The Working Professional
Doctor of Pharmacy Degree Program

COURSE MANUAL

PHA 5591
Pharmaceutical Care for Patients with Circulatory System Disorders

Spring 2012
January 2, 2012
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Whom Do You Contact?

Course Coordinator will address: snowmos@ufl.edu
- Course specific issues (e.g., course content, assignments, grades, and exams)
- Any exceptions made for student emergencies affecting course participation or completion
- Office Hours by phone: Scheduled Wednesdays 4-6pm, Saturdays 8 – 11am. Or by appointment. Phone number posted on course website.

Facilitators will address: ____________@ufl.edu
- Regional group meetings, calls, and chats
- 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

Technical Support will address:
- Multimedia (DVDs/CDs) issues, please contact Off Site Admissions Center at: mthomas@embanetcompass.com
- Technical issues – UF Computing Help Desk
  - Web: http://www.helpdesk.ufl.edu
  - Telephone: (352) 392-4357
  - E-mail: helpdesk@ufl.edu
  - The UF Computing Help 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
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Course Description

This working professional course is designed to introduce the post-baccalaureate practicing pharmacist to the concepts of pharmaceutical care by requiring the student to provide services to actual patients as they learn. All the biomedical, pharmaceutical, clinical and pharmaceutical care sciences are fully integrated in the reading assignments and patient case presentations for the purpose of providing the student the opportunity to function as he/she would after graduation, but under faculty supervision. The pharmaceutical care topics emphasized during this and every semester are: gathering and processing information, patient communication and counseling, identifying and prioritizing problems, planning and effecting therapeutic interventions, and communication skills with health care providers.

This course is one in a series of eight Pharmaceutical Patient Care (PPC) courses, which are organized by organ system. This course introduces the student to PPC concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with Circulatory System disorders.

Each student will make several presentations during the semester (see the Course Topics Schedule for additional information). In addition, there will be evaluative workshops and required on-site clinical practice assessments (see CPA guidebook for more details).

Pre-Requisites

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 Credits

Successful completion of this course may be used for 20 hours of general continuing education credit. Consultant Pharmacist credit (12 hours) has been applied for Consultant Pharmacists practicing in Florida. The course has also been submitted to the Florida Board and ACPE for five hours of live credit. Check with your local board to see if these hours are accepted in your state.

The University of Florida College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. This course is accredited for 20 hours (2.0 CEUs). ACPE Accreditation number will be posted on the course website. To receive credit for this course, you must receive a passing grade and complete the evaluation form. Consultant Pharmacist credit (12 hours) has been applied for Consultant Pharmacists practicing in Florida.

Course Credit Assignment

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 84 hours of classroom instruction or the equivalent. Since the face-to-face classroom instruction is less than 84 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. Below is an outline of the course activities and their respective contribution to course credit assignment.
### Instructional Method

<table>
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<tr>
<th>Instructional Method</th>
<th>Curricular Equivalency (hours)</th>
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<tr>
<td>In-class instruction (3 live sessions – 7.5 hours each)</td>
<td>22.5</td>
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<tr>
<td>Instructional videos (20 one-hour videos)</td>
<td>20</td>
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<tr>
<td>Discussion board (minimum 3X/week, ½ hr each)</td>
<td>21</td>
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<tr>
<td>Pharmaceutical care project (one hour per week)</td>
<td>14</td>
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<tr>
<td>Longitudinal (or special) case study (one per semester)</td>
<td>5 (min) 6 (max)</td>
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<tr>
<td>Case presentation (one per semester)</td>
<td>2 (min) 4 (max)</td>
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<tr>
<td>Problem solving scenarios (minimum one per semester)</td>
<td>1 (min) 3 (max)</td>
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<tr>
<td>Total (84 hours needed to meet threshold for 6 credits)</td>
<td>85.5 (min) 90.5 (max)</td>
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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 should not be shortened.

### Course Goals

To instill in the student the ability to perform the following:

1. Investigate practice problems relating to the pharmacotherapy of patients with Circulatory Disorders disorders by correctly identifying data elements that must be gathered, organized, and interpreted for specific patient cases.
2. Solve these problems by identifying alternative intervention activities and choosing, implementing, and evaluating one of the options.
3. Plan, organize, direct, and manage a pharmaceutical patient monitoring system involving these patients.
4. Integrate ethical ideas and information from diverse sources, including the professional literature and other health professionals (e.g., physicians and nurses) as a means of striving to continuously improve the care of these patients.
5. Communicate, educate, and collaborate effectively in order to gather and convey ideas and information verbally and in writing, and to deal with dissenting opinions regarding these patients pharmacotherapy.
6. Participate in policy formation and professional governance of pharmacy practice at practice site to improve the clinical outcome of these patients.

### Course Objectives

Upon successful completion of this course the student shall be able to demonstrate the ability to perform the following with respect to Circulatory System disorders:

1. Properly understand and explain anatomical, physiological, and pathophysiological conditions ameliorated by pharmacotherapy.
2. 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).
3. Design, implement, monitor, evaluate, document, and modify or recommend modifications in pharmacotherapy to insure effective, safe, and economical pharmaceutical care.
4. Critically evaluate new advances in biotechnology, pharmacotherapy, or systems of care and effectively utilize this new knowledge for patient care improvement.
5. Recognize, resolve, and report, if indicated, preventable 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.
6. Effectively communicate and educate patients and other healthcare professions in order to optimize pharmacotherapy and prevent future health problems.
7. Manage (plan, organize, direct, and control) personnel, resources and systems needed to deliver pharmaceutical care.
8. Properly document in writing the warnings, potential untoward effects, major precautions, and recommendations associated with a patient’s drug therapy.
9. Modify drug dosage regimens based upon biopharmaceutical, clinical pharmacokinetic, pharmacodynamic, and therapeutic drug monitoring principles.
10. Recommend cost effective pharmacotherapeutic changes where therapeutic equivalency of multi-source drugs exists.
11. Apply the principles of quality assessment and quality improvement to result in better patient care outcomes.
12. Effectively present recommendations to physicians and other health care colleagues.
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. Interview the patient to acquire significant information relevant to the patient’s compliance with the prescribed regimen and determine if changes are needed to maximize efficacy and/or minimize any adverse effects.
15. Counsel patients regarding techniques to improve compliance, decrease the risk of adverse drug reactions, proper self-administration and self-monitoring of over-the-counter and prescription medications, proper drug storage, and actions to be taken in the event of missed doses.
16. Counsel patients regarding the epidemiology of specific illnesses and the management of specific chronic diseases.
17. Demonstrate interpersonal skills that effectively interact with patients, families, and other health professionals for the improvement in clinical outcomes.
18. Intervene in an appropriate manner when the action of a colleague may have or has resulted in unsafe or ineffective drug therapy.
19. Comply with organization, state, and federal laws governing pharmacy practice.
20. Evaluate the costs, benefits, and effectiveness of pharmacy-related services and activities.
21. Educate and train colleagues toward improving their ability to provide effective pharmaceutical care through personal interaction, presentations at in-service education programs, and participation in interdisciplinary health care, meetings, e.g. pharmacy and therapeutics committees, drug usage evaluation, infection control, and continuous quality improvement committees.

*These objectives will be rigorously followed as a blueprint for designing the lecture, home study, and practice site content and materials.

### Important Reminders and Changes Held Over from Previous Semester(s)

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

2. All students (Remote and Regional) must submit case presentations 72 hours prior to their scheduled presentation. Do not use the UF webmail to submit cases, as it is not a secure method of sending patient information. To submit cases, go to Assignments and submit the case presentation materials (including the faculty supporting data handout merged within the same attachment). See Foundations lecture B8 for more information regarding case presentation format.

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. 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.

5. Slides will be available as handouts. These will be available electronically with the course materials. The handouts will be available as both 2 per page and 3 per page. In addition charts or graph will be listed as supplements for hard to read type.

6. CLASS ATTENDANCE IS MANDATORY AT THE EXPERIENTIAL SESSIONS OR REMOTE WEEKEND. A form (“Request to miss part or all of a session”) must be completed by the student if they cannot attend part or all of a session. This form must be approved by the student’s facilitator and the course coordinator. Students are responsible for finding a proctor for any exams missed. The form is posted on E learning in SAKAI System. Email completed form to facilitator and course coordinator.
7. There will be three EXAMS this semester. 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%.

8. Students who need to write an Exam at an alternate time must complete a request form and email to your facilitator & course coordinator for review. Forms are posted on the ELearning in Sakai System.

9. Students should not use the Discussion Board to discuss exam questions, broadcast complaints, discuss personal issues, or discuss topics not associated with the course. If at student has an issue with an exam question, the student must contact the facilitator first. The facilitator will then contact the course coordinator if there is an issue with the answer key.

10. All graded assignments must be submitted to “Turn-It-In” prior to submitting the assignment to the facilitator. More specific instructions can be found on the E learning in SAKAI site. A printed copy of the report should be included with the assignment when turned in.

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This Semester

There will be three exams. Students must obtain at least a 70% (combined) average on the EXAMS and a 70% overall in coursework to pass the course.

- Exam A during Regional Session 2, or Remote Session (Unit A material)
- Exam B during Regional Session 3, Remote groups on-line(Unit B material)
- Exam C, (Unit C material)

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Required Textbooks

1. **DiPiro/Schwinghammer.** Both books are available via Access Pharmacy in the HSC library database. Although you can use this for study, most students find it essential to purchase a hardcopy of these texts.

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Availability of Readings/Library Service

Students are required to purchase the above textbooks. Supplemental readings, identified by the presenting faculty, are provided in the course manual, by link or through the UF e-library. The student is expected to utilize pharmacy resources, drug information centers, and medical libraries in order to gain insight into the case presentations and other activities assigned during the semester.

Feel free to utilize the web site for the Health Science Center Library at [www.library.health.ufl.edu](http://www.library.health.ufl.edu). Please refer to the course website for more information on how to access library resources using your UF username and password. The Dipiro 8th edition textbook, Pharmacotherapy Casebook, and Pharmacy Student Survival Guide are available online through the UF Health Sciences Center Library in the “Access Pharmacy” database. However, it is still recommended that you purchase a hardcopy of these textbooks.
Other Requirements

1. Students are expected to utilize calculators, programmable calculators, laptop and/or desktop computers, video equipment, and other technology that they plan to utilize in their current and future practice. It is desired that students gain experience and confidence in utilizing all state-of-the-art resources that will facilitate cost-effective use of their time and improve patient care outcomes. A computer with e-mail capability, word-processing, webcam, and internet access is mandatory.

2. Students should have streaming Video and DVD technology for viewing lecture material.

3. All exams taken outside of the classroom must be typed.

4. Students are expected to communicate with their patients and any health care providers involved in their patient’s care. They are to gather information, identify pharmaceutical patient care problems, design intervention strategies, monitor patient response, revise intervention strategies, and measure the impact their intervention had on the patient’s quality of life and clinical outcome.

5. It is expected that each student will be mindful of these responsibilities on a daily basis throughout their work. They are to gain experience in using their new skills NOT just on the patients they are presenting, but more importantly, on all patients to whom they provide care at their current work place and at their clinical practice assessment sites. It is through this continual reinforcement that positive work habits will be formed and classroom learning will become part of their practice.

6. **CLASS ATTENDANCE IS MANDATORY AT THE EXPERIENTIAL SESSIONS AND REMOTE WEEKEND. WRITING EXAM #3 ON THE SCHEDULED DATE IS ALSO MANDATORY.**

Latest News and Assignments

1. All students should check the E learning in SAKAI site regularly (Announcement tab). Here you will find up-to-date information regarding the current course and the program in general.

2. This is where you will find assignments and discussion questions.

3. Students are responsible for all assignments, quizzes, and information posted on the course site.

4. Try to check the announcements page daily. It is required to check the announcement page on the course site at least twice weekly. Your facilitator may require you to check more frequently.

5. This is the primary mechanism for communicating up-to-date information, and changes or clarification in course material.

Basic Rules for Discussion Boards

1. This tool functions asynchronously (or not real time) and has the ability to create “threads” of communication regarding a specific topic.

2. This is a place for you to ask questions to your fellow classmates and faculty. Your facilitator may also ask you to post your answers to an assignment, or reply to someone else’s posting within your groups discussion board.

3. Keep your subject line SHORT and informative.

4. “Thread” wherever possible. Try not to select "compose" for every message you would like to post; look to see if a subject area exists in any of the existing topics and post your message as a reply to that message instead.

5. **Do not use the discussion board to broadcast complaints or opinions, discuss personal issues, or discuss topics not associated with the course.**

6. Look for the appropriate discussion forum for your question from the list of available discussion boards.

7. If you are submitting something on a discussion board to be graded, it may be a good idea to compose it offline first then copy and paste into the discussion posting. This way (1) you will have a saved record of what you posted in case there is any discrepancy, and (2) it will also help you keep this information organized in your files for future reference.

8. Check for new discussion board postings on a daily basis whenever possible. To do so, click on the Discussion Board tab within the E learning in SAKAI course site.

9. **Failure to follow the Discussion Board rules may result in a reduction of class participation points and/or removal of privileges on the Discussion Boards.**
Basic Rules for E-mail

1. E-mail allows you to communicate privately with your fellow classmates, faculty, and program manager.
2. Consider carefully what you write and maintain a professional dialogue. It's a permanent record and can be easily forwarded to others.
3. Don't attach large files (over 50K) without getting permission from your recipient first.
4. When sending a Web site address, always type it in the form of "http://..." because some e-mail programs will permit the user to click on a Web address to go right there. Without the "http://" prefix these programs will not recognize it as such.
5. Write descriptive subject lines. Many busy people will only open messages with captivating subject lines. Think creatively.
6. When forwarding messages, put your comments at the top of the message.
7. Read over your e-mail before you send it. Although e-mail is a more informal method of communication than writing a letter, be sure you make your points clear and concise. Use a spell checker if available.
8. Remember to keep your replies in context. Have you ever gotten a phone message like "That's a great idea, Jim, let's work on it Monday." The only problem was that you didn't know which idea the person was talking about. E-mail can be like that.
9. Don't assume that the recipient received your e-mail, especially if it is time-sensitive. Requesting a read receipt will ensure that it was received and read.

E-Mail

1. DO NOT use E learning in SAKAI to send e-mail to faculty or students
2. All WPPD students are required to have a GatorLink e-mail account (i.e. e-mail address ends in @ufl.edu).
3. You will need to check your Gatorlink e-mail regularly at: http://webmail.ufl.edu. (note: no www in this address)
4. DO NOT forward your Gatorlink email account to another email address. This is highly likely to cause you to miss important information as many outside email accounts block UF email.
5. All requests for exams using the automated email proxy (if used) must utilize the students GatorLink e-mail account.

To Create a GatorLink Account

1. You MUST know your student UFID#. To obtain this information go to: http://www.it.ufl.edu/ufid/wmufid.html
2. If you are not sure if you already have a GatorLink Account go to:
   www.gatorlink.ufl.edu and try to create one. It will tell you if you already have one or not.
3. If you are told that you already have an account, and you do not know your username and password, contact the UF computing help desk at (352) 392-4357.
4. After your Gatorlink Account is created, you automatically have a Gatorlink e-mail address. (It's your Gatorlink username followed by @ufl.edu)
5. Check your Gatorlink e-mail at: http://webmail.ufl.edu
6. For assistance with using Gatorlink web mail, contact the UF computer help desk at (352) 392-4357, http://www.helpdesk.ufl.edu, or E-mail: helpdesk@ufl.edu.

**Note:** Forwarding your Gatorlink account to another e-mail address must not be done to ensure that you receive all WPPD messages.
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Remote Groups: February 24, 25, 26; Please refer to the Course Website for the schedule of activities

Experiential Sessions

<table>
<thead>
<tr>
<th>Session 1 – January 21</th>
<th>Session 2 – February 18</th>
<th>Session 3 – March 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Orientation (0.5 hrs)</td>
<td>- Exam 1 (2 hrs)</td>
<td>- Exam 2 (2 hours)</td>
</tr>
<tr>
<td>- Homework Obesity provided in syllabus (2 hr)</td>
<td>- PC Project Status or Outline Presentations (1.5 hour)</td>
<td>- Individual Case Presentations (1/3 class) (2 hr)</td>
</tr>
<tr>
<td>- Individual Case Presentations -1/3 class (2.5 hr)</td>
<td>- Individual Case Presentations -1/3 class (2 hr)</td>
<td>- Homework Review - TBA (1.5 hr)</td>
</tr>
<tr>
<td>- Phys Assessment / Blood Press Workshop (1.5 hr)</td>
<td>- Homework Review-TBA (1 hr)</td>
<td>- Patient Counseling Workshop (2 hr)</td>
</tr>
<tr>
<td>- Pharmacogenetic Article Review (1hr)</td>
<td>- Journal Club Challenge – (1.5 hr)</td>
<td>- Completed CPAs turned in</td>
</tr>
</tbody>
</table>

**Unit A required reading**

- Chapter 9 – Pharmacogenetics
- Chapter 19 - Hypertension
- Chapter 154 – Obesity
- Hypertension Lecture Supplement
- JNC 7 Guidelines
- Warfarin CPIC guidelines
- Clopidogrel CPIC guidelines
- CPT CV pgx SOA review
- Obesity Pharmacotherapy in Critically Ill
- Obesity on PK of drugs Clin Pharm 2010

**Unit B required reading**

- Chapter 6 – Evidenced Based Medicine (complete chapter online)
- Chapter 26 – Venous Thromboembolism
- Chapter 27 – Stroke
- Chapter 28 – Dyslipidemia
- Chapter 29 – Peripheral Arterial Disease

**Unit C required reading**

- Chapter 30 – Use of Vasopressors and Inotropes in Shock
- Chapter 31 – Hypovolemic Shock
- Chapter 103 – Glaucoma

* All chapters from Dipiro Pharmacotherapy 8th Ed unless otherwise stated
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Lecture Content / Reading Assignments / Homework

Unit A

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Faculty</th>
<th>DiPiro Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Welcome/ Orientation</td>
<td>Nowmos</td>
<td></td>
</tr>
<tr>
<td>A-2</td>
<td>Hypertension</td>
<td>Johnson</td>
<td>Chapter 19</td>
</tr>
<tr>
<td></td>
<td>Part 1 (50 min)</td>
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<td>Part 2 (50 min)</td>
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<td>Part 3 (45 min)</td>
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<td>Part 4 (25 min)</td>
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<td>A-3</td>
<td>Pharmacogenetics</td>
<td>Johnson</td>
<td>Chapter 9</td>
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<tr>
<td></td>
<td>Part 1 (45 min)</td>
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<tr>
<td></td>
<td>Part 2 (35 min)</td>
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<td></td>
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<tr>
<td>A-4</td>
<td>Obesity</td>
<td>Motycka</td>
<td>Chapter 154</td>
</tr>
<tr>
<td></td>
<td>(62 min)</td>
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</tr>
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</table>

ADDITIONAL REQUIRED READINGS: (most readings are posted to E learning in SAKAI)

<table>
<thead>
<tr>
<th>eFile name</th>
<th>Title</th>
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<tbody>
<tr>
<td>A2a_Htn_lecture</td>
<td>Hypertension Lecture</td>
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<tr>
<td>A2b_JNC7</td>
<td>JNC 7 Guidelines</td>
</tr>
<tr>
<td>A3a_Warfarin_CPIC</td>
<td>Warfarin CPIC guidelines</td>
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<td>A3b_Clop_dogrel_CPIC</td>
<td>Clopidogrel CPIC guidelines</td>
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<td>A3c_CPT_CV_pgx_SOA</td>
<td>CPT CV pgx SOA review</td>
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<td>A4a_Obesity</td>
<td>Obesity Pharmacotherapy in Critically Ill</td>
</tr>
<tr>
<td>A4b_Obesity</td>
<td>Obesity on PK of drugs Clin Pharm 2010</td>
</tr>
</tbody>
</table>

HOMEWORK:
Obesity Assignment - Posted on E-Learning in SAKAI. Due prior to session #1.
eFile name: A4c_Obesity

Schwinghammer Casebook as directed by individual facilitators

Module Objectives:
A2 Hypertension
1. Develop strategies for improving hypertension and its management, including prevention, identification, the treatment gap and the treatment intensity gap.
2. Explain to both medical professionals and lay individuals the factors that are believed to contribute to or cause hypertension, and the various populations who are more likely to have certain contributing factors. Additionally, the student should be able to describe where the various antihypertensives work in the scheme of hypertension pathophysiology.
3. Define hypertension and determine the appropriate referral for a patient. The student should also be able to describe to a patient the relevant epidemiology of hypertension.
4. Provide a patient with appropriate counseling regarding the risks of untreated hypertension, the symptoms of hypertension, recommended lifestyle modifications, the benefits of treatment and the projected duration of their need for antihypertensive therapy.
5. Determine appropriateness of drug therapy in a specific patient, based on demographics, concomitant diseases, adverse effects and other considerations. If drug therapy is inappropriate, the student should be able to make specific recommendations for more appropriate therapy.
6. Describe appropriate monitoring for a selected antihypertensive drug regimen.
7. Provide appropriate counseling to a patient regarding their antihypertensive drug therapy, including expected adverse effects.

A3 Pharmacogenomics
1. Discuss the current status of cardiovascular pharmacogenomics.
2. Describe the potential clinical applications of genetic information in the use of warfarin, clopidogrel, statins and beta-blockers.
3. Discuss the specifics of these examples; e.g. the genes involved, the basis of the effect, if known, the literature documenting the associations.
4. Describe how pharmacogenetics might be implemented clinically in the future.
5. Discuss the various roles that pharmacists might play in implementing pharmacogenetic information into clinical decision-making.

A4 Obesity
1. Discuss possible risk factors contributing to overweight and obesity.
2. Understand possible causes for overweight and obesity.
3. Recognize potential complications associated with obesity in adults and children.
4. Describe treatment options for obesity.
**Unit B**

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Faculty</th>
<th>DiPiro Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-1</td>
<td>Stroke and TIA (49 min)</td>
<td>Weizer</td>
<td>Chapter 27</td>
</tr>
<tr>
<td>B-2</td>
<td>Peripheral Artery Disease (42 min)</td>
<td>Weizer</td>
<td>Chapter 29</td>
</tr>
<tr>
<td>B-3</td>
<td>Acute DVT and Pulmonary embolism (49 min)</td>
<td>Motycka</td>
<td>Chapter 26</td>
</tr>
<tr>
<td>B-4</td>
<td>Management of Chronic Anticoagulation Therapy (46 min)</td>
<td>Motycka</td>
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</tr>
<tr>
<td>B-5</td>
<td>Managing Complications of Antithrombotic therapy (38 min)</td>
<td>Motycka</td>
<td></td>
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<tr>
<td>B-6</td>
<td>Lipid Disorders: 1,2,3 (62 min) (56 min) (35 min)</td>
<td>Patel</td>
<td>Chapter 28</td>
</tr>
</tbody>
</table>

**ADDITIONAL REQUIRED READINGS:**
none

**SUGGESTED READINGS/RESOURCES:**


**HOMEWORK:**
Schwinghammer Casebook as directed by individual facilitators

**Module Objectives:**

**B-1 Stroke TIA**
1. Differentiate between stroke and transient ischemic attack
2. Understand the risk factors
3. Describe the typical presentation
4. Define and establish goals of therapy
5. Review a case presentation

**B-2 Peripheral Artery Disease**
1. Recognize risk factors associated with developing PAD
2. Describe the pathophysiology
3. Identify, establish, and monitor goals of therapy
4. Review a case presentation

**B-3 Acute DVT and Pulmonary embolism**
1. Learn the Risk Factors for DVT/PE
2. Learn the S/S of DVT/PE
3. Learn the tests for diagnosing DTV/PE
4. Learn the Pharmacological Treatments for DVT/PE
5. Complete a DVT/PE Case

B-4 Management of Chronic Anticoagulation Therapy
1. Learn the indications for chronic oral anticoagulant therapy
2. Learn dosing of warfarin as chronic anticoagulant therapy
3. Learn monitoring of warfarin therapy
4. Discuss issues surrounding long term warfarin use and effects on INR
5. Learn perioperative management of warfarin
6. Discuss alternative oral anticoagulants on the horizon
7. Complete a Case

B-5 Managing Complications of Antithrombotic therapy
1. Learn to recognize complications associated with antithrombotic therapy
   a. Heparin
   b. LMWH
   c. Fondaparinux
   d. DTIs
   e. Warfarin
   f. Rivaroxaban
2. Learn to treat complications of antithrombotic therapy
3. Complete a case

B-6 Lipid Disorders: 1, 2, 3
1. To identify major lipids found in the body and their function.
2. To identify the characteristics and functions of various apolipoproteins.
3. Describe the endogenous and exogenous metabolism of cholesterol.
4. To outline the pathogenesis of atherosclerotic plaque formation.
5. Be able to apply the guidelines to patients: Detection, Evaluation, and Treatment
6. Understand how fasting effects the lipid profile.
7. Know how often adults should be screened to detect hyperlipidemia.
8. List the positive and negative coronary heart disease (CHD) risk factors used to determine cholesterol treatment goals.
9. Identify emerging risk factors (lipid and non-lipid).
10. Know the normal desirable levels of TC, LDL, HDL, and TG.
11. Be able to calculate 10 year risk for CHD for Men and Women based on Framingham Point Scores.
12. Understand the NCEP ATP III guidelines for lipid management and be able to identify LDL goal and Non-HDL goal for each individual patient.
13. Describe the effects of other non-drug therapy on dyslipidemias.
14. Understand which drug(s) are primary treatment(s) and when combination therapy is appropriate.
15. Understand the pharmacologic management of hyperlipidemias and the expected major effects, adverse events, and contraindications of each drug.
   1. Statins: Know the metabolic pathway for each statin
   2. Bile acid sequestrants
   3. Niacin
   4. Fibric Acids
   5. Cholesterol absorption inhibitors
   6. Fish Oils
16. Identify the characteristics of the metabolic syndrome.
17. Design an appropriate lipid-lowering regimen based on a patient’s medical and drug history.
### Unit C

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Faculty</th>
<th>DiPiro Reading</th>
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<tbody>
<tr>
<td>C-1</td>
<td>Hemodynamic Monitoring in the ICU (44 min)</td>
<td>Field</td>
<td>Chapter 30</td>
</tr>
<tr>
<td>C-2</td>
<td>Hypovolemic / Hemorrhagic Shock (32 min)</td>
<td>Field</td>
<td>Chapter 31</td>
</tr>
<tr>
<td>C-3</td>
<td>Distributive Shock (32 min)</td>
<td>Field</td>
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</tr>
<tr>
<td>C-4</td>
<td>Hypertensive Crisis (60 min)</td>
<td>Jenkins</td>
<td>Chapter 19</td>
</tr>
<tr>
<td>C-5</td>
<td>Anaphylaxis and Serious ADR's (40 min)</td>
<td>Weizer</td>
<td></td>
</tr>
<tr>
<td>C-6</td>
<td>Glaucoma (44 min)</td>
<td>Sankar</td>
<td>Chapter 103</td>
</tr>
</tbody>
</table>

**ADDITIONAL REQUIRED READINGS:**

none

**SUGGESTED READINGS/RESOURCES:**

**HOMEWORK:**

Schwinghammer Casebook as directed by individual facilitators

**Module Objectives:**

C1 Hemodynamic monitoring

1. Identify resuscitation monitoring parameters
2. Identify what tool is used to determine the parameters and how they are determined.
3. Identify which parameters require a pulmonary artery catheter and which can be determined by less invasive means
4. Identify which parameters are calculated and which are directly measured
5. List the limitations of interpretations
6. Identify what physiology the parameters assess and relate a given a set of parameters to a clinical condition or drug therapy endpoint

C-2 Hypovolemic / Hemorrhagic Shock

1. Describe the pathophysiology involved in the development of hypovolemic shock
2. Identify clinical manifestations of hypovolemia/shock
3. Identify appropriate therapy for the treatment of hypovolemic shock and describe the use and monitoring of these treatments
4. Identify hemodynamic profiles consistent with hypovolemic shock

C-3 Distributive Shock

1. Describe, compare, and contrast the pathophysiology of the various types of distributive shock.
2. Identify appropriate therapy for the treatment of septic shock, neurogenic shock, and anaphylactic shock
3. Describe mechanisms of drug action and their relation to the pathophysiology for septic shock, neurogenic shock, and anaphylactic shock
4. Utilize appropriate drug endpoint monitoring parameters to evaluate therapy efficacy and toxicity of treatment regimen's for septic, neurogenic, and anaphylactic shock
C-4 Hypertensive Crisis
1. Recognize fundamental differences between hypertensive urgency and emergency
2. Incorporate key pathophysiologic and diagnostic concepts in managing patients with hypertensive crises
3. Determine appropriate treatment strategies based on the type of crisis
4. Understand the pharmacist’s role in assisting in the management of hypertensive crises

C-5 Anaphylaxis and Serious ADR’s
1. Recognize fundamentals of Anaphylaxis and Serious Drug Reactions
2. Understand the epidemiology and pathophysiology of hypersensitivity and the immune system
3. Determine the staging and classification of Hypersensitivity reactions
4. Determine appropriate treatments for patients with drug related anaphylactic reactions

C-6 Glaucoma
1. Understand the basics of glaucoma
2. Understand why glaucoma medications are important
3. Describe the general principles of each medication

Faculty Biosketches

Julie A. Johnson, Pharm.D., FCCP, BCPS is the Julie A. Johnson, Pharm.D., FCCP, BCPS is the V. Ravi Chandran Professor of Pharmaceutical Sciences, Professor and Chair of the the Department of Pharmacy Practice, Professor of Pharmaceutics and Professor of Medicine (Cardiovascular Medicine) at the University of Florida Colleges of Pharmacy and Medicine, and Director, University of Florida Center for Pharmacogenomics. She received her B.S. in Pharmacy from the Ohio State University and her Pharm.D. from the University of Texas at Austin and the University of Texas Health Science Center at San Antonio. Following her Pharm.D., she completed a post-doctoral fellowship in cardiovascular pharmacology/pharmacokinetics at the Ohio State University. Dr. Johnson’s research focus is cardiovascular drug pharmacogenomics, and disease-gene associations that may be relevant to pharmacogenomics, and the influence of race/ethnicity on drug response and pharmacogenomics. The primary focus is on drugs used in hypertension and warfarin pharmacogenetics, and she is currently a member of the NIH-supported Pharmacogenetics Research Network, with a project focused on pharmacogenomics of antihypertensive drugs. She has published over 100 original peer-reviewed research articles, and is on the editorial boards of the journals Pharmacogenetics and Genomics, Clinical Pharmacology and Therapeutics and Personalized Medicine, is a scientific editor for Pharmacotherapy and serves as manuscript reviewer for numerous other scientific journals. Dr. Johnson’s awards include the the Ohio State University Alumni Association William Oxley Thompson Award for early career achievement (1997), the Philip C. and Ethel E. Ashby Lecturer at the University of Oklahoma (2003), the Albert Ebert 31st Annual Lecturer at University of Illinois (2003), the Leon I Goldberg Young Investigator Award from the American Society for Clinical Pharmacology and Therapeutics (2004), a University of Florida Research Foundation Professorship (2004-2006), Distinguished Alumnus Award from the Ohio State University College of Pharmacy (2005); the David E. Guttman Memorial Lecturer, University of Kentucky College of Pharmacy, (2006); Paul Dawson Biotechnology Research Award, American Association of Colleges of Pharmacy (2007).

Dr. Carol Motycka
Dr. Carol Motycka became the Director of the Jacksonville Campus in July 2002 to help build the University of Florida College of Pharmacy program in Jacksonville. She was later appointed Assistant Dean of the Campus where she spends her time teaching, caring for patients, counseling, and administrating. Carol graduated from the University of Florida with her Pharm.D. in 1998. She then completed a residency in Ambulatory Care at Florida Hospital in Orlando. Following the residency, Carol was hired as the Pharmaceutical Care Coordinator for Florida Hospital DeLand. At Florida Hospital, she developed an asthma and anticoagulation clinic and an Ambulatory Care Rotation. Carol also served as a faculty member for NOVA Southeastern University College of Pharmacy and Seminole Community College in the College of Allied Health from 1999-2002. As the Assistant Dean for the Jacksonville Campus, Carol is proud to be a part of the innovative program with the University of Florida.

Dr. Nima Patel
Dr. Patel is an Ambulatory Care Clinical Pharmacist/Associate Professor at Temple University School of Pharmacy. I have received my Doctor of Pharmacy degree from Rutgers University College of Pharmacy and post-doctoral two year residency training at University of Illinois at Chicago. My current practice site is Temple University Outpatient Internal Medicine Clinic. This is a referral based clinic from the Internal Medicine Residents, Attendants, and other health care professionals. The goal of the Pharmacy Clinic is to provide comprehensive pharmaceutical care services to Temple University Clinic patients. Patients are referred for anticoagulation monitoring, diabetes management, hyperlipidemia, smoking cessation, and polypharmacy as well as non-compliance and patient education regarding their medications under collaborative practice agreement and when indicated under the supervision of Attending doctors. At Temple School of Pharmacy, I am involved with teaching Pharmacotherapy Courses relating to hypertension, hyperlipidemia, and chronic stable angina.

Carinda Feild, PharmD
Carinda Feild, PharmD earned her Pharm.D. degree from the University of Florida in 1989. She then completed an ASHP accredited two-year residency with emphasis in critical care at the University of Kentucky and a two-year critical care fellowship at the University of Kentucky’s Drug Product Evaluation Unit. She joined UF College of Pharmacy faculty in 2010 as a Clinical Associate Professor and Assistant Campus Director for the St Pete Campus. Immediately prior to taking
this position, she worked at the R Adams Cowley Shock Trauma Center / University of Maryland Medical Center for 7 years. For the last 4 of those years she served as the critical care research section manager and a clinical research pharmacist. For the 10 years prior she served as the clinical research pharmacist. For the 10 years prior she worked as a clinical pharmacy specialist in critical care serving for surgical, cardiothoracic, and trauma patients and teaching pharmacy students at Boston University Medical Center, Orlando Regional Healthcare System where she also served as the Clinical Coordinator, and Keesler Air Force Base Medical Center where she was also involved in research. She has been an Assistant Professor with the University of Florida’s Working Professional Pharm.D Program since 1997. She started as an Orlando site facilitator and has also served as the regional director, a course coordinator and advisor, a pharmaceutical care project reviewer, and currently works on special projects. She was awarded the Air Force Clinical Research Award for work done at Keesler in 2001 and she was the Spring 2007 recipient of the Faculty Service Award for the WPPD program.

Lisa Vandervoort, PharmD

Dr Vandervoort received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 1995 and completed a Pharmacy Practice Residency at Shands Hospital at the University of Florida in 1996. She spent 10 years as the Clinical Specialist in Infectious Disease/Internal Medicine at Orlando Regional Medical Center. For the past 4 years Dr Vandervoort has been a Clinical Assistant Professor at the University of Florida both at the Orlando Campus and with the WPPD program. Her primary interests include pharmacokinetics, infectious disease and internal medicine.

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.

Experiential Sessions

SESSION #1  January 21, 2012

NOTE: Unit A module lectures must be viewed and reading assignments must be completed prior to attending.

ACTIVITIES:
1. Orientation: (0.5 hour)
   - Policy and Procedures Review (absences, academic honesty, exam policy)
   - E learning in SAKAI access—primary means of communication
   - Test schedule and format/grading
2. Homework Assignment (2 hour)
   - Obesity Case posted on ELearning in Sakai System
   - You must complete this assignment prior to Session 1. Your facilitator will check for completion of the assignment. Class participation points will be deducted if you have not completed the homework prior to Session 1.
3. Individual Case Presentations on topic from Unit A (2 hours)
   - 1/3 class presenting
   - Cases on topic from Unit A
4. Physical Assessment / Blood pressure Workshop – (1.5 hours)
5. Pharmacogenetic Article Review (1 hour)
SESSION #2  February 18, 2012

NOTE:  Unit B module lectures must be viewed and reading assignments must be completed prior to attending.

ACTIVITIES:
1. Exam A (2 hours, All Unit A topics)
2. Homework Review. Directed by individual facilitators
3. PC Paper / Project (1.5 hour)
   ❖ See description in Assignments and Activities section
4. Individual Case Presentations on Unit B topics
   ❖ 1/3 of class presenting
5. PC Project/CPA’s – Reports and Sharing (0.5 hr)
   ❖ Semester 1 – 3 Students: Write and discuss 3 PC Papers reviewed from the course website. A ½ to 1 page summary should be turned in during class to meet the requirement.
   ❖ Semester 4 – 6 Students: Write a summary of 3 potential topic/idea they will use for the PC Paper or Project. Each should include the literature search.
   ❖ Semester 7 – 9 Students: Student will write a summary of the topic they select or provide a copy of, and discuss the first draft with the class.
   ❖ Grading: See Evaluation form. ½ points from discussion, and ½ from written work.
   ❖ See website for further details http://www.cop.ufl.edu.wppd (left column, PC papers).
6. Journal Club Challenge
   To prepare for class students will need to;
   a. View all B lecture material. The articles will be based on (1) stroke, (2) hyperlipidemia.
   b. View Foundations material on literature evaluation.
   c. Students will be divided into 2 groups and given a Patient Case Scenario accompanied with a journal article.
   d. Each group has one hour to read the article provided to support the case scenario and complete the article assessment form.
   e. Not distributed prior to class. The objective here is to challenge the student to develop an evidence base plan to support a recommendation.
   f. Each group will take 15 minutes to summarize the article, and present their argument to support the recommendations based on the supportive article.
7. Turn in any completed CPAs

SESSION #3  March 17, 2012

NOTE:  Unit C module lectures must be viewed and reading assignments must be completed prior to attending.

ACTIVITIES:
1. Exam #2 - (2 hours, All Unit B topics)
2. Individual Case Presentations (2 hours)
   ❖ 1/3 of class presenting
   ❖ Cases on topic from Unit B or C topics
3. Patient Counseling Workshop (2 hours)
4. Remaining  PC Project updates (1 hour)
5. Homework Review. Directed by individual facilitators
6. Turn in any completed CPAs
   * See E learning in SAKAI for deadlines and instructions on how to submit the PC Paper. The first draft of a written paper required for graduation is due during 6th, 7th, or 8th semester (at least one semester prior to anticipated graduation.
   **Students may verbally present their PC first draft or final paper in lieu of an individual case presentation during either the 6th, 7th or 8th semester. The topic should be presented using PowerPoint handouts. CPA credit is no longer available for this assignment. Guidelines for the PC papers, and PC presentation evaluation forms are located on E learning in SAKAI (or WPPD homepage, http://cop.ufl.edu/WPPD left column “click on PC papers”.
   ***Facilitators have the flexibility to schedule the number of presentations that will work best for his/her group for each session.
Assignments and Activities Description

**Individual Case Presentation (Sessions 1 and 3)**
Students will be required to present pharmacotherapy care plans based on real patients to their group during their small group sessions. One half of the class will present topics from Unit A in session 2, and 1/2 of the class will present topics from Unit B or C (with the exception of HIV) during Sessions 3. Facilitators have the flexibility to assign the number of presentations per session.

Please NOTE: All new and returning students must view the Foundations Course B8 lecture DVD prior to preparing their case presentation. The format shown in B8 is the basis for the current case presentation evaluation form. Case Presentations must be submitted to Turn-It-in on the E learning in SAKAI site.

Factors to consider (among others) in the selection process of the above patient are: 1) potential for improved pharmaceutical patient care outcome through pharmacist intervention; 2) completeness of patient care database; 3) patient is of interest to the students because the patient’s care may provide an excellent learning opportunity and/or the patient presents a very interesting case scenario; and 4) patient presents multiple drug related problems. Consult with your group facilitator when necessary during the selection process. In an effort to have diversity of presentations within each student group, your group facilitator will approve the patient type and assign the date and time of your presentation.

Site facilitators will evaluate student presentations using a standardized Case Presentation Evaluation Form (available on E learning in SAKAI). The evaluation information will be returned to the student as soon as possible. Students are encouraged to discuss concerns with facilitators and/or course coordinator.

Students may verbally present information from their PC first draft or final paper in lieu of a case presentation during either the 6th, 7th, 8th, or 9th semester (one time only). The topic should be presented using PowerPoint slide handouts.

**Physical Assessment BP Workshop (Session 1)**

**PURPOSE AND PRE-REQUISITE**
The following workshop combines didactic learning with physical examination skills and laboratory monitoring. It is expected that students come prepared to fully assess and discuss a patient’s blood pressure and related drug therapy prior to participating. This would include assigned readings in DiPiro, Schwinghammer cases and taped lectures. The textbook “Basic Skills in Interpreting Laboratory Data” may also prove useful during this exercise.

**FORMAT**
The workshop will include the following activities:
- Case Review (Schwinghammer)
- BP Practice
- Class Discussion

**DESCRIPTION**
Case Review. The Schwinghammer case; Ed 8, Ch 13, page 57. The class will be divided into three groups to work on the case. Each group will work independently to answer the case questions. After each group completes the case the facilitator will rotate the questions for each group to answer. Each group should contribute to the discussion of each answer.

BP Practice. Dependant on equipment availability, students will practice taking blood pressures on each other before, during or after discussion the case. Equipment may need to be rotated between groups. Students should read and follow the American Heart Association guidelines provided.

Class Discussion. Once the above activities are completed, the class should reconvene to compare and discuss the blood pressure monitoring.
Pharmacogenetic Article Review (Session 1)
Students will complete the first portion of this assignment by viewing all Unit A lecture presentations, and reading the required reading assignments in both Dipiro and the supplemental journal articles. The facilitator will review questions related to each article with the Article Review Guide. The Article Review Guide is posted on the course website and students are expected to print and answer the questions for each article.
ARTICLES:
1. A3a - Clinical Pgx Implementation Consortium Guidelines for CYP2C9 and VKORC1 Genotypes and Warfarin Dosing
2. A3b - Clinical Pgx Implementation Consortium Guidelines for Cytochrome P450-2C19 (CYP2C19) Genotype and Clopidogrel Therapy
3. A3c - Pharmacogenomics: Application to the Management of Cardiovascular Disease

Obesity Dosing Homework (Session 1)
Students will complete the first portion of this assignment by viewing all Unit A lecture presentations, and reading the required reading assignments in both Dipiro and the supplemental journal articles listed below. Students will submit answers to the Homework questions by Dr. Vandervort prior to session #1 (remote group to be determined by facilitator):
ARTICLES:
1. A4a – Pharmacotherapy in the Critically Ill Obese Patient
2. A4b – Effect of Obesity on the Pharmacokinetics of Drugs in Humans
3. A4c – Dr. Vandervort Homework Questions

PC Project / CPI Reports and Sharing (Session 2)
Students are assigned the following assignment based on the current semester enrollment. The purpose of this assignment is to provide opportunity to (1) familiarize the student with the assignment by reviewing past student projects/papers, (2) Practice literature search strategies, and assist in defining their individual paper / project, (3) Practice their final presentation or collaborate with colleagues during class to discuss editorial requests from paper / project submission.
Facilitators may modify the assignment to fit individual student needs.
❖ Semester 2 Students: Decide on project idea for Clinical Practice Improvement (CPI) strategy. Submit and present draft outline. See details noted in Appendix I – PC Paper/CPI. Conduct a literature search related to project topic. Narrow the search strategy to identify relevant clinical trials related to topic (use Limits for “clinical trials” for type of article).
❖ Semester 3 Students: Write CPI plan (1-2 page written project plan/proposal) . See details noted in Appendix I – PC Paper/CPI. Conduct a literature search related to project topic. Narrow the search strategy to identify relevant clinical trials related to topic (use Limits for “clinical trials” for type of article).
❖ Semester 4 – 5 Students:
  • Write a summary of 3 potential topic/idea they will use for the PC Paper or Project. Each should include the literature search. If topic is already decided, students may write purpose statement and draft tables for relevant clinical trials as noted for Semester 6 Students.
  OR
  • Write and discuss 3 PC Papers reviewed from the course website. A ½ to 1 page summary should be turned in during class to meet the requirement.
❖ Semester 6 Students: Write a purpose statement for the PC Paper and draft tables which outline the relevant clinical trials to topic purpose. To identify relevant clinical trials, conduct a literature search related to project topic. Narrow the search strategy to identify relevant clinical trials related to topic (use Limits for “clinical trials” for type of article). The tables will serve as a basis for writing the first draft of the PC Paper in the 7th semester.
❖ Semester 7 – 9 Students: Write a summary of the topic they select or provide a copy of, and discuss the first draft or final paper with the class. Ninth semester students: Final Papers are due February 3, 2012 for Spring graduation.
❖ Grading: See Evaluation form. ½ points from discussion, and ½ from written work. Students should submit the Normann CPA Tracking Form for faculty signatures for semesters 2-3 and 6-9.
❖ See website for further details
http://www.cop.ufl.edu/education/doctor-of-pharmacy-degree-pharmd/working-professional-pharmd-wppd/
Journal Club Challenge (Session 2)  *(new format)*

- To prepare for class students will need to:
  - View all B lecture material. The articles which will not be known to students until the classroom setting
    - Articles will be based on (1) stroke, (2) hyperlipidemia, and will be recently published.
  - Students will need to reflect on the lecture material from Stroke and Lipids during the class so it is very important the material is reviewed prior to class.
  - View Foundations material on literature evaluation.
- The objective is to challenge the student(s) to interpret the literature for relevance, and develop an evidence base plan to support a pharmacotherapy recommendation in a real-world-like situation.
- INSTRUCTIONS for WORKSHOP:
  - Students will be divided in 2 groups and each group will be provided a Patient Case Scenario (Stroke or Lipids)
  - Each group has one hour to evaluate the case scenario, read the article provided to support the case scenario, and complete the article assessment form.
  - Each group will then take 15 minutes to summarize the article, and present their argument based on the journal article to support or reject the recommendations.
- Students are expected to work as teams on this assignment
- Student should review Evaluation Form prior to class

*Example:* Doctor Smith is a 2nd year cardiology fellow. During rounds with the team he changes the current drug therapy for BR for his XYZ-circulatory/disease based on a recent article published in the NEJM 3 months ago. Dr. Jones is the hospitalist/attending and sees the BR at 3:00, and wants to discharge BR by 5pm when he is finished rounds. His sees this new order and is very uncomfortable and does not want to prescribe this for discharge. Dr. Jones calls the pharmacy, and yes, you pick up the phone and he states “Can I use this new drug in my patient? I am really uncomfortable, Is there evidence for *my* patient. Can you give me the relevant details”?

Patient Counseling Workshop (Session 3)  *(new format)*

- Students should review Foundations Course material related to communication with patients.
- Students will use the two pharmacotherapy interventions presented in their case presentation from session 1, 2, or 3.
  Most of the work and resource finding is already done. The focus now is on communication at two levels; (1) HCP, (2) the patient/family-caregiver/layperson
- Student will write a summary of the plan from the case and present or read it to the class. **3 minute max.**
  **This needs to be concise and to the point, and evidence-based. No story telling.**
- Student will then use the same plan and counsel the patient (student partner), using layperson language. **3 minute max**
- Students are encouraged to practice the techniques prior to class, and after self-assessing these skills.
  PRACTICE.
- Students will be critiqued by the class and graded by the facilitator using the Patient/Colleague Counseling Workshop Evaluation Form.
- This is an exercise to practice clear / concise / persuasive / EBM – related communication.
- Student should review Evaluation Form prior to class
Examination Schedule

This course has three examinations.

Exam A (Unit A)  Regional Sites  February 18, 2012  8:30 AM-10:30 AM
Remote Sites  February 24, 2012  Evening time TBA

Exam B (Unit B)  Regional Sites  March 17, 2012  8:30 AM-10:30 AM
Remote Sites  March 17, 2012  Scheduled via Proctor-U

Exam C (Unit C)  All Sites  April 12, 2012  Scheduled via Proctor-U

All exams are open book exams.

Proctored Exam Details –
For detailed exam instructions, please see Sakai Resources section, within the folder titled “Proctored Exams”. 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

Evaluation

Calculation of Course Grade
For adult learners who are already practicing pharmacists, the development of competence to practice pharmaceutical care is the issue, not grades. The competency evaluations are listed below. This will be the emphasis in the entire WPPD Program. Grades are merely a secondary reflection of this competency that will be compatible with the more traditional University of Florida course reporting format.

Final Grade Breakdown:

Individual case presentation  10%
Journal Challenge  3%
PC Project Assignment  2%
Patient Counseling Assignment  5%
Class participation  15%
  5% per session: homework, in-class discussion, e-mail communication, professionalism
Exam A (Unit A)  20%
Exam B (Unit B)  20%
Exam C (Unit C)  25%
Note: Students must pass the Case Presentation in order to pass the course.

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

<table>
<thead>
<tr>
<th></th>
<th>Mastery</th>
<th>Above Average Competence</th>
<th>Competency for Practice</th>
<th>Minimal Competence</th>
<th>Improvement Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A = 97 - 100</td>
<td>B = 87 - 90</td>
<td>C = 79 - 80</td>
<td>D+ = 75 - 76</td>
<td>F = &lt;70</td>
</tr>
<tr>
<td></td>
<td>A- = 94 - 96</td>
<td>B- = 84 - 86</td>
<td>C- = 77 - 78</td>
<td>D = 72 - 74</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B+ = 91 - 93</td>
<td></td>
<td></td>
<td>D- = 70 - 71</td>
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</tr>
</tbody>
</table>

Grading 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 Format & Examination Policy

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.

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.

EXAMINATION 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 EXAMINATION 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.

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

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

Classroom Procedures and Policies

PREPARATION FOR CLASS / QUESTIONS
Students are REQUIRED to view lectures and read ALL assignments. They should be prepared to ask any questions about the material that is unclear and questions involving practical applications of the information. Students are encouraged to ask questions to promote their own understanding of all case presentations by faculty and colleagues. Questions requesting clarification of the lecture material and relevant to the student population should be posted on E learning in SAKAI System. The expert presenters will address these questions. Questions pertaining to personal cases or patients seen previously or currently at your site of practice should not be posted.

CLASS PARTICIPATION
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.

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.

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. It is important to realize as well that examination questions will come from presentations and Q/A Sessions. 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.

ABSENCES
Experiential sessions are a valuable learning experience for all students and this experience is difficult for students to make-up. The experiential sessions are therefore a mandatory part of the WPPD program.
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.

UNEXCUSED ABSENCES will cause the student to be penalized. The student may receive a zero for that class period.

Course and Instructor Evaluations

The course and instructor evaluations are requirements for the successful completion of this course. As required by the College of Pharmacy, course and instructor evaluations must be completed for you to receive credit for this course. Accordingly, if the student does not complete all required course and instructor evaluations by the last day of classes, the student will receive an “I” or an incomplete grade for the semester because he/she has not completed all the course requirements. Please see the College of Pharmacy Student/Faculty handbook and the UF undergraduate catalog in the Academic Regulations Section (page 44) regarding policies and procedures for the conversion of “I” grades. These evaluations provide valuable feedback and are read by the faculty member at the end of the semester. There will also be a separate course evaluation for your comments on ways to improve the course and receive feedback on how the overall course was structured.

Academic and Conduct Standards Summary

A detailed description of the Academic and Conduct Standards for the University of Florida and the College of Pharmacy is stated in the Student Guide and the Handbook for Students and Faculty, respectively. The following summary should be reviewed by newly admitted pharmacy students to obtain an understanding of the expectations and behaviors established by the faculty and students in the College of Pharmacy.

The University Of Florida College Of Pharmacy is committed to encouraging a sense of professionalism and a desire to adhere to the highest ethical standards and to any laws that pertain to the pharmacy profession. Students must adhere to the highest standards of professional conduct, avoiding not only impropriety, but also even the appearance of impropriety. The College of Pharmacy has a responsibility to create an atmosphere in which professional attitudes can be cultivated; each student has a responsibility to adhere to the College of Pharmacy Academic and Conduct Standards.

Academic Standards

The purposes of the Academic Standards are: (1) to set minimal professional standards to which all students enrolled in or accepted for admission to the College of Pharmacy shall conform; (2) to identify activities that are incompatible with education in the College of Pharmacy; and (3) to describe the procedure that will be followed when addressing an alleged failure to adhere to the Academic Standards.

Satisfactory Academic Standing
All students must maintain at least a 2.00 grade point average (C average) on a 4.00 scale in required pharmacy courses to be considered in satisfactory academic standing in the College of Pharmacy.

Academic Standards for Graduation
All failing grades in required pharmacy courses must be replaced with a passing grade. Some courses require a C grade and some course sequences require at least a C grade in one of the courses. Such courses are identified in course syllabi.

Academic Probation
Students with a cumulative GPA below a 2.00 in required pharmacy course work will be placed on probation for one semester. Failure to return to a 2.00 GPA in required pharmacy course work after one semester of probation is a basis for academic suspension from the College of Pharmacy.

Academic Suspension
Students with a cumulative GPA below a 2.00 in required pharmacy courses such that the grade point deficit is 10.5 or greater below a 2.00 GPA will be placed on academic suspension from the College of Pharmacy. Failure to return to a 2.00 GPA after one semester of academic probation is a basis for academic suspension. Students who have been placed on academic probation three times in the College of Pharmacy will be placed on academic suspension.
Graduation with Honors and High Honors

Students who satisfy all graduation requirements with 3.50 - 3.79 GPA in required courses may be commended for honors. Students who achieve a 3.80 or higher GPA in required pharmacy courses may graduate with high honors.

Conduct Standards

Academic Honesty Standards

The following violations of the academic honesty standards will be processed by the guidelines established by the University of Florida and the Health Science Center:

- **Taking information** – Copying graded homework, including lab work, from another person; copying a computer program or any graded assignment written by someone else; working together on a take-home test or homework assignment when not specifically permitted by the instructor; looking at another student’s paper during an examination; looking at text or lecture notes during an examination.

- **Plagiarism** – Quoting text or other works on an exam, term paper, or homework without citation when requested by the instructor to present your own work; handing in a paper purchased from a term paper service; retyping another student’s paper in your name and handing it in; copying homework answers from your text to hand in for a grade.

- **Conspiracy** – Planning with one or more fellow students to commit any form of academic dishonesty together; giving your paper to another student you know will plagiarize it.

- **Tendering information** – Giving your work to another to be copied; giving someone answers to examination questions when the exam is being given; informing another person in a later section about the questions that appear on an exam you have taken; giving or selling a paper to another student.

- **Giving false information** – Lying to a professor to increase your grades or to attain special consideration on the grading process (e.g. lying about the reason for wanting to take a make-up examination in order to have more time to study or find out the answers to the questions on the exam from those who took it at the regularly scheduled time).

- **Bribery** – Offering, giving, receiving, or soliciting money or any item or service to a teacher or any other person so as to gain academic advantage for yourself or another.

Affective Standards

Affective standards encompass ethical, behavioral, and emotional considerations that reflect the way the pharmacy students undergoing professional education and training should act. Specific behaviors expected of pharmacy students are described below.

- Cooperate with the orderly conduct of classes. Students must respect their peers’ right to learn. Students should be on time to class, remain quiet while the instructor speaks, ask questions when recognized, refrain from eating or drinking during class, and maintain attention to the instructor.

- Treat faculty, staff, and students with respect. Respect for and understanding of individuals from diverse racial, ethnic, and cultural backgrounds is part of a college education.

- Avoid actions that reflect poorly on the College of Pharmacy or the profession of pharmacy. Specific examples include theft, vandalism, inappropriate access to personal property (offices, desks, computers, etc.), acts of harassment or physical violence or aggression against students, faculty, or staff; and, involvement in drug diversion and illicit drug use.

- Maintain professional confidentiality. Pharmacy students are obligated to respect all confidences revealed to them such as patient conditions, medical and pharmaceutical records, economic information, fee payments, and any privileged information from committees on which a student is a member.
Adhere to appropriate dress. Attire and personal grooming are expected to be such that they do not distract from nor compromise the professional integrity of the University Of Florida College Of Pharmacy or the pharmacy profession. Students are expected to abide by course dress requirements (e.g. a white lab coat in labs or in clerkship and externship courses).

Cooperate with faculty, staff, and administrators in addressing any of the conduct and academic standards described above. Students have the responsibility to tell the truth about matters of academic dishonesty or misconduct committed by themselves or by other pharmacy students.

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards. Students with disabilities are encouraged to register with the Disability Resource Center in the Dean of Students Office.

Please visit the following URL for more information: http://www.dso.ufl.edu/drc

Procedures

The expectations within the Student Conduct Code of the College of Pharmacy are in agreement with the broader, more detailed Student Conduct Code of the University of Florida. Pharmacy students who allegedly violate the College’s Student Conduct Code will abide by the University’s policies and procedures for handling such cases.

The Office for Judicial Affairs in the Office for Student Services is responsible for handling cases that violate the Student Conduct Code for the University of Florida. The Health Center Student Conduct Standards Committee is responsible for handling cases involving alleged academic dishonesty by pharmacy students.

A student adjudicated guilty of violations of the University’s Student Conduct Code shall be subject to sanctions commensurate with the offense and any aggravating or mitigating circumstances.

- **Reprimand** – The student is given a formal written notice and official recognition is taken of the offense committed.
- **Conduct Probation** – The student is deemed not in good academic standing and cannot represent the University on any athletic team other than intramural or hold office in any student organization registered with the University.
- **Suspension** – The student is required to leave the University for a given or indefinite period of time.
- **Expulsion** – The student is permanently deprived of his/her opportunity to continue at the University in any status.
- **Reduced or Failing Grade** – The student is given a reduced or failing grade for the class in which the offense occurred for violations of the Academic Honesty Standards, but only by the faculty member involved and upon recommendation thereto.
- **Community Service, Counseling, or Other Appropriate Requirement** – The student is required to complete a specified amount of community service, meet with a counselor for a specified period of time and/or complete some other requirement considered appropriate by the hearing body based on the nature of the offense.

Appeals may be made to the Director of Student Judicial Affairs. The decision of the Director of Student Judicial Affairs may be appealed to the Dean of Student Services. The decision of the Dean of Student Services may be appealed to the Vice President of Student Affairs.
Appendix 1 – PC Paper / CPI

Pharmaceutical Care Writing Papers and
Clinical Practice Improvement Project

NOTE: Students are responsible for reviewing the website each semester for updates.
http://www.cop.ufl.edu/wppd “PC Papers/Projects”, left column

2nd Semester Students: Pharmaceutical Care (PC) Outline
Decide on *CPI goal to improve Pharmaceutical Care (PC) and draft PC outline.
*CPI Goals: Clinical Practice Improvement (CPI) goals relates to goals to improve pharmaceutical care in some way within the student’s realm of influence. This could involve giving in-services to the community, counseling patients, implementing drug delivery systems to reduce medication errors, or traditional clinical pharmacy services.

PLEASE SEE THE WEBSITE FOR THE 2nd SEMESTER OUTLINE FORM.
http://www.cop.ufl.edu/WPPD click on left column, “PC Papers/Projects”

*NOTE: The CPI topic used for this outline may, but does not have to, be similar to that used for the CPI updates or the final PC Options Paper (due between the 6th-8th semester). Students who choose to continue with the same CPI topic throughout the program may elect to write a practice paper (option #2) during the 6th-8th semester regarding the original CPI topic. The practice paper includes a review of articles which have evaluated the CPI topic, and students may include an optional qualitative section which describes their own practice experience with the selected CPI topic. The practice paper and other PC options papers are described further below** and on the PC Papers website. http://www.cop.ufl.edu/WPPD.

3rd Semester Students: PC Written CPI Plan
Third semester students should present and submit to their facilitator during session #1 a one or two page written summary (full paragraph form) which describes a plan of action to implement the CPI strategy outlined in the 2nd semester (see above). This plan should include the CPI goal from the 2nd semester and a step by step plan of action to summarize a strategy for accomplishing the desired improvement in pharmaceutical care. A Clinical Practice Improvement (CPI) strategy relates to a specific plan to improve pharmaceutical care in some way within the student’s realm of influence while completing WPPD coursework. Five minute presentation updates on your progress in implementing the CPI plan will be given during session #1 of the 4th and 5th semesters. These presentations are not graded, and are for the purpose of professional development, networking, and gaining facilitator and group feedback. An evaluative component (data collection) for the CPI plan is NOT required for the WPPD program.

4th-5th Semester Students: CPI Updates
Discuss update (5 min) on general professional goals to improve PC at practice site. Purpose: Student networking and sharing CPI* strategies and current experience in improving PC within the students’ realm of influence.

Process: Provide a brief (5 min) update regarding individual student initiatives/goals to improve pharmaceutical care at their workplace, community, or other clinical practice environment. The Clinical Practice Improvements discussed may be different than original outline idea.

NOTE: Students in the 5th semester or higher may also utilize this time to provide updates and gain facilitator/group feedback regarding their selection of a purpose and key studies to review for the PC paper (due in the 6-8th semester).

6th-8th Semester Students: PC Option Paper
Students write a review paper, including an evaluation of >= 3 published studies.

Purpose: Learn to evaluate published data, and how to write and revise a review article.

Process: Write PC Paper first draft during the 6th or 7th semester (as early as the 5th semester). Choose from 1 of the Option papers described on the website. Instructions for submitting the 1st draft to UF for central review (including deadlines) are posted on the website. Revise and re-submit the FINAL paper during the 8th semester to meet graduation requirements. See document posted on the website regarding deadlines for each semester. The final paper must be submitted at the latest during the 9th semester (at least 6-8 weeks prior to the expected graduation date). The paper topic may be presented in lieu of a case via PowerPoint slides sometime between the 6th-8th semesters (1 time only). The PC paper topic may be different from the original CPI outline idea.

NOTE: Students are responsible for reviewing the web information each semester for updates and deadlines. Examples and a tutorial which outlines tips for who to write a paper are also posted.
http://www.cop.ufl.edu/wppd “PC Papers/Projects”, left column
**Current Options for the PC Paper for 6th-8th Semester Students:**

**General Paper Requirements:** Write and submit a paper that requires literature evaluation, and synthesis of data and conclusions. This may be one of the following 3 paper options (approx. 4-10 single-spaced pages in length without tables, well-referenced).

**OPTION 1: Broad Review Article**
Extensively referenced review article of a broad topic related to pharmaceutical care. Include the hypothetical journal targeted, and the author instructions (see Jan. or Dec. issue). Ex: Review treatment of a selected disease state. The paper topic may be presented in lieu of a case via PowerPoint slides sometime between the 6th and 8th semester (one time only).

**OPTION 2: Practice Paper**
Relevant to practice setting, requires summarization of literature and available published data relevant to the students practice setting or the original PC project outline/idea. Review >= 5 studies relevant to the topic (minimum 3 studies for topics with less available literature), and can be evaluated for methodology and data endpoints. Ex: Article highlighting methods to improve ADR reporting. The student may include a “Practice Experience” section which qualitatively describes their experience with the practice topic which is in some way related to the purpose of the studies reviewed for the paper. For example, what CPI strategies and resources were implemented, what were the perceived improvements in pharmaceutical care, and what were the challenges, obstacles, and limitations of the CPI implementation. Topic may be presented in lieu of a case via PowerPoint slides sometime between the 6th and 8th semester (one time only). IMPORTANT NOTE: An evaluative component (data collection) for the practice paper is NOT required for the WPPD program and SHOULD NOT be included in the practice paper.

**OPTION 3: Outcomes Paper**
Preparation of a comprehensive critique/analysis of a therapeutic issue based on >= 5 published clinical outcome trials with a common purpose (minimum 3 studies for topics with less available literature). Topics may be related to recent or upcoming coursework (e.g., renal, endocrine, gastrointestinal, pulmonary, neuro, HIV, Cardiovascular, and others). An outcomes paper written to meet a specific course requirement may NOT be used to fulfill the PC paper requirement; a different topic/paper is required. For example, the Cardiovascular or HIV outcomes papers used to meet course requirements CAN NOT be used for the PC Paper. For students that write papers on the Cardiovascular or HIV outcomes papers will be asked to submit proof that their topic is different than the outcomes paper submitted in class (e.g., note from facilitator, or to email the outcomes course paper upon request). The paper topic may be presented in lieu of a case via PowerPoint slides sometime between the 6th and 8th semester (one time only).