Course Purpose:

The learning activities emphasized during PHA5597, “Protective and Structural System Disorders”, include: gathering and processing information, patient communication and counseling, identifying and prioritizing problems, planning and effecting therapeutic interventions, and communicating with health care providers. PHA5597 is one in a series of eight Pharmaceutical Patient Care (PPC) courses, which are organized by organ system. PHA5597 introduces the student to PPC concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with protective and structural system disorders.

Course Faculty and Office Hours

Course Coordinator:
Carinda Feild, PharmD
Email: cfeild@cop.ufl.edu
Phone: 727-394-6213
Email to request phone appointment

Co-Coordinator:
Sue Markowsky, PharmD
Email: smarkowsky@cop.ufl.edu
Email to request phone appointment

Appendix A contains a listing of faculty involved in this course including faculty and staff contact information. Biosketches for the expert speakers 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.

Office Hours
If you are having difficulty getting started or having problems with course requirements, your facilitator is available via a conference call. You may schedule an appointment to have a conference call with your facilitator. Please email your facilitator to make arrangements for an individual conference call. Your facilitator is providing this resource to you so that you can be successful in the program.

Place and Time of Class Sessions
Lectures are prerecorded and posted on the course website and are available on Sakai Learning system. Lectures may be viewed at the student’s individualized timeline prior to completing assignments and active learning sessions. Regional students will attend three 7-8 hour live sessions. The sessions will occur on designated Saturdays listed on WPPD calendar. Remote
students will attend one weekend session (12-15 contact hours) and weekly Adobe Connect sessions. The time of the sessions will vary based on group assignment.

**How This Course Relates to the Learning Outcomes You Will Achieve in the Pharm.D. Program:**

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

1. **Provide Patient-centered Care** - Specifically: Design, implement, monitor, evaluate, and adjust pharmacy care plans that are patient-specific; address health literacy, cultural diversity, and behavioral psychosocial issues; are evidence-based and accomplished in collaboration with other health professionals. (SLOs 1.1, 1.2, 1.4)
2. **Provide Population Health** by promoting effective drug use and disease prevention/wellness. (SLO 2.4)
3. **Communicate effectively** with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals. (SLO 4.2, 4.6)
4. **Collaborate** as a member of an interprofessional team when providing patient-centered care. (SLO 5.1)
5. **Use pharmacy knowledge** in the care of patients and resolution of practice problems. (SLO 6.1, 6.2)
6. **Solve complex practice problems** (both patient-specific and general practice) using an evidence-based approach, other aspects of good clinical science, and informatics. (SLOs 8.1-8.3)
7. **Demonstrate professional behaviors** (i.e., UF PharmD CORES), appropriate personal habits, self-directed and lifelong learning abilities, and leadership. (SLO 9.1)

**Course Objectives**

Upon completion of this course, the student will:

1. **Interpret** subjective and objective data.
   - 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).
   - 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.
   - 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.
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 protective and structural system 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 protective or structural system disorders.
7. Educate a patient about how to take a medication and self-monitor for efficacy and toxicity.
8. Counsel patients who have problems such as medication adherence and psychosocial problems that may impact successful administration of medication.
9. Present a patient summary with confidence and in an organized format that includes only pertinent information.
10. Give a formal case presentation that includes presentation of patient data, development of a comprehensive care plan, a summary of literature pertinent to the medication-related problems, and an oral defense of recommendations.
11. For the disorders emphasized during this course:
   a. Explain the pathophysiology of the disorders
   b. Outline risk factors for development of the disorders
   c. Describe the epidemiology of the disorders
   d. Describe the clinical presentation and clinical manifestations of the disorders
   e. Discuss pharmacologic and non-pharmacological interventions that are recommended for the disorders
   f. Recall the currently accepted standard of care guidelines for the disorders
11. Given a patient/practice problem or case related to a protective or structural system disorder, solve the medication-related problems using clinical reasoning skills.
13. Demonstrate the ability to critically evaluate research or research papers to solve practice problems
14. Given a patient/practice problem or case related to protective or structural system 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**
Student must be in good academic standing with the Working Professional Doctor of Pharmacy Program having successfully completed a baccalaureate degree from an ACPE accredited college of pharmacy that included therapeutics and pharmacokinetics. The student must also be licensed and in good standing with their respective Board of Pharmacy. The student must also have successfully completed the WPPD Foundations Course PHA5629.
Course Structure & Outline

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

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

Acquisition of knowledge and skills are assessed using a combination of exams, presentations, and assignments. Course participation in Adobe Connect sessions (remote), discussion board activities, and attendance at a live session are also assessed. The course is divided into three units and there are learning modules within each unit. An outline of the course modules and activities can be found in the accompanying course schedule (see attached Quickscan).

Table 1

<table>
<thead>
<tr>
<th>Unit A</th>
<th>Description</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-1</td>
<td>Welcome/ Orientation</td>
<td>Feild</td>
</tr>
<tr>
<td>A-2</td>
<td>Introduction to the Immune system</td>
<td>Mitrzyk</td>
</tr>
<tr>
<td>A-3</td>
<td>Psoriasis</td>
<td>Tran</td>
</tr>
<tr>
<td>A-4</td>
<td>Common Dermatologic Ailments</td>
<td>Martin</td>
</tr>
<tr>
<td>A-5</td>
<td>Sun Safety: Skin Cancer, Sunburn, and Sunscreen</td>
<td>Martin</td>
</tr>
<tr>
<td>A-6</td>
<td>Allergic and Pseudoallergic Reactions</td>
<td>Weizer</td>
</tr>
<tr>
<td>A-7</td>
<td>Hematopoietic Stem Cell Transplantation</td>
<td>Fancher</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit B</th>
<th>Description</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>B-1</td>
<td>Introduction to HIV and opportunistic infections</td>
<td>Jourjy</td>
</tr>
<tr>
<td>B-2</td>
<td>HIV/AIDS medications</td>
<td>Jourjy</td>
</tr>
<tr>
<td>B-3</td>
<td>HIV/AIDS treatment, resistance, and drug interactions</td>
<td>Jourjy</td>
</tr>
<tr>
<td>B-4</td>
<td>Sexually Transmitted Diseases</td>
<td>Kisgen</td>
</tr>
<tr>
<td>B-5</td>
<td>Fever in the immunocompromised host</td>
<td>Fancher</td>
</tr>
<tr>
<td>B-6</td>
<td>Systemic fungal infections</td>
<td>Quilitz</td>
</tr>
<tr>
<td>B-7</td>
<td>Systemic inflammatory response syndrome /sepsis</td>
<td>Feild</td>
</tr>
</tbody>
</table>
## Unit C

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-1</td>
<td>Pediatric and adolescent immunizations</td>
<td>Williams</td>
</tr>
<tr>
<td>C-2</td>
<td>Adult immunizations</td>
<td>Martin</td>
</tr>
<tr>
<td>C-3</td>
<td>Immunization demonstration</td>
<td>Martin</td>
</tr>
<tr>
<td>C-4</td>
<td>Osteoarthritis</td>
<td>Anderson</td>
</tr>
<tr>
<td>C-5</td>
<td>Rheumatoid arthritis</td>
<td>Vogal Anderson</td>
</tr>
<tr>
<td>C-6</td>
<td>Gout</td>
<td>R. Vandervoort</td>
</tr>
<tr>
<td>C-7</td>
<td>Skin and soft tissue Infections</td>
<td>L. Vandervoort</td>
</tr>
<tr>
<td>C-8</td>
<td>Bone, joint and diabetic infections</td>
<td>L. Vandervoort</td>
</tr>
</tbody>
</table>

### 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.

   - This text is available via the UF library/Pharmacy Access database. Although you can use the online version for study, most students find it essential to purchase a hardcopy of the Pharmacotherapy Text. In addition, on line access to the Pharmacotherapy text during exams may not be available.
   - 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.


   - This text is available via the UF library/Pharmacy Access.


### 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 detailed in Appendix C for specific expectations required to accomplish this active learning:

1. Active participation in small group classes including “live” sessions (regional and remote students) and Adobe Connect conference calls (remote students).

2. Completion of self-directed learning modules which include: a) videos, b) readings, c) assignments that require application of module knowledge, and d) online self-assessment questions.
3. Asynchronous communications and discussions with course coordinators, small group members, and/or guest lecturers via discussion boards and email.

4. Completion of the following assignments: a) case presentation assignment, b) STD/RA presentation assignment, c) SOAP Note, d) homework cases.

5. Completion homework and workshop preparation: a) Dermatology physical assessment, b) HIV Pharmacokinetics c) Laboratory Workshop, d)

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

Student Evaluation & Grading
Evaluation Methods

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual case presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Health Disparity Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>PK Fungal Case SOAP Note</td>
<td>10%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
</tr>
<tr>
<td>4 % per Unit: homework, in-class discussion, e-mail communication, professionalism</td>
<td></td>
</tr>
<tr>
<td>3% CPI / Capstone Progress reports</td>
<td></td>
</tr>
<tr>
<td>Exam A (Unit A)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam B (Unit B)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam C (Unit C)</td>
<td>20%</td>
</tr>
</tbody>
</table>

*Note: Students must pass the Case Presentation in order to pass the course. Remediation for a failed case(s) (less than 70%) will include re-submitting the case to the facilitator and may also include presenting the revised case to the group. The final score for the remediated case presentation grade will be limited to the original score. Points will be deducted for SOAP notes that do not meet the minimum criteria (passing scores are required). See the evaluation forms for Case Presentations and SOAP notes (Sakai Resources).

Note. Students must obtain at least a 70% (combined) average on the EXAMS and a 70% overall in course work in order to pass the course. Students do not have to score a 70% on each exam; only the average of the three exams needs to be at least 70%. See E learning in SAKAI System for the full policy. The requirement to achieve a score of at least 70% has been established to assure all students have achieved the course learning objectives with minimum competency.

Please visit the following URL so you clearly understand the UF grading policies: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>94 - 96</td>
</tr>
<tr>
<td>B+</td>
<td>91 - 93</td>
</tr>
<tr>
<td>B</td>
<td>87 - 90</td>
</tr>
<tr>
<td>B-</td>
<td>84 - 86</td>
</tr>
</tbody>
</table>
C+ = 81 - 83
C  = 79 - 80
C- = 77 - 78
D+= 75 – 76
D  = 72 - 74
D- = 70 – 71
F  = <70

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. This form, which includes the make-up plan, must be approved by the student’s facilitator and the course coordinator. Students are responsible for taking any exams missed via ProctorU. The form is posted on E learning in SAKAI System. Email completed form to facilitator and course coordinator. NOTE: Attendance for the remote weekend is MANDATORY. If missed, students will be required to travel to makeup a ‘live’ session during one of the three regional on-site sessions.

Exam Policy

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

Examination Schedule

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

Exam A (Unit A)
Regional Sites  June 7, 2014  8:30 AM-10:30 AM
Remote Sites  June 13 2014  7:30 PM (local time)during remote weekend

Exam B (Unit B)
Regional Sites  July 5, 2014  8:30 AM-10:30 AM
Remote Sites  July 5, 2014  via ProctorU (9 am-12 noon EST start times)

Exam C (Unit C)
Regional Sites  August 2, 2014  8:30 AM-10:30 AM
Remote Sites  August 2, 2014  via ProctorU (9 am-12 noon EST start times)
Proctored Exam Details:
For detailed exam instructions, please see Sakai Resources section, within the folder titled “Proctored Online Exams”. Students should printout the documents within this folder prior to each online proctored exam. The documents include important contact information, online exam instructions, and exam rules. All exams will be proctored.

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

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

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

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

EXAM APPEAL
Exam Posting
Exam Grades will be posted to E learning in SAKAI by the facilitator as soon as permissible. Students will be notified of grade posting by the facilitator. Exams will be returned in the next session for regional model students. Midterms for remote model students and the final for students in both models will be returned at the next class session.

EXAM REVIEW
Students have 1 week from the date of posting the exam grade on E learning in SAKAI to request a copy of the graded exam. The student has 1 week from the time of receipt of the exam to request clarifications. Facilitators will review and provide judgment on the requested clarifications.

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

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

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

Policy on Old Quizzes and Assignments
Course coordinators are not required to provide copies of old exams or assignments.

Assignment Deadlines
Assignment deadlines are outlined in Appendix C (Quick Scan) and Appendix D (Course Schedule). These documents are posted in Sakai Resources (Course Manual and Schedule folder).

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

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

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

1. “Homework” this semester will include questions posted online to prepare for the experiential sessions (see Sakai Resources, Session Folders and Assessments sections). Students are required to complete the assignments prior to each session. The student’s work will be checked by the facilitator prior to beginning the session. Students who do not complete the material prior to the session will receive a score of zero (unacceptable) on the Participation Evaluation Form for #3 Well-prepared, and #5 Actively participates in all class workshops.

2. All students (Remote and Regional) must submit case presentations 72 hours prior to their scheduled presentation. Do not use the UF webmail to submit cases, as it is not a secure method of sending patient information. To submit cases, go to Assignments and submit the case presentation materials (including the faculty supporting data handout merged within the same attachment). See Foundations module titled “Case Presentations” for more information regarding case presentation format. Documents for case presentation format can also be located within Sakai E Learning for “WPPD Resources and Practice Experiences Site Resources” (see Resources folder - “Case Presentation Information”).

3. In order to pass the course it is mandatory that the student pass the case presentation(s). Remediation for a failed case(s) (less than 70%) will include re-submitting the case to the facilitator and may also include presenting the revised case to the group. The final score for the remediated case presentation grade will be limited to the original score.

4. Graded assignments must be submitted to “Turn-It-In” prior to submitting to the facilitator. More specific instructions can be found on the E learning in SAKAI site. A printed copy of the assignment should also be turned in during “live” class sessions.

General College of Pharmacy Course Policies

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

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

Please see the following URL for this information:
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.

Other Course Information
Appendix A – Course Faculty
Appendix B – Schedule of Activities
Appendix C – Quick Scan
Appendix A: Directions for Contacting Faculty & Course Faculty List

Faculty & Staff

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

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

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

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

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

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

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

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

Off Site Admissions Center - Program Manager
   Rayshawn Engram, Off Site Admissions Center, Orlando, Florida
   E-mail: r.engram@distancelearning.cop.ufl.edu
   800-431-6687 ext 5032

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

Course Coordinator will address: cfeild@cop.ufl.edu
- Course specific issues (e.g., course content, assignments, grades, and exams)
- Any exceptions made for student emergencies affecting course participation or completion

Facilitators will address: _____________@ufl.edu
- Regional group meetings, calls, and chats
- Assignments
- CPAs
- PC Projects

WPPD Office will address:
- Faculty and program evaluation
- Course and transfer credit
- Facilitators and student/facilitator assignments and relationships
- Student Records
- Tuition
- Affiliation Agreements

Off Site Admissions Center - Program Manager will address:
- Registration
- Course manual and materials (CDs/DVDs)

Technical Support will address:
- Multimedia (DVDs/CDs) issues, please contact Off Site Admissions Center at: r.engram@distancelearning.cop.ufl.edu
- Technical Issues – UF Computing Help Desk
  - Web: http://www.helpdesk.ufl.edu
  - Telephone: (352) 392-4357
  - E-mail: helpdesk@ufl.edu
  - The UF Computing Help Desk can assist with the technical issues related to:
    - Logging into E learning in SAKAI
    - Submitting assignments electronically
    - Opening documents
    - Posting to discussion boards
    - Taking online quizzes
    - Using Gatorlink email
    - myUFL and Gatordex systems
**Expert Presenters**

Katherine Vogel Anderson, PharmD

Dr. Vogel Anderson earned her Bachelor of Science degree in biochemistry, with a minor in math, from the Florida State University in 1999. In 2003, Dr. Vogel Anderson graduated with her doctorate of pharmacy degree from the University of Florida College of Pharmacy. Following this, Dr. Vogel Anderson completed a primary care pharmacy residency at the Malcom Randall Veterans Affairs Medical Center in Gainesville. After her residency, Dr. Vogel Anderson accepted a clinical pharmacy specialist position at the same VA, in the pharmacotherapy clinic, where she specialized in anticoagulation management. She held this position for five years, before transferring to the VA geriatric primary care clinic, where she managed anticoagulation, hypertension, and diabetes, among other disease states, as part of a multi-disciplinary health care team. Dr. Vogel Anderson joined the Gainesville UF College of Pharmacy faculty in April, 2010. In addition to her teaching responsibilities, Dr. Vogel Anderson practices at the Shands Internal Medicine Clinic, where her focus is in anticoagulation management and research.

Karen Fancher, PharmD

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

Carinda Feild, PharmD

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

Jamie Kisgen

Dr. Kisgen graduated from the University of Florida College of Pharmacy in 2006. He later completed a PGY1 Pharmacy Practice residency at Tampa General Hospital in 2007 and a PGY2 Infectious Diseases Specialty residency at Boston Medical Center in 2008. He currently serves as the Pharmacotherapy Specialist in Infectious Diseases at Sarasota Memorial Hospital in Sarasota, Florida. His responsibilities include directing the Antibiotic Stewardship Program, providing staff education, research, and precepting pharmacy students and residents. He has been a clinical assistant professor with the University of Florida College of Pharmacy since 2009, serving as an APPE preceptor, course facilitator at the St. Petersburg Campus, and a frequent lecturer in the Pharmacotherapy course sequence. In 2008, he was recognized by the Board of Pharmacy Specialties as a Board Certified Pharmacotherapy Specialist.
Jacqueline Jourjy
Dr. Jourjy was formerly 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. Her primary area of practice and research interest is infectious diseases and HIV/AIDS. She is a member of the Infectious Diseases Society of America, the Florida Society of Health-Systems Pharmacists, the American College of Clinical Pharmacy and American Association of Colleges of Pharmacy.

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

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

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

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

Robert Vandervoort, PharmD
Robert Vandervoort received his Doctor of Pharmacy degree from the University of Florida in 1995. He completed a Primary Care Pharmacy Residency at Florida Hospital in Orlando, where he has served since then as the Faculty Pharmacist for Florida Hospital’s Family Medicine Residency. Hobbies include Brazilian jiu-jitsu and Home Theater. He lives in Ocoee with his wife and two small children.

Michele Weizer, PharmD, BCPS
Dr Weizer received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 1990 and completed an ASHP accredited residency in Clinical Pharmacy at Shands Hospital at the University of Florida in 1991. Michele spent 10 years as a clinical practitioner at JFK Medical Center in Atlantis, Florida before becoming the Director of Pharmacy Services at University Hospital and Medical Center in May 2001. She then returned to JFK Medical Center in March 2004 as the Pharmacy Automation Manager where her main responsibilities focused on implementation of the eMAR (Electronic Medication Record) project and bar coding. Michele is now the Automation and Clinical Coordinator at JFK Medical Center. Michele serves on the HCA eMAR Advisory Workgroup and the HCA Clinical Pharmacy Advisory Board. Additionally, Michele enjoys teaching and holds an appointment as an associate professor with the University of Florida College of Pharmacy and has served as an adjunct clinical associate professor for the University of Florida and adjunct clinical assistant professor for the undergraduate pharmacy programs for Nova Southeastern, FAMU, Mercer University, and Palm Beach Atlantic colleges of pharmacy since 1992. Michele became specialty board certified in Pharmacotherapy originally in 1994 and re-certified in 2001 and again in 2008. Michele has held numerous leadership positions in pharmacy organizations and currently serves as Chair of the Florida Board of Pharmacy. She is a Past- President of the Florida Society of Health-System Pharmacists (2001-2002). She served as Chair of the Educational Affairs and Workforce Development Council for the American Society of Health-System Pharmacists 2006-07 and served as Chair of the ASHP Foundation Development committee 2005-06. Additionally, Michele has served on the University of Florida College of Pharmacy National Development Advisory Board for over 10 years and currently serves as Chair. Michele also serves as a member-at-large on the Florida Pharmacy Council and completed her term in February as Chair of the Tripartite Continuing Education Committee for the Florida Board of Pharmacy. In August 2007, Michele was presented with the Outstanding Faculty Award for the UF College of Pharmacy WPPD program. In August 2003, Michele was awarded the Pharmacist of the Year for the Florida Society of Health-System Pharmacists. In 2004, she was recognized as a Heavy Hitter in health Care by the South Florida Business Journal and most recently she was recognized as a Who’s Who Among Executive and Professional Women. Other awards include University Hospital and Medical Center Director of the Year 2003, Merck Pharmacist Achievement Award 2002, Drug Topics: Pharmacist of the Year 2002, Bristol Myers Squibb President’s Award 2002, and the University of Florida College of Pharmacy Distinguished Pharmacy Service Alumna Award 2000

Jennifer Williams
Dr. Williams joined the faculty in July 2002 as the Director of the St. Petersburg Campus. Dr. Williams received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 1996. She then completed both a Pharmacy Practice residency at the University of Kentucky and a Pediatric Pharmacy Practice residency at the University of Kentucky Children’s Hospital. As Assistant Dean and Campus Director, Dr. Williams enjoys the opportunity to work closely with all of the St. Petersburg students during facilitated sessions and through student organizations. Her research interests include distance education and student outcomes.
Appendix B – Schedule of Course Activities/Topics

SESSION #1       June 7, 2014

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

ACTIVITIES:

1. Orientation: (0.5 hour)
   - Policy and Procedures Review (absences, academic honesty, exam policy)
   - E learning in SAKAI access—primary means of communication
   - Test schedule and format/grading

2. Acne Homework Assignment (1 hour)
   - Case posted on ELearning in Sakai System
   - You must complete this assignment prior to Session 1. Your facilitator will check for completion of the assignment.  Class participation points will be deducted if you have not completed the homework prior to Session 1.

3. Individual Case Presentations on topic from Unit A (1.5 hours)
   - 1/3 class presenting
   - Cases on topic from Unit A

4. Physical Assessment Workshop – Dermatology Game Show (1.5 hours)

5. Exam A (2 hours All Unit A topics)

SESSION #2       July 5, 2014

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

ACTIVITIES:

1. Exam B (2 hours, All Unit B topics)

2. HIV Case Homework/SOAP note (1.5 hours)
   - Homework cases are posted on the E learning in SAKAI system
   - You must complete this assignment prior to Session 1. Your facilitator will check for completion of the assignment.
   - Class participation points will be deducted if you have not completed the homework prior to Session 2.

3. Fungal Pharmacokinetics Homework (1 hour)
   - Homework cases are posted on the E learning in SAKAI system
   - You must complete this assignment prior to Session 1. Your facilitator will check for completion of the assignment.
   - Class participation points will be deducted if you have not completed the homework prior to Session 2.

4. Laboratory/IPE Workshop (1.5 hours)

5. Individual Case Presentations (1.5 hours)
   - 1/3 class presenting
   - Cases on topic from Unit B

6. Turn in any completed CPAs

SESSION #3       August 2, 2014
NOTE: Unit C module lectures must be viewed and reading assignments must be completed prior to attending.

ACTIVITIES:

1. Exam C - (2 hours, All Unit B topics)
2. Individual Case Presentations (1.5 hours)
   - 1/3 class presenting
   - Cases on topic from Unit C topics
3. Structural Disorder Presentations (2 hours)
4. Immunization Workshop (1.5 hours)
7. PC Project/CPA’s – Reports and Sharing (0.5 hr)
   - 2nd and 3rd semester students submit and present 5 minute PC project outline (3rd semester- attach brief 1-2 page project plan)
   - 4th-5th semester students-brief updates regarding status of clinical practice goals/improvements
   - 6th-7th semester students-brief updates regarding final topic choice for PC paper due between 6th-8th semester
   - See website for further details http://www.cop.ufl.edu.wppd (left column, PC papers).

5. Turn in any completed CPAs

* See E learning in SAKAI for deadlines and instructions on how to submit the PC Paper. The first draft of a written paper required for graduation is due during 6th, 7th, or 8th semester (at least one semester prior to anticipated graduation.

** Students may verbally present their PC first draft or final paper in lieu of an individual case presentation during either the 6th, 7th or 8th semester. The topic should be presented using PowerPoint handouts. CPA credit is no longer available for this assignment. Guidelines for the PC papers, and PC presentation evaluation forms are located on E learning in SAKAI (or WPPD homepage, http://cop.ufl.ed/WPPD left column "click on PC papers”.

*** Facilitators have the flexibility to schedule the number of presentations that will work best for his/her group for each session.

Assignments and Activities Description

Individual Case Presentation (Sessions 1, 2 and 3)

Students will be required to present pharmacotherapy care plans based on real patients to their group during their small group sessions. One third of the class will present topics from Unit A in session 1, from Unit B in session 2 or Unit C in session 3.

Facilitators have the flexibility to assign the number of presentations per session.

Please NOTE: All new and returning students must view the Foundations Course Case Presentation and SOAP note lectures prior to preparing their case presentation. The format shown the lectures are the basis for the current case presentation evaluation forms. Case Presentations must be submitted in SAKAI site at least 72 hours prior to the session.

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

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

Students may verbally present information from their PC first draft or final paper in lieu of a case presentation during either the 6th, 7th, 8th, or 9th semester (one time only). The topic should be presented using PowerPoint slide handouts.
### Instructional Method | Curricular Equivalency (hours)
--- | ---
In-class instruction (3 live sessions – 7.5 hours each) | 22.5
Instructional videos (22 hours of videos) | 22
Discussion board (minimum 3X/week, ½ hr each) | 24
CPI or capstone project (one hour per week) | 16
Longitudinal (or special) case / journal club (one per semester) | 5 (minimum) 8 (max)
Case presentation (one per semester) | 2 (minimum) 6 (max)
Self assessments (minimum one per semester) | 1 (minimum) 5 (max)
Other assignments, e.g., QI presentation | 5 8 (max)
Total (96 hours needed to meet threshold for 6 credits) | 97.5 (min) 110.5 (max)

Again, to comply with the standards, students should expect to spend a minimum of 7.5 hours per live session. The length of the sessions must not be shortened.
## Appendix C  WPPD Fall 2014 Course – PHA 5597 “Quick Scan”

<table>
<thead>
<tr>
<th>Session A</th>
<th>Session B</th>
<th>Session C</th>
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<tbody>
<tr>
<td><strong>TOPIC</strong></td>
<td><strong>SPEAKER</strong></td>
<td><strong>TAPE</strong></td>
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<tr>
<td>A1</td>
<td>Course Introduction</td>
<td>Feild</td>
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<tr>
<td>A2</td>
<td>Introduction to the Immune system</td>
<td>Mitryk</td>
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<tr>
<td>A3</td>
<td>Psoriasis</td>
<td>Tran</td>
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<tr>
<td>A4</td>
<td>Common Dermatologic Ailments</td>
<td>Martin</td>
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<tr>
<td>A5</td>
<td>Sun Safety: Skin Cancer, Sunburn, and Sunscreen</td>
<td>Martin</td>
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<tr>
<td>A6</td>
<td>Allergic and Pseudoallergic Reactions</td>
<td>Weizer</td>
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<td>A7</td>
<td>Hematopoietic Stem Cell Transplantation</td>
<td>Fancher</td>
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Remote Groups: Please refer to the ELS for the schedule of activities

<table>
<thead>
<tr>
<th>Experiential Sessions</th>
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<tbody>
<tr>
<td><strong>Session 1 –</strong></td>
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<tr>
<td>- Orientation (0.5 hrs)</td>
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<tr>
<td>- Acne Homework Case-TBA (1 hr)</td>
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<tr>
<td>- Individual Case Presentations -1/3 class (1.5 hrs)</td>
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<tr>
<td>- Physical Assessment Workshop Dermatology Game Show (1 hr)</td>
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<tr>
<td>- Exam A (2 hrs)</td>
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<tr>
<td>- Drug induced disease workshop (1 hr)</td>
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<tr>
<td><strong>Session 2 –</strong></td>
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<tr>
<td>- Exam B (2 hrs)</td>
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<tr>
<td>- HIV Homework Case (1.5 hrs) – ALL students</td>
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<tr>
<td>- PK Fungal Infection Case (1.5 hrs)</td>
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<tr>
<td>- Laboratory/IPE Workshop (1.5 hrs)</td>
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<tr>
<td>- Individual Case Presentations -1/3 class (1.5 hrs)</td>
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<tr>
<td><strong>Session 3 –</strong></td>
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<td>- Exam C (2 hrs)</td>
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<tr>
<td>- Individual Case Presentations (remaining 1/3 class) (1.5 hrs)</td>
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<tr>
<td>- PC Presentations (8th or 9th semester students) (0.5 hrs)</td>
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<tr>
<td>- Immunization Workshop (1.5 hrs)</td>
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<tr>
<td>- Health Disparity Workshop (1.5 hrs)</td>
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<tr>
<td>- PC Project Status or Outline Presentations (0.5 hrs)</td>
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<tr>
<td>- Completed CPAs turned in</td>
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