PHA5593  Pharmaceutical Care for Patients with Renal Disorders

Course Purpose:

PHA5593 introduces the student to patient assessment including health literacy and interprofessional collaboration, pharmacokinetics, therapeutics, and therapeutic drug monitoring for patients with renal disorders.

Course Faculty and Office Hours

Course Coordinator:

Lori Wazny, Pharm.D.,
Email: Lwazny@cop.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 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)
2. Provide Population Health by promoting effective drug use and disease prevention/wellness. (SLO 2.4)
3. Perform pharmacist responsibilities within the medication use system and relate to the larger health care systems to assure safe and quality patient care. (SLO 3.4)
4. Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals. (SLO 4.2, 4.6)
5. Collaborate as a member of an interprofessional team when providing patient-centered care. (SLO 5.1)
6. Use pharmacy knowledge in the care of patients and resolution of practice problems. (SLO 6.1, 6.2)

7. 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)

8. Demonstrate professional behaviors (i.e., UF PharmD CORES), appropriate personal habits, self-directed and lifelong learning abilities, and leadership. (SLO 9.1)

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

1. Given a patient with a Renal 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. Implement, monitor, evaluate, and adjust pharmaceutical care plans with accuracy and timeliness.
   a. Prepare a written SOAP note.
   b. Demonstrate the ability to establish for a patient the “therapeutic goals” or endpoints that indicate the patient’s medication problem is either resolved, cured, or managed.
   c. The student must then demonstrate the ability to monitor the patient over time and assess when the endpoints are achieved. If the patient is not achieving the desired endpoints, the student must demonstrate the ability to modify the therapeutic plan or endpoints so that the patient’s quality of life is optimized.

3. Prepare and deliver educational programs to pharmacists/peers that promote appropriate use of medications by applying pharmacy knowledge and using effective communication skills.
   a. 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.)
   b. 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.
   c. Demonstrate effective verbal communications to staff, patients and healthcare team members.
      i. Prepare a accurate, concise, and organized written patient care plan.

4. Identify, report and analyze drug induced diseases that are encountered in renal patients.
5. Recommend how to manage a patient who has health literacy issues. Practice patient counseling using the teach-back method.

6. Communicate with another health care professional about the appropriateness of a patient's pharmacotherapy with clarity and accuracy (drug, dosing, dosage forms, routes of administration, delivery systems).

7. Work with individuals of other professions to maintain a climate of mutual respect and shared values.

8. For the Renal disorders emphasized during this course:
   a. Explain anatomical, physiological, and pathophysiological conditions ameliorated by pharmacotherapy.
   b. Describe the epidemiology of the following disorders:
   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. Review common drug-drug interactions and their etiology.
   g. Outline the major elements of currently accepted standard of care guidelines.

9. Implement rational pharmacotherapy based on a mastery of sciences:
   a. BIOMEDICAL (anatomy, physiology, pathophysiology, infectious disease, oncology, and immunology),
   b. PHARMACEUTICAL (medicinal chemistry, biopharmaceutics, pharmacodynamics, and pharmacokinetics),
   c. CLINICAL (therapeutics, therapeutic drug monitoring, toxicology, nutrition, and drug information),
   d. PHARMACEUTICAL CARE (patient interviewing techniques, chart review and data gathering, identifying interventions, establishing interventions and monitoring strategies, and communication skills with health care providers).

10. Given a patient/practice problem or case related to a renal disorder, solve the medication-related problems using clinical reasoning skills.

11. Demonstrate the ability to use the learning tools in the eLearning system to accomplish learning objectives and prepare for class session.

12. Use informatics tools when determining drug dosing for patients with decreased renal function.

13. Critically evaluate scientific and professional literature to assure that appropriate statistical tests and experimental design have been used in studies relating to drug safety and efficacy.

14. Give a care presentation that requires evaluation of literature to support recommendations.

15. Demonstrate professional behaviors expected of a pharmacist.

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>Acute Renal Topics</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Renal Anatomy &amp; Physiology</td>
<td>Dr. Schwenk</td>
</tr>
<tr>
<td>A2</td>
<td>Fluids &amp; Electrolyte Disorders Parts 1 &amp; 2</td>
<td>Dr. Hess</td>
</tr>
<tr>
<td>A3</td>
<td>Acid Base Disorders</td>
<td>Dr. Hess</td>
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<tr>
<td>A4</td>
<td>Acute Kidney Injury</td>
<td>Dr. Weizer</td>
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<tr>
<td>A5</td>
<td>Drug induced Kidney Disease</td>
<td>Dr. Riley</td>
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<tr>
<td>Unit Name: B</td>
<td>Chronic Renal Topics</td>
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<tr>
<td>B1</td>
<td>Preventing Progression of CKD</td>
<td>Dr. Wazny</td>
</tr>
<tr>
<td>B2</td>
<td>Drug Dosing for Patients with Renal Insufficiency</td>
<td>Dr. Wazny</td>
</tr>
<tr>
<td>B3 Part 1</td>
<td>End Stage Kidney Disease</td>
<td>Dr. Pai</td>
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<tr>
<td>B3 Part 2</td>
<td>Hemodialysis and Peritoneal Dialysis</td>
<td>Dr. Pai</td>
</tr>
<tr>
<td>B4</td>
<td>Renal Transplantation Parts 1 &amp; 2</td>
<td>Dr. Vasquez</td>
</tr>
<tr>
<td>B5</td>
<td>Kaplan-Meier Curves, Hazard Ratios &amp; Composite Endpoints</td>
<td>Dr. Borst</td>
</tr>
</tbody>
</table>
### Unit-Module | Topic | Faculty Member(s)
--- | --- | ---
Unit C | Urinary System Topics |
C1 | Treatment of Urinary Tract Infections | Dr. Cheung
C2 | Prostatitis | Dr. Cheung
C3 | Benign Prostatic Hyperplasia Management | Dr. Lee
C4 | Management of Erectile Dysfunction | Dr. Lee
C5 | Bladder Cancer | Dr. Lenz
C6 | Prostate Cancer | Dr. Lenz

## 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 database. 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 at least 6 of 7 Conference calls
2. Completion of self-directed learning modules which include: a) videos, b) readings, c) assignments that require application of module knowledge, and d) self-assessment questions.
3. Asynchronous communications and discussions including active participation in 2 Final Challenges.
4. Completion of the following assignments: a) drug information practice, b) drug information assignment, c) case presentation assignment, d) journal presentation assignment, and e) pharmacokinetics assignment.

5. Attendance at a 1-day regional or remote class session that involves small group discussions, demonstration of skills, etc.

**Technology Requirements**

The WPPD program requires that students have the following hardware and software resources: [http://pharm.d.distancelearning.ufl.edu/admissions/pharm-d-admissions/pharm-d-computer-requirements/](http://pharm.d.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/](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/](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.

**Grading for Course**

- Individual case presentation/SOAP note *: 12.5%
- Journal Club: 12.5%
- Pharmaceutical Care (PC) Assignments: 3%
- Class participation: 12%

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

- Exam A (Unit A): 20%
- Exam B (Unit B): 20%
- Exam C (Unit C): 20%
*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

### 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 taking any exams missed via ProctorU. 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 the 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  Sept 15, 2012  8:30 AM-10:30 AM
Remote Sites   Sept 15, 2012  via ProctorU

Exam B (Unit B)
Regional Sites  Oct 13, 2012  8:30 AM-10:30 AM
Remote Sites   Oct 19, 2012  during Remote weekend

Exam C (Unit C)
Regional Sites  Nov. 10, 2012  8:30-10:30AM
Remote Sites   Nov 10, 2012  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 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 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 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.

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 visit:
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 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: Ldwazny@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: Michael H. Schwenk, Pharm D.

Dr. Schwenk is a research pharmacist in the Columbia University Medical Center Research Pharmacy, New York City, NY. He holds memberships in the International Society of Nephrology, American Society of Nephrology, and the American College of Clinical Pharmacy, Nephrology Practice and Research Network. Dr. Schwenk has published over 70 articles, book chapters, and meeting abstracts in the field of nephrology and is a reviewer for several pharmacy and nephrology journals.

A2 & A3: Mary M Hess, Pharm.D., FASHP, FCCM, FCCP

Mary Hess is the Associate Dean for Student Affairs and Associate Professor at the Jefferson School of Pharmacy. Dr. Hess received a Bachelor of Science in Pharmacy from the University of Missouri-Kansas City and her Doctorate of Pharmacy from the St Louis College of Pharmacy. She completed a Critical Care / Nutrition Pharmacy Residency and a two year Critical Care Fellowship at the University of Tennessee respectively. She has been actively involved as a critical care practitioner, former critical care residency program director, Director of Clinical Pharmacy Services and academician throughout her career. In addition she is a past Chair of the Commission on Credentialing and ASHP Section of Specialists and Scientists. She has contributed to the advancement of clinical pharmacy services, development of critical care pharmacists, postgraduate training programs, and student pharmacists as noted by her presentations and contributions to the literature.

A4: Michele Weizer, PharmD, BCPS

Dr. Weizer received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 1990 and completed an ASHP accredited residency in Clinical Pharmacy at Shands Hospital at the University of Florida in 1991. Michele spent 10 years as a clinical practitioner at JFK Medical Center in Atlantis, Florida before becoming the Director of Pharmacy Services at University Hospital and Medical Center in May 2001. She then returned to
JFK Medical Center in March 2004 as the Pharmacy Automation Manager where her main responsibilities focused on implementation of the eMAR (Electronic Medication Record) project and bar coding. Michele is now the Automation and Clinical Coordinator at JFK Medical Center. Michele serves on the HCA eMAR Advisory Workgroup and the HCA Clinical Pharmacy Advisory Board. Additionally, Michele enjoys teaching and holds an appointment as an associate professor with the University of Florida College of Pharmacy Working Professional Pharm. D. Program since 1996, and has served as an adjunct clinical associate professor for the University of Florida and adjunct clinical assistant professor for the undergraduate pharmacy programs for Nova Southeastern, FAMU, Mercer University, and Palm Beach Atlantic colleges of pharmacy since 1992.

**A5: Karen Riley RPh, BScPhm, Pharm D, BCPS, CGP**

Dr. Karen Riley is currently the manager of a new and innovative MTM practice in a community pharmacy setting in Sarnia, Ontario. Karen is also an Adjunct Clinical Assistant Professor for the WPPD program as a facilitator at the Detroit regional site and Tampa remote site and a Foundation facilitator.

Her previous work experiences included managing acute kidney injury patients in the medical and surgical intensive care units in hospital and working with hemodialysis patients in an outpatient setting.

She completed her undergraduate degree in Pharmacy from the University of Toronto in 1983 and her Doctorate of Pharmacy degree from the University of Florida’s WPPD program in 2002.

She has been the Continuing Education Coordinator for her home town for many years. She is a member of various pharmacy organizations including American College of Clinical Pharmacy, American Society of Health-System Pharmacist, American Society of Consultant Pharmacists and the Canadian counterparts of the American organizations.

She has published in the area of nephrology and osteoporosis and has done many presentations for pharmacists, nurses, physicians and public during her career.

**B1 & B2: Lori Wazny, Pharm.D., Renal Course Coordinator**

Dr. Wazny completed her B.Sc(Pharm) from the University of Manitoba, Canada; Pharm.D. from the University of Minnesota; and Fellowship in Internal Medicine (Nephrology) from Virginia Commonwealth University. She is currently a Pharmaceutical Care Coordinator with the Manitoba Renal Program in Winnipeg, Manitoba, Canada. She has published over 40 research and review articles, abstracts, and book chapters in the field of nephrology including a chapter in the upcoming 9th edition of Dipiro. Dr. Wazny is a member of the ACCP Nephrology PRN and the Renal Pharmacists Network (RPN). Dr. Wazny has been involved in the WPPD program since 2001 in various roles such as Detroit site facilitator; Foundations Course facilitator; expert presenter on renal and anemia topics; and, of course, Renal Course Coordinator.

**B3: Amy Pai, Pharm.D., BCPS**

Dr. Pai is currently an Associate Professor of Pharmacy Practice at the Albany College of Pharmacy and Health Sciences. She obtained her B.S. in Pharmacy and her Pharm.D. from the Albany College of Pharmacy in New York and went on to complete a Nephrology Fellowship at the University of Illinois in Chicago. She has published over 50 articles, abstracts, and book chapters in the field of nephrology and has obtained many research grants in the area of intravenous iron and oxidative stress.
B4: Eva Vasquez, Pharm.D., FCCP, BCPS

Dr. Vasquez is currently Regional Scientific Associate Director, Novartis Pharmaceutical, US Medical and Regulatory Affairs. Prior to joining Novartis, she was an Associate Professor of Pharmacy Practice (with tenure) at the University of Illinois at Chicago, College of Pharmacy and Pharmacotherapy for the University of Illinois Organ Transplant Team. She completed her Pharm.D. and a Fellowship in Transplant Pharmacology from the University of Illinois. Dr. Vasquez is an active member of ACCP and the ACCP Immunology & Transplantation PRN among several other pharmacy and transplant organizations. She has published more than 30 research articles and presented over 60 abstracts at scientific medical and pharmacy meetings. Dr. Vasquez has also received numerous research grants in the field of renal transplantation. She has served on the editorial board for the Pharmacotherapy Self Assessment Program (PSAP) 5th edition and has served as a reviewer for several journals, including Annals of Pharmacotherapy, Drugs, American Journal of Hospital Pharmacy and the Journal of the American Society of Nephrology.

B5: Clarissa Borst, Pharm.D., BCPS

Dr. Borst earned her PharmD from Purdue University in 1997; she then completed an ASHP accredited Pharmacy Practice residency at Rush-Presbyterian-St. Luke's Medical Center in Chicago, Illinois. She is currently the Managing Editor of Clinical Pharmacology (Gold Standard, Tampa, FL), an on-line drug information reference. She has held various other positions including Assistant Clinical Professor at Midwestern University (Downers Grove, IL) where she focused on precepting students in the areas of outpatient anticoagulation, diabetes, hypertension, and hyperlipidemia management, Manager of the Anticoagulation Unit at Evanston-Northwestern Hospital (Glenview, IL), and Drug Information Specialist at Rush University Medical Center (Chicago, IL) and Ingalls Hospital (Harvey, IL). Dr. Borst has been a facilitator with the WPPD program since 2000; she also co-coordinates the Foundations course in the WPPD program. Her interest and experience in statistics stems from her current role at Gold Standard where frequent interpretation of the literature is required. She is a recipient of the Outstanding Faculty Award for the WPPD program.

C1 & C2: Linda Cheung, Pharm.D., BCPS

Dr. Linda Cheung is the Infectious Disease Clinical Specialist at the James A. Haley VA and Clinical Assistant Professor for the Division of Infectious Diseases, College of Medicine at the University of South Florida in Tampa. Her areas of interests and research include: Infectious Diseases, HIV/AIDS, and Hepatitis C pharmaceutical care. After receiving a Bachelors in Chemistry from the University of South Florida, she graduated with a Doctorate of Pharmacy from NOVA University in 1992. She completed an ASHP accredited Pharmacy Practice Residency in 1995. Dr. Cheung is the Director of the ASHP accredited Infectious Diseases Pharmacy Residency Program at the James A. Haley VA. Along with many leadership roles within the profession of pharmacy, she has presented and published at length relating to her areas of interests.

C3 & C4: Mary Lee, Pharm. D., BCPS, FCCP

Dr. Mary Lee is Vice President, Chief Academic Officer for Pharmacy, Optometry, and Health Sciences Education, Midwestern University, and Professor of Pharmacy Practice, Chicago College of Pharmacy. Dr. Lee graduated with BS in Pharmacy and Doctor of Pharmacy degrees from the Philadelphia College of Pharmacy and Science in 1976 and 1979, respectively, and completed a residency at Thomas Jefferson University Hospital in 1977.

She joined the University of Illinois at Chicago College of Pharmacy in 1979, where she served as director of the Drug Information Center and then clinical pharmacist to the urological surgery service at the hospital. In 1985, she was promoted to associate professor and from 1985-1990, she served as Assistant Dean of Student Affairs. In 1994, she became Associate Dean of Midwestern University Chicago College of Pharmacy; and in 1998, she became Dean. She served as Dean of the College from 1998 through 2006. In late 2006, Dr. Lee was promoted to
the position of Vice President and Chief Academic Officer for Pharmacy and Health Sciences Education at Midwestern University. Dr. Lee has published over 100 research manuscripts, book chapters, review articles, and short reports in peer-reviewed publications. She has served as an elected officer on the American College of Clinical Pharmacy Board of Regents, chair of the Clinical Section, American Pharmaceutical Association, Academy of Pharmaceutical Research and Science, and as chair or member of numerous committees of APhA, ACCP, and state pharmacy associations. She is considered an expert on pharmacological issues in urological diseases, has earned board certification in pharmacotherapy, has won numerous teaching awards, and is an invited speaker for many national and international meetings.

C5 & C6: Kristi Lenz, PharmD

Dr Lenz is an oncology clinical pharmacy specialist with over 15 years of experience. She received her bachelor of pharmacy degree from the Ohio State University and her post-baccalaureate PharmD degree and oncology residency training at the University of Texas Health Sciences Center in San Antonio. Her extensive medical writing experience includes marketing and sales training materials, continuing medical education presentations, manuscript preparation, and patient education materials. Dr Lenz is currently the Medical Director for SuperNova Productions, a New Jersey-based Medical Communications Agency. Prior to practicing full-time as a medical writer, she was on faculty at the Medical University of South Carolina College of Pharmacy, where she lectured extensively to physician, nursing, and pharmacy groups on all aspects of drug therapy for cancer patients.
Appendix B. Schedule of Course Activities/Topics

The weekly planners for Units A, B, and C are posted on eLearning/Sakai under the “PHA 5593 Fall 2012” course then “Resources” then “Unit A”, “Unit B”, or “Unit C”.

Use these weekly planners to keep on track in the course.

Appendix C: QuickScan

Posted on eLearning/Sakai under the “PHA 5593 Fall 2012” course then “Resources” then “Course Objectives & Slides + QuickScan”.