The Working Professional
Doctor of Pharmacy Degree Program

COURSE MANUAL

PHA 5597
Pharmaceutical Care for Patients with Protective System Disorders

Fall 2011
August 29, 2011
Faculty & Staff

PHA 5597 - Course Coordinator: Carinda Feild, Pharm.D. E-mail: cfeild@cop.ufl.edu

Dean, College of Pharmacy
William H. Riffee, PhD
Dean, College of Pharmacy
University of Florida

WPPD Director
Sven Normann, Pharm.D., DBAT
Associate Dean Distance, Continuing and Executive Education
Clinical Associate Professor, Pharmacotherapy & Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: normann@cop.ufl.edu

WPPD Regional Director - Regional Sites
Douglas F. Covey, Pharm.D., FCCP, CDE, MHA
Clinical Associate Professor of Pharmacy Practice/ UF College of Pharmacy, Gainesville, Florida
Clinical Pharmacy Specialist – Ambulatory Care James A. Haley Veterans Hospital, Tampa, Florida
E-mail: Rxcovey@ufl.edu

WPPD Regional Director - Regional Sites
Karen Whalen, Pharm.D., BCPS, CDE
Clinical Associate Professor, Pharmacotherapy & Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: whalen@cop.ufl.edu

WPPD Regional Director - Remote Sites and Special Projects
Susan Markowsky, Pharm.D.
Clinical Assistant Professor of Pharmacy Practice/ UF College of Pharmacy, Gainesville, Florida
E-mail: sjmarkow@ufl.edu

WPPD Regional Director - Clinical Practice Assessments
Beatriz Mitrzyk, Pharm.D.
Clinical Assistant Professor of Pharmacy Practice/ UF College of Pharmacy, Gainesville, Florida
Freelance Medical Writer
E-mail: bmitrzyk@ufl.edu

WPPD Assistant Director - Academic Support Services
Gregory Zuest, PhD, MESS, ATC/L, CSCS
WPPD Program / UF College of Pharmacy, Gainesville, Florida
E-mail: zuest@cop.ufl.edu

Associate Dean for Curriculum and Assessment
Diane E. Beck, Pharm.D.
Professor of Pharmacotherapy and Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: beck@cop.ufl.edu

Off Site Admissions Center - Program Manager
Misty Thomas, Off Site Admissions Center, Orlando, Florida
E-mail: mthomas@embanetcompass.com
1-800-431-6687 (x632)

Program Assistant
Tracie Cooper University of Florida College of Pharmacy-WPPD, E-mail: tracie@cop.ufl.edu
**Whom Do You Contact?**

**Course Coordinator** will address: cfeild@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 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 materials (CDs/DVDs)

**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](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
Table of Contents

UNIT APPENDIX 1 – PC PAPER / CPI

PSYCHOMOTOR AND LEARNING EXPECTATIONS

CONDUCT STANDARDS

ACADEMIC STANDARDS

ACADEMIC AND CONDUCT STANDARDS SUMMARY

COURSE AND INSTRUCTOR EVALUATIONS

CLASSROOM PROCEDURES AND POLICIES

EXAMINATION POLICY

GRADING POLICY

CLASSROOM PROCUREMENT AND POLICIES

EXAMINATION SCHEDULE

ASSIGNMENTS AND ACTIVITIES DESCRIPTION

EXPERIENTIAL SESSIONS

FACULTY BIOGRAPHIES

UNIT A

UNIT B

UNIT C

E-MAIL

BASIC RULES FOR E-MAIL

AVAILABILITY OF READINGS/LIBRARY SERVICE

REQUIRED TEXTBOOKS

THIS SEMESTER

IMPORTANT REMINDERS AND CHANGES HELD OVER FROM THE PREVIOUS SEMESTER(S)

COURSE OBJECTIVES

COURSE GOALS

COURSE CREDITS

PRE-REQUISITES

OTHER REQUIREMENTS

SOURCE UNDERLYING THE TEXTBOOKS

NOT DEFINED.
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 Protective 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.
### Course Goals

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

1. Investigate practice problems relating to the pharmacotherapy of patients with Protective System 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 Protective 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.

### Instructional Method vs. Curricular Equivalency (hours)

<table>
<thead>
<tr>
<th>Instructional Method</th>
<th>Curricular Equivalency (hours)</th>
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<tbody>
<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>
</tr>
<tr>
<td>Problem solving scenarios (minimum one per semester)</td>
<td>1 (min) 3 (max)</td>
</tr>
<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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</tbody>
</table>

Again, to comply with the standards, students should expect to spend a minimum of 7.5 hours per live session. The length of the sessions should not be shortened.
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. 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 on a CD provided with the course materials. The handouts will be available on CD as both 2 per page and 3 per page.

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 and one quiz. Students must obtain at least a 70% (combined) average on the EXAMS and quiz, 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 a 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.

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, 10/15/11 or 10/21/11 for Remote Session (Unit A material)
❖ Exam B during Regional Session 3, 11/12/11 (Unit B material)
❖ Exam C, 12/10/11 (Unit C material)

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.

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. 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 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, and internet access is mandatory.
2. Students should have streaming Video and DVD technology for viewing lecture material.
3. All exams 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.**

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**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.

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**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, 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.**

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**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 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/wmuflid.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.
<table>
<thead>
<tr>
<th>Unit A</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>TAPE</th>
<th>Unit B</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>TAPE</th>
<th>Unit C</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Course Introduction</td>
<td>Feild</td>
<td>B1</td>
<td>Introduction to HIV and opportunistic infections</td>
<td>Graham</td>
<td>C1</td>
<td>Pediatric and adolescent immunizations</td>
<td>Drawdy</td>
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<tr>
<td>A2</td>
<td>Introduction to the Immune system</td>
<td>Mitrzyk</td>
<td>B2</td>
<td>HIV/AIDS medications</td>
<td>Graham</td>
<td>C2</td>
<td>Adult immunizations</td>
<td>Ohri</td>
<td></td>
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<tr>
<td>A3</td>
<td>Psoriasis</td>
<td>Covey</td>
<td>B3</td>
<td>HIV/AIDS treatment, resistance, and drug interactions</td>
<td>Graham</td>
<td>C3</td>
<td>Immunization demonstration and practice update interview</td>
<td>Ohri</td>
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<tr>
<td>A4</td>
<td>Common Dermatologic Ailments</td>
<td>Clayville</td>
<td>B4</td>
<td>Fever in the immunocompromised host</td>
<td>Fancher</td>
<td>C4</td>
<td>Systemic Lupus Erythematosus</td>
<td>Weizer</td>
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<tr>
<td>A5</td>
<td>Sun Safety: Skin Cancer, Sunburn, and Sunscreen</td>
<td>Clayville</td>
<td>B5</td>
<td>Systemic fungal infections</td>
<td>Quilitz</td>
<td>C5</td>
<td>Osteoarthritis</td>
<td>Anderson</td>
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<tr>
<td>A6</td>
<td>Allergic and Pseudoallergic Reactions</td>
<td>Mitrzyk</td>
<td>B6</td>
<td>Systemic inflammatory response syndrome/sepsis</td>
<td>Feild</td>
<td>C6</td>
<td>Rheumatoid arthritis</td>
<td>Covey</td>
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<td>A7</td>
<td>Hematopoietic Stem Cell Transplantation</td>
<td>Fancher</td>
<td>C7</td>
<td>Gout</td>
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<td></td>
<td>C8</td>
<td>Skin and soft tissue Infections</td>
<td>Vandervoort</td>
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<td>C9</td>
<td>Bone and Joint Infections</td>
<td>Vandervoort</td>
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Remote Groups: Please refer to the ELS in SAKAI for the schedule of activities

Experiential Sessions

<table>
<thead>
<tr>
<th>Session 1 – 9/17/11</th>
<th>Session 2 – 10/15/11</th>
<th>Session 3 – 11/12/11</th>
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<tbody>
<tr>
<td>- Orientation (0.5 hrs)</td>
<td>- Exam A (2 hrs)</td>
<td>- Exam B (2 hours)</td>
</tr>
<tr>
<td>- Acne Homework Case-TBA (1hr)</td>
<td>- PC Project Status or Outline Presentations 0.5 hrs</td>
<td>- Individual Case Presentations (remaining 1/2 class) (2 hrs)</td>
</tr>
<tr>
<td>- Individual Case Presentations -1/2 class (2 hrs)</td>
<td>- HIV Homework Case (2.0 hrs) – ALL students</td>
<td>- PC Presentations (8th or 9th semester students)</td>
</tr>
<tr>
<td>- Physical Assessment Workshop Dermatology Game Show (1.5hr)</td>
<td>- Laboratory Workshop (1.5 hrs)</td>
<td>- Structural Disorder Presentations-1/2 class (1.5 hrs)</td>
</tr>
<tr>
<td>- STD Presentations - 1/2 class (1.5 hrs)</td>
<td>- HIV PK case(1 hr)</td>
<td>- Immunization Workshop (1.5 hrs)</td>
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<tr>
<td></td>
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<td>- Completed CPAs turned in</td>
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Exam #C (2 hours, All Unit C topics) – December 10, 2011
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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>
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<tr>
<td>A-1</td>
<td>Welcome/ Orientation</td>
<td>Feild</td>
<td></td>
</tr>
<tr>
<td>A-2</td>
<td>Introduction to the Immune system</td>
<td>Mitrzyk</td>
<td>Chapter 95</td>
</tr>
<tr>
<td>A-3</td>
<td>Psoriasis</td>
<td>Covey</td>
<td>Chapter 107</td>
</tr>
<tr>
<td>A-4</td>
<td>Common Dermatologic Ailments</td>
<td>Clayville</td>
<td>Chapter 105,108,124,129</td>
</tr>
<tr>
<td>A-5</td>
<td>Sun Safety: Skin Cancer, Sunburn, and Sunscreen</td>
<td>Clayville</td>
<td>Chapter 105, 147</td>
</tr>
<tr>
<td>A-6</td>
<td>Allergic and Pseudoallergic Reactions</td>
<td>Mitrzyk</td>
<td>Chapter 97</td>
</tr>
<tr>
<td>A-7</td>
<td>Hematopoietic Stem Cell Transplantation</td>
<td>Fancher</td>
<td>Chapter 148</td>
</tr>
</tbody>
</table>

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

None assigned for Unit A lectures

**HOMEWORK:**

Posted on E-Learning in SAKAI. Due prior to session #1
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>Introduction to HIV and opportunistic infections</td>
<td>Graham</td>
<td>Chapter 134</td>
</tr>
<tr>
<td>B-2</td>
<td>HIV/AIDS medications</td>
<td>Graham</td>
<td>Chapter 134</td>
</tr>
<tr>
<td>B-3</td>
<td>HIV/AIDS treatment, resistance, and drug interactions</td>
<td>Graham</td>
<td>Chapter 134</td>
</tr>
<tr>
<td>B-4</td>
<td>Fever in the immunocompromised host</td>
<td>Fancher</td>
<td>Chapter 131</td>
</tr>
<tr>
<td>B-5</td>
<td>Systemic fungal infections</td>
<td>Quilitz</td>
<td>Chapter 130</td>
</tr>
<tr>
<td>B-6</td>
<td>Systemic inflammatory response syndrome /sepsis</td>
<td>Feild</td>
<td>Chapter 128</td>
</tr>
</tbody>
</table>

ADDITIONAL REQUIRED READINGS:

HIV Aids
http://www.aidsinfo.nih.gov/Guidelines/
- Guidelines for the Use of Antiretroviral Agents in HIV-1-Infected Adults and Adolescents - January 10,2011
- Guidelines for Prevention and Treatment of Opportunistic Infections in HIV-Infected Adults and Adolescents – April 10,2009
- Revised Recommendations for HIV Testing of Adults, Adolescents, and Pregnant Women in Health-Care Settings- September 22, 2006
- Update of the Drug Resistance Mutations in HIV-1: Spring 2008

SIRS Sepsis
- Surviving Sepsis Guidelines 2008 Crit Care Med 2008;36(3)

SUGGESTED READINGS/RESOURCES:

None Assigned

HOMEWORK:
Posted on E Learning in SAKAI.
Due prior to session #2
Unit C

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Faculty</th>
<th>DiPiro Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Pediatric and adolescent immunizations</td>
<td>Drawdy</td>
<td>Chapter 133</td>
</tr>
<tr>
<td>C-2</td>
<td>Adult immunizations</td>
<td>Ohri</td>
<td>Chapter 133</td>
</tr>
<tr>
<td>C-3</td>
<td>Immunization demonstration</td>
<td>Ohri</td>
<td>Chapter 133</td>
</tr>
<tr>
<td>C-4</td>
<td>Systemic Lupus Erythematosus</td>
<td>Weizer</td>
<td>Chapter 96</td>
</tr>
<tr>
<td>C-5</td>
<td>Osteoarthritis</td>
<td>Anderson</td>
<td>Chapter 101</td>
</tr>
<tr>
<td>C-6</td>
<td>Rheumatoid arthritis</td>
<td>Covey</td>
<td>Chapter 100</td>
</tr>
<tr>
<td>C-7</td>
<td>Gout</td>
<td>Fierro</td>
<td>Chapter 102</td>
</tr>
<tr>
<td>C-8</td>
<td>Skin and soft tissue Infections</td>
<td>Vandervoort</td>
<td>Chapter 119</td>
</tr>
<tr>
<td>C-9</td>
<td>Bone and joint infections</td>
<td>Vandervoort</td>
<td>Chapter 127</td>
</tr>
</tbody>
</table>

ADDITIONAL REQUIRED READINGS:

Immunizations
- The Pink Book: Epidemiology and Prevention of Vaccine Preventable Diseases. 12th Edition (April 2011), including Appendices, to become aware of resources within this CDC “Bible” of immunization practice. URL: http://www.cdc.gov/vaccines/pubs/pinkbook/default.htm

SLE

Skin and Soft Tissue Infections

SUGGESTED READINGS/RESOURCES:

HOMEWORK:
Posted on E Learning in SAKAI.
Due prior to session #3
Faculty Biosketches

Katherine Vogel Anderson, PharmD
Dr. 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, Dr. Vogel Anderson completed a primary care pharmacy residency at the Malcom Randall Veterans Affairs Medical Center in Gainesville. After her residency, Dr. Vogel Anderson accepted a clinical pharmacy specialist position at the same VA, in the pharmacotherapy clinic, where she specialized in anticoagulation management. She held this position for five years, before transferring to the VA geriatric primary care clinic, where she managed anticoagulation, hypertension, and diabetes, among other disease states, as part of a multi-disciplinary health care team. Dr. Vogel Anderson joined the Gainesville UF College of Pharmacy faculty in April, 2010. In addition to her teaching responsibilities, Dr. Vogel Anderson practices at the Shands Internal Medicine Clinic, where her focus is in anticoagulation management and research.

Lisa Clayville, PharmD
Lisa R Clayville is a Clinical Assistant Professor at the University of Florida College of Pharmacy. She also has an Ambulatory Care clinic at the Center for Living Well, which is a primary health care clinic for cast members of the Walt Disney World Resort. Lisa earned her Doctor of Pharmacy degree in 2007 from the University of Maryland in Baltimore, MD and completed a PGY-1 residency in Ambulatory Care at Florida Hospital Celebration Health.

Doug Covey, PharmD, MPH,
Douglas F. Covey, PharmD, FCCP, MHA, CDE, is Clinical Pharmacy Specialist for Ambulatory Care at the James A. Haley Veterans’ Hospital in Tampa, Florida. In addition, Dr. Covey is Associate Professor of Pharmacy Practice for the UF College of Pharmacy and one of the four Regional Directors of the Working Professional Doctor of Pharmacy Program. Dr. Covey received a B.S. (Pharmacy) and a Doctor of Pharmacy degree at UF and a Masters in Healthcare Administration from USF. Dr. Covey’s areas of interest are lipids, diabetes and cardiovascular pharmacotherapy, patient education, and professional training. He has direct patient care responsibilities in the Anticoagulation clinics, and provides a consult service to most of the other specialty clinics including Rheumatology, Dermatology, Pulmonary, and GI. He is active in many state and national organizations having served as an FSHP Board member, Chair of the ACCP Ambulatory Care Practice and Research Network, and Chair of the ACCP Leadership Task Force. He is an ASHP PGY2 Ambulatory Care Residency Program Director who participates routinely on accreditation site surveys for ASHP and recently served on the ASHP Commission on Credentialing. He also participated in the writing of PGY2 Ambulatory Care Residency Standards. Further, he was recently appointed to the Board of Pharmaceutical Specialties (BPS) Ambulatory Care Council (Vice Chair 2010-11, Chair 2012), charged with developing certification for ambulatory care specialists. He has written numerous articles and several book chapters.

Sherlynn Drawdy, PharmD
Dr. Drawdy received her Doctor of Pharmacy degree in 2004 from the Medical University of South Carolina in Charleston, SC. She then went on to complete a Pharmacy Practice Residency and Pediatric Pharmacy Specialized Residency at Shands Hospital at the University of Florida. After residency training, Sherl practiced as a Clinical Staff Pharmacist in Pediatrics at Wake Forest University Baptist Medical Center. During her time at Wake Forest, she cared for pediatric patients of all ages and levels of care, but her primary practice area was the Pediatric Intensive Care Unit. Sherl became a Board Certified Pharmacotherapy Specialist in 2007. She joined Elsevier/Gold Standard as their Pediatric Clinical Content Editor in January of 2010.

Karen Fancher, PharmD
Karen M. Fancher, PharmD, BCOP is currently a Clinical Pharmacy Specialist at the West Penn Allegheny Oncology Network in Pittsburgh, Pennsylvania. She completed a Pharmacy Practice Residency at Thomas Jefferson University Hospital in Philadelphia, Pennsylvania, and a Specialty Residency in Oncology Pharmacy Practice at the H. Lee Moffitt Cancer Center & Research Institute in Tampa, Florida. She then spent almost 10 years as a Clinical Pharmacist with the Blood & Marrow Transplant Division at the H. Lee Moffitt Cancer Center before returning to her hometown of Pittsburgh. She serves as a Committee Chair for the Hematology Oncology Pharmacy Association (HOPA), routinely lectures on oncology topics at both the collegiate and national levels, and was nominated for ASHP’s Preceptor of the Year Award in 2008.
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 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.

Joseph Fierro, PharmD

Dr. Fierro earned is PharmD degree from the University of Florida. He then completed an AHSP accredited Pharmacy Practice residency at the North Florida/South Georgia Veteran’s Health System in Gainesville Florida. Following that, he completed a second year residency in Ambulatory Care Primary Practice as the James A Haley Veteran’s Hospital in Tampa Florida. He is currently at James A Haley working in the Anticoagulation clinic and in the specialty clinics. His emphasis is in allergy, rheumatology and endocrinology. He has an interest in pharmacy education and training and works with undergraduate students from several colleges of pharmacy.

Kathy Graham, PharmD

Dr. Kathleen Graham obtained a Bachelor of Science in microbiology from the University of California, Berkeley, and a Doctor of Pharmacy degree from the University of California in San Francisco. She continued her pharmacy education with a residency in Clinical Pharmacy at the New England Medical Center and a fellowship in Infectious Diseases at the University of Rhode Island. Dr. Graham has been working and teaching pharmacy students in the field of HIV/AIDS for 25 years. She is currently an HIV Clinical Research Pharmacist at Children’s Diagnostic & Treatment Center in Fort Lauderdale, Florida where she has established an HIV Medication Counseling Clinic and conducts research in HIV/AIDS.

Beatriz Mansor Mitrzyk, PharmD, BCPs

Dr. Beatriz Manzor Mitrzyk graduated in 1992 from the University of Michigan College of Pharmacy and completed a Pharmacy Practice Residency in 1993 at the University of Michigan Hospitals. She became a Board Certified Pharmacotherapy Specialist in 2007. She has been active in clinical pharmacy practice, pharmacy education, and medical writing for over 15 years. Since 2009, Dr. Mitrzyk has served as the Regional Director of Clinical Practice Assessments and Clinical Assistant Professor with the Working Professional PharmD (WPPD) program at the University of Florida College of Pharmacy. She is also a Foundations facilitator and pharmaceutical care paper reviewer and assists with special projects. In the past, she has served as a co-course coordinator and remote and regional facilitator. Previously, Dr. Mitrzyk served as Clinical Specialist in Infectious Diseases at Sinai Hospital Detroit Medical Center and Clinical Pharmacotherapy Specialist at Detroit Receiving Hospital. She is a member of the American Association of Colleges of Pharmacy, American College of Clinical Pharmacy, and American Pharmacists Association and serves as a reviewer for the Annals of Pharmacotherapy, Journal of the American Pharmacists Association, and Pharmacotherapy.

Linda Ohri, PharmD,

Dr. Ohri received her B.S. in Pharmacy at the University of Nebraska Medical Center and her Doctor of Pharmacy degree at the University of Michigan. She completed a Hospital Practice Residency and an Ambulatory Care Residency through the University Nebraska Medical Center and Family Health Care, Inc., Omaha, NE. She completed a Masters degree in Public Health at the University of Nebraska Medical Center in May, 2008. She is an Associate Professor in the Department of Pharmacy Practice at the Creighton University School of Pharmacy and Health Professions. She has practiced and taught over the past 35 years in the areas of ambulatory care, drug information, public health and immunizations for adult and pediatric patient populations. Dr. Ohri has been a faculty member for the American Pharmacists’ Association certificate program on pharmacist provided immunization services since 1997, and was on their Advisory Board for 10 years. She has coordinated three offerings annually of
this certificate program for Creighton pharmacy students and area pharmacists over the past 10 years, preparing over 1500 practitioners for immunization practice. She speaks to health professional groups locally, regionally and nationally on pediatric, adolescent and adult immunizations. She has conducted research and published on various vaccine topics, as well as on related coalition activities. She has presented at the National Immunization Conference on multiple occasions, and has served as a reviewer for CDC public and professional education materials. She has also served as a consultant to the CDC and other groups on pharmacist involvement in public health. Dr. Ohri has been active for over 18 years with the Immunization Task Force - Metro Omaha (ITF). She has twice served as Chair of the overall Task Force, as well as past Chair of their Professional Liaison Committee and has been the current Chair of their Legislative/Advocacy Committee for multiple terms. She also served as Coordinator of the Nebraska Immunization Registry Coalition (NE-IRC) for two years. In these positions, she has coordinated advocacy efforts and provided expert testimony on legislative issues for the Task Force; supporting state immunization registry initiatives and various school mandates, as well as state-wide efforts to oppose thimerosal ban legislation. She has led the ITF’s participation with the national 317 Coalition, advocating for increased federal funding of immunization services in the U.S.

Rod Quilitz, PharmD

Rod Quilitz obtained his Doctor of Pharmacy degree at the University of Florida in 1993, then completed his Pharmacy Practice Residency at the University of Minnesota Hospital and Clinic and Oncology Pharmacy Specialty Residency at H Lee Moffitt Cancer Center and Research Institute in Tampa, Florida. Dr. Quilitz has continued to work as a clinical pharmacist at Moffitt for a total of 17 years as of the time of this lecture. Dr. Quilitz has assisted in the clinical management and pharmaceutical care of patients with a variety of oncologic disorders with high level of involvement in the management and prevention of infectious complications in this challenging patient population. In 2007, Dr. Quilitz was selected as the first Clinical Pharmacy Specialist to work exclusively with Moffitt’s Infectious Disease Service and Infection Control Program. His successes in this role lead to his recent promotion to Clinical Pharmacy Coordinator for Infectious Disease and Antimicrobial Stewardship. Throughout Dr. Quilitz’ professional career, he has maintained a strong interest in the prevention and management of infectious complications in the immunocompromised cancer patient, an area in which he has been involved in the areas of direct patient care, presentations, publications, research, and professional mentoring.

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. Michele became specialty board certified in Pharmacotherapy originally in 1994 and re-certified in 2001 and again in 2008. Michele has held numerous leadership positions in pharmacy organizations and currently serves as Chair of the Florida Board of Pharmacy. She is a Past-President of the Florida Society of Health-System Pharmacists (2001-2002). She served as Chair of the Educational Affairs and Workforce Development Council for the American Society of Health-System Pharmacists 2006-07 and served as Chair of the ASHP Foundation Development committee 2005-06. Additionally, Michele has served on the University of Florida College of Pharmacy National Development Advisory Board for over 10 years and currently serves as Chair. Michele also serves as a member-at-large on the Florida Pharmacy Council and completed her term in February as Chair of the Tripartite Continuing Education Committee for the Florida Board of Pharmacy. In August 2007, Michele was presented with the Outstanding Faculty Award for the UF College of Pharmacy WPPD program. In August 2003, Michele was
awarded the Pharmacist of the Year for the Florida Society of Health-System Pharmacists. In 2004, she was recognized as a Heavy Hitter in health care by the South Florida Business Journal and most recently she was recognized as a Who's Who Among Executive and Professional Women. Other awards include University Hospital and Medical Center Director of the Year 2003, Merck Pharmacist Achievement Award 2002, Drug Topics: Pharmacist of the Year 2002, Bristol Myers Squibb President’s Award 2002, and the University of Florida College of Pharmacy Distinguished Pharmacy Service Alumna Award 2000.

Experiential Sessions

SESSION #1  September 17, 2011

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. Acne Homework Assignment (1 hour)
   - Case posted on E Learning 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)
   - ½ class presenting
   - Cases on topic from Unit A
4. Physical Assessment Workshop – Dermatology Game Show (1.5 hours)
5. STD presentations (1.5 hours)
   - Topics listed in assignment description below

SESSION #2  October 15, 2011

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 including Acne and STDs)
2. HIV Case Homework/SOAP note (2 hours)
   - Homework cases are posted on the E learning 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 2.
3. HIV Pharmacokinetics Homework (1 hour)
   - Homework cases are posted on the E learning 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 2.
4. Laboratory Workshop (1.5 hours)
5. PC Project/CPA’s – Reports and Sharing (0.5 hr)
   - 2nd and 3rd semester students submit and present 5 minute PC project outline (3rd semester- attach brief 1-2 page project plan)
   - 4th-5th semester students-brief updates regarding status of clinical practice goals/improvements
   - 6th-7th semester students-brief updates regarding final topic choice for PC paper due between 6th-8th semester
   - See website for further details http://www.cop.ufl.edu.wppd (left column, PC papers).
6. Turn in any completed CPAs

SESSION #3  November 12, 2001

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)
   - ½ class presenting
- Cases on topic from Unit B (not HIV) or C topics
3. Structural Disorder Presentations (2 hours)
4. Immunization Workshop (1.5 hours)
5. 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.

**STD Case Presentation (1/2 of the class Session 1)**
Students (1/2 of class) will prepare a brief presentation regarding a sexually transmitted disease. Students will be assigned by their facilitator one of the below topics. Students will be evaluated based on content, presentation, and time. See Assessment form in ELS.
1. Each presentation should be approximately 8-10 minutes in length plus a few minutes to answer any questions.
2. A one page handout should be prepared and distributed to the class. It should include the following: Background, Risk factors/spread, presentation, diagnosis, treatment, prevention, relapse/recurrence, outcomes

The following topics are listed in Table 126.1 (DiPiro) but not discussed in the chapter and/or class. Students should read the STD Chapter 126. Prepare discussion of your topic using the format found in the text with the other STDs (eg. syphilis). Evaluation will be on time, content, and technique. The challenge is to be brief, but thorough, focusing on drug therapy. Handouts would be helpful for study purposes and should contain key material.

Your facilitator will assign the STDs.

1. Chancroid
2. Granuloma inguinale (donovanosis)
3. Hepatitis B (as an STD)
4. Condylomata acuminata
5. Molluscum contagiosum
6. Cytomegalovirus infection
7. Mycoplasmal infections
8. Giardiasis
Dermatology Physical Assessment (Session 1)
This workshop will address the physical assessment and management of dermatologic disorders. Students will be presented with a short case and a picture of a dermatologic disorder. They will then identify the disorder, and make an appropriate triage and treatment recommendation. This exercise will be done in a game show format - Derm Duel - with the class breaking out into two groups and the group providing a single response. The team with the most points wins – perhaps some sunscreen?

HIV/AIDS SOAP Note (Session 2)
Students will complete the first portion of this assignment by doing the HIV homework assigned for session 2. The student will then select one of the cases and write a soap note based on the answers they provided in the case. After the class discusses the homework cases each student will present their soap note to the class. Presentations should be limited to no more than 5 minutes with a few minutes for questions to follow. The soap note will be graded using the evaluation form posted on E Learning in SAKAI and the note is to be turned into the facilitator for grading.

HIV Pharmacokinetics Case (Session 2)
Students will review an HIV case and answer pharmacokinetic related questions prior to coming to class. Students should come prepared to provide explanation and rationale for their answers. A verbal defense format will be used for discussing the case and the appropriate answers. The case will be posted to E Learning in SAKAI.

Laboratory Data Interpretation Workshop (Session 2)
In a case based / patient interview / counseling format, students will participate in a workshop designed to enhance their knowledge of laboratory parameter interpretation. Prior reading of associated material is essential to the performance of each student. Reading assignments for this activity will be posted on E Learning in SAKAI. Students will educate fellow students on the reading material and the cases will be assessed in a small group format. Actual cases will not be handed out until class day.

Immunization Workshop (Session 3)
The first portion of the workshop is a patient interview/counseling session. Students will break out into three groups. Each group will have a separate case and will interview the patient (facilitator) and provide appropriate counseling and Medication Therapy Management (MTM) recommendations. At the conclusion of the case the other groups will be asked to add and provide feedback. The second portion of the workshop is an administration demonstration. Prior to attending Session 3, students will view the C3 demonstration video which explains and illustrates the techniques involved in administering adult immunizations. In class students will review steps and then have the opportunity to practice the technique illustrated.

Structural Disorder Diagnosis / Treatment Presentation (1/2 of the Class Session 3)
Students (1/2 the class) will present information regarding the differential diagnosis and treatment of various structural disease states. Students will be assigned by their facilitator one of the below topics. Students will be evaluated based on content, presentation, and time. See Assessment form in Course Workbook (or Website).
1. Each presentation should be approximately 8-10 minutes in length plus a few minutes to answer any questions.
2. A one page handout should be prepared and distributed to the class. It should include the following: Epidemiology, Pathophysiology, clinical presentation, joint/extra-articular involvement, lab findings. Goals of treatment, nonpharmacologic and pharmacologic treatment. In addition 2 websites related to the topic and a summary/evaluation of the information located on the websites should be presented. Example cases are encouraged.

The facilitator will assign one of the following disorders:
1. Ankylosing Spondylitis
2. Scleroderma
3. Polymyalgia Rheumatica
4. Tietze’s Syndrome
5. Psoriatic Arthritis
6. Sjogren’s Syndrome
7. Fibromyalgia
8. Pseudogout

Homework Cases (posted on E Learning in SAKAI)
Acne (session 1)
Complete homework prior to session one. Acne will be covered on the first exam.
HIV Case and Kinetics Homework (session 2)
Complete homework cases prior to session two.

Schwinghamer homework
Homework cases to be assigned at the discretion of the facilitator.

Examination Schedule

This course has three examinations.

<table>
<thead>
<tr>
<th>Exam A (Unit A)</th>
<th>Regional Sites</th>
<th>October 15, 2011</th>
<th>8:30 AM-10:30 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote Sites</td>
<td>October 21, 2011</td>
<td>Evening time TBA</td>
<td></td>
</tr>
<tr>
<td>Exam B (unit B)</td>
<td>Regional Sites</td>
<td>November 12, 2011</td>
<td>8:30 AM-10:30 AM</td>
</tr>
<tr>
<td>Remote Sites</td>
<td>November 12, 2011</td>
<td>9:00 AM –11:00 AM (local time via email)</td>
<td></td>
</tr>
<tr>
<td>Exam C (Unit C)</td>
<td>All Sites</td>
<td>December 10, 2011</td>
<td>9:00 AM-11:00 AM (local time via email)</td>
</tr>
</tbody>
</table>

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.

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:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual case presentation</td>
<td>10%</td>
</tr>
<tr>
<td>RA/STD presentation</td>
<td>10%</td>
</tr>
<tr>
<td>SOAP Note</td>
<td>5%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
</tbody>
</table>
|                           | 5% per session: homework, in-class discussion,
e-mail communication, professionalism

Exam A (Unit A)  
Exam B (Unit B)  
Exam C (Unit C)  

- 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: http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

### Grading Scale

<table>
<thead>
<tr>
<th>Mastery</th>
<th>A   = 97 - 100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A- = 94 - 96</td>
</tr>
<tr>
<td></td>
<td>B+ = 91 - 93</td>
</tr>
<tr>
<td>Above Average Competence</td>
<td>B   = 87 - 90</td>
</tr>
<tr>
<td></td>
<td>B- = 84 - 86</td>
</tr>
<tr>
<td></td>
<td>C+ = 81 - 83</td>
</tr>
<tr>
<td>Competency for Practice</td>
<td>C   = 79 - 80</td>
</tr>
<tr>
<td></td>
<td>C- = 77 - 78</td>
</tr>
<tr>
<td>Minimal Competence</td>
<td>D+ = 75 - 76</td>
</tr>
<tr>
<td></td>
<td>D  = 72 - 74</td>
</tr>
<tr>
<td></td>
<td>D- = 70 - 71</td>
</tr>
<tr>
<td>Improvement Required</td>
<td>F  = &lt;70</td>
</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 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, misdocumentation, 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

Faculty Evaluations. You will receive an email from the Curricular Affairs Office requesting that you complete the faculty evaluations. If the course is team-taught, you will receive emails during the semester to alert you when to evaluate the faculty members. Please complete your faculty evaluations by the specified date and time by logging in with your GatorLink account at the following site:

https://evaluations.ufl.edu

Faculty evaluations are important feedback for your course instructors and the University and receive major consideration in the tenure and promotion process. Your input via evaluations can make a difference in our College’s teaching activities, so participate, evaluate and our College will be better for it.

The online faculty evaluation system is completely anonymous. When you submit an evaluation, the system marks that you have submitted an evaluation for the section (so you cannot submit multiple evaluations), but from that point on, there is no connection between you and the evaluation data. Faculty evaluations also provide useful information for students. The results of your evaluation input are made available to all students in future semesters at: http://www.aa.ufl.edu/aa/evaluations/search/.

Course Evaluations. In the last few weeks of the course, you will receive an email with directions for completing a course evaluation. Note, course evaluations provide feedback that is different from the Faculty evaluations and both are very important to continuous improvement of our program. Course evaluations are used by the College to identify how to improve the how the course is designed and delivered. Therefore, our Courses will be better through your completion of these evaluations. You will complete Course Evaluations via a website that is different from Faculty Evaluations. These evaluations are also anonymous.

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](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).