# Gastrointestinal Disorders
# Spring 2019     6 Credits

## Course Purpose:

PHA 5596 is one in a series of eight courses which are organized by body system. PHA5596 introduces the student to patient care concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with gastrointestinal 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

*Coordinator:*
Lisa Vandervoort, Pharm.D.
Clinical Instructor
UF College of Pharmacy
Email: lvandervoort@cop.ufl.edu

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

*Academic Coordinator:*
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 gastrointestinal 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 gastrointestinal 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 gastrointestinal 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 gastrointestinal 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 gastrointestinal 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 Quickscan).

**Table 1. PHA5596 Unit and module topics.**

| Unit | Module | Faculty Member | Assessment |
|------|--------|----------------|------------|
| A0 | Course Introduction (Orientation) | Dr. Lisa Vandervoort | |
| A1 | Management of Drug Drug Interactions | Dr. Lisa Vandervoort | Exam A |
| A2 | Nausea and Vomiting | Dr. Carol Motycka | Exam A |
| A3 | Constipation | Dr. Carol Motycka | Exam A |
| A4 | Diarrhea | Dr. Carol Motycka | Exam A |
| A5 | Irritable Bowel Disease | Dr. Carol Motycka | Exam A |
| A6 | Colorectal Cancer | Dr. Kourtney LaPlant | Exam A |

| Unit | Module | Faculty Member | Assessment |
|------|--------|----------------|------------|
| A7 | CINV | See Reading /Assignment | Exam B |
| B1 | Drug Administration in GI Disorders | Dr. Lisa Vandervoort | Exam B |
| B2 | Parenteral Nutrition 1 | Dr. Kamel | Exam B |
| B3 | Parenteral Nutrition 2 | Dr. Kamel | Exam B |
| B4 | GERD | Dr. Karen Whalen | Exam B |
| B5 | Peptic Ulcer Disease | Dr. Karen Whalen | Exam B |
| B6 | Inflammatory Bowel Disease 1 | Dr. Ado Khoury | Exam B |
| B7 | Inflammatory Bowel Disease 1 | Dr. Ado Khoury | Exam B |
| C1 | Management of GI Infections | Dr. Childs Kean | Exam C |
| C2 | Intra-abdominal Infections | Dr. Childs Kean | Exam C |
| C3 | Management of Hepatitis | Dr. Childs Kean | Exam C |
| C4 | Cirrhosis and Portal Hypertension | Dr. Childs Kean | Exam C |
| C5 | Dosing in Hepatic Disease | Dr. Bihorel | Exam C |
| C6 | Obesity and Bariatric Dosing | Dr. Carol Motycka | Exam C |
| C7 | C. Difficile | See Reading | Case Assignment |

## Textbooks

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

1. **DiPiro et al.**  Pharmacotherapy:  A Pathophysiological Approach, 2017, 10$^{th}$ 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, 10$^{th}$ ed. This text is available via the UF library/AccessPharmacy database.
3. **Abate MA, Blommel ML.** Remington Education: Drug Information and Literature Evaluation, 2013, 1st Ed, Pharmaceutical Press. ISBN-10: 0857110667 ISBN-13: 978-0857110667.
4. **Lee, Mary.** Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 2013, 5$^{th}$ ed.
5. **Murphy J.** Clinical Pharmacokinetics, American Society of Health Systems Pharmacists, 2017, 6$^{th}$ 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) Medication Errors, and c) 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 * | 15% |
| Medication Error Presentation | 5% |
| Journal Club Assignment | 4% |
| Homework (Drug Interactions, CINV, Nutrition, C. difficile) | 4% |
| Class participation | 12% |

- 4% 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 >= 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 the 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 | Feb 9, 2019 | 8:30 AM-10:30 AM |
| Remote Sites | Feb 9, 2019 | via ProctorU (8 am-12 noon EST start times) |

Exam B (Unit B)
| | | |
|---|---|---|
| Regional Sites | Mar 9, 2019 | 8:30 AM-10:30 AM |
| Remote Sites | Mar 9, 2019 | via ProctorU (8 am-12 noon EST start times) |

Exam C (Unit C)
| | | |
|---|---|---|
| Regional Sites | Apr 6, 2019 | 8:30-10:30AM |
| Remote Sites | Apr 6, 2019 | 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 5596 Course Coordinator:**
>   Lisa Vandervoort, Pharm.D.
>   Clinical Instructor
>   University of Florida
>   Email: lvandervoort@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
>   E-mail: normann@cop.ufl.edu

**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

**Sihem Bihorel, Ph.D., Pharm.D., M.S.**
Dr. Sihem Bihorel joined the Center for Pharmacometrics & Systems Pharmacology and the Department of Pharmaceutics at the University of Florida College of Pharmacy as an Assistant Professor in July 2015. Her laboratory is located on the Medical City campus in Lake Nona (Orlando), where she conducts experimental and computational research focusing on translational quantitative systems pharmacology and enhanced pharmacodynamics of anti-cancer drugs. Dr. Bihorel graduated with a master's and a Pharm.D. degree from the University of Paris-Descartes in France and a Ph.D. degree from the Department of Pharmaceutical Sciences at SUNY at Buffalo. She published several peer reviewed papers and has been awarded prestigious awards including, the PROSPER Excellence award from the College of Pharmacy at UF, the PhRMA Foundation starter grant award in translational medicine and therapeutics, and the scholar award from the Center for Protein Therapeutics at Buffalo.

**Lindsey Childs-Kean, Pharm.D., MPH, BCPS**
After completing her Pharm.D. from the University of Florida College of Pharmacy, Dr. Childs-Kean completed a PGY-1 residency at Tampa General Hospital in Tampa, FL, followed by a PGY-2 residency in Infectious Diseases Pharmacy at the South Texas Veterans Affairs Healthcare System in San Antonio, TX. Prior to joining UF full-time, she was the Hepatology Pharmacy Program Manager at Bay Pines VA Healthcare System in Bay Pines, FL. In that role, she established a pharmacist-led Hepatitis C clinic for patients throughout the Bay Pines System, including patients seen using Clinical Video Telehealth technology. Her professional interests include infectious diseases pharmacotherapy as well as professional development of students and new practitioners. Dr. Childs-Kean is active in many professional organizations at the state and national level, including the American Society of Health-System Pharmacists and the Florida Society of Health-System Pharmacists.

**Amir Kamel, Pharm.D.**
Amir Kamel, PharmD, BCNSP, is a clinical specialist in nutrition support and critical care at the UF Health Shands Hospital and is a clinical assistant professor at the University Of Florida College of Pharmacy. Dr. Kamel received his Doctor of Pharmacy from Arnold and Marie College of Pharmacy Long Island University in Brooklyn, NY. He completed his pharmacy practice residency at The Mount Sinai School of Medicine and Mount Sinai Medical Center in New York, NY and a specialty residency in nutrition support and critical care at Emory University Hospital in Atlanta, GA. He is an active member of the American Society of Parenteral and Enteral Nutrition and the Society of Critical Care Medicine.His areas of interest include nutrition in critical illness, micronutrient deficiencies, and urea cycle disorders.

**Adonice Khoury, Pharm.D., BCPS**
Adonice Khoury is a Clinical Assistant Professor in the Department of Pharmacotherapy and Translational Research and Clinical Specialist in Internal Medicine at UF Health/Shands Hospital. Dr. Khoury received a B.S. in Microbiology & Cell Science from the UF College of Agriculture and a Doctor of Pharmacy degree from the UF College of Pharmacy. He also completed an ASHP accredited specialty residency in geriatric pharmacy practice at the Malcom Randall VA Medical Center in Gainesville. Prior to joining the college, Dr. Khoury was the head clinical pharmacist and antimicrobial stewardship pharmacist for six years at Select Specialty Hospital in Gainesville, a 44-bed long-term acute care hospital. Dr. Khoury was active with the college at Select Specialty Hospital, serving as a preceptor for adult medicine APPE rotations. His primary clinical practice and research interest is in internal medicine with specific interests in the subspecialties of gastrointestinal and infectious diseases pharmacotherapy.

**Kourtney LaPlant, Pharm.D.**
Kourtney LaPlant is currently a Clinical Pharmacy Program Manager and Academic Detailer in Oncology and Sterile Product Preparations for VISN 8 Pharmacy Benefits Management with the Department of Veterans Affairs. She also holds an appointment with the University of Florida College of Pharmacy as a mentor for pharmacy students and as a lecturer. Dr. LaPlant received her Pharm.D. degree from the University of Florida in 2006. She then completed a

residency in Geriatrics at the North Florida/South Georgia VA Medical Center.  Dr. LaPlant received her board certification in oncology pharmacy in 2012.  Before her promotion to VISN 8 PBM, her professional practice experiences included providing oncologic care for the Hematology/Oncology section of the North Florida/South Georgia VA medical center in Gainesville, FL.

**Carol Motycka, Pharm.D., BCACP**
Dr. Carol Motycka graduated from the University of Florida with her Pharm.D. and completed a residency in Ambulatory Care at Florida Hospital in Orlando. After practicing at Florida Hospital for several years, Motycka joined the University of Florida to help build the College of Pharmacy program in Jacksonville. She is board certified in Ambulatory Care has completed fellowships in both leadership and education. Motycka has been published in multiple academic and clinical journals and has provided over 100 presentations in the field. She has received awards on the state and national level for her teaching, research, and leadership. Motycka is a strong advocate of the profession of pharmacy and serves the profession through public relations events in her community and professional organizations where she has served in multiple capacities including Speaker of the House for the Florida Pharmacy Association and President of Duval County Pharmacy Association. As assistant dean of the University of Florida College of Pharmacy Jacksonville Campus, Motycka spends her time teaching, completing research, advising and administrating.

**Karen Whalen, Pharm.D., BCPS, CDE**
Dr. Whalen received her Doctor of Pharmacy degree with highest honors from the University of Florida. She completed a Pharmacy Practice Residency at the Moses Cone Health System followed by a Primary Care Residency at the James A. Haley Veterans' Hospital. Following residency training, Dr. Whalen was a faculty member in the Department of Pharmacy Practice at Nova Southeastern University (NSU) for 12 years. While at NSU College of Pharmacy, she was an eight-time recipient of the Golden Apple Award for Teaching Excellence. In 2008, Dr. Whalen joined the faculty of the University of Florida, College of Pharmacy as assistant director of the St. Petersburg Campus. In 2010, she transitioned to the main campus in Gainesville. She now serves as Director of the Master of Science in Pharmacy with concentration in Medication Therapy Management degree program. Her excellence in teaching was recognized with the Faculty Recognition Award in 2011 and 2012, and the Teacher of the Year Award in 2013. Dr. Whalen is a Board Certified Pharmacotherapy Specialist and a Certified Diabetes Educator. She has practiced ambulatory care pharmacy in a variety of settings including an academic family medicine center, community pharmacy practice, and a Veterans' Affairs Healthcare System. Dr. Whalen is active in local, state and national pharmacy organizations, and is a past president of the Florida Pharmacy Association. She is a past recipient of the National Community Pharmacists Association Pharmacy Leadership Award, and the Florida Pharmacy Association Jean Lamberti Mentorship Award.

# 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, Medication Errors) | 18 (minimum) 28 (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.