

## **Circulatory Disorders**

### **Summer 2017    6 Credits**

#### **Course Purpose:**

PHA 5591 is one in a series of eight courses which are organized by body system. PHA5591 introduces the student to patient care concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with circulatory disorders. The learning activities emphasized during this course include gathering and processing information, identifying and prioritizing problems, planning and effecting therapeutic interventions, patient communication and counseling, and communicating with health care providers.

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

#### **Course Faculty and Office Hours**

##### ***Course Coordinator:***

Sue Markowsky, Pharm.D.  
Regional Director, WPPD  
Clinical Associate Professor  
UF College of Pharmacy  
Email: [smarkowsky@cop.ufl.edu](mailto:smarkowsky@cop.ufl.edu)  
Office Hours: Email to request phone appointment

##### ***Academic Coordinator:***

Jackie Lavinder  
Program Assistant  
Working Professional PharmD Program  
Office Phone: Weekdays only 352-273-6279  
Email: [lavinder@cop.ufl.edu](mailto:lavinder@cop.ufl.edu)

Please see **Appendix A** for contact information of faculty and staff involved in this course and the WPPD program. Biosketches of the expert speakers for this course are also included in Appendix A. Each student is assigned to a facilitator and will receive an email from the facilitator at the beginning of the course. This email will provide the facilitator's email address and phone number.

#### **Place and Time of Class Sessions**

Lectures are prerecorded and posted on the course website and are available on Sakai Learning system. Lectures may be viewed at the student's individualized timeline prior to completing assignments and active learning sessions. Regional students will attend three 7-8 hour live sessions. The sessions will

occur on designated Saturdays listed on WPPD calendar. Remote students will attend one weekend session (12-15 contact hours) and weekly Adobe Connect sessions. The time of the sessions will vary based on group assignment.

### **Relation of Course to WPPD Program Outcomes:**

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

#### Domain 1 – Foundational Knowledge

1.1. *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, assess and solve therapeutic problems, and advance population health and patient-centered care.

#### Domain 2 – Essentials for Practice and Care

2.1. *Patient-centered care (Caregiver)* - 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).

2.2. *Medication use systems management (Manager)* - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

2.3. *Health and wellness (Promoter)* - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

2.4. *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.

#### Domain 3 - Approach to Practice and Care

3.1. *Problem Solving (Problem Solver)* – Identify and assess problems; explore and prioritize potential strategies; and design, implement, and evaluate the most viable solution.

3.2. *Educator (Educator)* – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3. *Patient Advocacy (Advocate)* - Assure that patients' best interests are represented.

3.4. *Interprofessional collaboration (Collaborator)* – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. *Social & Cultural Sensitivity (Includer)* - Recognize social determinants of health in order to diminish disparities and inequities in access to quality care.

3.6. *Communication (Communicator)* – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

#### Domain 4 – Personal and Professional Development

4.1. *Self-awareness (Self-aware)* – Examine and reflect on personal knowledge, skills, abilities, attitudes, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2. *Leadership (Leader)* - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.3. *Innovation and Entrepreneurship (Innovator)* - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.4. *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.

- a. Interpret subjective and objective data.
- b. Identify medication-related problems (identify and/or prevent drug-related problems such as inappropriate indication, therapeutic duplication, drug-disease, drug-drug interactions, incorrect drug dosage or duration of treatment, drug-allergy interactions, and clinical abuse or misuse of drugs).
- c. Develop a specific and complete care plan. This plan includes a comprehensive list of the patient's medication-related problems and for each problem, a specific plan for resolving the problem. This plan includes detailed information about what medications need to be added or discontinued and if a medication is to be added, the product that should be dispensed, the dosage, route, times of administration, duration of therapy, parameters to monitor for efficacy and toxicity, and patient counseling plans.
- d. Outline a monitoring plan for monitoring drug efficacy and toxicity.
- e. Support the care plan and decisions with evidence-based literature.

#### **Course Objectives**

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

1. Given a patient with a circulatory disorder, demonstrate the ability to:
  - a. Interpret subjective and objective data.
  - b. Identify medication-related problems (identify and/or prevent drug-related problems such as inappropriate indication, therapeutic duplication, drug-disease, drug-drug interactions, incorrect drug dosage or duration of treatment, drug-allergy interactions, and clinical abuse or misuse of drugs).
  - c. Develop a specific and complete care plan. This plan includes a comprehensive list of the patient's medication-related problems and for each problem, a specific plan for resolving the problem. This plan includes detailed information about what medications need to be added or discontinued and if a medication is to be added, the product that should be dispensed, the dosage, route, times of administration, duration of therapy, parameters to monitor for efficacy and toxicity, and patient counseling plans.
  - d. Outline a monitoring plan for monitoring drug efficacy and toxicity.
  - e. Support the care plan and decisions with evidence-based literature.

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

### **Pre-Requisite Knowledge and Skills**

The student must be in good academic standing with the Working Professional Doctor of Pharmacy Program, having successfully completed the Foundations course. Students should have a baccalaureate degree from an ACPE-accredited college of pharmacy that included therapeutics and pharmacokinetics. The student must also be licensed and in good standing with their respective Board of Pharmacy.

## Course Structure & Outline

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

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

Acquisition of knowledge and skills are assessed using a combination of exams, presentations, and assignments. Course participation in Adobe Connect sessions (remote), discussion board activities, and attendance at a live session are also assessed. The course is divided into three units and there are learning modules within each unit. An outline of the course module topics are listed in Table 1. The corresponding module activities are posted in the Resources section, E-learning website (see Quicksan).

**Table 1. PHA5591 Unit and module topics**

Unit	Module	Faculty Member	Assessment
Start	Course Introduction (See Orientation Slides)	Dr. Sue Markowsky	
A1	HTN 1, 2, 3 (MTM Cases)	Dr. Whalen	Exam A
A2	Lipids 1, 2, 3 (MTM Cases)	Dr. Whalen	Exam A
A3	Critical Literature Appraisal	Dr. Winterstein	Exam A
A4	Lab Data Interpretation (first 11 slides only)	Dr. Kisgen	Exam A
B1	Medication Safety: BP / Falls	Dr. Riley	Exam B
B2	VTE Parts 1, 2, 3 (MTM Cases)	Dr. Vogel Anderson	Exam B
B3	Personalized Medicine: CV Application	Dr. Cavallari	Exam B
B4	Stable Angina Pectoris	Dr. Cavallari	Exam B
C1	Obesity Parts 1, 2, 3 and 4	Dr. Motycka	Exam C
C2	Glaucoma	Dr. Coward	Exam C
C3	Shock	Dr. Feild	Exam C

## Textbooks

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

1. **DiPiro et al.** Pharmacotherapy: A Pathophysiological Approach, 2017, 10<sup>th</sup> ed.
  - a. This text is available via the UF library/ AccessPharmacy database. Although you can use the online version for study, most students find it essential to purchase a hardcopy of the Pharmacotherapy Text. Online access to the Pharmacotherapy text may not be available during exams.
  - b. (Caution: Old editions are sold on the internet and should not be purchased. Watch carefully what edition you purchase. A Pharmacotherapy Handbook is also available with the current edition. This handbook is a useful reference in daily practice but should not be purchased in lieu of the text listed above.)
2. **Schwinghammer et al.** Pharmacotherapy Casebook: A Patient Focused Approach, 2017, 10<sup>th</sup> ed. This text is available via the UF library/AccessPharmacy database.
3. **Abate MA, Blommel ML.** Remington Education: Drug Information and Literature Evaluation, 2013, 1st Ed, Pharmaceutical Press. ISBN-10: 0857110667 ISBN-13: 978-0857110667.
4. **Lee, Mary.** Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 2013, 5<sup>th</sup> ed.
5. **Murphy J.** Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems Pharmacists, 2011, 5<sup>th</sup> ed., (ISBN-10: 1585282545 / ISBN-13 978-1585282548)

Instructors may require additional readings such as clinical guidelines, review articles, book chapters, or websites. They may also provide additional resources to supplement the lecture material. Required or recommended readings will be listed under assignments and responsibilities on the course schedule. Required readings not available via the textbooks above or Access Pharmacy (via online Health Sciences Library Databases) will be posted under the resources tab on the course website.

## Active Learning Requirements

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

1. Active participation in small group classes including “live” sessions (regional and remote students) and Adobe Connect sessions (remote students).
2. Completion of self-directed learning modules which include: a) videos, b) readings, c) assignments that require application of module knowledge, and d) online self-assessment questions.
3. Asynchronous communications and discussions with course coordinators, small group members, and/or guest lecturers via discussion boards and email.
4. Completion of the following presentations: a) patient case presentation, b) device / monitoring tool presentation, and c) Clinical Practice Improvement (CPI) / Capstone Updates.
5. Completion of the following pre-class assignments required for workshop preparation: a) Journal Club and b) BP / Falls Assignment. Completion of other homework assignments will be assessed for homework and participation points (class preparation). See the weekly planner for Units A, B, and C homework assignments and timelines posted on the Canvas Home page (remote or regional model).

## Feedback to Students

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

## Student Evaluation & Grading

### Evaluation Methods

Individual case presentation / Focused SOAP Note	10%
BP Workshop In-Class Assessment	2%
BP / Falls Pre-Class Assignment	2%
Device / Monitoring Tool Topic Presentation	5%
JC Assignment	2%
Other Homework	4%
CPI / Capstone Progress Reports	3%
Class participation	12%
<ul style="list-style-type: none"> <li>4% per each session (Units A, B, C) : Includes attendance, class participation, homework, communication (e.g., email), professionalism</li> </ul>	
Exam A (Unit A)	20%
Exam B (Unit B)	20%
Exam C (Unit C)	20%

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

### Grading Scale

A 96.5 – 100	A- 93.5 – 96.49
B+ 90.5– 93.49	B 86.5 – 90.49
B- 83.5 – 86.49	C+ 80.5 – 83.49
C 78.5 – 80.49	C- 76.5 – 78.49
D+ 74.5 – 76.49	D 71.5 – 74.49
D- 69.5 – 71.49	E <69.5

**Rounding of grades:** Final grades in Canvas will be rounded to the 2<sup>nd</sup> decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **no exceptions** will be made in situations where a student’s grade is “close.”

### Class Attendance Policy

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

### Exam Policy

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

### Examination Schedule

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

#### Exam A (Unit A)

Regional Sites	June 3, 2017	8:30 AM-10:30 AM
Remote Sites	June 3, 2017	via ProctorU (8 am-12 noon EST start times)

#### Exam B (Unit B)

Regional Sites	July 1, 2017	8:30 AM-10:30 AM
Remote Sites	July 1, 2017	via ProctorU (8 am-12 noon EST start times)



Exam C (Unit C)

Regional Sites	July 29, 2017	8:30-10:30AM
Remote Sites	July 29, 2017	via ProctorU (8 am-12 noon EST start times)

\*All exams are open book, open note. See the Proctored Exam page in Canvas for online exam rules for remote or makeup exams.

**Proctored Exam Details**

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

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

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

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

**Exam Format**

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

**Exam Posting**

Exam Grades will be posted to E learning 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. Final exams for regional model students 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 to request a copy of the graded exam. The student has 1 week from the time of receipt of the exam to request clarifications. Facilitators will review and provide judgment on the requested clarifications.

**Exam Challenges**

In the event that the student is not satisfied with the facilitator's judgment, a written appeal can be made. The student has 1 week from the time of receipt of judgment to appeal. Appeals are sent to the facilitator who will forward to the course coordinator. Written appeals must include the following: The question number, an evidence-based rationale for why the student feels their response is accurate, literature citations. The exam will be regraded, in full, by a third party. The grader will assess the supporting data when grading the appealed portions of the exam. Note: the score of a fully regraded exam may increase, decrease, or stay the same. The regraded score will be considered final.

### **Exam Rescheduling**

Examinations may be changed from the scheduled dates provided that the change does not conflict with any University of Florida or College of Pharmacy policies. Examination date changes proposed by the students as a group require the unanimous approval of the students and faculty involved.

### **Make-up Exam Policy**

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

### **Policy on Old Quizzes and Assignments**

Course coordinators are not required to provide copies of old exams or assignments.

### **Assignment Deadlines**

Assignment deadlines and the course schedule are outlined in Appendix C (Quick Scan). The weekly planners for Units A, B, and C are posted in E-Learning for regional and remote models. Use the weekly planner to keep on track during the course.

### **\*\*\*Assignments Require "Independent Work"**

During the semester you will have homework and presentation assignments. These assignments must be your independent work, meaning that you did not share your answers with another student or collaborate in answering the questions. The faculty monitor closely for similarities among student answers to these assignments. If there is evidence suggesting that your assignment is not "independent work," your facilitator and course coordinators will forward your case to the University and request an academic dishonesty investigation.

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

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

Important Assignment Rules:

1. "Homework" this semester will include questions posted online to prepare for the experiential sessions (see E Learning Resources). Students are required to complete the assignments prior to each session. The student's work will be checked by the facilitator prior to beginning the session. Students who do not complete the material prior to the session will receive a score of zero (unacceptable) on the Participation Evaluation Form for #3 Well-prepared, and #5 Actively participates in all class workshops.
2. All students (Remote and Regional) must submit case presentations 72 hours prior to their scheduled presentation. Do not use the UF webmail to submit cases, as it is not a secure method of sending patient information. To submit cases, go to Assignments and submit the case presentation materials (including the faculty supporting data handout merged within the same attachment). See Foundations Module titled "Case Presentations" for more information regarding case presentation format. Documents for case presentation format can also be located within E Learning for "WPPD Resources and Practice Experiences Site Resources" (see Resources folder - "Case Presentation Information").
3. In order to pass the course it is mandatory that the student pass the case presentation(s). Remediation for a failed case(s) (less than 70%) will include re-submitting the case to the facilitator and may also include presenting the revised case to the group. The final score for the remediated case presentation grade will be limited to the original score.
4. Graded assignments must be submitted to "Turn-It-In" prior to submitting to the facilitator. More specific instructions can be found on the E Learning website. A printed copy of the assignment should also be turned in during "live" class sessions.

## **General College of Pharmacy Course Policies**

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies
2. Academic Integrity Policy
3. How to request learning accommodations
4. Faculty and course evaluations
5. Student expectations in class
6. Discussion board policy
7. Email communications
8. Religious holidays
9. Counseling & student health
10. How to access services for student success

Please see the following URL for this information:

<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 your course coordinator. If unresolved, contact the COP Senior Associate Dean-Professional Affairs. For unresolved issues, see: <http://www.distancelearning.ufl.edu/student-complaints> to submit a complaint.

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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 is 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) is available for Consultant Pharmacists practicing in Florida.

## **Appendix A: Directions for Contacting Faculty & Course Faculty List**

**PHA 5591 Course Coordinator: Sue Markowsky, Pharm.D.;** E-mail: [smarkowsky@cop.ufl.edu](mailto:smarkowsky@cop.ufl.edu)

Academic Coordinator: Jackie Lavinder; E-mail: [lavinder@cop.ufl.edu](mailto:lavinder@cop.ufl.edu)

### **Dean, College of Pharmacy**

Julie Johnson, Pharm.D.  
Dean, College of Pharmacy  
University of Florida

### **Director, WPPD**

Sven Normann, Pharm.D., DBAT  
Assistant Dean, Clinical Associate Professor  
Pharmacotherapy & Translational Research  
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### **Regional Director - Regional Sites, WPPD**

Douglas F. Covey, Pharm.D., FCCP, CDE, MHA  
Clinical Associate Professor, Pharmacotherapy & Translational Research  
UF College of Pharmacy, Gainesville, Florida  
Clinical Pharmacy Specialist – Ambulatory Care James A. Haley Veterans Hospital, Tampa, Florida  
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### **Regional Director – Remote Sites, Capstone Programs, WPPD**

Susan J. Markowsky, Pharm.D.  
Clinical Associate Professor, Pharmacotherapy & Translational Research  
UF College of Pharmacy, Gainesville, Florida  
E-mail: [smarkowsky@cop.ufl.edu](mailto:smarkowsky@cop.ufl.edu)

### **Director – Student and Academic Affairs, WPPD**

Gregory Zuest, PhD, MESS, ATC/L, CSCS  
WPPD Program / UF College of Pharmacy, Gainesville, Florida  
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### **Associate Dean for Curriculum and Assessment**

Diane E. Beck, Pharm.D.  
Professor, Pharmacotherapy and Translational Research  
UF College of Pharmacy, Gainesville, Florida  
E-mail: [beck@cop.ufl.edu](mailto:beck@cop.ufl.edu)

### **CPA Coordinators - Clinical Practice Assessments (CPAs), WPPD**

See PE Courses for CPA Coordinator contact information.

### **Off Site Admissions Center - Program Manager**

Off Site Admissions Center, Orlando, Florida

Schedule An Appointment By Pasting this URL into your Internet Browser:

[https://www.vcita.com/v/rengam/online\\_scheduling?staff\\_id=d7a2e4006d76da8f#/schedule](https://www.vcita.com/v/rengam/online_scheduling?staff_id=d7a2e4006d76da8f#/schedule)

E-mail: [R.Engram@distancelearning.cop.ufl.edu](mailto:R.Engram@distancelearning.cop.ufl.edu) 1-866-226-7228 (x5032)

**Program Assistant, WPPD**

Tracie Cooper

UF College of Pharmacy, Gainesville, Florida

E-mail: [tracie@cop.ufl.edu](mailto:tracie@cop.ufl.edu)

**Whom Do You Contact?**

**Course Coordinator will address: [smarkowsky@cop.ufl.edu](mailto:smarkowsky@cop.ufl.edu)**

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

**Facilitators will address: \_\_\_\_\_@ufl.edu.**

- Regional/remote group meetings or calls
- Initial student questions
- Homework, Assignments
- Clinical Practice Assessments (CPAs)
- Clinical Practice Improvement (CPI)
- Capstone Paper Requirement

**WPPD Office will address:**

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

**Off Site Admissions Center - Program Manager will address:**

- Registration
- Course manual and material

Please contact Off Site Admissions Center at: [REngam@embanetcompass.com](mailto:REngam@embanetcompass.com)

**College of Pharmacy Educational Technologies Office will address:**

Technical support related to e-Learning sites, myCOP, Adobe Connect, Big Blue Button (BBB), educational videos, mobile learning technologies and other course-related items supported by the COP Educational Technologies Office.

- Telephone: (352) 273-6290
- Office Hours: Monday through Friday - 8:00 am to 5:00 pm
- E-mail: [edu-help@ahc.ufl.edu](mailto:edu-help@ahc.ufl.edu)

- Website: <http://it.cop.ufl.edu>
- Related website: <http://my.cop.ufl.edu>

Note: When contacting the College of Pharmacy Educational Technologies Support Office staff, we suggest e-mailing your request to our [edu-help@ahc.ufl.edu](mailto:edu-help@ahc.ufl.edu) address. This address is monitored by multiple staff and will likely result in the fastest support response. When reporting technical issues, please include the course name and location within the course where you are experiencing a problem. For example: "PHA1234, Resources, Module 1, video title.

#### **UF Computing Help Desk will address:**

Technical difficulties related to the e-Learning System, Gatorlink accounts, UF e-mail, ISIS, myUFL and other centralized UF systems.

- Website: <http://www.helpdesk.ufl.edu/>
- E-mail: [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)
- Help Wiki: <https://wiki.helpdesk.ufl.edu/>
- Telephone: (352) 392-4357

Note: If one of your e-Learning course links does not appear for you on the first day of class, please contact Dr. Zuest or Jackie Lavinder for assistance.

Jackie Lavinder; E-mail: [lavinder@cop.ufl.edu](mailto:lavinder@cop.ufl.edu)

Greg Zuest; Email: [zuest@cop.ufl.edu](mailto:zuest@cop.ufl.edu)

## **Course Faculty**

### **Katherine Vogel Anderson, Pharm.D., BCACP [kvanderson@cop.ufl.edu](mailto:kvanderson@cop.ufl.edu)**

Dr. Katie Vogel Anderson earned her Bachelor of Science degree in biochemistry, with a minor in math, from the Florida State University in 1999. In 2003, Dr. Vogel Anderson graduated with her doctorate of pharmacy degree from the University Of Florida College Of Pharmacy. Following this, she completed a primary care pharmacy residency at the Malcom Randall Veterans Affairs Medical Center in Gainesville. After her residency, Dr. Vogel Anderson worked as a clinical pharmacy specialist at the same VA, in both the pharmacotherapy and geriatric primary care clinics. In 2010, Dr. Vogel Anderson joined the UF COP faculty. In addition to her teaching responsibilities, Dr. Vogel Anderson practices at UF Health Internal Medicine, where she manages a pharmacotherapy service and directs an ASHP-accredited PGY-1 pharmacy residency program,. She has a joint faculty appointment in the UF College of Medicine. In 2009, Dr. Vogel Anderson and her husband, Dr. Shawn Anderson, established the Vogel/Anderson Exceptional Leader Scholarship for third-year pharmacy students. When she is not working, Katie enjoys traveling, spending time with family and friends, and spoiling her dogs, Teddie Roosevelt and Johnnie Adams.

**Larisa Cavallari, Pharm D, FCCP**, received her B.S. Pharmacy and Pharm.D. degrees from the University of Georgia. She then completed a Pharmacy Practice Residency at the Veterans Affairs Medical Center in Memphis, Tennessee and a fellowship in Cardiovascular Pharmacogenomics at the University of Florida. Dr. Cavallari joined the UF faculty in 2014. Prior to that, she was an Associate Professor of Pharmacy Practice at the University of Illinois at Chicago, where she directed efforts to implement genotype-guided warfarin dosing. She is currently an Associate Professor in the Department of Pharmacotherapy and Translational Research and serves as director of the Center for Pharmacogenomics. Her research involves discovery of genetic variants related to cardiovascular drug response. Dr. Cavallari has served

on both NIH and American Heart Association grant review committees and is a Board Certified Pharmacotherapy Specialist, Fellow of the American College of Clinical Pharmacy, elected Trustee (2013-2016) and Chair (2014-2016) of the American College of Clinical Pharmacy Research Institute, and Editorial Board Member for the Lexi-Comp pharmacogenetics series.

**Carinda Feild, Pharm.D** 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 and now serves as Clinical Associate Professor and Assistant Dean and Campus Director for the St Pete Campus. Prior to taking this position, she worked at the R Adams Cowley Shock Trauma Center / University of Maryland Medical Center for seven years. For the last four of those years she served as the critical care research section manager and a clinical research pharmacist. For the 10 years prior she worked as a clinical pharmacy specialist in critical care caring 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.

**Susan Markowsky, Pharm.D.** is a Clinical Associate Professor at UF College of Pharmacy and Regional Director for the Working Professional PharmD program (WPPD). She coordinates the Remote sites and the Pharmaceutical Care Writing programs for WPPD. Dr. Markowsky received the Doctor of Pharmacy degree from the University of Kentucky, after first obtaining the B.S. Pharmacy degree from the State University of New York at Buffalo. She completed an ASHP Residency at Erie County Medical Center in Buffalo, New York. Dr. Markowsky also completed an ASHP Critical Care Fellowship at Truman Medical Center in Kansas City, Missouri.

**Carol Motycka, Pharm.D., BCACP**, is a Clinical Associate Professor at UF College of Pharmacy, Department of Pharmacotherapy and Translational Research. In 2002, Motycka accepted the challenge to help build the University of Florida College of Pharmacy Jacksonville program as the Director and Assistant Dean. She spends her time in teaching, service, and research at the Jacksonville campus. Motycka graduated from the University of Florida with her Pharm.D. in 1998 and then completed a residency in Ambulatory Care at Florida Hospital Orlando. Following her residency, Motycka was hired as the Pharmaceutical Care Coordinator for Florida Hospital DeLand, where she practiced prior to her position with the University of Florida. She is board certified in Ambulatory Care and is licensed as a consultant pharmacist.

**Karen Riley BScPhm, Pharm D, BCPS, BCACP, CDE**, is currently a Medication Therapy Management Pharmacy Specialist for KD Riley Pharmacist Professional Corporation in Ontario, Canada. She has been involved in the Working Professional Pharm D Program as a Clinical Assistant Professor since 2004 in various roles as a facilitator and expert presenter. She has been a course coordinator for the Masters of Medication Therapy Management and a group facilitator since 2012. Dr. Riley completed her BScPhm from the University of Toronto and Pharm D from the University of Florida. She is also currently an education coordinator and an elected council member for the Ontario College of Pharmacists and a member of the Pharmacy Council supporting health care decisions to the Ontario Government. She sits



on the Board of Directors for the Alzheimer's Association and the Mental Health Association. Dr. Riley is a Board Certified Pharmacotherapy Specialist, a Certified Geriatric Pharmacist, a Board Certified Ambulatory Care Pharmacist and a Certified Diabetes Educator. She holds certification in other areas as well which include the following: Certified Parkinson's Educator, Stanford Chronic Disease and Pain Self-management educator, a certified immunization provider both in Canada and the US, and the Smoking Cessation certification in Training Enhancement in Applied Cessation Counseling and Health (TEACH). She uses her training and skills to provide better care to patients in the community setting and to continue to develop various programs to advance her pharmacist role in for patient care. She educates nurses, physicians and the public. She has published in the areas of nephrology, osteoporosis and Medication Therapy Management. She has presented at conferences for pharmacists at the provincial, national level and international level. She educates nurses, physicians and the public.

**Karen Whalen, Pharm.D., BCPS, CDE**, is Assistant Dean for Clinical Education and Clinical Professor in the Department of Pharmacotherapy and Translational Research at the University of Florida College of Pharmacy. She received her Doctor of Pharmacy degree with highest honors from the University of Florida, and then completed a Pharmacy Practice Residency followed by a Primary Care Residency. Subsequently, Dr. Whalen was a faculty member in the Department of Pharmacy Practice at Nova Southeastern University, where she was an eight-time recipient of the Golden Apple Award for Teaching Excellence. In 2008, Dr. Whalen joined the faculty at the University of Florida College of Pharmacy. She now serves as Director of the MS in Pharmacy with concentration in Medication Therapy Management degree program. Her excellence in teaching was recognized with the Faculty Recognition Award in 2011 and 2012, and the Teacher of the Year Award in 2013. Dr. Whalen is a Board Certified Pharmacotherapy Specialist and a Certified Diabetes Educator. She has practiced ambulatory care pharmacy in several settings including an academic family medicine center, a nurse-managed rural health clinic, a Veterans' Hospital, and a community pharmacy practice. Dr. Whalen is active in local, state and national organizations, and is a past president of the Florida Pharmacy Association.

## Appendix B.

<b>Instructional Method</b>	<b>Curricular Equivalency (hours)</b>
In-class instruction (3 live sessions – 7.5 hours each)	22.5
Instructional videos (approximately 21 hours lectures)	21
Discussion board (minimum 3X/week, ½ hr each)	24
CPI or capstone project (one hour per week)	16
Device presentation / journal club assignment	5 (minimum) 8 (max)
Individual Case presentation (one per semester)	2 (minimum) 6 (max)
Self assessments (minimum one per semester)	1 (minimum) 5 (max)
<u>Other assignments (see quickscan)</u>	<u>5                      8 (max)</u>
Total (96 hours needed to meet threshold for 6 credits)	96.5 (min)    110.5 (max)

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