarbital, valproic acid, lithium, clozapine, and tricyclic antidepressants.
   11. Personalized medicine for patients with CNS disorders.
   12. Legal and ethical issues common in patients with epilepsy and substance abuse.
   14. Cost effective analysis and patient reported outcomes in evaluating treatment of neurological and psychiatric disorders.
15. Quality assessment and quality improvement in the care of patients with brain and behavioral disorders.

3. Demonstrate the ability to be an effective team member by collaborating in preparing for class sessions and in solving case studies.

## Course Pre-requisites

1. Completion of all Year 2 Pharm.D. program coursework including milestones.

## Course Co-requisites

1. PHA5165L Professional Practice Skills Lab V

## Course Outline

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 Recommended Dates for Independent Study</th>
<th>Mod#</th>
<th>Unit Topic</th>
<th>Contact Hours [hr.]a</th>
<th>Faculty Author</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>Module 1: Introduction to Brain Behavior Stroke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/4/18</td>
<td>1.1</td>
<td>Unit 1.1: Pathophysiology: Brain neurochemistry</td>
<td>0.5</td>
<td>Peris</td>
</tr>
<tr>
<td>1/4/18</td>
<td>1.2</td>
<td>Unit 1.2: Blood Brain Barrier</td>
<td>0.5</td>
<td>Liu</td>
</tr>
<tr>
<td>1/4/18</td>
<td>1.3</td>
<td>Unit 1.3: Pharmacology: Anesthetics</td>
<td>1.0</td>
<td>Peris</td>
</tr>
<tr>
<td>1/4/18</td>
<td>1.4</td>
<td>Unit 1.4: Primary and Secondary Prevention of Stroke</td>
<td>1.75</td>
<td>Dietrich</td>
</tr>
<tr>
<td>1/5/18</td>
<td>1.5</td>
<td>Unit 1.5: Pathophysiology and Management of Acute Stroke</td>
<td>2.0</td>
<td>Voils</td>
</tr>
<tr>
<td>1/5/18</td>
<td>1.6</td>
<td>Unit 1.6: TC: Health-Wellness – Stroke Prevention &amp; Public Health/Stroke in Young Adults</td>
<td>0.25</td>
<td>Voils</td>
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<tr>
<td>1/5/18</td>
<td>1.7</td>
<td>Unit 1.7: TC: Interprofessional - address a situation where there is a team conflict due to varying thoughts on best care for patient</td>
<td>0.5</td>
<td>Vogel Anderson</td>
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<tr>
<td>Date</td>
<td>Mod#</td>
<td>Unit Topic</td>
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<tr>
<td>1/9/18 1:55-6:00pm</td>
<td>1</td>
<td>Active Learning Session 1: <em>Case Studies</em></td>
<td>2.0</td>
<td>Peris, Liu, Dietrich, Voils, Vogel-Anderson</td>
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<tr>
<td></td>
<td>2</td>
<td>Module 2: Geriatric Neurological Disorders</td>
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<td>Unit 2.1: General principles of neuropsychiatric disorder management</td>
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<td>Markowitz</td>
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<td>1/10/18</td>
<td>2.2</td>
<td>Unit 2.2: Medicinal chemistry of drugs used in Parkinson's disease, Alzheimer's disease</td>
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<td>Aldrich</td>
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<td>1/10/18</td>
<td>2.3</td>
<td>Unit 2.3: Pharmacology of drugs used in Parkinson's disease, Alzheimer's disease (includes discussion about dopamine)</td>
<td>1.75</td>
<td>Liu</td>
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<tr>
<td>1/11/18</td>
<td>2.4</td>
<td>Unit 2.4: Management of Parkinson's Disease</td>
<td>1.5</td>
<td>Markowitz</td>
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<tr>
<td>1/11/18</td>
<td>2.5</td>
<td>Unit 2.5: Management of Alzheimer's Disease</td>
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<td>Miller</td>
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<td>1/11/18</td>
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<td>Unit 2.6: TC: Special Populations - geriatric dosing (builds on prior coursework related to geriatrics)</td>
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<td>Vogel Anderson</td>
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<td>1/12/18</td>
<td>2.7</td>
<td>Unit 2.7: TC: Appropriate Self-Care (OTC &amp; Herbals) for patients with Neurodegenerative disorders</td>
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<td>Miller, Grundmann</td>
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<td>1/12/18</td>
<td>2.8</td>
<td>Unit 2.8: TC: Quality assessment to develop targets for QI</td>
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<td>Soria-Saucedo</td>
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<td>1/12/18 1:55-6:00pm</td>
<td>2</td>
<td>Active Learning Session 2: Alzheimer’s Patient Case Studies</td>
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<td>Miller, Liu, Aldrich, Vogel-Anderson, Vogel-Anderson, Grundmann, Soria-Saucedo</td>
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<td>1/19/18 8:30-11:00am</td>
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<td>Exam 1: Modules 1-2</td>
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<tr>
<td>1/19/18</td>
<td>3</td>
<td>Module 3: Psychotic Spectrum Disorders</td>
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<td>3.1</td>
<td>Unit 3.1: Background/Etiology of Psychotic Spectrum Disorders</td>
<td>0.5</td>
<td>Markowitz</td>
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<tr>
<td>Date</td>
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<tr>
<td>1/19/18</td>
<td>3.2</td>
<td>Unit 3.2: Pathophysiology of Psychotic Spectrum Disorders</td>
<td>0.5</td>
<td>Peris</td>
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<td>1/22/18</td>
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<td>Unit 3.3: Medicinal chemistry of drugs affecting dopaminergic, serotoninergic systems, antipsychotics</td>
<td>2.0</td>
<td>McCurdy</td>
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<td>1/22/18</td>
<td>3.4</td>
<td>Unit 3.4: Pharmacology of drugs affecting serotoninergic systems and dopaminergic systems</td>
<td>2.0</td>
<td>Peris</td>
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<tr>
<td>1/23/18</td>
<td>3.5</td>
<td>Unit 3.5: Management of Psychotic Spectrum Disorders</td>
<td>2.0</td>
<td>Markowitz</td>
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<td>1/23/18</td>
<td>3.6</td>
<td>Unit 3.6: TC: Social - health disparities - psychiatric illness</td>
<td>0.5</td>
<td>Miller</td>
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<td>1/23/18</td>
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<td>1:55-6:00pm Active Learning Session 3: <em>Case Studies</em></td>
<td>2.0</td>
<td>Markowitz, McCurdy, Peris, Miller</td>
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<tr>
<td>4</td>
<td></td>
<td><strong>Module 4: Mood Disorders</strong></td>
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<tr>
<td>1/24/18</td>
<td>4.1</td>
<td>Unit 4.1: Background/Etiology of Mood Disorders</td>
<td>0.5</td>
<td>Markowitz</td>
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<tr>
<td>1/24/18</td>
<td>4.2</td>
<td>Unit 4.2: Medicinal chemistry of drugs affecting serotonergic systems and noradrenergic systems</td>
<td>2.0</td>
<td>Xing</td>
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<td>1/26/18</td>
<td>4.3</td>
<td>Unit 4.3: Pharmacology of drugs affecting serotonergic and noradrenergic systems (includes discussion about mechanism of action of lithium and anticonvulsants used in bipolar disorders)</td>
<td>2.0</td>
<td>Peris</td>
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<td>1/26/18</td>
<td>4.4</td>
<td>Unit 4.4: Management of Depressive Disorders</td>
<td>2.0</td>
<td>Markowitz</td>
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<tr>
<td>1/26/18</td>
<td>4.5</td>
<td>Unit 4.5: Management of Bipolar Disorder</td>
<td>1.5</td>
<td>Markowitz</td>
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<tr>
<td>1/29/18</td>
<td>4.6</td>
<td>Unit 4.6: TC: Behavioral Issues in psychiatric patients (adherence, difficult to manage, etc.)</td>
<td>0.5</td>
<td>Hardin</td>
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<td>Date</td>
<td>Mod#</td>
<td>Unit Topic</td>
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<tr>
<td>1/29/18</td>
<td>4.7</td>
<td>Unit 4.7: TC: Communication - communicating with patients who have mental health problems; talking about suicide</td>
<td>0.5</td>
<td>Dodd, Segal</td>
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<td>1/29/18</td>
<td>4.8</td>
<td>Unit 4.8: TC: Herbals – Depressive Disorders</td>
<td>0.5</td>
<td>Grundmann</td>
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<tr>
<td>1/29/18</td>
<td>4.9</td>
<td>Unit 4.9: Personalized Medicine for Mood Disorders</td>
<td>0.25</td>
<td>Weitzel</td>
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<tr>
<td>1/29/18</td>
<td>4</td>
<td>Active Learning Session 4: <em>Case Studies</em></td>
<td>2.0</td>
<td>Markowitz, Peris, Dodd, Hardin, Grundmann</td>
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<td>5</td>
<td><strong>Module 5: Anxiety and Sleep-Wake Disorders</strong></td>
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<tr>
<td>1/30/18</td>
<td>5.1</td>
<td>Unit 5.1: Background/Etiology of Anxiety and Sleep-Wake Disorders</td>
<td>0.5</td>
<td>Markowitz</td>
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<td>1/30/18</td>
<td>5.2</td>
<td>Unit 5.2: Medicinal chemistry of benzodiazepines (anxiolytics and sleep), non-benzodiazepines</td>
<td>1.5</td>
<td>McCurdy</td>
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<td>1/30/18</td>
<td>5.3</td>
<td>Unit 5.3: Pharmacology of benzodiazepines (anxiolytics and sleep), non-benzodiazepines (including use of GABA and serotonergic agents)</td>
<td>1.5</td>
<td>Peris</td>
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<td>1/31/18</td>
<td>5.4</td>
<td>Unit 5.4: Management of Sleep-Wake Disorders</td>
<td>1.0</td>
<td>Markowitz</td>
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<tr>
<td>1/31/18</td>
<td>5.5</td>
<td>Unit 5.5: Management of Anxiety Disorders I (generalized anxiety, panic, social anxiety disorders)</td>
<td>0.75</td>
<td>Markowitz</td>
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<td>1/31/18</td>
<td>5.6</td>
<td>Unit 5.6: Management of Anxiety Disorders II (PTSD, Obsessive compulsive)</td>
<td>0.75</td>
<td>Markowitz</td>
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<td>1/31/18</td>
<td>5.7</td>
<td>Unit 5.7: TC: Case control studies and self-controlled designs (sampling, ORs versus RRs, specific biases)</td>
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<td>Soria-Saucedo</td>
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<td>1/31/18</td>
<td>5.8</td>
<td>Unit 5.8: TC: Self-Care (Herbals): Sleep and anxiolytics</td>
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<td>Grundmann</td>
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<tr>
<td>Date</td>
<td>Mod#</td>
<td>Unit Topic</td>
<td>Contact Hours [hr.]a</td>
<td>Faculty Author</td>
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<tr>
<td>1/31/18</td>
<td>5.9</td>
<td>Unit 5.9: TC: Self-Care (OTC): Sleep Disorders (OTC)</td>
<td>0.5</td>
<td>Miller</td>
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<tr>
<td>2/2/18 1:55-6:00pm</td>
<td>5</td>
<td>Active Learning Session 5: Anxiety and Sleep-Wake Patient Case Studies</td>
<td>2.0</td>
<td>Markowitz, Peris, Soria-Saucedo, Miller, Grundmann, McCurdy</td>
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<tr>
<td>2/5/18 8:30-11:00am</td>
<td>3-5</td>
<td>Exam 2: Modules 3-5</td>
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<tr>
<td>2/5/18</td>
<td>6</td>
<td><strong>Module 6: Epilepsy</strong></td>
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<tr>
<td>2/5/18</td>
<td>6.1</td>
<td>Unit 6.1: Medicinal chemistry of drugs used in epilepsy</td>
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<td>McCurdy</td>
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<td>2/6/18</td>
<td>6.2</td>
<td>Unit 6.2: Pharmacology of drugs used in epilepsy</td>
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<td>Frazier, Peris</td>
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<td>2/6/18</td>
<td>6.3</td>
<td>Unit 6.3: Management of Epilepsy</td>
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<td>Voils</td>
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<td>2/7/18</td>
<td>6.4</td>
<td>Unit 6.4: Management of Status Epilepticus</td>
<td>1.0</td>
<td>Voils</td>
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<td>2/7/18</td>
<td>6.5</td>
<td>Unit 6.5: Management of Epilepsy in pediatrics</td>
<td>2.0</td>
<td>Manasco</td>
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<td>2/7/18</td>
<td>6.6</td>
<td>Unit 6.6: TC: Pharmacokinetics - phenytoin, phenobarbital, valproic acid</td>
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<td>Bihorel</td>
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<td>Unit 6.7: TC: Legal &amp; Ethical Issues with Epilepsy patients</td>
<td>0.25</td>
<td>Allen</td>
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<td>2/7/18</td>
<td>6.8</td>
<td>Unit 6.8: Personalized Medicine for Epilepsy</td>
<td>0.25</td>
<td>Weitzel</td>
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<td>2/9/18 1:55-6:00pm</td>
<td>6</td>
<td>Active Learning Session 6: <em>Case Studies</em></td>
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<td>Voils, Peris, McCurdy, Manasco, Bihorel, Allen</td>
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<td>2/12/18</td>
<td>7.1</td>
<td>Unit 7.1: Etiology and pathophysiology of migraine and ADHD</td>
<td>0.75</td>
<td>Liu and Peris</td>
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<td>2/12/18</td>
<td>7.2</td>
<td>Unit 7.2: Medicinal chemistry of drugs used in migraine disorders</td>
<td>0.75</td>
<td>McCurdy</td>
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<tr>
<td>Date</td>
<td>Mod#</td>
<td>Unit Topic</td>
<td>Contact Hours</td>
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<td>2/12/18</td>
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<td>Unit 7.3: Pharmacology of drugs used in migraine disorders</td>
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<td>2/13/18</td>
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<td>2/13/18</td>
<td>7.7</td>
<td>Unit 7.7: Management of Attention Deficit/Hyperactivity Disorder</td>
<td>1.5</td>
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<td>2/13/18</td>
<td>7.8</td>
<td>Unit 7.8: Pharmacotherapy: Meningitis</td>
<td>1.0</td>
<td>Klinker</td>
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<tr>
<td>2/13/18</td>
<td>7.9</td>
<td>Unit 7.9: TC: Patient Reported Outcomes (PROs) and Cost Effective Analysis (CEA) in a neuro disorder covered in this course; total direct medical cost offset assessment; clinical OBCs Lecture &amp; Case</td>
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<td>Soria-Saucedo</td>
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<tr>
<td>2/14/18</td>
<td>7</td>
<td>Active Learning Session 7: Case Studies</td>
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<td>Markowitz, McCurdy, Vogel-Anderson, Liu, Peris, Soria-Saucedo, Klinker</td>
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<td>8</td>
<td>Module 8: Substance Use Disorders and Clinical Toxicology</td>
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<tr>
<td>2/19/18</td>
<td>8.1</td>
<td>Unit 8.1: Etiology and Epidemiology of Substance Use Disorders</td>
<td>1.0</td>
<td>Borgert</td>
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<td>2/19/18</td>
<td>8.2</td>
<td>Unit 8.2: Pharmacology of Addiction Treatment Including Ethanol</td>
<td>1.0</td>
<td>Peris</td>
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<td>2/19/18</td>
<td>8.3</td>
<td>Unit 8.3: Medicinal Chemistry of Addiction Treatment Including Ethanol</td>
<td>1.0</td>
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<td>1/20/18</td>
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<td>Unit 8.4: Management of Substance Use Disorders I (Overview of Opioid Addiction and treatment including Methadone, Buprenorphine, Naloxone)</td>
<td>1.0</td>
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<td>Date</td>
<td>Mod#</td>
<td>Unit Topic</td>
<td>Contact Hours [hr.]a</td>
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<td>1/20/18</td>
<td>8.5</td>
<td>Unit 8.5: Management of Substance Use Disorders II (Overview of Depressants, stimulants, and hallucinogens and treatment)</td>
<td>1.0</td>
<td>Motycka</td>
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<tr>
<td>1/20/18</td>
<td>8.6</td>
<td>Unit 8.6: Management of Substance Use Disorders III (Overview of Alcohol, Marijuana, and other abused substances including OTC products and treatment)</td>
<td>1.0</td>
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<tr>
<td>1/21/18</td>
<td>8.7</td>
<td>Unit 8.7: TC: health-wellness – Tobacco Management and Drug Testing</td>
<td>0.75</td>
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<tr>
<td>1/21/18</td>
<td>8.8</td>
<td>Unit 8.8: TC: Legal and ethical issues – substance abuse</td>
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<td>Allen</td>
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<td>1/21/18</td>
<td>8.9</td>
<td>Unit 8.9: Clinical toxicology - emergencies</td>
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<td>Normann</td>
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<td>Unit 8.10: Personalized Medicine for Brain &amp; Behavior Disorders</td>
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<td>Weitzel</td>
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<td>2/26/18</td>
<td>8</td>
<td>Active Learning Session 8: Substance Abuse Patient Case Studies</td>
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<td>Motycka, Borgert, Allen, Peris, Normann</td>
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<td>2/27/18</td>
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<td>Capstone</td>
<td>2.0</td>
<td>All faculty</td>
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<td>3/2/18</td>
<td>1-8</td>
<td>Final Exam: Modules 1-8 (Comprehensive)</td>
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<td></td>
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<td>Total Contact Hours in Course:</td>
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**Required Textbooks/Readings**

   - Previously purchased for PHA5782C
   - Not Available via HSC Library
   - Previously purchased for PHA5781
   - Not Available via HSC Library
   - Previously used for PHA5782C
   - Available via HSC Library – Access Pharmacy

   - Previously used for PHA5782C
   - Available via HSC Library – Access Pharmacy

5. Neehr Perfect
   - Neehr Perfect is an educational EHR used throughout the PharmD curriculum. Students will be expected to purchase a subscription to this program.
   - Create your Neehr Perfect account by going to: http://neehrperfect.com. Select Subscribe in the upper, right corner and enter the following Pharmacy Student Program Key: S96Y29
   - Follow the on-screen instructions to create your account and apply your subscription. Refer to the Canvas page for skills labs for more detailed information
     i. 1PDs are encouraged to purchase a 3 year Student Subscription
     ii. 2PDs are encouraged to purchase a 2 year Student Subscription
     iii. 3PDs are encouraged to purchase an Academic Year Student Subscription

6. Primary literature readings will be posted in Canvas.

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

Suggested Textbooks/Readings

There are no suggested textbooks for this course.

Other Required Learning Resources

None

Materials & Supplies Fees

None
Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade Percentage</th>
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</thead>
<tbody>
<tr>
<td>Individual Readiness Assessment [7 @ 1% ea.] *Single lowest score dropped</td>
<td>7%</td>
</tr>
<tr>
<td>Team Readiness Assessment [8 @ 2% ea.]</td>
<td>16%</td>
</tr>
<tr>
<td>Active Learning Session Submission [2 @ 2% ea.]</td>
<td>4%</td>
</tr>
<tr>
<td>Capstone Submission</td>
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<tr>
<td>Exam 1</td>
<td>15%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
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<tr>
<td>Exam 3 [Comprehensive]</td>
<td>30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Table 1. Grading Scale

Rounding of grades:
Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and NO EXCEPTIONS will be made in situations where a student’s grade is “close.”

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software.

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

For technical support, navigate to Educational Technology and IT Support Contact Information at this URL:
http://curriculum.pharmacy.ufl.edu/current-students/technical-help/

Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL:
http://curriculum.pharmacy.ufl.edu/current-students/course-policies/
Appendix A. Course Directory

Teaching Partnership Leader/Course Director:
Carol Motycka, Pharm.D.
Email: motycka@cop.ufl.edu
Office: Jacksonville Campus
Phone: 904-244-9590

Questions to Ask:
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

Academic Coordinator:
Name: Holly Fremen
Email: holly.fremen@cop.ufl.edu
Office: HPNP 4312
Phone: 352-273-5558
Absent/Tardy Email: absent3pd@cop.ufl.edu

Educational Coordinators:
McKenzie Wallen
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus

Victoria Savosh
Email: vsavosh@cop.ufl.edu
Office: Orlando Campus

Questions to Ask:
- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)
- 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.)
Other Teaching Partnership Faculty Members:

Joanna Peris, Ph.D.
- OFFICE: MSB P1-29
- EMAIL: peris@cop.ufl.edu
- PHONE: (352) 273-7688

Bin Liu, Ph.D.
- OFFICE: MSB P2-31
- EMAIL: liu@cop.ufl.edu
- PHONE: 352-273-7747

Eric Dietrich, PharmD, BCPS
- OFFICE: HPNP 2301
- EMAIL: ead1129@ufl.edu
- PHONE: 352-294-5648

Stacy A. Voils, Pharm.D., M.S., BCPS, FCCM, FCCP
- OFFICE: HPNP 3315
- EMAIL: svoils@cop.ufl.edu
- PHONE: 352-294-5276

Katherine Vogel Anderson, Pharm.D., BCACP
- OFFICE: HPNP 3313
- EMAIL: kvanderson@cop.ufl.edu
- PHONE: 352-273-6240

Jane V. Aldrich, Ph.D.
- OFFICE: Medical Science Building, P4-27
- EMAIL: jaldrich@cop.ufl.edu
- PHONE: 352-273-8708

John S. Markowitz, Pharm.D., BCPP
- OFFICE: HSC PG-23
- EMAIL: jmarkowitz@cop.ufl.edu
- PHONE: (352) 273-6262

Shannon A. Miller, Pharm.D., BCACP
- OFFICE: 6550 Sanger Road, Orlando, FL 32827
- EMAIL: smiller@cop.ufl.edu
- PHONE: 407-313-7005

Oliver Grundmann, Ph.D.
- EMAIL: grundman@ufl.edu
- PHONE: 352-246-4994

Rene Soria-Saucedo, Ph.D., M.D., M.P.H.
- OFFICE: HPNP 3319
- EMAIL: renesaucedo@cop.ufl.edu
- PHONE: 352-273-6255

Christopher R. McCurdy, Ph.D. B.S.Ph, FAAPS
- OFFICE: MSB, P6-33
- EMAIL: cmccurdy@ufl.edu
- PHONE: 352-294-8691

Chengguo Xing, Ph.D.
- OFFICE: Medical Science Building P6-33
- EMAIL: chengguoxing@cop.ufl.edu
- PHONE: 352-294-8511

Heather C. Hardin, Pharm.D., BCACP
- OFFICE: ECOb - Suite 3100
- EMAIL: hhardin@cop.ufl.edu
- PHONE: 352-273-9045

Betsy Dodd, Clinical Pharmacist
- OFFICE: ECOb- Suite 3100
- EMAIL: bdodd@cop.ufl.edu
- PHONE: 352-273-9045

Richard Segal, Ph.D.
- OFFICE: HPNP Room 4332
- EMAIL: segal@cop.ufl.edu
- PHONE: 352-273-6265

Charles J. Frazier, Ph.D.
- OFFICE: MSB P2-29
- EMAIL: frazier@cop.ufl.edu
- PHONE: (352) 273-7686
Kalen Manasco, Pharm.D., BCPS, FPPAG
- OFFICE: HPNP 3310
- EMAIL: kmanasco@cop.ufl.edu
- PHONE: 352-294-8749

Sihem Bihorel, Ph.D., Pharm.D., M.S.
- OFFICE: 6550 Sanger Road, Office 469, Orlando FL 32827
- EMAIL: sihem.bihorel@cop.ufl.edu
- PHONE: 407-313 7037

William L. (Bill) Allen, JD, MDiv
- OFFICE: 1600 SW Archer Road Rm G1-020
- EMAIL: wmallen@ufl.edu
- PHONE: (352) 273-515

Kenneth P. Klinker, Pharm.D.
- OFFICE: HSC P4-31
- EMAIL: klinkkp@cop.ufl.edu
- PHONE: 352-294-5157

Sven A. Normann, Pharm.D., DABAT
- OFFICE: of the Dean, Room 4323
- EMAIL: normann@cop.ufl.edu
- PHONE: 352-273-6305

Kristin Weitzel, PharmD, CDE, FAPhA
- OFFICE: HPNP 3308A
- EMAIL: kweitzel@cop.ufl.edu
- PHONE: 352-273-5114