

Respiratory Disorders

Fall 2018 6 Credits

Course Purpose:

PHA 5595 is one in a series of eight courses which are organized by body system. PHA5595 introduces the student to patient care concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with respiratory 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 with the purpose of providing the student the opportunity to function as he/she would after graduation, but under faculty supervision.

Course Faculty

Course Coordinator:

Susan J. Markowsky, Pharm.D.
Clinical Associate Professor
UF College of Pharmacy
Email: smarkowsky@cop.ufl.edu

Academic Program Specialist

Tracie Cooper
UF College of Pharmacy
E-mail: tracie@cop.ufl.edu

Please see **Appendix A** for contact information of faculty and staff involved in this course and the WPPD program. Bios 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 Canvas 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 respiratory 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 respiratory 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 respiratory 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
 - f. disorders
 - g. Recall the currently accepted standard of care guidelines for the disorders
 12. Given a patient/practice problem or case related to a respiratory disorder, and 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 respiratory 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, additional 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 face-to-face learning sessions (e.g., case discussions, case presentations, topic presentations, literature reviews, problem set discussions),
- 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 multiple learning modules within each unit. An outline of the course module topics is listed in Table 1. The corresponding module activities are posted on the course E-learning website (see Quicksan).

Table 1. PHA5595 Unit and module topics.

| Unit | Module | Faculty Member | Assessment |
|------|--|---------------------------|------------|
| A0 | Course Introduction (Orientation) | Dr. Susan Markowsky | |
| A1 | Pharmacokinetics (Aminoglycosides, Vancomycin, and Theophylline) | Dr. Carinda Feild | Exam A |
| A2 | Allergic Rhinitis | Dr. Jennifer Wellborn-Kim | Exam A |
| A3 | Smoking Cessation | Dr. Karen Sando | Exam A |
| A4 | Pulmonary Hypertension | Dr. Patricia Louzon | Exam A |
| A5 | Drug Induced Lung Disease | Dr. Michele Weizer | Exam A |
| B1 | Sinusitis / Upper Respiratory Infection | Dr. Jennifer Wellborn-Kim | Exam B |
| B2 | Community Acquired Pneumonia | TBA | Exam B |
| B3 | Hospital and Ventilatory Acquired Pneumonia | Dr. Jacqueline Jourjy | Exam B |
| B4 | Tuberculosis | Dr. Charles Peloquin | Exam B |
| B5 | Antimicrobial Stewardship | Dr. Kenneth Klinker | Exam B |
| C1 | Asthma | Dr. Michelle Farland | Exam C |
| C2 | COPD | Dr. Michelle Farland | Exam C |
| C3 | Lung Cancer | Dr. David DeRemer | Exam C |
| C4 | Literature Evaluation | TBA | Exam C |

*To be announced

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, 10th ed.
 - a. This text is available via the UF library/ Access Pharmacy 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, 10th 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, 5th ed.
5. **Murphy J.** Clinical Pharmacokinetics, American Society of Health Systems Pharmacists, 2017, 6th ed. ISBN: 978-1-58528-537-2,

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 each Module learning activities section (E-Learning). Required readings which are not available via the textbooks above or Access Pharmacy (via online Health Sciences Library Databases) will be posted directly on the topic module webpage.

Active Learning Requirements

Active learning requires students to actively participate in synchronous learning activities and complete assignments that require either application of what is learned from lectures or independent study.

During this course, active learning will occur with the activities listed below. See the Course Quickscan which is detailed in **Appendix C** for specific course activities required to accomplish the active learning requirements:

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 when available.
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 class presentations: a) Individual Patient Case, b) Device or Monitoring Tool, c) Longitudinal Patient Case, and d) Capstone progress update.
5. Completion of homework and assignments required for workshop preparation. See the regional or remote weekly planner for Units A, B, and C homework assignments and timelines posted on the course E-learning website.
6. Homework assignment to assess application of evidence-based literature evaluation skills.

Feedback to Students

Facilitators will provide written feedback on selected assignments via the eLearning system. In general, assignment grading is completed within one week after the assignment due date. Facilitators will also provide students with timely verbal feedback following in-class presentations and workshop participation. In addition, students may schedule an appointment with the facilitator if they wish to obtain more detailed feedback.

Student Evaluation & Grading

Evaluation Methods

| | |
|--|-----|
| Individual case presentation/SOAP note * | 12% |
| Device Presentation | 3% |
| Initial Medication Interview for Longitudinal Patient | 2% |
| Longitudinal Patient Case Presentation | 6% |
| Pharmacokinetic Case Assignments | 3% |
| Homework Assignment | 2% |
| CPI / Capstone Progress Reports | 3% |
| Class participation | 9% |
| <ul style="list-style-type: none"> • 3% per unit (Units A, B, C) : Includes attendance, participation, homework, communication (e.g., email), professionalism | |
| Exam A (Unit A) | 20% |
| Exam B (Unit B) | 20% |
| Exam C (Unit C) | 20% |

- *Note: Students must pass the Case Presentation as a requirement 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 $\geq 70\%$ 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. **No more than 2 case remediations will be permitted during the eight WPPD body system courses.**
- 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 (see Student Presentations page).

- Note. Students must obtain at least a 70% (combined) average on the EXAMS and a 70% overall course grade as requirements 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%. 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 2nd 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 the E learning 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. No more than 2 adobe connect sessions may be missed by remote students. Makeup sessions may be arranged in advance by emailing the course coordinator and facilitator at least 72 hours prior to the scheduled class.

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 succeed in the Doctor of Pharmacy Program. 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 Schedule

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

Exam A (Unit A)

| | | |
|----------------|---------------|---|
| Regional Sites | Sept 22, 2018 | 8:30 AM-10:30 AM |
| Remote Sites | Sept 22, 2018 | via ProctorU (8 am-12 noon EST start times) |

Exam B (Unit B)

| | | |
|----------------|--------------|---|
| Regional Sites | Oct 20, 2018 | 8:30 AM-10:30 AM |
| Remote Sites | Oct 20, 2018 | via ProctorU (8 am-12 noon EST start times) |

Exam C (Unit C)

| | | |
|----------------|--------------|---|
| Regional Sites | Nov 17, 2018 | 8:30-10:30AM |
| Remote Sites | Nov 17, 2018 | via ProctorU (8 am-12 noon EST start times) |

*All exams are open book.

Proctored Exam Details

For detailed exam instructions, please see E Learning for the left-side tab 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. Students who do not comply with the exam instructions with regards to time, location and permitted resources will be 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. 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 exams will primarily include case-based questions. This allows an evaluation of the student’s ability to apply information to improve, monitor, and evaluate pharmaceutical patient care outcomes rather than to recall facts.

Exam Posting

Exam grades will be posted to the course E learning system by the facilitator within 7-10 days of exam submission. Students will be notified of grade posting by the facilitator or course coordinator. Exams will be returned during the next onsite class session for regional model students. Online exams will be released within 10 days for remote students.

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 the requests 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, and evidence-based literature citations. When necessary, the exam will be regraded, in full, by a third party. The grader will assess the supporting data when evaluating the appealed portions of an exam. Note: the score of a fully re-graded exam may increase, decrease, or stay the same. The re-graded 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. The forms to request makeup exams are posted on the Course Resources page in E-Learning. The makeup exams are typically scheduled for the Sunday afternoon or Monday morning following the originally scheduled exam. Email your facilitator with copy to your course coordinator 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 the regional and remote models. Use the weekly planner to keep on track with module, presentation and assignment completion 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 will not share your answers with another student or collaborate in answering the questions. The faculty will monitor submissions 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 coordinator 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 immediately email/call their facilitator to 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 an incomplete. Students who submit late will receive a 10 percent reduction on the associated Unit Participation score (See participation rubric for the homework category).
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” (see Resources folder - “Case Presentation Information”).
3. In order to pass the course, it is mandatory that the student pass the case presentation. Remediation for a failed case(s) (less than 70%) will include re-submitting and presenting the revised case to a remediation facilitator. The final score for the remediated case presentation grade will be limited to the original score. However, the student may pass the course if the remediated case grade is ≥ 70 and an overall passing course letter grade is achieved. No more than 2 case remediations will be permitted during the eight WPPD body system courses.
4. Case presentation assignments will receive a “Turn-It-In” score within 24 hours of submission to the Individual Case assignment link. More specific instructions can be found on the E Learning website. A printed copy of the case presentation should be provided to the facilitator 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.

Appendix A: Directions for Contacting Faculty & Course Faculty List

PHA 5595 Course Coordinator: Sue Markowsky, Pharm.D.; E-mail: smarkowsky@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
UF College of Pharmacy, Gainesville, Florida
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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
E-mail: Rxcovey@ufl.edu

Regional Director – Course Coordination, 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

Director – Student and Academic Affairs, WPPD

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, Pharmacotherapy and Translational Research
UF College of Pharmacy, Gainesville, Florida
E-mail: beck@cop.ufl.edu

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

See PE Courses and WPPD Resources for CPA Coordinator contact information.

Academic Program Specialist, WPPD

Tracie Cooper
UF College of Pharmacy, Gainesville, Florida
E-mail: tracie@cop.ufl.edu

Whom Do You Contact?

Course Coordinator will address:

- 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
- Student Presentations and Scheduled Dates
- 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
 - Pharmacademic issues
- Please contact Jackie Lavinder for all WPPD program questions (that are not course-related)
E-mail: lavinder@cop.ufl.edu

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
- 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. Greg Zuest for assistance. Email: zuest@cop.ufl.edu

Course Instructors

David DeRemer, PharmD, BCOP, FCCP received his B.S. Biology and Pharm.D. degrees from the University of Kentucky. Following graduation, he completed a Pharmacy Practice Residency and an Oncology specialty residency at the University of Kentucky Chandler Medical Center. He followed that with an Oncology Postdoctoral Fellowship focusing on Drug Discovery/Development at the University of Kentucky. He began his career as a clinical assistant professor at the University of Georgia College of Pharmacy in the department of clinical and administrative pharmacy and the clinical and experimental therapeutics program in Augusta. Most recently, he was a clinical associate professor in the UGA College of Pharmacy and adjunct clinical associate professor in the Medical College of Georgia. He was also a clinical specialist in Outpatient BMT/Hematological Malignancies in the Georgia Cancer Center and residency program director for the PGY2 Oncology Pharmacy residency. Dr. DeRemer is a fellow of the American College of Clinical Pharmacy and has been active in the Hematology/Oncology PRN, serving as chair in 2015-16. He is also an active member of the Hematology/Oncology Pharmacy Association, or HOPA, and most recently served on the Board of Directors. He joined the University of Florida College of Pharmacy in September 2017 and is actively participating in early phase UF Health Cancer Center clinical trials.

Michelle Farland, PharmD, BCPS, CDE received her Doctor of Pharmacy degree from the University of Pittsburgh School of Pharmacy in 2005. She completed a pharmacy practice residency at Shands Jacksonville Medical Center (now UF Health at Jacksonville) in Jacksonville, Florida and a specialty residency in Ambulatory care/Primary care at the Virginia Commonwealth University Medical College of Virginia Hospitals in Richmond, Virginia. Dr. Farland joined the faculty of the University of Tennessee Health Science Center College of Pharmacy in 2007 and was promoted to Associate Professor in 2012. She then joined the faculty of the University of Florida in 2015. She currently serves as the Director of Personal and Professional Development Curriculum with educational research focusing on outcomes of team-based learning and personal and professional development. Dr. Farland has been recognized by the American College of Clinical Pharmacy with the 2012 New Educator Award, by the Team Based Learning Collaborative (TBLC) in 2016 as a team-based learning consultant-trainer, and by the American Association of Colleges of Pharmacy (AACP) in 2017 as an Emerging Teaching Scholar. Dr. Farland currently serves as the president-elect of the Team-Based Learning Collaborative (TBLC), and is a member of the American Association of Colleges of Pharmacy (AACP), American College of Clinical Pharmacy (ACCP), and Phi Lambda Sigma Pharmacy Leadership Society (PLS). Dr. Farland has served as a national speaker in the areas of diabetes, chronic pain management and team-based learning.

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. Prior to taking this position, Dr. Feild 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.

Jacqueline Jourjy, PharmD, BCPS is an instructor affiliated with the University of Florida College of Pharmacy. Dr. Jourjy has worked as Clinical Assistant Professor at University of Florida (UF). Prior to UF, Dr. Jourjy was an Assistant Professor of Pharmacy Practice and the Director of Student Promotion and Retention at the Lake Erie College of Osteopathic Medicine, School of Pharmacy in Bradenton. Dr. Jourjy received her PharmD degree from Florida Agricultural & Mechanical University. She then completed a PGY-1 Pharmacy Practice residency at Tampa General Hospital, during which time she also completed the UF COP Teaching Certificate Program. After completing the PGY-1 residency, Dr. Jourjy completed a two-year fellowship in Infectious Diseases Pharmacotherapy at the University of Illinois at Chicago College of Pharmacy.

Kenneth Klinker, PharmD joined the UF College of Pharmacy in August 2015. A graduate of the University of Maryland, he completed his residency training at UF Health Shands Hospital in internal medicine. Following completion of his residency training, he spent five years providing care to critically ill patients in the Medical Intensive Care Unit at UF Health Shands and in 2003 transitioned to infectious diseases in order to participate in the development of an Antimicrobial Management Program. Currently, he is a clinical associate professor at the UF College of Pharmacy, and a pharmacy specialist in infectious diseases at UF Health Shands Hospital. He is an active member of the Antimicrobial Management Team and assists in the development of ID pharmacists through the Infectious Diseases Residency Program at UF Health Shands Hospital. Dr. Klinker is active in the Society of Infectious Diseases and serves on the Political Advocacy Committee. Additionally, he is a past president of the North Central Florida Society of Health Systems Pharmacists, or NCFSHS, and served as a board of director for the Florida Society of Health Systems Pharmacists.

Patricia Louzon, PharmD, BCPS received her Doctor of Pharmacy from the University of Florida College of Pharmacy in 2007. She completed a PGY-1 Pharmacy Residency and a PGY-2 Critical Care Specialty Residency at Orlando Regional Medical Center in Orlando, FL. Dr. Lynch joined Florida Hospital in Orlando in 2009 as a Critical Care Clinical Specialist and is now the Clinical Manager of Critical Care and Emergency Department services. She is an active member of Society of Critical Care Medicine (SCCM), American Society of Health-System Pharmacists and Florida Society of Health-System Pharmacists. Articles by Dr. Lynch have been published in journals such as American Journal of Infection Control, Hospital Pharmacy, and Annals of Pharmacotherapy. In addition to her position at Florida Hospital, Dr. Lynch is also a Clinical Assistant Professor at the University of Florida College of Pharmacy where she lectures and facilitates the Critical Care Elective. In 2015, Dr. Lynch led her Critical Care team in receiving an ASHP Best Practice Award for their efforts in Pain, Agitation, and Delirium management.

Susan Markowsky, PharmD is a Regional Director for the Working Professional PharmD program (WPPD) at University of Florida College of Pharmacy. She coordinates the body system courses, remote sites and the capstone 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 completed an ASHP Critical Care Fellowship at Truman Medical Center in Kansas City, Missouri. After completing the fellowship, she worked as a critical care pharmacist at University of Minnesota (St. Paul Ramsey Medical Center) followed by Tampa General Hospital. Prior to joining the University of Florida as a Clinical Associate Professor, Dr. Markowsky worked for Merck as a Clinical Liaison and Gold Standard / Elsevier in the roles of Senior Editor and Project Manager.

Charles Peloquin, PharmD is a Professor at the University of Florida College of Pharmacy. Prior to coming to the University of Florida, Dr. Peloquin completed a hospital pharmacy residency at Duke University Medical Center, where he also served on the clinical staff. He also completed a fellowship in Infectious Diseases and Pharmacokinetics at the Clinical Pharmacokinetics Laboratory, Millard Fillmore Hospital, Buffalo, N.Y. For 20 years, Dr. Peloquin was the Director of the Infectious Disease Pharmacokinetics Laboratory (IDPL) at National Jewish Medical and Research Center, Denver, CO. He now serves as Professor of Pharmacy and Medicine

at UF, where the IDPL is now located. Dr. Peloquin and his lab are part of the UF Emerging Pathogens Institute. He also is a consultant to the FDA and CDC.

Karen R. Sando, PharmD, BCACP, CDE is an Associate Professor in the Department of Pharmacy Practice at Nova Southeastern University College of Pharmacy in Ft. Lauderdale, FL. She currently practices at the College's Adherence, Transitions, and Medication Therapy Management (ATM) Call Center providing MTM, adherence, and transitions of care clinical services. She also serves in an administrative role for the College of Pharmacy's Accountable Care Organization Research Network, Services, and Education (ACORNSEED) group which partners local Accountable Care Organizations (ACO) to provide clinical pharmacy services in South Florida. Prior to joining NSU, Dr. Sando worked as a Clinical Associate Professor at the University of Florida College of Pharmacy from 2010 to 2017. Dr. Sando graduated with her Pharm.D. from the University of Florida College of Pharmacy in 2008 and went on to complete a PGY-1 focusing in ambulatory care in 2009. From 2009 to 2010, she worked as an Ambulatory Clinical Pharmacist at Shands Jacksonville providing clinical services in anticoagulation, diabetes, and pain management. After joining the faculty at UF in 2010, Dr. Sando provided clinical services at UF Health Family Medicine at Old Town and other UF Health family medicine clinics. She directed a PGY-1 residency program focused in ambulatory care and academia from 2010 to 2013 and then went on to direct an ASHP-accredited PGY-2 in Ambulatory Care from 2014 to 2017. Within the curriculum, Dr. Sando directed various skills laboratory courses and contributed lectures in ambulatory care topics in multiple courses. She remains actively engaged in the American Association of Colleges of Pharmacy and the Florida Society of Health-System Pharmacists. Dr. Sando has published in the areas of diabetes management, hyperlipidemia, and the scholarship of teaching and learning. Dr. Karen Sando is an Associate Professor in the Department of Pharmacy Practice at Nova Southeastern University College of Pharmacy in Ft. Lauderdale, FL. She currently practices at the College's Adherence, Transitions, and Medication Therapy Management (ATM) Call Center providing MTM, adherence, and transitions of care clinical services. She also serves in an administrative role for the College of Pharmacy's Accountable Care Organization Research Network, Services, and Education (ACORNSEED) group which partners local Accountable Care Organizations (ACO) to provide clinical pharmacy services in South Florida. Prior to joining NSU, Dr. Sando worked as a Clinical Associate Professor at the University of Florida College of Pharmacy from 2010 to 2017. Dr. Sando graduated with her Pharm.D. from the University of Florida College of Pharmacy in 2008 and went on to complete a PGY-1 focusing in ambulatory care in 2009. From 2009 to 2010, she worked as an Ambulatory Clinical Pharmacist at Shands Jacksonville providing clinical services in anticoagulation, diabetes, and pain management. After joining the faculty at UF in 2010, Dr. Sando provided clinical services at UF Health Family Medicine at Old Town and other UF Health family medicine clinics. She directed a PGY-1 residency program focused in ambulatory care and academia from 2010 to 2013 and then went on to direct an ASHP-accredited PGY-2 in Ambulatory Care from 2014 to 2017. Within the curriculum, Dr. Sando directed various skills laboratory courses and contributed lectures in ambulatory care topics in multiple courses. She remains actively engaged in the American Association of Colleges of Pharmacy and the Florida Society of Health-System Pharmacists. Dr. Sando has published in the areas of diabetes management, hyperlipidemia, and the scholarship of teaching and learning.

Michele Weizer, PharmD, BCPS, 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 Informatics Pharmacist at JFK Medical Center. 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, 2008 and in

2015. Michele has held numerous leadership positions in pharmacy organizations including past Chair of the Florida Board of Pharmacy twice and continues to serve as a member. 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 served as its Chair. Michele has served as a member-at-large on the Florida Pharmacy Council and completed her as Chair of the Tripartite Continuing Education Committee for the Florida Board of Pharmacy and continues to serve as a committee member. 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. Michele has been recognized as Preceptor of the Year for the University of Florida College of Pharmacy and Palm Beach Atlantic College of Pharmacy.

Jennifer J. Wellborn-Kim, PharmD, BCPS, BCACP, is an Assistant Director of Pharmacy Education for AHEC, UNC, and Cone Health in Greensboro, North Carolina, where she provides patient care and pharmacy education within an internal medicine teaching program. She obtained her pharmacy doctorate from the University of Florida College of Pharmacy, and thereafter completed a PGY-1 pharmacy residency at Indian River Medical Center. She has worked as PGY1 and PGY2 Ambulatory Care Pharmacy Residency Director and Clinical Pharmacist at Novant Health, Clinical Pharmacist at Boca Raton Regional Hospital, Clinical Pharmacy Coordinator at Broward Health, and Assistant Professor of Pharmacy Practice at Nova Southeastern University.

Appendix B.

| Instructional Method | Curricular Equivalency (hours) | |
|--|---------------------------------------|------------------|
| In-class instruction (3 live sessions – 8 hours each) | 24 | |
| Instructional videos (19 hours) | 19 | |
| Discussion board (minimum 3X/week) | 12 | |
| CPI or capstone project (one hour per week) | 12 | |
| Homework Assignments / Patient Cases | 10 (minimum) | 16 (max) |
| Presentations (Case, Device, Longitudinal) | 19 (minimum) | 29 (max) |
| Self-assessments | 2 (minimum) | 6 (max) |
| Total (96 hours needed to meet threshold for 6 credits) | 98 (min) | 118 (max) |

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.