PHAR 5592  Pharmaceutical Care for Patients with Cardiac Disorders

Course Purpose:

The learning activities emphasized during PHAR 5592, “Pharmaceutical Care for Patients with Cardiac Disorders”, include: gathering and processing information, patient communication and counseling, identifying and prioritizing problems, planning and effecting therapeutic interventions, and communicating with health care providers. PHA5592 is one in a series of eight Pharmaceutical Patient Care (PPC) courses, which are organized by organ system. PHA5592 introduces the student to PPC concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with cardiac disorders.

This working professional course is designed to introduce the post-baccalaureate practicing pharmacist to the concepts of pharmaceutical care by requiring the student to provide services to actual patients as they learn. All the biomedical, pharmaceutical, clinical and pharmaceutical care sciences are fully integrated in the reading assignments and patient case presentations for the purpose of providing the student the opportunity to function as he/she would after graduation, but under faculty supervision.

Course Faculty and Office Hours

Course Coordinator:

Sue Markowsky, Pharm.D.,  
Email: sjmarkow@ufl.edu  
Office Hours: Email to request phone appointment.

Appendix A contains a listing of faculty involved in this course including faculty and staff contact information. Biosketches for the expert speakers is also included in Appendix A. Each student is assigned to a facilitator and will receive an email from the facilitator at the beginning of the course. This email will provide the facilitator’s email address and phone number.

Office Hours

If you are having difficulty getting started or having problems with course requirements, your facilitator is available via a conference call. You may schedule an appointment to have a conference call with your facilitator. Please email your facilitator to make arrangements for an individual conference call. Your facilitator is providing this resource to you so that you can be successful in the program.
Relation of Course to WPPD Program Outcomes:

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

1. Formulate a concise and evidence-based patient-centered care plan in collaboration with other health care professionals, patients, and/or their caregivers which considers the patient's health literacy, culture, and psychosocial factors. (SLO 1.1)

2. Communicate with pharmacists and other health professionals concerning patient care issues using appropriate written and verbal communication skills. (SLO 4.6)

3. Demonstrate the ability to assimilate and apply basic, clinical, and social science knowledge in the care of patients. (SLO 6.1)

4. Apply critical thinking, problem solving, and scientific reasoning skills to the practice of pharmacy (both patient problems and general practice problems). (SLO 8.1)

5. Gather, analyze, and apply relevant scientific data, evidence-based data, and other information when solving practice problems (both patient-specific and general practice problems). (SLO 8.3)

6. Demonstrate professional behaviors expected of a pharmacist. (SLO 9.1)

Course Objectives

Accomplish the objectives listed below for the following cardiac disorders:

- Heart failure, acute and chronic
- Atrial arrhythmias, acute and chronic
- Ventricular arrhythmias, acute and chronic
- Anticoagulation in cardiac disorders
- Advanced cardiac life support (ACLS)
- Angina
- Acute coronary syndromes
- Congenital heart disease (pediatric considerations)
- Infective endocarditis
- Cardiac surgery
- Cardiac transplantation

Specifically, the student will:
1. For a designated cardiac disorder:
   a. Explain anatomical, physiological, and pathophysiological conditions ameliorated by pharmacotherapy.
   b. Describe the epidemiology of the disorder:
   c. Describe the clinical presentation and clinical manifestations.
   d. Discuss the pharmacologic and non-pharmacological interventions that are recommended.
   e. Critically evaluate new advances in biotechnology, pharmacotherapy, or systems of care and effectively utilize this new knowledge for patient care improvement.
   f. Outline the major elements of currently accepted standard of care guidelines

2. Given a patient with a cardiac disorder, demonstrate the ability to formulate an evidence-based and patient-centered care plan:
   a. Interpret subjective and objective data
   b. Identify medication-related problems (identify and/or prevent drug-related problems such as inappropriate indication, therapeutic duplication, drug-disease, drug-drug interactions, incorrect drug dosage or duration of treatment, drug-allergy interactions, and clinical abuse or misuse of drugs.)
   c. Develop a specific and complete care plan
   d. Support the care plan and decisions with evidence-based literature (See outcome 8.1)

3. Demonstrate the following physical assessment skills:
   a. Heart sounds
   b. EKG interpretation

4. Present a patient summary with confidence and in an organized format that includes only pertinent information. (Example: brief patient summary during rounds or when proposing recommendations to a care provider.) See 1.2

5. Give a formal case presentation that includes presentation of patient data, development of a comprehensive care plan, a summary of literature pertinent to the medication-related problems, and an oral defense of recommendations.

6. Demonstrate effective verbal communications to staff, patients and healthcare team members (See 1.2 and 2.4).

7. Prepare an accurate, concise, and organized written patient care plan.

8. Describe the elements of a Medication Therapy Management (MTM) service and apply the concepts to assess a patient case, document recommendations, and prepare patient instructions.

9. Successfully navigate development of a personal practice (consider career options and select a career path). (See 9.4)

10. Demonstrate the ability to apply pharmacokinetic concepts in establishing a therapeutic regimen when a patient is receiving a drug that has a narrow therapeutic range.

**Pre-Requisite Knowledge and Skills**

Student must be in good academic standing with the Working Professional Doctor of Pharmacy Program having successfully completed a baccalaureate degree from an ACPE accredited college of pharmacy that included therapeutics and pharmacokinetics. For UF graduates the prerequisite course numbers are PHA 4602, 4503, 4510, and 4511 or their equivalent. The student must also be licensed and in good standing with their respective Board of Pharmacy.
Course Structure & Outline

This course is offered in a blended learning format that utilizes a combination of face-to-face classroom instruction, on-line learning, and hands-on experiential activities. To meet the standards for course credit assignment this six-credit course requires a minimum of 96 hours of classroom instruction or the equivalent. Since the face-to-face classroom instruction is less than 96 hours, a number of alternative instructional activities comprise the remainder of the equivalent content and serve to fulfill the curricular equivalency standard. Using a combination of live classroom instruction and alternative methods of instruction ensures that the requirements for course credit assignment are fulfilled. See Appendix B for the breakdown of instructional hours. Here are the course structures used in the Pharm.D. program:

a) Learning activities are video lectures and students are required to come to campus for exams,
b) Multiple self-directed learning activities are required (eg, videos, readings, web-based learning) and at selected intervals students come to class for a face-to-face learning session (eg, case discussion, problem set discussion); students must come to class for exams,
c) Class sessions are face-to-face or ‘live’ sessions via online classrooms,
d) Self-directed pre-requisite learning activities completed prior to and after ‘live’ class sessions, and
e) Learning activities in the actual practice setting.

Acquisition of knowledge and skills are assessed using a combination of exams, presentations, and assignments. Course participation in conference calls, discussion board activities, and attendance at a live session are also assessed. The course is divided into three units and there are learning modules within each unit. An outline of the course modules and activities can be found in the accompanying course schedule (Table 1).

Table 1. Unit and module topics.

<table>
<thead>
<tr>
<th>Unit-Module</th>
<th>Topic</th>
<th>Faculty Member(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Name: A</td>
<td>Chronic Cardiac Topics</td>
<td></td>
</tr>
<tr>
<td>Unit A – Module 1</td>
<td>Course Introduction (Orientation)</td>
<td>Dr. Markowsky</td>
</tr>
<tr>
<td>Unit A – Module 2</td>
<td>Cardiac Anatomy and Assessment</td>
<td>Dr. Reeder</td>
</tr>
<tr>
<td>Unit A – Module 3</td>
<td>Chronic Heart Failure Part 1</td>
<td>Dr. Anderson</td>
</tr>
<tr>
<td>Unit A – Module 4</td>
<td>Chronic Heart Failure Part 2</td>
<td>Dr. Anderson</td>
</tr>
<tr>
<td>Unit A – Module 5</td>
<td>Chronic Ventricular Arrhythmias</td>
<td>Dr. Anderson</td>
</tr>
<tr>
<td>Unit A – Module 6</td>
<td>Chronic Atrial Arrhythmias</td>
<td>Dr. Anderson</td>
</tr>
<tr>
<td>Unit A – Module 7</td>
<td>Anticoagulation in Cardiac Disorders</td>
<td>Dr. Covey</td>
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<tr>
<td>Unit A – Module 8</td>
<td>Medication Therapy Management Cardiac Cases</td>
<td>Dr. Maltese</td>
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<tr>
<td>Unit A – Module 9</td>
<td>Medication Therapy Management Career Profile</td>
<td>Dr. Whalen</td>
</tr>
<tr>
<td>Unit-Module</td>
<td>Topic</td>
<td>Faculty Member(s)</td>
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<tr>
<td>Unit Name: B</td>
<td>Acute Cardiac Topics</td>
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<tr>
<td>Unit B – Module 1</td>
<td>Acute Heart Failure</td>
<td>Dr. Spencer</td>
</tr>
<tr>
<td>Unit B – Module 2</td>
<td>Acute Atrial Fibrillation/Flutter</td>
<td>Dr. Spencer</td>
</tr>
<tr>
<td>Unit B – Module 3</td>
<td>Acute Ventricular Arrhythmias</td>
<td>Dr. Spencer</td>
</tr>
<tr>
<td>Unit B – Module 4</td>
<td>Drug Induced Arrhythmias</td>
<td>Dr. Spencer</td>
</tr>
<tr>
<td>Unit A – Module 5</td>
<td>ACLS Part 1</td>
<td>Dr. Weizer</td>
</tr>
<tr>
<td>Unit A – Module 6</td>
<td>ACLS Part 2</td>
<td>Dr. Weizer</td>
</tr>
<tr>
<td>Unit A – Module 7</td>
<td>Pharmacokinetics of Cardiac Drugs</td>
<td>Dr. Vandervoort</td>
</tr>
<tr>
<td>Unit C</td>
<td>Specialty Cardiac Topics</td>
<td></td>
</tr>
<tr>
<td>Unit C – Module 1</td>
<td>Chronic Stable Angina</td>
<td>Dr. Master</td>
</tr>
<tr>
<td>Unit C – Module 2</td>
<td>Acute Coronary Syndromes Part 2</td>
<td>Dr. Nappi</td>
</tr>
<tr>
<td>Unit C – Module 3</td>
<td>Acute Coronary Syndromes Part 2</td>
<td>Dr. Nappi</td>
</tr>
<tr>
<td>Unit C – Module 4</td>
<td>Infective Endocarditis</td>
<td>Dr. Brielmaier</td>
</tr>
<tr>
<td>Unit C – Module 5</td>
<td>Congenital Heart Disease</td>
<td>Dr. Thames</td>
</tr>
<tr>
<td>Unit C – Module 6</td>
<td>Cardiac Surgery</td>
<td>Dr. Ashton</td>
</tr>
<tr>
<td>Unit C – Module 7</td>
<td>Cardiac Transplantation</td>
<td>Dr. Teeter-Doligalski</td>
</tr>
</tbody>
</table>

**Textbooks**

The following textbooks will be used throughout your course of study in the WPPD program. No other textbooks will be required. Textbooks can be purchased via various internet sites; however, make sure you buy the latest editions.

   a. This text is available via the UF library/Pharmacy Access. Although you can use the online version for study, most students find it essential to purchase a hardcopy of the Pharmacotherapy Text.
   b. (Caution: Old editions are sold on the internet and should not be purchased. Watch carefully what edition you purchase. A Pharmacotherapy Handbook is also available with the current edition. This handbook is a useful reference in daily practice but should not be purchased in lieu of the text listed above.)


   a. This text is available via the UF library/Pharmacy Access.

Active Learning Requirements

Active learning requires students to actively participate in synchronous learning activities and complete assignments that require either application of what is learned from lectures or independent study. During this course, active learning will occur with the activities listed below. See the Course Quickscan detailed in Appendix C for specific expectations required to accomplish this active learning:

1. Active participation in small group classes including “live” sessions (regional and remote students) and Elluminate conference calls (remote students).
2. Completion of self-directed learning modules which include: a) videos, b) readings, c) assignments that require application of module knowledge, and d) online self-assessment questions.
3. Asynchronous communications and discussions with course coordinators, small group members, and/or guest lecturers via discussion boards and email.
4. Completion of the following assignments: a) case presentation assignment, b) journal presentation assignment, c) pharmaceutical care assignment, and d) career vignette presentation.
5. Completion of the following online homework self-assessments required for workshop preparation: a) Heart Sounds/Basic EKG module, b) Heart Failure Case: Part 1 and 2, c) ACLS Megacode preparation module, d) ACLS Rhythm Identification module, and e) Acute Coronary Syndrome Case. Completion of online self-assessments will be assessed for participation points (homework and class preparation). See weekly planner for Units A, B, and C homework assignments and timelines.

Technology Requirements

The WPPD program requires that students have the following hardware and software resources: http://pharmd.distancelearning.ufl.edu/admissions/pharm-d-admissions/pharm-d-computer-requirements/. Remote students are also required to participate in conference calls or online conferences. The course facilitator will provide the online site information and/or phone number and access code via an introductory email.

How to Access the Course Website

The course website is at the following URL: https://lss.at.ufl.edu/
This website contains streaming video lectures, pdf files, URLs, and other learning resources.

To begin the course, login into https://lss.at.ufl.edu/ using your gatorlink login and password. Once you are in the course website (PHA 5592), select the “Resources” tab on the left side of the screen. Then, select the “Course Schedule and Manual” folder to locate the course manual, handouts / slides, weekly schedule, quick scan, and reading assignments/lecture objectives. Begin with the course quick scan and the weekly planner schedule to get started.

Student Evaluation & Grading
Evaluation Methods

For adult learners who are already practicing pharmacists, the development of competence to practice pharmaceutical care is the issue, not grades. This will be the emphasis in the entire WPPD Program.

**Calculation of Course Grade**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual case presentation/SOAP note *</td>
<td>15%</td>
</tr>
<tr>
<td>Journal Club</td>
<td>10%</td>
</tr>
<tr>
<td>Career Vignette Presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Pharmaceutical Care (PC) Assignments</td>
<td>3%</td>
</tr>
<tr>
<td>Class participation</td>
<td>12%</td>
</tr>
<tr>
<td>4% per session: homework, in-class discussion, e-mail communication, professionalism</td>
<td></td>
</tr>
<tr>
<td>Exam A (Unit A)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam B (Unit B)</td>
<td>15%</td>
</tr>
<tr>
<td>Exam C (Unit C)</td>
<td>20%</td>
</tr>
</tbody>
</table>

- Note: Students must pass the Case Presentation in order to pass the course. Remediation for a failed case(s) will include re-submitting the case to the facilitator for re-grading and may also include presenting the revised case to the group. Points will be deducted for SOAP notes that do not meet the minimum criteria (passing scores are required). See the evaluation forms for Case Presentations and SOAP notes (Sakai Resources).
- Note: All students must submit a course evaluation; otherwise the final grade will be “incomplete”.
- Note. Students must obtain at least a 70% (combined) average on the EXAMS and a 70% overall in course work in order to pass the course. Students do not have to score a 70% on each exam; only the average of the three exams needs to be at least 70%. See E learning in SAKAI System for the full policy. The requirement to achieve a score of at least 70% has been established to assure all students have achieved the course learning objectives with minimum competency.
- Please visit the following URL so you clearly understand the UF grading policies: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

**Grading Scale**

- A   = 97 - 100
- A-  = 94 - 96
- B+  = 91 - 93
- B   = 87 - 90
- B-  = 84 - 86
- C+  = 81 - 83
- C   = 79 - 80
- C-  = 77 - 78
- D+= 75 – 76
D = 72 - 74  
D- = 70 – 71  
F = <70

Class Attendance Policy

CLASS ATTENDANCE IS MANDATORY AT THE “LIVE” EXPERIENTIAL SESSIONS (including regional and remote sessions). A form (“Request to miss part or all of a session”) must be completed by the student if they cannot attend part or all of a session. This form must be approved by the student’s facilitator and the course coordinator. Students are responsible for finding a proctor for any exams missed. The form is posted on E learning in SAKAI System. Email completed form to facilitator and course coordinator. NOTE: Attendance for the remote weekend is MANDATORY. If missed, students will be required to travel to makeup a ‘live’ session during one of the three regional on-site sessions.

Exam Policy

There are two components to the Working Professional Pharm.D. courses; the experiential component and the didactic component. Competence in both areas is critical to being a successful Doctor of Pharmacy. Because these components are integrated within each course, a mechanism to document an acceptable level of understanding in each area is vital. As such, students must not only demonstrate competence in the course overall, but also in each component of the course in order to pass the course.

Examination Schedule

This course has three examinations.* Students must obtain at least a 70% (combined) average on the EXAMS and AND a 70% overall in coursework in order to pass the course. The student DOES NOT have to score a 70% on each exam, only the average of the three exams needs to be at least 70%.

Exam A (Unit A)  
Regional Sites June 9, 2012 8:30 AM-10:30 A  
Remote Sites June 15, 2012 7:30 PM local time

Exam B (unit B)  
Regional Sites July 7, 2012 8:30 AM-10:30 AM  
Remote Sites July 7, 2012 Schedule via ProctorU (8:00AM-1:30PM EST start times)

Exam C (Unit C)  
All Sites July 20-21, 2012 Schedule via ProctorU (8:00AM-8:00PM EST start times)

*All exams are open book exams.

Proctored Exam Details:
For detailed exam instructions, please see Sakai Resources section, within the folder titled “Proctored Online Exams”. Students should printout the documents within this folder prior to each online proctored exam. The documents include important contact information, online exam instructions, and exam rules. All exams will be proctored.

You must NOT obtain the exam at any other time than instructed unless prearranged with the course coordinator and your facilitator. The Academic Honesty Policy will apply to this exam process and students not complying with the instructions with regards to time and location are subject to disciplinary action.

**In the event the online exam malfunctions and the exam is administered by an alternate method, the deadlines will be enforced and the following point deductions will be made for exams turned in late:**

- 5-15 minutes  5% deduction
- 16-30 minutes  7% deduction
- 31-60 minutes  10% deduction
- 61-120 minutes 20% deduction
- >121 minutes  30% deduction

**EXAM FORMAT**
All examinations will be mostly in case study format so that an evaluation of the student is made not just on his/her ability to recall facts, but more importantly, the ability to apply information to improve, monitor, and evaluate pharmaceutical patient care outcomes.

**EXAM APPEAL**
Exam Posting
Exam Grades will be posted to E learning in SAKAI by the facilitator as soon as permissible. Students will be notified of grade posting by the facilitator. Exams will be returned in the next session for regional model students. Midterms for remote model students and the final for students in both models will be returned at the next class session.

**EXAM REVIEW**
Students have 1 week from the date of posting the exam grade on E learning in SAKAI to request a copy of the graded exam. The student has 1 week from the time of receipt of the exam to request clarifications. Facilitators will review and provide judgment on the requested clarifications.

**EXAM CHALLENGES**
In the event that the student is not satisfied with the facilitator’s judgment, a written appeal can be made. The student has 1 week from the time of receipt of judgment to appeal. Appeals are sent to the facilitator who will forward to the course coordinator. Written appeals must include the following: The question number, an evidence-based rationale for why the student feels their response is accurate, literature citations. The exam will be regraded, in full, by a third party. The grader will assess the supporting data when grading the appealed portions of the exam. Note: the score of a fully regraded exam may increase, decrease, or stay the same. The regraded score will be considered final.
EXAM RESCHEDULING
Examinations may be changed from the scheduled dates provided that the change does not conflict with any University of Florida or College of Pharmacy policies. Examination date changes proposed by the students as a group require the unanimous approval of the students and faculty involved.

Make-up Exam Policy
Make-up examinations will only be administered under the most EXTREME circumstances and only if the student has an excused absence. Contact your facilitator for more information.

Policy on Old Quizzes and Assignments
Course coordinators are not required to provide copies of old exams or assignments.

Assignment Deadlines
Assignment deadlines are outlined in Appendix C (Quick Scan) and Appendix D (Course Schedule). These documents are posted in Sakai Resources (Course Manual and Schedule folder).

***Assignments Require “Independent Work”
During the semester you will have homework and presentation assignments. These assignments must be your independent work, meaning that you did not share your answers with another student or collaborate in answering the questions. The faculty monitor closely for similarities among student answers to these assignments. If there is evidence suggesting that your assignment is not “independent work,” your facilitator and course coordinators will forward your case to the University and request an academic dishonesty investigation. Please see the academic honesty statement below and also the resources available in Foundations Unit A – Module 5 so that you fully understand the definitions of academic honesty and dishonesty including plagiarism. You may collaborate and study with other students as you watch videos, complete assigned readings, complete practice problems, and study for quizzes and quizzes.

You are strongly encouraged to schedule your time in advance of deadlines so that you have extra time in case of illness or emergency.

Students who encounter difficulties meeting any deadline should to immediately email/call their facilitator and discuss options available for success. Please remember, as noted above with most assignments there are no options for extending an assignment deadline. If the facilitator cannot be
reached, the student may contact the course coordinators by email for assistance in communicating with the facilitator.

IMPORTANT ASSIGNMENT RULES:

1. “Homework” this semester will include questions posted to prepare for the experiential sessions (see Sakai Resources, Session Folders and Assessments sections). Facilitators may assign cases from the Schwinghammer casebook to compliment topics not reviewed by the “Individual Case Presentations”. Students are required to complete the assignments prior to each session. The student’s work will be checked by the facilitator prior to beginning the session. Students who do not complete the material prior to the session will receive a score of zero (unacceptable) on the Participation Evaluation Form for #3 Well-prepared, and #5 Actively participates in all class workshops.

2. All students (Remote and Regional) must submit case presentations 72 hours prior to their scheduled presentation. Do not use the UF webmail to submit cases, as it is not a secure method of sending patient information. To submit cases, go to Assignments and submit the case presentation materials (including the faculty supporting data handout merged within the same attachment). See Foundations B8 Module titled “Case Presentations” for more information regarding case presentation format. Documents for case presentation format can also be located within Sakai E Learning for “WPPD Resources and Practice Experiences Site Resources” (see Resources folder - “Case Presentation Information”).

3. In order to pass the course it is mandatory that the student pass the case presentation(s). Remediation for a failed case(s) will include re-submitting the case to the facilitator for re-grading and may also include presenting the revised case to the group.

4. Graded assignments must be submitted to “Turn-It-In” prior to submitting to the facilitator. More specific instructions can be found on the E learning in SAKAI site. A printed copy of the assignment should also be turned in during “live” class sessions.

5. Students are required to submit a course evaluation. Failure to do so will result in an incomplete for the final grade. See “Course and Instructor Evaluations” section of this syllabus for more details.

ACADEMIC HONESTY GUIDELINES

Professional practice of all types requires the highest attainable standards of ethics and personal conduct. Appropriate ethical standards will be expected throughout the student’s course of study. The University of Florida academic honesty guidelines require the reporting of any violation of ethical conduct to the University for appropriate action. Any misrepresentation, mis-documentation, or cheating during any assignments, clinical practice assessments (CPAs), classroom presentations and discussions, or examinations will not be tolerated. Any violations will be pursued to the fullest extent of University of Florida legal procedure and pharmacy law.
ACADEMIC PENALTY FOR DISHONESTY

Penalties for misrepresentation or academic dishonesty will follow the guidelines of the University of Florida, which include, but are not limited to, dismissal from the course and the Working Professional Doctor of Pharmacy Program.

Complaints

Should you have any complaints with your experience in this course please visit: http://www.distancelearning.ufl.edu/student-complaints to submit a complaint.

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. Assistance for Student Success

Please see the following URL for this information:
Appendix A: Course Faculty and Contact Information

WPPD Director
Sven Normann, Pharm.D., DBAT
Associate Dean Distance, Continuing and Executive Education
Clinical Associate Professor, Pharmacotherapy & Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: normann@cop.ufl.edu

WPPD Regional Director - Regional Sites
Douglas F. Covey, Pharm.D., FCCP, CDE, MHA
Clinical Associate Professor of Pharmacy Practice/ UF College of Pharmacy, Gainesville, Florida
Clinical Pharmacy Specialist – Ambulatory Care James A. Haley Veterans Hospital, Tampa, Florida
E-mail: Rxcovey@ufl.edu

WPPD Regional Director - Regional Sites
Karen Whalen, Pharm.D., BCPS, CDE
Clinical Associate Professor, Pharmacotherapy & Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: whalen@cop.ufl.edu

WPPD Regional Director - Remote Sites and Special Projects
Susan J. Markowsky, Pharm.D.
Clinical Assistant Professor of Pharmacy Practice/ UF College of Pharmacy, Gainesville, Florida
E-mail: sjmarkow@ufl.edu

WPPD Regional Director - Clinical Practice Assessments
Beatriz Mitrzyk, Pharm.D.
Clinical Assistant Professor of Pharmacy Practice/ UF College of Pharmacy, Gainesville, Florida
Freelance Medical Writer
E-mail: bmitrzyk@ufl.edu

WPPD Assistant Director - Academic Support Services
Gregory Zuest, PhD, MESS, ATC/L, CSCS
WPPD Program / UF College of Pharmacy, Gainesville, Florida
E-mail: zuest@cop.ufl.edu

Associate Dean for Curriculum and Assessment
Diane E. Beck, Pharm.D.
Professor of Pharmacotherapy and Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: beck@cop.ufl.edu

Off Site Admissions Center - Program Manager
Misty Thomas, Off Site Admissions Center, Orlando, Florida
E-mail: mthomas@embanetcompass.com
1-800-431-6687 (x632)

Program Assistant
Tracie Cooper University of Florida College of Pharmacy-WPPD, E-mail: tracie@cop.ufl.edu

Whom Do You Contact?

Course Coordinator will address: sjmarkow@ufl.edu

- Course specific issues (e.g., course content, assignments, grades, and exams)
- Any exceptions made for student emergencies affecting course participation or completion
- Office Hours by phone: Scheduled Wednesdays 2-5 pm EST, Thursdays 5 – 8 pm EST. Or by appointment.
  Phone number posted on course website.

Facilitators will address: ____________@ufl.edu

- Regional/remote group meetings or calls
- Initial student questions
- Assignments
- CPAs
- PC Projects

WPPD Office will address:

- Faculty and program evaluation
- Course and transfer credit
- Facilitators and student/facilitator assignments and relationships
- Student Records
- Tuition
- Affiliation Agreements

Off Site Admissions Center - Program Manager will address:
• Registration
• Course manual and material
• Please contact Off Site Admissions Center at: mthomas@embanetcompass.com

Technical Support will address:

• Multimedia (streaming videos, MP3 or MP4 download) issues, contact mediahelp@cop.ufl.edu or 352-273-6281
• Technical Issues – UF Computing Help Desk
  - Web: http://www.helpdesk.ufl.edu
  - Telephone: (352) 392-4357 (HELP)
  - E-mail: helpdesk@ufl.edu
  - The UF Computing Held Desk can assist with the technical issues related to:
    - Logging into E learning in SAKAI
    - Submitting assignments electronically
    - Opening documents
    - Posting to discussion boards
    - Taking online quizzes
    - Using Gatorlink email
    - myUFl and Gatordex systems

Expert Presenters
See Course Manual for expert presenter biosketches.

Jean Nappi, PharmD, FCCP, BCPS (AQ Cardiology)
Anne Spencer PharmD, FCCP, BCPS (AQ Cardiology)
Douglas F. Covey, Pharm.D., FCCP, MHA
Shawn D. Anderson, PharmD
Michele Weizer, PharmD, BCPS
Lisa Vandervoort, PharmD
Don Reeder, PharmD
Jennifer Ashton, PharmD
Christina Teeter Doligalski, PharmD, BCPS
Lisa T. Thames, PharmD, BCPS
Nicole Maltese, PharmD
Karen Whalen, Pharm.D., BCPS, CDE
## Appendix B: Detail for Credit Course Hours

<table>
<thead>
<tr>
<th>Instructional Method</th>
<th>Curricular Equivalency (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class instruction (3 live sessions – 7.5 hours each)</td>
<td>22.5</td>
</tr>
<tr>
<td>Instructional videos (20 one-hour videos)</td>
<td>22</td>
</tr>
<tr>
<td>Discussion board (minimum 3X/week, ½ hr each)</td>
<td>21</td>
</tr>
<tr>
<td>Pharmaceutical care project (one hour per week)</td>
<td>14</td>
</tr>
<tr>
<td>Longitudinal (or special) case study (one per semester)</td>
<td>5 (minimum) 6 (max)</td>
</tr>
<tr>
<td>Case presentation (one per semester)</td>
<td>2 (minimum) 4 (max)</td>
</tr>
<tr>
<td>Problem solving scenarios (minimum one per semester)</td>
<td>1 (minimum) 3 (max)</td>
</tr>
<tr>
<td>Total (84 hours needed to meet threshold for 6 credits)</td>
<td>87.5 (minimum) 92.5 (max)</td>
</tr>
</tbody>
</table>

Again, to comply with the standards, students should expect to spend a minimum of 7.5 hours per live session. The length of the sessions must not be shortened.

## Appendix C: Course Activities and Modules

The course activities and modules are outlined in the PHA 5592 Quick Scan posted in Sakai Resources (Course Manual and Schedule folder).

## Appendix D: Course Schedule

See weekly schedule posted in Sakai Resources (Course Manual and Schedule folder).
## APPENDIX C. Quick Scan for PHA5592 (Pharmaceutical Care for Patients with Cardiac Disorders)

<table>
<thead>
<tr>
<th>Tape</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>Tape</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>Tape</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Course Introduction</td>
<td>Markowsky</td>
<td>B1</td>
<td>Acute Heart Failure</td>
<td>Spencer</td>
<td>C1</td>
<td>Chronic Stable Angina</td>
<td>Master</td>
</tr>
<tr>
<td>A2</td>
<td>Cardiac Anatomy and Assessment</td>
<td>Reeder</td>
<td>B2</td>
<td>Acute Atrial Fibrillation/Flutter</td>
<td>Spencer</td>
<td>C2</td>
<td>Acute Coronary Syndrome (Part 1)</td>
<td>Nappi</td>
</tr>
<tr>
<td>A3</td>
<td>Chronic Heart Failure Part 1</td>
<td>Shawn Anderson</td>
<td>B3</td>
<td>Acute Cardiac Arrhythmias</td>
<td>Spencer</td>
<td>C3</td>
<td>Acute Coronary Syndrome (Part 2)</td>
<td>Nappi</td>
</tr>
<tr>
<td>A4</td>
<td>Chronic Heart Failure Part 2</td>
<td>Shawn Anderson</td>
<td>B4</td>
<td>Drug Induced Arrhythmias</td>
<td>Spencer</td>
<td>C4</td>
<td>Infectious Endocarditis</td>
<td>Brielmaier</td>
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<tr>
<td>A5</td>
<td>Chronic Ventricular Arrhythmias</td>
<td>Shawn Anderson</td>
<td>B5</td>
<td>ACLS Parts 1 and 2</td>
<td>Weizer</td>
<td>C5</td>
<td>Congenital Heart Defects</td>
<td>Thames</td>
</tr>
<tr>
<td>A6</td>
<td>Chronic Atrial Arrhythmias</td>
<td>Shawn Anderson</td>
<td>B6</td>
<td>Pharmacokinetics of Cardiac Drugs</td>
<td>Lisa Vandervoort</td>
<td>C6</td>
<td>Cardiac Surgery</td>
<td>Teeter-Doligalski</td>
</tr>
<tr>
<td>A7</td>
<td>Anticoagulation in Cardiac Disorders</td>
<td>Covey</td>
<td>Ongoing Module</td>
<td>Online Proctored Exams</td>
<td>Markowsky</td>
<td>C7</td>
<td>Cardiac Transplantation</td>
<td>Ashton</td>
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<tr>
<td>A8</td>
<td>MTM Cardiac Cases</td>
<td>Maltese</td>
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</tr>
<tr>
<td>A9</td>
<td>MTM Career Profile</td>
<td>Whalen</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Experiential Sessions

**Session 1 – May 12, 2012**
- Site / Group Orientation (0.5 h)
- Individual Case Presentations – 1/3 class (2.5 h)
- Journal Club – ½ class, A or B topics (1 h)
- Heart Sounds Homework Review (0.5 h)
- PC Paper Search Updates and Presentations (1 h)
- Career Workshop – in-class activity (1 h)
- MTM Article Review (1 h)
- CPA Best Practices (0.5 h)

**Session 2 – June 9, 2012**
- Exam A - All Unit A Topics (2 h)
- Individual Case Presentations – 1/3 class (2 h)
- Journal Club – ½ class, A or B topics (1 h)
- ACLS Case Homework and Workshop (2 h)
- Practice Reports (CPI Outlines, Plans, Updates) (1 h)
- CPA's turned in

**Session 3 – July 7, 2012**
- Exam B - All Unit B Topics (2 h)
- Individual Case Presentations – 1/3 class (2 h)
- Homework Case Review (TBA) (1 h)
- Journal Club – ½ class, C topics (1.5 h)
- Career Vignette Presentations (1 h)
- Course Wrap-up, preview next semester (0.5 h)

Exam C - All Unit C topics (2 h) – July 21, 2012