Endocrine, Women’s Health and Hematologic Disorders
Spring 2013 6 Credits

Course Purpose:
PHA 5594 is one in a series of eight courses which are organized by body system. PHA5594 introduces the student to patient care concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with endocrine, women’s health, and hematologic disorders. The learning activities emphasized during this course include gathering and processing information, identifying and prioritizing problems, planning and effecting therapeutic interventions, patient communication and counseling, and communicating with health care providers.

This post-baccalaureate working professional course is designed to introduce the practicing pharmacist to the concepts of patient care by requiring the student to provide services to actual patients as they learn. All the biomedical, pharmaceutical, social, and clinical 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:
Karen Whalen, Pharm.D., BCPS, CDE
Clinical Associate Professor | Associate Chair
Department of Pharmacotherapy & Translational Research
Email: whalen@cop.ufl.edu
Office Hours: Email to request phone appointment

Co-coordinator:
Sue Markowsky, Pharm.D.
Clinical Assistant Professor
Department of Pharmacotherapy & Translational Research
Email: sjmarkow@ufl.edu
Office Hours: Email to request phone appointment

Please see Appendix A for contact information of faculty and staff involved in this course and the WPPD program. Biosketches of the expert speakers for this course are 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.

Place and Time of Class Sessions
Lectures are prerecorded and posted on the course website and are available on Sakai Learning system. Lectures may be viewed at the student’s individualized timeline prior to completing assignments and active learning sessions. Regional students will attend three 7-8 hour live sessions. The sessions will occur on designated Saturdays listed on WPPD calendar. Remote students will attend one weekend
session (12-15 contact hours) and weekly Adobe Connect sessions. The time of the sessions will vary based on group assignment.

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

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; are evidence-based and accomplished in collaboration with other health professionals. (SLOs 1.1, 1.2, 1.4)
2. Provide Population Health by promoting effective drug use and disease prevention/ wellness. (SLO 2.1, 2.3)
3. Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals. (SLO 4.3, 4.4, 4.6)
4. Use pharmacy knowledge in the care of patients and resolution of practice problems. (SLO 6.1, 6.2)
5. Solve complex practice problems (both patient-specific and general practice) using an evidence-based approach, other aspects of good clinical science, and informatics. (SLOs 8.1, 8.3)
6. Demonstrate professional behaviors (i.e., UF PharmD CORES), appropriate personal habits, self-directed and lifelong learning abilities, and leadership. (SLO 9.1, 9.2, 9.4)

Course Objectives
Upon completion of this course, the student will be able to:
1. Given a patient with an endocrine, women’s health, or hematologic disorder, demonstrate the ability to:
   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. This plan includes a comprehensive list of the patient’s medication-related problems and for each problem, a specific plan for resolving the problem. This plan includes detailed information about what medications need to be added or discontinued and if a medication is to be added, the product that should be dispensed, the dosage, route, times of administration, duration of therapy, parameters to monitor for efficacy and toxicity, and patient counseling plans.
   d. Outline a monitoring plan for monitoring drug efficacy and toxicity.
   e. Support the care plan and decisions with evidence-based literature.
2. Demonstrate the ability to establish for a patient the “therapeutic goals” or endpoints that indicate the patient’s medication problem is resolved, cured, or managed.
   a. Monitor a patient over time and assess when the endpoints are achieved.
   b. Modify a therapeutic plan or endpoints so that the patient’s quality of life is optimized.
3. Recognize medications that are on the ISMP’s list of high-alert medications and identify strategies for pharmacists to reduce the risk of medication errors with these medications.
4. Identify health disparities in patients with endocrine, women’s health, and hematologic disorders, and conceptualize strategies to address those disparities
5. Conduct a patient/caregiver interview to gather information about the patient's medication therapy and health status, with consideration of the patient's culture, level of education, socioeconomic status, and emotional state of mind.
6. Demonstrate in a simulated setting, the ability to counsel a patient about medications related to endocrine, women's health, or hematologic disorders.
7. Educate a patient about how to take a medication and self-monitor for efficacy and toxicity.
8. Counsel patients who have problems such as medication adherence and psychosocial problems that may impact successful administration of medication.
9. Present a patient summary with confidence and in an organized format that includes only pertinent information.
10. 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.
11. For the disorders emphasized during this course:
   a. Explain the pathophysiology of the disorders
   b. Outline risk factors for development of the disorders
   c. Describe the epidemiology of the disorders
   d. Describe the clinical presentation and clinical manifestations of the disorders
   e. Discuss pharmacologic and non-pharmacological interventions that are recommended for the disorders
   f. Recall the currently accepted standard of care guidelines for the disorders
11. Given a patient/practice problem or case related to an endocrine, women's health, or hematologic disorder, solve the medication-related problems using clinical reasoning skills.
13. Demonstrate the ability to critically evaluate research or research papers to solve practice problems
14. Given a patient/practice problem or case related to endocrine, women's health, or hematologic disorders, appropriately apply evidence-based clinical practice guidelines and/or systematic reviews.
15. Demonstrate professional demeanor in carrying out learning activities and adhere to ethical principles.

Pre-Requisite Knowledge and Skills
The student must be in good academic standing with the Working Professional Doctor of Pharmacy Program, having successfully completed the Foundations course. Students should have a baccalaureate degree from an ACPE-accredited college of pharmacy that included therapeutics and pharmacokinetics. 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. Please
see Appendix B for the breakdown of instructional hours. Here are the course structures used in the Pharm.D. program:

a) Multiple self-directed learning activities are required (e.g., videos, readings, web-based learning) and at selected intervals students come to class for a face-to-face learning session (e.g., case discussion, problem set discussion),

b) Class sessions are face-to-face or ‘live’ sessions via online classrooms,

c) Self-directed pre-requisite learning activities must be completed prior to and after ‘live’ class sessions, and

d) Learning activities completed 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><strong>Unit Name: A</strong></td>
<td><strong>Endocrine Disorders</strong></td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Welcome/Orientation</td>
<td>Dr. Whalen</td>
</tr>
<tr>
<td>A2</td>
<td>Diabetes Overview</td>
<td>Dr. Whalen</td>
</tr>
<tr>
<td>A3</td>
<td>Diabetes Pharmacotherapy I</td>
<td>Dr. Triplitt</td>
</tr>
<tr>
<td>A4</td>
<td>Diabetes Pharmacotherapy II</td>
<td>Dr. Triplitt</td>
</tr>
<tr>
<td>A5</td>
<td>Devices Used in Diabetes</td>
<td>Dr. Sando</td>
</tr>
<tr>
<td>A6</td>
<td>Hyperglycemic Crises</td>
<td>Dr. Antigua</td>
</tr>
<tr>
<td>A7</td>
<td>Thyroid Disorders</td>
<td>Dr. Baggett</td>
</tr>
<tr>
<td><strong>Unit Name: B</strong></td>
<td><strong>Women’s Health Disorders</strong></td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Pregnancy and Lactation</td>
<td>Dr. Rose</td>
</tr>
<tr>
<td>B2</td>
<td>Contraception</td>
<td>Dr. Whalen</td>
</tr>
<tr>
<td>B3</td>
<td>Menstruation-Related Disorders</td>
<td>Dr. Whalen</td>
</tr>
<tr>
<td>B4</td>
<td>Infertility</td>
<td>Dr. Whalen</td>
</tr>
<tr>
<td>B5</td>
<td>Menopause</td>
<td>Dr. St. Onge</td>
</tr>
<tr>
<td>B6</td>
<td>Osteoporosis</td>
<td>Dr. Pytlarz</td>
</tr>
<tr>
<td>B7</td>
<td>Breast Cancer</td>
<td>Dr. Butler</td>
</tr>
<tr>
<td>B8</td>
<td>Gyn Cancers</td>
<td>Dr. Clark-Vetri</td>
</tr>
<tr>
<td><strong>Unit C</strong></td>
<td><strong>Hematologic Topics</strong></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>Evaluation and Treatment of Anemias</td>
<td>Dr. Mitrzyk</td>
</tr>
<tr>
<td>C2</td>
<td>Sickle Cell Anemia</td>
<td>Dr. McCabe</td>
</tr>
<tr>
<td>C3</td>
<td>Acute Leukemias</td>
<td>Dr. Clark-Vetri</td>
</tr>
<tr>
<td>C4</td>
<td>Chronic Leukemias</td>
<td>Dr. Clark-Vetri</td>
</tr>
<tr>
<td>C5</td>
<td>Lymphoma</td>
<td>Dr. LaPlant</td>
</tr>
<tr>
<td>C6</td>
<td>Oncologic Emergencies</td>
<td>Dr. Louzon</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/AccessPharmacy database. Although you can use the online version for study, most students find it essential to purchase a hardcopy of the Pharmacotherapy Text. In addition, online access to the Pharmacotherapy text may not be available during exams.
   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/AccessPharmacy.


Instructors may require additional readings such as clinical guidelines, review articles, book chapters, or websites. They may also provide additional resources to supplement the lecture material. Required or recommended readings will be listed under assignments and responsibilities on the course schedule. Readings not available via AccessPharmacy will be posted under the resources tab on the course website.

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 Adobe Connect sessions (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, b) longitudinal mock case (3), c) career workshop, and d) device presentation, and e) ethical dilemma.

5. Completion of the following online self-assessments required for workshop preparation: a) diabetes overview, b) diabetes pharmacotherapy, c) pregnancy and lactation, d) contraception, and e) menstruation and infertility. 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.

Feedback to Students
Facilitators will provide written feedback on all assignments via the eLearning system. In general, written feedback can be expected within one week of assignment submission. Facilitators will also provide students with timely verbal feedback on in-class presentations and performance. In addition, students may schedule an appointment with the facilitator and/or course coordinator if they wish to obtain more detailed feedback.

Student Evaluation & Grading

Evaluation Methods

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual case presentation/SOAP note</td>
<td>10%</td>
</tr>
<tr>
<td>Device presentation</td>
<td>5%</td>
</tr>
<tr>
<td>Ethical dilemma</td>
<td>5%</td>
</tr>
<tr>
<td>Longitudinal case</td>
<td>10%</td>
</tr>
<tr>
<td>CPI/PC Assignments</td>
<td>3%</td>
</tr>
<tr>
<td>Class participation</td>
<td>12%</td>
</tr>
</tbody>
</table>

4% per session: online homework, in-class discussion, email communication, professionalism

<table>
<thead>
<tr>
<th>Exam Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam A</td>
<td>20%</td>
</tr>
<tr>
<td>Exam B</td>
<td>20%</td>
</tr>
<tr>
<td>Exam C</td>
<td>15%</td>
</tr>
</tbody>
</table>

- *Note: Students must pass the Case Presentation in order to pass the course. Remediation for a failed case(s) (less than 70%) will include re-submitting the case to the facilitator and may also include presenting the revised case to the group. The final score for the remediated case presentation grade will be limited to the original score. 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. 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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>94 - 96</td>
</tr>
<tr>
<td>B+</td>
<td>91 – 93</td>
</tr>
<tr>
<td>B</td>
<td>87 - 90</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 86</td>
</tr>
<tr>
<td>C+</td>
<td>81 - 83</td>
</tr>
<tr>
<td>C</td>
<td>79 – 80</td>
</tr>
<tr>
<td>C-</td>
<td>77 - 78</td>
</tr>
<tr>
<td>D+</td>
<td>75 – 76</td>
</tr>
<tr>
<td>D</td>
<td>72 - 74</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71</td>
</tr>
<tr>
<td>E</td>
<td>&lt;70</td>
</tr>
</tbody>
</table>

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. The form is posted on E learning in SAKAI System. This form must be approved by the student’s facilitator and the course coordinator. Email completed form to facilitator and course coordinator. Students are responsible for taking any exams missed via ProctorU.
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     Feb 16, 2013     8:30 AM-10:30 AM
Remote Sites       Feb 22, 2013     during Remote weekend

Exam B (Unit B)
Regional Sites     March 16, 2013 8:30 AM-10:30 AM
Remote Sites       March 16, 2013 via ProctorU

Exam C (Unit C)
Regional Sites     April 13, 2013    8:30-10:30AM
Remote Sites       April 13, 2013    via ProctorU

*All exams are open book.
**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 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 and the course schedule are outlined in Appendix C (Quick Scan). The weekly planners for Units A, B, and C are posted on eLearning/Sakai under the “PHA 5594 Spring 2013” course then “Resources” then “Unit A”, “Unit B”, or “Unit C”. Use these weekly planners to keep on track in the course.

***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.

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 online to prepare for the experiential sessions (see Sakai Resources, Session Folders and Assessments sections). 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 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) (less than 70%) will include re-submitting the case to the facilitator and may also include presenting the revised case to the group. The final score for the remediated case presentation grade will be limited to the original score.

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.

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

Please see the following URL for this information:

Complaints
Should you have any complaints with your experience in this course please contact your course coordinator. If unresolved, contact the COP Senior Associate Dean-Professional Affairs. For unresolved issues, see: http://www.distancelearning.ufl.edu/student-complaints to submit a complaint.
Appendix A: Directions for Contacting Faculty & Course Faculty List

**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, Pharmacotherapy & Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: sjmarkow@ufl.edu

**WPPD Regional Director - Clinical Practice Assessments**
Beatriz Mitrzyk, Pharm.D.
Clinical Assistant Professor, Pharmacotherapy & Translational Research / 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: whalen@cop.ufl.edu

- Course specific issues (e.g., course content, assignments, grades, and exams)
- Any exceptions made for student emergencies affecting course participation or completion

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

A1, A2, B2, B3, B4: Karen Whalen, Pharm.D., BCPS, CDE
Dr. Whalen received her Doctor of Pharmacy degree from the University of Florida. She then completed a Pharmacy Practice Residency at the Moses Cone Health System in Greensboro, North Carolina. Subsequently, she completed a Primary Care Residency at the James A. Haley Veterans’ Hospital in Tampa, Florida. Dr. Whalen joined the faculty of the University of Florida College of Pharmacy in 2008 as Assistant Director of the St. Petersburg Campus. Currently, she is a Clinical Associate Professor in the Department of Pharmacotherapy and Translational Research and Regional Director of the WPPD Program. Prior to joining the faculty at University of Florida, Dr. Whalen was an Associate Professor of Pharmacy Practice at Nova Southeastern University for twelve years. Dr. Whalen is a Board Certified Pharmacotherapy Specialist and a Certified Diabetes Educator. She is an active in local, state, and national pharmacy associations, and is a past president of the Florida Pharmacy Association.

A3, A4: Curtis Triplitt, Pharm.D., CDE
Dr. Triplitt is a Clinical Specialist and Certified Diabetes Educator at the Texas Diabetes Institute in San Antonio, Texas, where, together with an endocrinologist, he clinically manages and educates people with diabetes. Dr. Triplitt also is a Clinical Assistant Professor of Medicine in the Division of Diabetes at the University of Texas Health Science Center at San Antonio (UTHSCSA), as well as a Clinical Assistant Professor of Pharmacy in the clinical pharmacy program at UTHSCSA, and, as such, he serves as a preceptor for Doctor of Pharmacy students and residents.
Dr. Triplitt has been an investigator in numerous diabetes clinical trials and has published several book chapters on diabetes, as well as articles in peer-reviewed journals like Diabetes Care, Diabetes Spectrum, Expert Review of Endocrinology & Metabolism, Pharmacotherapy, and Drugs. Dr. Triplitt also serves as Secretary on the governor-appointed Texas Diabetes Council, which is legislatively mandated to develop and implement a state plan for diabetes treatment, education, and training. Through the TDC, he has also been involved with the development of standards of care for the prevention, identification, and treatment of patients with diabetes mellitus in Texas and to develop and update diabetes treatment algorithms. (www.texasdiabetescouncil.org)

A5: Karen Sando, Pharm.D., CDE
Dr. Sando joined the UF faculty in September 2010. She earned an Associate of Arts in Pre-Pharmacy at St. Petersburg College in 2004. She went on to the University of Florida and graduated in 2008 with a Doctor of Pharmacy. After completing pharmacy school, she completed a residency specializing in Ambulatory Care through the University of Florida. After her residency, she worked for Shands Jacksonville in the UF Family Medicine clinic conducting pharmacy services in anticoagulation, pain management, and diabetes. Sando currently is the coordinator for clinical pharmacy services for Area Health Education Centers (AHEC). She offers pharmacist-run services in diabetes, anticoagulation, hypertension, hyperlipidemia, and smoking cessation. Sando also currently precepts 4th year pharmacy students and Working Professional PharmD (WPPD) students on ambulatory care rotation. She serves as a director for a UF Ambulatory Care Residency.
A6: Abigail Dee Antigua, Pharm.D.
Dr. Abigail Dee-Antigua earned her Doctor of Pharmacy degree from the University of Florida, Gainesville campus in 2008. She completed an ASHP-accredited Pharmacy Practice Residency at Shands Hospital at University of Florida for a year, followed by a ASHP-accredited specialty residency in Critical Care at University of Washington in Seattle, WA from 2009-2010. Presently, Dr. Dee-Antigua is a Clinical Assistant Professor at University of Florida College of Pharmacy. Her teaching responsibilities include precepting APPE pharmacy students and preparing patient cases for Pharmacotherapy IV and V. She is also a clinical specialty pharmacist in Surgical Critical Care at Shands Hospital at UF. Her practice responsibilities rounding daily on intensive care unit patients to assist medical teams in optimizing pharmacotherapy outcomes, precepting pharmacy residents, updating and building institution protocols, and being a member of the institution’s pain committee. She is a member of the American Society of Health-System Pharmacists, American College of Clinical Pharmacy and the Society of Critical Care Medicine. She also is an immediate past president of the North Central Florida Society of Health-System Pharmacists.

A7: Stacey Baggett, Pharm.D., BCPS
Stacey Baggett received her Doctor of Pharmacy degree in 2007 from Midwestern University – College of Pharmacy in Glendale, Arizona, as well as a Bachelor of Science degree in Biochemistry from Purdue University in 2004. Dr. Baggett is currently a Clinical Assistant Professor and Regional Coordinator of Experiential Programs for the University of Florida College of Pharmacy. She practices as a Clinical Pharmacist at Holmes Regional Medical Center in Melbourne, Florida in both the acute care and ambulatory care settings. Her clinical teaching experience includes precepting students in Adult Medicine and Ambulatory Care, as well as PGY-1 residents in Internal Medicine and Infectious Disease. Dr. Baggett is a Board Certified Pharmacotherapy Specialist and her interests include student and preceptor development, infectious disease, and critical care.

B1: Renee Rose, Pharm.D.
Dr. Rose joined University of Florida College of Pharmacy faculty in August 2004 as the Assistant Director of the Orlando Campus. Rose graduated from the University of Iowa College of Pharmacy with her Doctor of Pharmacy in 1997. She then completed a General Pharmacy Practice Residency at Clarian Health in Indianapolis, IN. Following her residency, she joined the faculty at Massachusetts College of Pharmacy and Health Sciences. There she developed an internal medicine practice at Baystate Medical Center in Springfield, MA, precepted pharmacy clerkship students and served as the site Coordinator for the Non-traditional Pharm.D. program. Before joining the University of Florida faculty, Rose was the clinical coordinator at Lucerne Hospital in Orlando and maintained an internal medicine practice. Prior to moving to the Orlando area she maintained an internal medicine practice with Northeast Baptist Hospital in San Antonio, TX. The focus of her practice was neonatal and postpartum care. She also managed critical care, internal medicine, orthopedic and cardiac patients. Following her clinical practice, Rose was promoted to Pharmacist in Charge at Southeast Baptist Hospital. There she managed the operations of the pharmacy department and maintained her clinical practice in internal medicine.
As the Assistant Director, Rose continues to enjoy the opportunity to interact with students, other faculty and practicing pharmacists in the Orlando community. She enjoys teaching in a variety of courses and the women’s health elective, and is excited to be serving as the FSHP advisor for the Orlando campus.

B5: Erin St. Onge, Pharm.D.
St. Onge joined the faculty in July 2002 to help start the University of Florida College of Pharmacy program in Orlando. As the Assistant Dean and Director of the Orlando campus, she devotes her time to her various roles as teacher, advisor, and administrator.
St. Onge graduated from the University of Florida College of Pharmacy with her Doctor of Pharmacy degree in 1999. Upon graduation, she completed a residency in Community Clinical Pharmacy with St. Louis College of Pharmacy/Walgreens. She accepted her first faculty position with Texas Tech University School of Pharmacy at their Lubbock campus. During her two years with Texas Tech, she gained valuable experience with their 3-campus (Amarillo, Lubbock, Dallas) distance education program. Also, she developed a community site for 3rd and 4th year students, as well as a residency program in Community Clinical Pharmacy. St. Onge and her family moved to Orlando in summer of 2002 at which time she accepted the position as Campus Director for Orlando. In addition to her current position with UF College of Pharmacy, she is very active in local and national pharmacy organizations.
B6: Jennifer Pytlarz, Pharm.D., BCACP
Dr. Jennifer Pytlarz earned her PharmD degree from the University of Pittsburgh and subsequently completed a community pharmacy practice residency in the Washington, DC metro area. She is currently an Assistant Professor with the University of South Florida College of Pharmacy in the department of Pharmacotherapeutics and Clinical Research where she is responsible for coordinating the IPPE II curriculum and co-coordinating the Pharmaceutical Skills course. She has experience in the settings of community pharmacy, ambulatory care, managed care, administration and clinical coordination. Dr. Pytlarz is a Board Certified Ambulatory Care Pharmacist through the Board of Pharmacy Specialties, and she serves as a member of several state and national professional organizations.

B7: Melissa Butler, Pharm.D., BCOP
Dr. Butler is a clinical pharmacist in oncology at the MD Anderson Cancer Center Orlando. She received her Doctor of Pharmacy from the University of Pittsburgh in 2002. She then completed a PGY1 residency at Health Alliance at the University Hospital in Cincinnati, OH (2002-2003). She completed her PGY2 residency in oncology at Shands at the University of Florida in Gainesville, FL (2003-2004).

B8, C3, C4: Rachel Clark-Vetri, Pharm. D., BCOP
Dr. Clark-Vetri is Professor of Pharmacy Practice at Temple University School of Pharmacy in Philadelphia, PA and oncology pharmacy specialist at the Temple University Cancer Center. Dr Clark-Vetri earned her B.S. in Pharmacy at University of the Sciences in Philadelphia in 1986 and her Pharm.D. degree at Temple University in 1995. She is board certified in oncology pharmacy and received postgraduate training in palliative care at Fox-Chase Cancer Center. Her research and clinical interests include pain management, as well as translational research studying the effect of chemotherapy on cognitive function where she has earned NIH funding in collaboration with her pharmaceutical science colleagues. Dr. Clark-Vetri has been a facilitator for the WPPD program since 2006.

C1: Beatriz Mitrzyk, Pharm.D., BCPs
Dr. Mitrzyk graduated in 1992 from the University of Michigan College of Pharmacy and completed a Pharmacy Practice Residency in 1993 at the University of Michigan Hospitals. She became a Board Certified Pharmacotherapy Specialist in 2007. She has been active in clinical pharmacy practice (hospital, community, and long-term care), teaching, and medical writing for over 20 years. Dr. Mitrzyk has practice experience in the areas of internal medicine, infectious disease, and drug information. In 2001, she started with the WPPD program as a regional facilitator. Within the past 11 years, she has been an expert lecturer, remote and Foundations facilitator, preceptor, and pharmaceutical care paper reviewer. She is currently the Regional Director, Clinical Practice Assessments.

C2: Tara McCabe, Pharm.D.
Dr. McCabe obtained her PharmD degree from the University of Rhode Island. She completed her PGY1 pharmacy residency at Massachusetts General Hospital and her PGY2 pediatric pharmacy residency at the University of Kentucky. She is currently a Pediatric Hematology/Oncology Clinical Pharmacy Specialist at Shands Hospital for Children at the University of Florida.

C5: Kourtney LaPlant Pharm D., BCOP
Dr. LaPlant is an Oncology Clinical Pharmacist at the Gainesville VA Medical Center. She did her undergrad studies and earned her Pharm.D. at the University of Florida. After graduation, Kourtney completed a Geriatrics Residency at the VA and transitioned into the oncology department upon completion. Since that time, Kourtney has now become part of the oncology pharmacy team and works side by side with the department's fellows and attendings to coordinate care. She maintains her longtime relationship with UF by precepting two pharmacy students each month and lecturing throughout the year for the College of Pharmacy.

C6: Paige Louzon Pharm D. , BCOP
Dr. Louzon graduated with a Doctor of Pharmacy degree from the University of Florida in 2007. She went on to complete a PGY-1 Pharmacy Practice Residency with Orlando Health in Orlando, Fl. Having always had a strong interest in oncology, Dr. Louzon then moved on to her current position as an Oncology Pharmacy Specialist at the Malcolm Randall VA Medical Center in Gainesville, Fl. There she works with an interdisciplinary team with both the outpatient chemotherapy clinic and inpatient oncology service. Dr. Louzon also lectures for the UF College of Pharmacy and serves as an oncology preceptor for residents and 4th year students. She is also a past President of North Central FSHP and has served as chair of the FSHP Educational Affairs Council.
Appendix B.

<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 (21 one-hour videos)</td>
<td>21</td>
</tr>
<tr>
<td>Discussion board (minimum 3X/week, ½ hr each)</td>
<td>24</td>
</tr>
<tr>
<td>CPI or capstone project (one hour per week)</td>
<td>16</td>
</tr>
<tr>
<td>Longitudinal (or special) case study (one per semester)</td>
<td>5 (minimum) 8 (max)</td>
</tr>
<tr>
<td>Case presentation (one per semester)</td>
<td>2 (minimum) 6 (max)</td>
</tr>
<tr>
<td>Self assessments (minimum one per semester)</td>
<td>1 (minimum) 5 (max)</td>
</tr>
<tr>
<td>Other assignments, e.g., ethical dilemma</td>
<td>5 8 (max)</td>
</tr>
<tr>
<td>Total (96 hours needed to meet threshold for 6 credits)</td>
<td>96.5 (min) 110.5 (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 QuickScan

<table>
<thead>
<tr>
<th>Unit A</th>
<th>Video</th>
<th>Topic</th>
<th>Speaker</th>
<th>Video</th>
<th>Topic</th>
<th>Speaker</th>
<th>Video</th>
<th>Topic</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>22 min</td>
<td>Welcome/ Orientation</td>
<td>Whalen</td>
<td>B-1</td>
<td>Pregnancy and Lactation</td>
<td>Rose</td>
<td>C-1</td>
<td>Evaluation &amp; Treatment of Anemias</td>
<td>Mitrzyk</td>
</tr>
<tr>
<td>A-2</td>
<td>48 min</td>
<td>Diabetes Overview</td>
<td>Whalen</td>
<td>B-2</td>
<td>Contraception</td>
<td>Whalen</td>
<td>C-2</td>
<td>Sickle Cell Anemia</td>
<td>McCabe</td>
</tr>
<tr>
<td>A-3</td>
<td>61 min</td>
<td>Diabetes Pharmacotherapy Part 1 (Focus on Type 2 DM)</td>
<td>Triplitt</td>
<td>B-3</td>
<td>Menstruation-Related Disorders</td>
<td>Whalen</td>
<td>C-3</td>
<td>Acute Leukemias</td>
<td>Clark-Vetri</td>
</tr>
<tr>
<td>A-4</td>
<td>58 min</td>
<td>Diabetes Pharmacotherapy Part 2 (Focus on Insulin)</td>
<td>Triplitt</td>
<td>B-4</td>
<td>Infertility</td>
<td>Whalen</td>
<td>C-4</td>
<td>Chronic Leukemias</td>
<td>Clark-Vetri</td>
</tr>
<tr>
<td>A-5</td>
<td>69 min</td>
<td>Devices Used in Diabetes</td>
<td>Sando</td>
<td>B-5</td>
<td>Menopause</td>
<td>St. Onge</td>
<td>C-5</td>
<td>Lymphoma</td>
<td>LaPlant</td>
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<tr>
<td>A-6</td>
<td>44 min</td>
<td>Hyperglycemic Crisis</td>
<td>Antigua</td>
<td>B-6</td>
<td>Osteoporosis</td>
<td>Pytlarz</td>
<td>C-6</td>
<td>Oncologic Emergencies</td>
<td>Louzon</td>
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<tr>
<td>A-7</td>
<td>29 min</td>
<td>Thyroid Disorders</td>
<td>Baggett</td>
<td>B-7</td>
<td>Breast Cancer</td>
<td>Butler</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>B-8</td>
<td>Gyn Cancers</td>
<td>Clark-Vetri</td>
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</table>


Experiential Sessions

<table>
<thead>
<tr>
<th>Session 1 – February 16, 2013</th>
<th>Session 2 – March 16, 2013</th>
<th>Session 3 – April 13, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>◦ Orientation by facilitator</td>
<td>◦ Exam B (2 hours, All Unit B topics)</td>
<td>◦ Exam C (2 hours, All Unit C topics)</td>
</tr>
<tr>
<td>◦ Exam A (2 hours, all Unit A topics)</td>
<td>◦ Individual Case Presentations – 1/3 of class</td>
<td>◦ Individual Case Presentations – 1/3 of class</td>
</tr>
<tr>
<td>◦ Device workshop</td>
<td>◦ Ethical dilemma</td>
<td>◦ Longitudinal Mock Patient Case #3 Workshop</td>
</tr>
<tr>
<td>◦ Individual Case Presentations – 1/3 of class</td>
<td>◦ Longitudinal Mock Patient Case #2 Workshop</td>
<td>◦ Capstone Paper Search Updates and Presentations for 5th and 6th semester students</td>
</tr>
<tr>
<td>◦ Longitudinal Mock Patient Case #1 Workshop</td>
<td>◦ Students submit completed PAs/CPDs for review/CPA/CPD discussion</td>
<td>◦ CPI reports for 2nd-5th semester students</td>
</tr>
<tr>
<td>◦ Career workshop – opportunities in diabetes</td>
<td>◦ Homework practice case review - PRN</td>
<td></td>
</tr>
<tr>
<td>◦ Homework case review – PRN</td>
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