Course Purpose:

The purpose of this course is to allow students to demonstrate pharmacotherapy knowledge and problem-solving skills gained in Pharmacotherapy I – V and on Advanced Pharmacy Practice Experiences (APPEs). By presenting real de-identified patient cases seen during APPE’s, students are able to document their clinical knowledge and communication skills for faculty members and peers. Through attendance of their peers’ presentations, students have the opportunity to compose and answer questions to improve their knowledge base and critical thinking skills. Through this process, Pharmacotherapy VI will help students improve their clinical knowledge, problem-solving skills, presentation skills, communication skills, team dynamics skills, and self and peer-evaluation skills.

Course Faculty and Office Hours

**Overall Course Coordinator:**
Steven M. Smith*, PharmD, MPH, BCPS, ASH-CHC (Gainesville, Section 1)
Email: ssmith@cop.ufl.edu   Office: HPNP 3316   Phone: 352-273-5134

**Gainesville Co-ordinators:**
Katherine Vogel Anderson, PharmD, BCACP (Gainesville, Section 1)
Email: kvanderson@cop.ufl.edu   Office: HPNP 3313   Phone: 352-273-6240

John Gums, PharmD, FCCP (Gainesville, Section 2)
Email: jgums@ufl.edu   Office: HPNP Pharmacy Dean’s Office   Phone: 352-265-9550

Eric Dietrich*, PharmD, BCPS (Gainesville, Section 2)
Email: ead1129@ufl.edu   Office: HPNP 2335   Phone: 352-294-5648

**Jacksonville Campus Coordinator:**
Carol Motycka*, PharmD, BCACP (Jacksonville)
Email: Motycka@cop.ufl.edu   Office: 580 W. 8th Street   Phone: 904-244-9590

**Orlando Campus Coordinator:**
Erin St. Onge*, PharmD (Orlando)
Email: Stonge@cop.ufl.edu   Office: 6550 Sanger Rd   Phone: 407-313-7031

**St. Pete Campus Coordinator:**
Carinda Feild*, PharmD, FCCM (St. Petersburg)
Email: cfeild@cop.ufl.edu   Office: 9200 113th Street N., PH102   Phone: 727-394-6213

* indicates section coordinator

Office Hours

Office hours for all course faculty are by appointment. Students should contact the section coordinator by email with all questions related to the course.
Place and Time of Class Sessions

Place and time of class sessions will vary by campus and section.

Gainesville Campus:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Section</th>
<th>Coordinators</th>
<th>Place and Time of Class Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gainesville</td>
<td>1</td>
<td>Smith, Vogel Anderson</td>
<td>Tuesdays and Thursdays 8:30 AM to 10:25 AM (Periods 2 and 3) Room C1-3</td>
</tr>
<tr>
<td>Gainesville</td>
<td>2</td>
<td>Dietrich, Gums</td>
<td>Tuesdays and Thursdays 8:30 AM to 10:25 AM (Periods 2 and 3) Room variable (see Canvas for schedule)</td>
</tr>
</tbody>
</table>

Distance Campuses:
Please refer to your campus-specific calendar for your case discussion dates and times.

How This Course Relates to the Learning Outcomes You Will Achieve in the Pharm.D. Program:

This course prepares the Pharm.D. student to accomplish the following abilities and the related Student Learning Outcomes (SLOs) upon graduation:

- **Outcome Domain 1**: Provide Patient-centered Care - Specifically: Design, implement, monitor, evaluate, and adjust pharmacy care plans that are patient-specific; address health literacy, cultural diversity, and behavioral psychosocial issues; and are evidence-based. (1.1, 1.5)
- **Outcome Domain 6**: Use pharmacy knowledge in the care of patients and resolution of practice problems (6.1, 6.2)
- **Outcome Domain 8**: Solve practice problems (both patient specific and general practice) using an evidence-based approach, other aspects of good clinical science, and informatics. (8.1, 8.3)

Course Objectives

Upon completion of this course, the student will:

1. Locate, research, and present a clinical case in the topic area assigned from their clerkship experience.
2. Use the medical literature to determine and support their assessment of the patient and the patient’s drug therapy.
3. Display drug and disease state knowledge through presentation of the case and Q&A.
4. Display effective communication skills through presentation and Q&A of the case.
5. Display critical thinking through effective questions of cases presented.
6. Display individual and autonomous analysis of each case through in-class participation.
7. Display the ability to manage a wide variety of patient disease states, including recognizing doses, drug interactions, adverse effects, and proper patient monitoring.

Pre-Requisite Knowledge and Skills

Students must have successfully completed Pharmacotherapy I – V and their required APPE courses before taking PHA 5788.

Course Structure & Outline

Course Structure
All class sessions are face-to-face and the student must complete some self-directed pre-requisite learning activities. Additional components of this course include completion of requirements that will assist you in self-assessing your readiness for the NAPLEX and MPJE Board Exams and in preparing for these Exams following graduation.

Course Outline/Activities
During this course, students are expected to:

1. Use the medical literature to research topic for case presentation, research questions, and support drug therapy plan for a particular patient.
2. Use appropriate medical reference texts to research background information for the case.
3. Use the Internet to obtain up to date information that may not yet be available in print.
4. Consult with their preceptor for interesting cases.
5. Present concisely.
6. Ask questions that are thought provoking and pertinent.
7. Answer questions appropriately and effectively.
8. Be professional, courteous, informed, and actively engaged in class activities.

Presentations
Students have been assigned a partner (in rare cases, two partners) and a disease state. Collaboratively, each team is expected to prepare a presentation (15 minutes) and handout (2 pages maximum) specific to their disease state using the Presentation Guidelines Document. In addition, the group must prepare to respond to peer and faculty questions at the conclusion of their presentation. Teams will be randomly selected to deliver their presentation. Presentation teams will be announced at the end of the preceding class period. The first presentation will occur on the second day of class, and the presenting teams will be announced at the end of orientation on the first day of class. Accordingly, every group must be prepared to present by the first day of class. Presentation handout guidelines and sample presentations and handouts are posted on Canvas. See Appendix A for the Presentation Handout Evaluation Rubric.

Questions
Each team also is assigned a disease state for which they will ask questions. Each team member is expected to participate equally in developing at least 5 minutes of questions (total for the team) for the assigned disease state. The number of questions needed to cover 5 minutes of questioning varies based on many factors, thus we strongly recommend that team members prepare more questions than they think will be needed. Both general questions and targeted questions should be developed. General questions can be developed well in advance of the Question day, whereas targeted questions can be
formulated once the presentation group has posted their presentation handout on Canvas. Questions, whether general or targeted, should be tailored, to the extent possible, to the presentation so that they are relevant to the specific case. Put another way, questions that have little to no relevance to the case presented will not be graded favorably. Assigned Question teams will be announced at the end of the preceding class period in the same way that presentation teams are announced. See Appendix B for the Question Evaluation Rubric.

For each presentation, a second team will be chosen, at random, to ask questions. This 5-minute question period will occur after the assigned question team has completed their 5 minutes of questions (see Appendix C for a typical class period schedule). This second Question team will be called on at the time they are expected to ask questions (i.e., without any preparation time). Consequently, every team should review presentation group notes and prepare questions on each disease state prior to class, even if you are not the assigned Question team. The random question team is graded using the same rubric as the assigned question team (see Appendix B).

**NAPLEX & MPJE Self-Assessment and Preparation**

**NAPLEX Self-Assessment and Preparation**
At the beginning of the course, you must complete a practice NAPLEX exam. You will immediately receive the results on this practice NAPLEX exam so you can self-assess your readiness for the actual exam and move forward with preparing for the actual NAPLEX exam after graduation. There is not a minimum score you must achieve on the practice NAPLEX exam in order to pass the Pharmacotherapy VI course. On the actual NAPLEX exam post-graduation, you must achieve a score >75% to pass. Because of this, you are encouraged to do your best on the practice exam so you get experience in achieving this minimum and can know your true strengths and weaknesses. If you score less than 75% on the practice NAPLEX Exam that is given during Pharmacotherapy VI, you will be required to meet with an Associate Dean to develop a personal study plan that you can use as you then prepare for the actual board exam. Our goal in providing this self-assessment and preparation is to assist you in passing the NAPLEX on your first attempt.

**Jurisprudence Examination (MPJE)**
As the Pharmacotherapy course begins, you will be given access to an online Pharmacy Law Exam Review course. It takes approximately six (6) hours to complete this course. This course is designed to prepare graduating students and practicing pharmacists to be successful on the Florida version of the MPJE. The course provides a lecture-based overview with multiple-choice exam questions that are similar in design to the typical MPJE. The minimum pass score on the exam questions in this course is 75% and you will be permitted to reattempt the exam if you don’t pass the first time. You must pass this MPJE course with embedded exam questions in order to satisfactorily meet the Pharmacotherapy VI course requirements.

**Relation to Pharmacotherapy VI Grade**
If you do not meet the above requirements for the NAPLEX and MPJE Preparation, you will receive an Incomplete (I) grade for the Pharmacotherapy VI course. (See grading section below)

**Resources for NAPLEX and MPJE Board Preparation**
During this course, you will also be provided with resources available through the HSC Library and other suggested resources to help you study for your actual board exams. The MPJE resources include
suggested resources if you are taking the exam for a State other than Florida. We want you to pass both exams on your first attempt and encourage you to take advantage of these resources.

**Textbooks**

There is no required textbook for this course. Students are expected to use the literature to support and/or dispute the pharmacotherapy of their case. Primary, secondary, and tertiary literature may be used as well as internet references. It is expected that the literature search will be current and reflect an accurate investigation of the literature as it pertains to the patient case.

**Active Learning Requirements**

Students are required to identify a case in the assigned topic area during their APPEs and present the case to peers and faculty and answer questions pertaining to the case and the medical literature in class. Students are also required to ask questions of assigned and random presentation teams to demonstrate knowledge and critical thinking skills.

**Feedback to Students**

Feedback will be provided to students through numeric grade and written comments on presentation and question assessment rubrics. Each student will receive written feedback from at least two faculty members on each of these activities. Evaluation forms, with assessment averages, final presentation and question grades, and faculty comments will be available to be picked up as soon as possible from the Pharmacotherapy & Translational Research Departmental offices (HPNP 3334) for Gainesville campus students. Distance campus students should follow campus-specific instructions for picking up graded evaluation forms. An announcement will be made in class or on Canvas once grades/comments are available for pick-up.

**Student Evaluation & Grading**

**Evaluation Methods**

Students will receive individual grades for presentations and questions asked on the assigned topic based on the Presentation Evaluation Form and Question Team Evaluation Form. Each member of the presentation and question team should deliver approximately 50% of the content since team members are scored individually. Each student’s grade will be based on their individual performance. Assessments are completed individually by each faculty member participating in the course section.

There will be two quizzes during the course, the dates of which are specified in the course schedule. Quizzes will be administered during class. Each quiz is scheduled to have approximately 50 questions and will cover material reviewed in the presentation as well as during the faculty and student question periods. The final quiz score will be the average of the 2 quiz scores.
Grading Scale

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation Score</td>
<td>40%</td>
</tr>
<tr>
<td>Question Score (Assigned and Random Average)</td>
<td>20%</td>
</tr>
<tr>
<td>NAPLEX and MPJE Self-Assessment and Preparation</td>
<td>Not Graded*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*A final percentage grade will be calculated only for students who have successfully completed NAPLEX and MPJE Self-Assessment and Preparation requirements* (see above for information about this). The following items must be successfully completed as part of the Pharmacotherapy course. (Those who do not complete the following will receive an Incomplete (I) in the course.):

1. Prior to March 12, 2018: Set up an account with ExamMaster at: [https://ufl.myexammaster.com/login](https://ufl.myexammaster.com/login)
2. On March 12, 2018: Complete a practice exam on your campus. The exam will simulate the actual exam by having 200 questions. (In the actual exam there are 50 additional questions but they are not used in determining your actual score). You will have 4 hours and 15 minutes to complete these questions. Those who are approved for accommodations will be provided additional time. In order to simulate the actual exam, you will be required to adhere to the following procedures:
   a. Complete the exam online. **You must bring your laptop to this practice exam.**
      i. During this practice exam, we will make an exception and allow water if the room on your campus permits this.
3. By March 14, 2018: Upload: 1) a screenshot of your total score on the NAPLEX exam, and 2) a screenshot of your performance by topical breakdown.
4. By March 28, 2018: If you do not achieve a minimum score of 75% on the NAPLEX practice exam, schedule an appointment with the designated Associate Dean. The purpose of this meeting is to assist you in developing a personal plan for preparing for the actual Board exam.
5. By April 18, 2018: The meeting with the designated Associate Dean has been completed if you did not achieve a minimum score of 75% on the NAPLEX practice exam.
5. By April 18, 2018: Complete the MPJE course. (Allow for approximately 6 hours to complete the course.)

Letter grades are assigned as follows:

- $\geq 93\%$ A
- 90-92\% A-
- 87-89\% B+
- 83-86\% B
- 80-82\% B-
- 77-79\% C+
- 73-76\% C
- 70-72\% C-
- 67-69\% D+
- 63-66\% D
- 60-62\% D-
- <60\% E

**Class Attendance Policy**

**Attendance is required.** Students will learn more from this course by attending the presentations and participating in the discussions. A student may have one unexcused absence with no penalty in the course. If a student has two to four unexcused absences, he/she will receive a 50% reduction in the attendance portion of the grade (7.5% reduction in the final grade). If a student has five or more unexcused absences, he/she will receive zero points for attendance, resulting in a 15% reduction in the final grade. Requests for excused absences should be directed to the appropriate section coordinator by email as early as possible in the course and will be handled on an individual basis. Attendance will be monitored in class via a verified signature sheet. Note that faculty have full discretion to consider any tardiness as equivalent to an absence in this course. Therefore, multiple occurrences of tardiness may also incur a reduction in the attendance portion of the grade.

**Quiz/Exam Policy**

All quizzes are coordinated individually within each section. Please direct any inquiries on quiz questions after initial grading to the appropriate section coordinator.

**Make-up Quiz Policy**

Students who miss a scheduled quiz due to unforeseeable circumstances, such as illness, family emergency, or death in the family should personally report this to their section coordinator prior to administration of the quiz. This information may not be transmitted to any course coordinator by anyone other than the student; communication from anyone other than the affected student is unacceptable. Appropriate and verifiable documentation of the need to miss the quiz is required. Please note that circumstances other than these will be evaluated on an individual basis but notification prior to the quiz is still required. A make-up quiz (variable format) will be scheduled for the student at a reasonable time, as established by the section coordinator. Only in extreme circumstances will the
make-up quiz be administered more than two weeks after the scheduled quiz. Failure to notify the appropriate section coordinator of an absence prior to a quiz and provide appropriate documentation will result in the student receiving a zero for that quiz. Quizzes cannot be administered early to allow students to be absent on scheduled quiz dates.

Policy on Old Quizzes and Assignments

Students are provided with sample case presentations and handouts. Quiz questions are derived each year from in-class discussion, therefore quiz content will change from year to year and among different sections, according to the specific cases presented and the discussion generated from these cases. Therefore, previous copies of quizzes are not expected to be helpful in preparing students for quizzes and are not provided.

Assignment Deadlines

Case presentation handouts must be posted by noon (12 PM ET) the day prior to the scheduled presentation class period. For example, if you are scheduled to present on Thursday, the handout must be posted on Canvas by 12 PM ET on Wednesday). Missing this deadline will result in a reduction on the student’s Case Presentation Evaluation Score (see Appendix A).

General College of Pharmacy Course Policies

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies
2. Academic Integrity Policy
3. How to request learning accommodations
4. Faculty and course evaluations
5. Student expectations in class
6. Discussion board policy
7. Email communications
8. Religious holidays
9. Counseling & student health
10. How to access services for student success
11. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:


Complaints
Should you have any complaints with your experience in this course please contact your section coordinator or the overall course coordinator. If unresolved, contact the COP Associate Dean for Curricular Affairs and Accreditation.
Appendix A: Case Presentation Evaluation Rubric

Date:___________________  Topic:____________________________

Presentation Team Number: _______  Presenter Name:__________________________

Please use the following scale for all evaluations:

5 4 3 2 1
(strongly agree) (agree) (neutral) (disagree) (strongly disagree)

1. The presentation included an appropriate discussion of the disease state(s).
   Comments:

2. The presentation included an appropriate discussion of the drug therapy.
   Comments:

3. The presentation included an appropriate evidence-based, current, and comprehensive
critique of therapy and discussion of treatment options specific to the patient.
   Comments:

4. The presentation was clear.

5. The presentation was well researched and references were current, appropriate, and
   included relevant primary literature.

6. The presentation was delivered in the allotted time.

7. The presenter demonstrated professional presentation skills (eye contact, vocal
inflection, posture, gesturing).

8. The presenter answered all questions appropriately in a rational, evidence-based
   manner that demonstrated knowledge of the topic and the pertinent medical literature.

9. The handout included all of the following elements: Demographic Data, CC, HPI,
   PMH, SH, FH, Medications, Allergies, Pertinent PE and Lab Data, Assessment, Plan,
   and Patient Education.

10. The handout was no more than 2 pages in length and was posted to website on time.

   TOTAL SCORE:  /50
   PERCENT SCORE:
**Appendix B. Question Team Evaluation Rubric**

Date:___________________  Topic:___________________________

Question Team Number:____  Question Team Member:_________________________

Please use the following scale for all evaluations:

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>(strongly agree)</td>
<td>(agree)</td>
<td>(neutral)</td>
<td>(disagree)</td>
<td>(strongly disagree)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  The questioner was prepared to ask well-researched questions that were relevant to the patient case or disease state as presented.</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2.  Questions were concise and appropriate in breadth and depth.</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3.  The questioner provided correct answers to unanswered questions.</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE:** /15

**PERCENT SCORE:**

Appendix C: Sample Class Breakdown

A typical 2-hour class period, using the Gainesville schedule as an example, will break down as follows:

Presentation 1: 0830-0845 (15 min): Student Presentation
0845-0850 (5 min): Assigned Student Questions
0850-0855 (5 min): Random Group Questions
0855-0905 (10 min): Faculty Questions
0905-0910 (5 min): Break

Presentation 2: 0910-0925 (15 min): Student Presentation
0925-0930 (5 min): Assigned Student Questions
0930-0935 (5 min): Random Group Questions
0935-0945 (10 min): Faculty Questions
0945-0950 (5 min): Break

Presentation 3: 0950-1005 (15 min): Student Presentation
1005-1010 (5 min): Assigned Student Questions
1010-1015 (5 min): Random Group Questions
1015-1025 (10 min): Faculty Questions