

PHA 5629 Foundations of Pharmaceutical Care

6 Credit Hours

Summer 2016

Course Purpose:

The Foundations of Pharmaceutical Care course provides the student with foundational principles and skills necessary for successfully completing the body-system courses which are required in the Working Professional Pharm.D. (WPPD) Program. This course introduces the following content which is then further expanded across the WPPD: patient-centered care including cultural competency and health literacy, informatics, medication therapy management, pharmacokinetics, special populations, infectious diseases, oncology, evidenced-based pharmacy/medicine, population-based care, medication safety, health policy, and leadership.

Course Faculty and Office Hours

Course Coordinator:

Diane Beck, Pharm.D., Associate Dean for Curricular Affairs and Accreditation

Email: beck@cop.ufl.edu Office: 4319 HPNP Building

Phone: 352-273-6279 (leave a message with Ms. Lavinder)

Appendix A contains a complete listing of faculty involved in this course. 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 any 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 a one-on-one 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 (Caregiver)** - Specifically: Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize patient needs, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities). (SLO 2.1)
2. **Population-based care (Provider)** - Discuss how *population-based care* influences *patient-centered care* and influences the development of practice guidelines and evidence-based best practices. (SLO 2.4)
3. **Communication (Communicator)** – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. (SLO 3.6)

4. **Social & Cultural Sensitivity (Includer)** - Recognize *social determinants of health* in order to diminish disparities and inequities in access to quality care. (SLO 3.5)
5. **Interprofessional collaboration (Collaborator)** – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. (SLO 3.4)
6. **Learner (Learner)** - Develop, integrate, and apply knowledge from the foundational disciplines (i.e., *pharmaceutical, social/behavioral/administrative*, and *clinical sciences*) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and *patient-centered care*. (SLO 1.1)
7. **Problem Solving (Problem Solver)** – Identify and assess problems; explore and prioritize potential strategies; and design, implement, and evaluate the most viable solution. (SLO 3.1)
8. **Leadership (Leader)** - Demonstrate responsibility for creating and achieving shared goals, regardless of position. (SLO 4.2)
9. **Professionalism (Professional)** - Exhibit behaviors and values (e.g., UF PHARMD CORES) that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (SLO 4.4)

Course Objectives

Upon completion of this course, the student will:

1. Demonstrate the ability to use technology for learning during the course and for continuous professional development.
2. Outline how to gather subjective and objective data to develop a care plan.
3. Develop the assessment section of a care plan by based on identified medication-related problems.
4. Develop an accurate and complete plan section of a care plan.
4. Interpret basic physical assessment findings relevant to drug therapy assessment.
5. Describe the elements of a Medication Therapy Management (MTM) service and how to provide MTM to an individual patient.
6. Explain how to effectively communicate with patients (e.g., interviews and counseling)
7. Describe effective techniques that should be used when conducting a medication history or patient education.
8. Prepare an accurate, concise, and organized written patient care plan.
9. Evaluate a case presentation and critically evaluate whether the presenter accomplished the following:
 - a. Interpreted subjective and objective data correctly
 - b. Identified medication-related problems
 - c. Developed a specific and complete care plan
 - d. Outlined a monitoring plan for monitoring drug efficacy and toxicity
 - e. Supported the care plan and decisions with evidence-based literature
 - f. delivered an organized presentation using effective communication skills
6. Retrieve, analyze, and interpret pharmacotherapy information found in various professional resources.
7. Demonstrate the ability to critically evaluate research or research papers.
8. 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.
9. Given a patient case with a pharmacokinetic problem, demonstrate the ability to:

- a. Interpret subjective and objective data
 - b. Identify medication-related problems
 - c. Develop a specific and complete care plan
 - d. Outline a monitoring plan for monitoring drug efficacy and toxicity
 - e. Support the care plan and decisions with evidence-based literature
10. Participate with peer students and the facilitator in discussing clinical topics which are covered during the course/program. (requires use of verbal communication skills)
 11. Demonstrate the ability to prepare a rudimentary pharmaceutical care plan for a patient with an infectious disease.
 12. Explain the pathophysiology of the following disorders:
 - a. infectious diseases,
 - b. cancer (malignant tumor growth)
 13. Outline risk factors for developing the following disorders:
 - a. infectious disease
 - b. cancer
 14. Describe the epidemiology of cancer.
 15. Describe the clinical presentation and clinical manifestations of an Infectious disease.
 16. Discuss the basic pharmacologic and non-pharmacological interventions that are recommended for the following disorders:
 - a. infectious disease
 - b. cancer
 17. Develop/update individual knowledge in the following areas related to providing patient centered care and promoting population health:
 - a. Pharmacokinetics
 - b. Pharmacoeconomics
 - c. Providing Care to Special Populations
 - d. Interprofessional collaboration
 - e. Population-based care
 - f. Leadership

Pre-Requisite Knowledge and Skills

Through either coursework in a B.S. pharmacy degree program or work experience, the student is expected to have the following knowledge and skills:

1. Time management skills
2. Technical skills as outlined in the requirements for admission to the WPPD program.
3. Knowledge of medical abbreviations and common medical terminology
4. Familiarity with basic pharmacokinetic concepts: half-life, volume of distribution, time to steady-state
5. Ability to perform calculations using natural logarithms and exponential equations
6. Ability to perform calculations that require use of basic algebra

Course Structure & Outline

During this course, you will learn via a “blend” of online learning activities including streaming video lectures and modules, readings, participation in conference calls, discussion board activities, and attendance at a live WPPD session.

To meet the standards for course credit assignment this six-credit course requires a minimum of 96 hours of instruction and/or learning activities plus 6-12 hours per week of individual study. 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.

An outline of the course activities can be found in the accompanying course schedule document (**Appendix B**).

Acquisition of knowledge and skills are assessed using a combination of exams 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. Table 1 outlines this content.

Table 1. Content covered in Units A, B and C.

Unit-Module	Topic	Faculty Member(s)
Unit Name: “Getting Started ”	Getting Started in the WPPD Program	
Getting Started - 1	Welcome	Dr. Normann
Getting Started -2	Tips for Being a Successful WPPD Student	Dr. Beck
Getting Started - 3	Accessing the Library Resources (Using AccessPharmacy)	Ms. Jesano
Unit A	Unit A: introduces “Providing Patient Centered Care”	
Unit A – Module 1	Introduction to the Patient Care Process	Dr. Beck
Unit A – Module 2	Collect: Gathering & Interpreting Subjective and Objective Patient Data	Dr. Whalen
Unit A – Module 3	Assess: Developing a Problem List	Dr. Khoury
Unit A – Module 4	Plan: Developing a Care Plan	Dr. Khoury
Unit A – Module 5	Collaborate, Communicate, and Document: Overview	Drs. Beck & Buring
Unit A – Module 6	Counseling	Dr. Mitrzyk
Unit A – Module 7	Putting all Together - S, O, A, P & SOAP Notes	Foundations Faculty
Unit A – Module 8	Case Presentations	Dr. Borst
Unit A – Module 9	Introduction to Medication Therapy Management	Dr. Whalen
Unit B	Unit B: Overview of “Pharmacokinetics & Pharmacotherapy”	
Unit B - Module 1	Principles of Infectious Diseases	Dr. Vandervoort
Unit B – Module 2	Clinical Pharmacokinetics (incl Self-Learning Manuals)	Dr. Beck

Unit-Module	Topic	Faculty Member(s)
Unit B - Module 3	Pharmacotherapy for Special Populations	Dr. Murphy
Unit B - Module 4	Principles of Oncology	Dr. LaPlant
Unit C	Unit C: "Problem-solving in Practice and Providing Population Health" (Informatics/Literature Retrieval/Evidence-Based Pharmacy & Population-Based Care)	
Unit C – Module 1	Library Resources	Ms. Jesano
Unit C – Module 2	Overview of Medical Information: Part I	Dr. Hatton
Unit C – Module 3	Overview of Medical Information: Part II	Dr. Hatton
Unit C – Module 4	Principles of Biostatistics (incl Self-Learning Module)	Dr. Borst
Unit C – Module 5	Evidence-Based Medicine (incl Self-Learning Module)	Dr. Borst
Unit C – Module 6	Journal Club Evaluation	Dr. Borst
Unit C – Module 7	Principles of Population-Based Care	Dr. Kauf & Dr. Lipowski
Unit C – Module 8	Principles of Leadership	Dr. Riley
"Next Steps "	WPPD Program Requirements	
Next Steps - 1	Introduction to CPAs	Dr. Mitrzyk
Next Steps - 2	Getting Started with CPAs	Dr. Mitrzyk
Next Steps - 3	CPDs: It's Your Life	Dr. Mitrzyk
Next Steps -4	Clinical Practice Improvement and Capstone Paper Overview	Dr. Markowsky
Next Steps - 5	WPPD PharmPortfolio	Dr. Beck

Textbooks

The following textbooks will be used throughout your course of study in the WPPD program. Textbooks can be purchased via various internet sites; however, make sure you buy the latest editions.

1. **DiPiro et al.** Pharmacotherapy: A Pathophysiological Approach, 2014, 9th ed. (ISBN: 0071703543)
 - 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.)
2. **Lauster CD, Srivastava SB.** Fundamental Skills for Patient Care in Pharmacy Practice. Jones and Bartlett Learning, 1st Ed, 2013. ISBN-10: 1449652727 ISBN-13: 978-1449652722
3. **Abate MA, Blommel ML.** Remington Education: Drug Information and Literature Evaluation, 2013, 1st Ed, Pharmaceutical Press. ISBN-10: 0857110667 ISBN-13: 978-0857110667 (Chapters 5-10 are covered during this course)
4. **Lee, Mary.** Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 2013, 5th ed.
5. **Murphy J.** Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems Pharmacists, 2011, 5th ed., (ISBN-10: 1585282545 / ISBN-13 978-1585282548)
6. Gilbert DN, et al. The Sanford Guide to Antimicrobial Therapy. URL for ordering: <http://www.sanfordguide.com/index.html> (Note there are different formats including a pocket

guide and an APP. In selecting the format, think about what would be most usable in your practice. (You will use this across the WPPD program)

Suggested Reference:

1. **Nemire, Ruth.** Pharmacy Student Survival Guide., 2nd Edition, 2009 (ISBN: 0-071-603-875) (Electronic Version – ISBN: 0071603883)
 - a. This text is available via the UF library/Pharmacy Access.

Required Accessory:

1. Combined microphone (typically 3.55 mm plugs or USB) and speaker headset

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 **Appendix C** for specific expectations required to accomplish this active learning:

1. Active participation in at least 6 of 7 virtual discussions (Adobe Connect and/or 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://pharmd.distancelearning.ufl.edu/admissions/pharm-d-admissions/pharm-d-computer-requirements/>.

Please make sure you have the required headset that is a combined microphone and earphone set. Students are also required to participate in virtual discussions/conference calls. The course facilitator will provide the 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 5629), select the “Resources” tab on the left side of the screen. Then, select the “Begin Here!” tab in the middle of the screen. After you read the Begin Here page, go to the Getting Started tab. Note this tab expands into multiple webpage links – first select “Get Started Here!” Units A, B and Unit C are each formatted in a similar manner.

Feedback to Students

Each student will receive feedback from his/her facilitator on each of the course assignments. The facilitator is also available to clarify any answers on the exams.

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.

Course Component	Fraction of Course Grade	Percent of Final Grade	Competency Required to Pass the Course
Virtual Discussion/Conference Call Participation 7 Sessions	0.035	3.5%	Student must actively participate in at least 6 of the 7 virtual discussions/conference calls to pass the course.
Drug Information Practice	S/U	Satisfactory	Students must make a satisfactory attempt on completing this practice activity to pass the course.
Drug Information Assignment	0.14	14%	Students are required to work independently on this assignment. A grade of $\geq 70\%$ is needed to pass the course. If the grade is $< 70\%$, remediation is offered in special cases; please see section on remediation
Case Presentation Assignment	0.06	6%	Students are required to work independently on this assignment. A grade of $\geq 70\%$ is needed to pass the course. If the grade is $< 70\%$, remediation is offered in special cases; please see section on remediation.
Journal Club Assignment	0.13	13%	Students are required to work independently on this assignment. A grade of $\geq 70\%$ is needed to pass the course. If the grade is $< 70\%$, remediation is offered in special cases; please see section on remediation
Pharmacokinetics Assignment	0.175	17.5%	Students are required to work independently on this assignment. A grade of $\geq 70\%$ is needed to pass the course. If the grade is $< 70\%$, remediation is offered in special cases; please see section on remediation
Unit A Exam (Covers Modules 1 thru 9)	0.15	15%	Note: A Minimum competency score is not required.

Course Component	Fraction of Course Grade	Percent of Final Grade	Competency Required to Pass the Course
Unit B Exam (Covers Modules 1 thru 4)	0.15	15%	Note: A Minimum competency score is not required.
Unit C Exam (Covers Modules 2-8)	0.15	15%	In future courses a minimum average score of 70% on the final test is required in order to pass the course. During this course, a minimum competency score is not required. However, the student is duly cautioned that this will not be allowed in future courses.
Regional/Remote Meeting Attendance	0.01	1%	Student must attend either a regional or remote session. (If a student misses session 2/remote weekend, the student may attend a regional session 3 meeting with prior arrangement.) Note: Student must attend this session in order to receive a passing grade for the course. (Absences are not allowed.)
Next Steps Quiz	S/U	Satisfactory	Must achieve "Satisfactory" on the quiz; student may retake quiz until this is achieved.

Remediation

This course serves as the foundation for future courses in the WPPD program. Therefore, to assure achievement of program outcomes and success in future courses it is essential that students demonstrate competency in 4 core areas. As noted above, to pass the course a student must achieve a score >70% on each of the following assignments: Drug Information, Case Presentation, Journal Club, and Pharmacokinetics. If a student achieves a score below 70% on a single assignment, at the end of the semester the Course Coordinator will review the students overall performance. If the student has passed all other course requirements with an overall grade of C or higher, the Course Coordinator will invite the student to re-do the assignment via remediation. If the student is eligible for remediation, he/she will be notified during the week after the final exam. Student must understand that remediation is offered at the discretion of the Course Coordinator and it is only granted to students who have achieved competency in all but one component of the course. Note, the initial score for the assignment will be used to compute the final course percentage grade. (Remediation does not change the percentage grade for the assignment.) To successfully pass the course, the student must achieve a grade >70% on the remediation assignment. The remediation assignment must be completed by the established deadline which will be before classes in the subsequent semester. Note that this remediation is done in the Foundations course because it serves as a fundamentals course in the program; remediation of assignments and exams in the WPPD body system courses are not done with the exception of case presentations.

Grading Scale – Please See Note Below of Minimum Score on Final Exam

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 E < 70

*** Alert:**

WPPD Program policy requires that all students obtain a 70% average on the Exams given in the course or a failing grade will be assigned. This policy is not enforced in the Foundations course; however, it is in all other courses. 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.

Class Attendance Policy

As noted in the evaluation section above, the student must actively participate in 6 of 7 phone conferences, the final challenge, and attend a regional or remote weekend session in order to pass the course.

Exam Policy

The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator.

When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.

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. A make-up Exam must occur within a 2-day window of the Exam that is scheduled for the entire class. Please see **Appendix B** for additional information about excused versus unexcused absence from an Exam.

Students are responsible for contacting the facilitator during the **first week of the semester** if conflicts with the time of an exam are realized. Students are also responsible for contacting the facilitator if there are any problems in receiving or submitting an Exam.

Students who encounter last minute problems in taking an Exam must call their facilitator *prior to the exam* and discuss options available for success. If the facilitator cannot be reached, the student may contact the course coordinator who will assist in communicating with the facilitator.

Please note that exams and quizzes cannot be administered once the deadline is past; therefore, it is critical that you contact your facilitator as soon as you realize you are having difficulty. For exams and quizzes – do not wait until the last day to attempt access.

Policy on Old Exams and Assignments

Old exams and assignments are not made available to students. Upon completion of the Foundations course, WPPD students are not allowed to share old exams or assignments with entering students.

Assignment Deadlines

Assignments are typically discussed during a virtual discussion during the week after it is due. Because of this, deadline extensions usually cannot be provided. ***You are strongly encouraged to schedule your time so that you have extra time in case of illness or emergency.***

Assignments that are posted on ELearning late will have **50 points** deducted if the assignment is received between the **0 and 18 hours after the deadline**. A grade of **zero (0)** will be assigned to all homework received **more than 18 hours** after the deadline. The student must demonstrate competency (e.g., a score of 70% or higher before deduction of points for lateness) in order to receive a passing grade in the course.

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.

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
11. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:

<http://www.cop.ufl.edu/wp-content/uploads/dept/studaff/policies/General%20COP%20Course%20Policies.pdf>

Complaints

Should you have any complaints with your experience in this course please contact the Course Coordinator (Dr. Beck) and then the Program Director (Dr. Normann). If you are still not satisfied, visit:

<http://www.distancelearning.ufl.edu/student-complaints> to submit a complaint.

Appendix A: Course Faculty

Course Coordinator

1. **Diane E. Beck, Pharm.D.**, Professor and Associate Dean – Curricular Affairs and Accreditation, College of Pharmacy, University of Florida, Gainesville, FL, Email: beck@cop.ufl.edu

Program Director

Sven Normann, Pharm.D. , DABAT

Director, Working Professional Doctor of Pharmacy Program
College of Pharmacy
University of Florida
Gainesville, FL

Expert Presenters

Randy Hatton, Pharm.D., FCCP, BCPS

Clinical Professor – College of Pharmacy

Rae Jesano, MSLS, AHIP

Reference, Education & Information Management
Health Science Center Libraries
University of Florida
Gainesville, FL 32610-0206

Adonice Khoury, Pharm.D., BCPS

Clinical Assistant Professor
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Susan J. Markowsky, Pharm.D.

Clinical Assistant Professor
Coordinator, Special Projects, WPPD Program
Tampa, Florida

Beatriz Mitrzyk, Pharm.D.

Regional CPA Director, Facilitator, and Foundations Exam Coordinator
Clinical Assistant Professor
University of Florida

John Murphy, Pharm.D.

Professor and Head, Department of Pharmacy Practice
Associate Dean
University of Arizona

Sven Normann, Pharm.D., DABAT

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Karen Whalen, Pharm.D., BCPS, CDE

Assistant Dean and Director of the MTM MS Degree Program
Clinical Associate Professor
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Gregory M. Zuest, PhD, ATC/L, CSCS

Assistant Director
College of Pharmacy/ WPPD Program
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Program Coordinators:

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Course Design and Support**Jackie Lavinder**

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UF College of Pharmacy @ ECOB

Gainesville, FL

Justin De Leo, M.Ed.

Instructional Designer, WPPD & PharmD programs

UF College of Pharmacy

Gainesville, FL

Whom Do You Contact?**Course Coordinator will address:**

1. Course specific issues (e.g., course content, clarification of assignments, can't find grades, and questions about exams)
2. Any exceptions made for student emergencies affecting course participation or completion

Facilitator will address:

1. How to Access virtual discussion (Adobe Connect) and/or Conference call number and passcode
2. Remote or regional group meetings
3. Submission of Assignments (late or missed assignments)
4. Grades received (assignments, calls, discussion sessions, attendance)
5. CPAs – tips on getting started
6. PC Projects
7. Late or Missed exams or Quizzes

CPA Director (Dr. Mitzryk) will address:

1. Questions about CPAs that your facilitator does not know

WPPD Office will address:

1. Faculty and program evaluation
2. Course and transfer credit
3. Facilitators and student/facilitator assignments and relationships
4. Student Records
5. Tuition
6. Affiliation Agreements

Program Manager will address:

1. Registration

For assistance with streaming videos, please contact: mediahelp@cop.ufl.edu

Technical Support:

Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the

following:

Phone: 352-273-6281 (9am-4PM ET)

Email: mediahelp@cop.ufl.edu (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:

1. Gatorlink accounts,
2. Gatorlink email,
3. myUFL, and
4. ISIS.

Phone: (352)-392-4357

Assistance in Completing Online Assignments/exams

If you are having a technical problem that is preventing you from completing an assignment or Exam on time, please inform your facilitator immediately. Often, your facilitator will provide you with an alternate means of completing your work. If you cannot reach your facilitator, please contact your course coordinator.

Appendix B. Schedule of Course Activities /"Quick Scan"

Week	Dates	Approximate Hrs of Instruction-Learning Activities/Study	Learning Responsibilities/Critical Deadlines
Week 1	May 2-8	6 hours (plus 4 hours of individual study)	Getting Started & Begin Unit A Recommend Completion of the Getting-Started Modules 1 and 2 and Unit A – Module 1 through Module 3 <i>Email/call your facilitator if you have questions about how to get started</i>
Week 2	May 9-15	6 hours (plus 6 hours of individual study)	*1st Virtual Discussion/Conference call - Topic: Course Content and Assignments; Career Planning & Practice Vision (Facilitator will provide the number to call and access code; See Footnote * for directions accessing the call) Recommend Completion of Unit A-Module 4 thru Unit A-Module 7 Work on the Case Presentation Assignment*** Note: You may schedule an appointment for a conference call with your facilitator if you are having trouble getting started.
Week 3	May 16-22	2 hours (plus 6 hours of individual study)	Recommend Completion of Unit A-Module 8 thru Unit A-Module 9 Finish the Case Presentation Assignment*** Deadline for submitting your Case Presentation Assignment is May 22 @ 11:55PM ET***
Week 4	May 23-29	6 hours (plus 6 hours of individual study)	*2nd Virtual Discussion/Conference call Topic: 1) Discuss Case Presentation Assignment 2) Discuss SOAP notes (the Spot the Error Exercise will be discussed) Recommend Completion of Unit B-Module 1 and begin Unit B-Module 2
Week 5	May 30-June 5	6 hours (plus 6 hours of individual study)	Unit A Exam – 2 Hrs: Thursday, June 2 between 6PM – 2AM ET. Students who have conflicts may take the exam on Friday, June 3 8AM ET – 1PM ET Continue working on Unit B – Module 2 Regional Site Meeting: June 4
Week 6	June 6-12	6 hours (plus 6 hours of individual study)	3rd Virtual Discussion/Conference Call –Infectious Disease Case Study Discussion; Drugs and Bugs – example from your practice; Q & A about Pharmacokinetics (Pick the Right Equation; also be prepared to ask questions about pharmacokinetic concepts you don't understand.)

Week 6 Contd	June 6-12 contd		<p>Remote Weekend: June 11-12 (Only for students desiring remote as their site option)</p> <p>Complete Unit B – Module 2 and also Modules 3, and 4</p>
Week 7	June 13- 19	6 hours (plus 6 hours of individual study)	<p>Deadline for submitting your Pharmacokinetics Assignment is June 19 @ 11:55PM ET***</p> <p>Complete Unit C – Module 1 and Begin Unit C - Module 2</p>
Week 8	June 20-26	5 hours (plus 7 hours of individual study)	<p>*4th Virtual Discussion/Conference Call – Topic: Pharmacokinetics Assignment; Oncology Case Study Discussion</p> <p>Complete Unit C: Modules 3 and 4</p>
Week 9	June 27 – July 3	6 hours (plus 6 hours of individual study)	<p>Unit B Exam – 2 Hrs: Thursday, June 30 between 6PM – 2AM ET. Students who have conflicts may take the exam on Friday, July 1 8AM ET – 1PM ET</p> <p>Work on the Drug Information Practice (Due July 3) and Drug Information Assignment (Due July 10)</p> <p>Deadline for submitting your Drug Information Practice is July 3 @ 11:55PM ET***</p>
Week 10	July 4-10	5 hours (plus 8 hours of individual study)	<p>*5th Virtual Discussion/Conference Call – Topic: Drug Information Practice</p> <p>Complete the Drug Information Assignment (Due July 10)</p> <p>Complete Unit C- Module 5</p> <p>Deadline for submitting your Drug Information Assignment is July 10 @ 11:55PM ET***</p>
Week 11	July 11-17	5 hours (plus 8 hours of individual study)	<p>Complete Unit C- Module 6</p> <p><i>Email/call your facilitator if you have questions about the Journal Club Assignment</i></p>
Week 12	July 18-24	6 hours (plus 6 hours of individual study)	<p>*6th Virtual Discussion/Conference Call – Topic: Q & A: Drug Information Assignment and Discuss Literature Evaluation</p> <p>Deadline for submitting your Journal Club Assignment is July 24 @ 11:55PM ET***</p>
Week 13	July 25-31	5 hours (plus 7 hours of individual study)	Complete Unit C – Modules 7 – 8

			Begin Next Steps: Next Steps Quiz must be satisfactorily completed by Saturday, Aug 13, 2016 at 11:55pm ET
Week 14	Aug 1-7		*7th Virtual Discussion/Conference call Topic: Discuss Journal Club Assignment and CPI idea/draft plan; Discuss Next Steps; Q & A for Unit C Exam
Week 15	Aug 8-13	6 hours (plus 6 hours of individual study)	<p>Prepare for Unit C Exam</p> <p>Unit C Exam – 2 Hrs: Thursday, Aug 11 between 6PM – 2AM ET. Students who have conflicts may take the exam on Friday, Aug 12 8AM ET – 1PM ET</p> <p>Next Steps Quiz must be satisfactorily completed by Aug 13, 2016 at 11:55pm ET</p>
Program Requirement Before Semester 2		2 hours	Initiate Preparation of your Portfolio as outlined in Next Steps 5 Module Deadline is Aug 17

*** Virtual Discussion/Conference Call Information**

Please email your facilitator for directions about accessing the virtual discussion or conference call. Make sure you communicate with your facilitator in advance so you receive the access information in time for the discussions/calls.

Also – you are required to have computer and email access during the Virtual Discussion/ conference sessions. If there are issues with connecting, your facilitator will email directions.

****Exams:**

- The exams are open book. They must be completed online and within 2 hours. Handwritten answers are not permitted.
- Completion of the exams within the designated time requires good keyboard skills and efficient technology skills. If your typing speed is slow, you need to practice and build your speed.
 - ***If your typing speed is slow, please contact a Program Manager at the beginning of the semester.***
- Late exams will result in point reduction of 1 point for each minute after the deadline.
- Exams are not returned to the student. The student may request to review an Exam with the facilitator if the student is unsure about points were deducted. The student has two weeks following posting of an Exam grade to request this review and appeal any possible grading errors. Any appeals must be made in writing and submitted to your facilitator. **When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.**
- The WPPD program has an absence policy. This policy applies to absence from an Exam:
 - **EXCUSED ABSENCES** must be approved by your facilitator prior to class with advanced notice. The student’s facilitator will need to determine an alternate fashion for completing the missed assignments/Exam.
 - **UNEXCUSED ABSENCES** will cause the student to be penalized. The student may receive a zero for that class period.

*****Assignments Require “Independent Work”**

During the semester you have 5 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.

The 5 assignments are “**Independent Assignments.**” Please see the academic honesty statement below and also the resources available in 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 Exams and quizzes.

Appendix C. Active learning during the course and how to successfully accomplish these required activities.

During this course, active learning will occur with the following activities:

1. Active participation in 6 of 7 Virtual Discussions/Conference calls

- a. Virtual Discussions/Conference calls require complete attention of the student. Therefore, students are not allowed to participate in conference calls while at work. Students will not receive credit for the session if they are found to make the call from the workplace. (Furthermore, such double-tasking is dangerous to patient care.)
- b. If Conference calls are used by the coordinators, they are to be done via landline phones rather than cell phones. Cell phones sometimes have dropped calls or other interference which can be distracting to the group.
- c. The importance of a collegial attitude towards sharing and learning in a safe environment cannot be overemphasized. The experience will be vital to developing the student's sense of self-confidence when he/she is communicating with patients and other health care professionals.
- d. Peer feedback and humor are an important part of the learning process and are to be encouraged if done in a professional, adult manner. However, any comments or jokes that restrict a student's feeling of safety to express himself/herself fully or made in an unprofessional manner will NOT be tolerated.
- e. Faculty will encourage student participation and questions. It is of utmost importance to show respect when a faculty member or student is speaking to the group or asking a question. As working professionals, students bring valuable experience to the classroom. The opportunity to share skills and knowledge with peers is an extremely beneficial learning experience and can be accomplished only in a safe learning environment where students feel respected and their opinions valued by both faculty and fellow students.

2. Asynchronous communications and discussions

- a. Please be sure to check your email, eLearning Announcements and Discussion Boards for new messages each day! It is especially important that you check emails a few days before conference calls since information is posted about how to prepare for conference calls.

- 3. Completion of self-study modules on Literature Evaluation and Pharmacokinetics**
- 4. Completion of self-assessment questions:**
 - a. Most modules contain self-assessment questions. These questions will guide your study and understanding of the module. They will assist you in focusing on the key concepts and critical information. Please note these self-assessment questions are not graded; rather, they are made available to guide your learning. You are strongly encouraged to complete all self-assessments.
- 5. 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.**
- 6. Attendance at a 1-day regional or remote class session that involves small group discussions, demonstration of skills, etc.**
 - a. Please note that you must attend a live session in order to pass the course. If an emergency arises and you miss the live session you are to attend, please contact our facilitator immediately and arrange to attend session 3.
- 7. Use of independent study skills:**
- 8. A high level of self-directed learning skills, problem solving, and critical thinking skills** are essential for Doctorate level practitioners. During the course and the program, you will be pushed to develop these skills. Therefore, when faculty realize that the answer to your question is covered in a presentation or required reading, they will refer you back to that material instead of “just giving you the answer.” This approach is intended to help you learn how to perform independent study and self-directed learning. Answer keys will often just provide the answer and not extensive answers to each step in solving a problem – this is done to develop your problem solving skills, you are encouraged to go back to the learning resources and work to identify how the answer was derived. If you cannot answer your own question or solve the problem after these steps, faculty will then assist you. This approach will help you develop skills that are essential for success after graduation when you no longer have a faculty member to “give you the answers.”