

Endocrine, Women's Health, and Hematologic Disorders

Fall 2015 6 Credits

Course Purpose:

PHA 5594 is one in a series of eight courses which are organized by body system. PHA5594 introduces the student to patient care concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with endocrine, women's health or hematologic disorders. The learning activities emphasized during this course include gathering and processing information, identifying and prioritizing problems, planning and effecting therapeutic interventions, patient communication and counseling, and communicating with health care providers.

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

Course Faculty and Office Hours

Course Coordinator:

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

Academic Coordinator:

Jackie Lavinder
Program Assistant
Working Professional PharmD Program
Office Phone: Weekdays 352-273-6279
Email: lavinder@cop.ufl.edu

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

Place and Time of Class Sessions

Lectures are prerecorded and posted on the course website and are available on 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 an endocrine, women's health, or hematologic 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 endocrine, women’s health, and hematologic 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 endocrine, women’s health, or hematologic 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. disorders
 - g. Recall the currently accepted standard of care guidelines for the disorders
 11. Given a patient/practice problem or case related to an endocrine, women’s health, or hematologic 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 endocrine, women’s health, or hematologic disorders, appropriately apply evidence-based clinical practice guidelines and/or systematic reviews.
 15. Demonstrate professional demeanor in carrying out learning activities and adhere to ethical principles.

Pre-Requisite Knowledge and Skills

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

Course Structure & Outline

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

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

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

Table 1. PHA5592 Unit and module topics.

Unit	Module	Faculty Member	Assessment
Start	Course Introduction (Orientation)	Dr. Susan Markowsky	
A1	Anemias	Dr. Shawn Griffin	Exam A
A2	Principles of Cancer Therapy	Dr. Laura Wiggins	Exam A
A3	Breast Cancer	Dr. Laura Wiggins	Exam A
A4	Oncologic Emergencies	Dr. Janet Arrazcaeta	Exam A
A5	Lymphomas	Dr. Janet Arrazcaeta	Exam A
B1	Diabetes Overview	Dr. Karen Whalen	Exam B
B2	Diabetes Pharmacotherapy Part 1	Dr. Karen Whalen	Exam B
B3	Diabetes Pharmacotherapy Part 2	Dr. Karen Sando	Exam B
B4	Devices used for Diabetes	Dr. Karen Sando	Exam B
B5	Diabetic Emergencies	Dr. Abigail Antigua	Exam B
B6	Thyroid Disorders	Dr. Stacey Baggett	Exam B
B7	Meta-analysis	Dr. Paul Doering Dr. Susan Markowsky	Quiz, Graded Assignment
C1	Osteoporosis	Dr. Megan Murphy-Menezes	Exam C
C2	Pregnancy and Lactation	Dr. Priti Patel	Exam C
C3	Contraception	Dr. Karen Whalen	Exam C
C4	Menstruation-related Disorders	Dr. Karen Whalen	Exam C

Unit	Module	Faculty Member	Assessment
C5	Infertility	Dr. Karen Whalen	Exam C
C6	Menopause	Dr. Erin St. Onge	Exam C
C7	Adrenal Disorders	Dr. Susan Markowsky	Exam C

Textbooks

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

1. **DiPiro et al.** Pharmacotherapy: A Pathophysiological Approach, 2014, 9th ed. (ISBN: 0071800530)
 - a. This text is available via the UF library/ AccessPharmacy database. Although you can use the online version for study, most students find it essential to purchase a hardcopy of the Pharmacotherapy Text. Online access to the Pharmacotherapy text may not be available during exams.
 - b. (Caution: Old editions are sold on the internet and should not be purchased. Watch carefully what edition you purchase. A Pharmacotherapy Handbook is also available with the current edition. This handbook is a useful reference in daily practice but should not be purchased in lieu of the text listed above.)
2. **Schwinghammer et al.** Pharmacotherapy Casebook: A Patient Focused Approach, 2014, 9th ed. (ISBN-13: 9780071830133). Currently, only 8th edition cases are available via the UF library/AccessPharmacy database.
3. **Abate MA, Blommel ML.** Remington Education: Drug Information and Literature Evaluation, 2013, 1st Ed, Pharmaceutical Press. ISBN-10: 0857110667 ISBN-13: 978-0857110667.
4. **Lee, Mary.** Basic Skills in Interpreting Laboratory Data, American Society of Health Systems Pharmacists, 2013, 5th ed.
5. **Murphy J.** Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems Pharmacists, 2011, 5th ed., (ISBN-10: 1585282545 / ISBN-13 978-1585282548)

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

Active Learning Requirements

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

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

2. Completion of self-directed learning modules which include: a) videos, b) readings, c) assignments that require application of module knowledge, and d) online self-assessment questions.
3. Asynchronous communications and discussions with course coordinators, small group members, and/or guest lecturers via discussion boards and email.
4. Completion of class presentations: Individual case presentation, Device presentation, Ethical Dilemma and CPI/ Capstone Progress Report.
5. Completion of three online homework assignments listed within the weekly planner (remote or regional). Completion of assignments will be assessed for participation points (homework and class preparation). See the weekly planner for Units A, B, and C homework assignments and timelines posted on the course website (remote or regional model).
6. Completion of self-directed activities to prepare for class workshops.
7. Online quiz to assess application of evidence-based literature evaluation skills.

Feedback to Students

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

Student Evaluation & Grading

Evaluation Methods

Individual Case Presentation	10%
Device Presentation	4%
Homework Case Assignments (2% each)	6%
Journal Club Assignment	3%
Quiz (Meta-analysis)	3%
Ethical Dilemma Assignment	1%
CPI / Capstone Progress Reports	3%
Class participation	12%
<ul style="list-style-type: none"> • 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)	18%

- *Note: Students must pass the Case Presentation in order to pass the course. Remediation for a failed case(s) (less than 70%) will include re-submitting the case to the facilitator and may also include presenting the revised case to the group. The final score for the remediated case

presentation grade will be limited to the original score. To successfully pass the course, the student must achieve a grade > 70% on the remediation assignment. 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 (Canvas Student Presentations page).

- 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 CANVAS System for the full policy. The requirement to achieve a score of at least 70% has been established to assure all students have achieved the course learning objectives with minimum competency.
- **Please visit the following URL so you clearly understand the UF grading policies:**
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grading Scale

A 97 – 100	A- 94 - 96
B+ 91 – 93	B 87 - 90
B- 84 – 86	C+ 81 - 83
C 79 – 80	C- 77 - 78
D+ 75 – 76	D 72 - 74
D- 70 – 71	E <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. The form is posted on E learning in CANVAS 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 at least 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	Sept 26, 2015	8:30 AM-10:30 AM
Remote Sites	Sept 26, 2015	via ProctorU (9 am-12 noon EST start times)

Exam B (Unit B)

Regional Sites	Oct 24, 2015	8:30 AM-10:30 AM
Remote Sites	Oct 24, 2015	via ProctorU (9 am-12 noon EST start times)

Exam C (Unit C)

Regional Sites	Nov 21, 2015	8:30-10:30AM
Remote Sites	Nov 21, 2015	via ProctorU (9 am-12 noon EST start times)

*All exams are open book.

Proctored Exam Details

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

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

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

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

Exam Format

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

Exam Posting

Exam Grades will be posted to E learning in CANVAS by the facilitator as soon as permissible. Students will be notified of grade posting by the facilitator. Exams will be returned in the next session for regional model students. Final exams for regional model students will be returned at the next class session.

Exam Review

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

Exam Challenges

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

Exam Rescheduling

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

Make-up Exam Policy

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

Policy on Old Quizzes and Assignments

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

Assignment Deadlines

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

*****Assignments Require "Independent Work"**

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

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

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

Important Assignment Rules:

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

General College of Pharmacy Course Policies

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

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

Please see the following URL for this information:

<http://www.cop.ufl.edu/wp-content/uploads/dept/studaff/policies/General%20COP%20Course%20Policies.pdf>

Complaints

Should you have any complaints with your experience in this course please contact your course coordinator. If unresolved, contact the COP Senior Associate Dean-Professional Affairs. For unresolved issues, see: <http://www.distancelearning.ufl.edu/student-complaints> to submit a complaint.



University of Florida College of Pharmacy is accredited by the Accreditation Council for Pharmacy Education as a provider of continuing pharmacy education. This course is accredited for 20 hours (2.0 CEUs). ACPE Accreditation number is posted on the course website. To receive credit for this course, you must receive a passing grade and complete the evaluation form. Consultant Pharmacist credit (12 hours) is available for Consultant Pharmacists practicing in Florida.

Appendix A: Directions for Contacting Faculty & Course Faculty List

PHA 5594 Course Coordinator: Sue Markowsky, Pharm.D.; E-mail: smarkowsky@cop.ufl.edu
Academic Coordinator: Jackie Lavinder; E-mail: lavinder@cop.ufl.edu

Dean, College of Pharmacy

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

Director, WPPD

Sven Normann, Pharm.D., DBAT
Assistant Dean, Clinical Associate Professor
Pharmacotherapy & Translational Research
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 - Clinical Practice Assessments, WPPD

Beatriz Mitrzyk, Pharm.D.
Clinical Assistant Professor, Pharmacotherapy & Translational Research
UF College of Pharmacy, Gainesville, Florida
Free-lance Medical Writer
E-mail: bmitrzyk@ufl.edu

Regional Director – Remote Sites, Capstone Programs, WPPD

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

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

Off Site Admissions Center - Program Manager

Rayshawn E. Engram, Off Site Admissions Center, Orlando, Florida
E-mail: R.Engram@distancelearning.cop.ufl.edu
1-866-226-7228 (x5032)

Program Assistant, WPPD

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

Whom Do You Contact?

Course Coordinator will address: smarkowsky@cop.ufl.edu

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

Facilitators will address: _____@ufl.edu.

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

WPPD Office will address:

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

Off Site Admissions Center - Program Manager will address:

- Registration
 - Course manual and material
- Please contact Off Site Admissions Center at: R.Engram@distancelearning.cop.ufl.edu
1-866-226-7228 (x5032)

Technical Support will address:

- Multimedia (streaming videos, MP3 or MP4 download) issues, contact mediahelp@cop.ufl.edu or 352-273-6281

- Technical Issues – UF Computing Help Desk
 - Web: <http://www.helpdesk.ufl.edu>
 - Telephone: (352) 392-4357 (HELP)
 - E-mail: helpdesk@ufl.edu
 - The UF Computing Help Desk can assist with the technical issues related to:
 - Logging into E learning in CANVAS
 - Submitting assignments electronically
 - Opening documents
 - Posting to discussion boards
 - Taking online quizzes
 - Using Gatorlink email
 - myUFI and Gatordex systems

Expert Presenters

Dr. Abigail Dee-Antigua earned her Doctor of Pharmacy degree from the University of Florida, Gainesville campus in 2008. She completed an ASHP-accredited Pharmacy Practice Residency at Shands Hospital at University of Florida for a year, followed by a ASHP-accredited specialty residency in Critical Care at University of Washington in Seattle, WA from 2009-2010. Presently, Dr. Dee-Antigua is a Clinical Assistant Professor at University of Florida College of Pharmacy. Her teaching responsibilities include precepting APPE pharmacy students and preparing patient cases for Pharmacotherapy IV and V. She is also a clinical specialty pharmacist in Surgical Critical Care at Shands Hospital at UF. Her practice responsibilities rounding daily on intensive care unit patients to assist medical teams in optimizing pharmacotherapy outcomes, precepting pharmacy residents, updating and building institution protocols, and being a member of the institution's pain committee. She is a member of the American Society of Health-System Pharmacists, American College of Clinical Pharmacy and the Society of Critical Care Medicine. She also is an immediate past president of the North Central Florida Society of Health-System Pharmacists.

Janet Arrazcaeta, Pharm.D. is currently a clinical specialist in adult hematology/oncology at UF Health Shands and a clinical assistant professor of the College of Pharmacy at the University of Florida. Dr. Arrazcaeta received her Pharm.D. degree from the University of North Carolina at Chapel Hill Eshelman School of Pharmacy. She completed both her PGY1 Pharmacy Practice residency and PGY2 Oncology residency at UF Health Shands. Her primary interests include infectious diseases, lymphoma, and quality improvement projects.

Stacey Baggett, Pharm.D., BCPS received her Doctor of Pharmacy degree in 2007 from Midwestern University – College of Pharmacy in Glendale, Arizona, as well as a Bachelor of Science degree in Biochemistry from Purdue University in 2004. Dr. Baggett is currently a Regional Coordinator for Experiential Programs for the University of Florida College of Pharmacy and Clinical Assistant Professor at the College's Orlando campus. Her practice experience is primarily as a Clinical Pharmacy Specialist at Holmes Regional Medical Center in Melbourne, Florida, with a focus on Infectious Diseases and Anticoagulation. She has precepted students in Adult Medicine and Ambulatory Care, as well as PGY-1 residents in Internal Medicine and Infectious Diseases, and has lectured for the MTM and WPPD programs. Dr. Baggett is a Board Certified Pharmacotherapy Specialist and her interests include student and preceptor development, infectious diseases, and internal medicine.

Paul Doering, M.S. is an Emeritus Distinguished Service Professor in the Department of Pharmacotherapy and Translational Research at the University of Florida, College of Pharmacy. He is also Co-director of the statewide Drug Information and Pharmacy Resource Center. Paul Doering received his Bachelor of Science in Pharmacy from the University of Florida in 1972 and continued his training at the same institution, earning the Master of Science in Clinical Pharmacy in 1975. Upon graduation, Paul Doering accepted a position in the University's Department of Medicine as a research assistant where he designed, implemented and evaluated a program of adverse drug reaction monitoring in the obstetric patient. Current teaching responsibilities include: coordinating a Non-prescription Products course for undergraduate pharmacy students, a senior-level course in Pharmacotherapy, and an elective course in Drug Abuse. He also guest lectures in a variety of team taught courses in the College of Pharmacy and other Health Center colleges. Paul Doering has strong ties with the practice of pharmacy, having been a practicing pharmacist both in the hospital and community setting. A member of many local, state, and national pharmaceutical societies, he is a past-president of his local pharmacy association. Doering has been recognized four times as Teacher of the Year. In March, 1990, he was awarded Fellowship status in the APhA's Academy of Pharmacy Practice and Management. In 1993, he received one of two Teaching Incentive Awards given to UF College of Pharmacy faculty. In 1995, Doering was promoted to Distinguished Service Professor, the university's highest honor awarded to a faculty member, he was the first professor in the College of Pharmacy to be recognized in this way.

Shawn Griffin, Pharm.D completed a PGY1 Pharmacy Practice Residency at UF Health. He received his Pharm.D. from University of North Carolina Eshelman School of Pharmacy. Currently, Dr. Griffin is a recruitment co-coordinator for UF Health Pharmacy Residency Program.

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

Megan Murphy-Menezes, Pharm.D., MSCR received a Pharm.D. degree from Campbell University School of Pharmacy, where she also earned a Master of Science in Clinical Research through Campbell's Pharm.D/MS dual degree program. She then completed a post-doctoral fellowship in women's health, with a focus on osteoporosis, at Procter & Gamble in Mason, OH. She remained with Procter & Gamble as a Health Systems Consultant and Project Specialist, working in the area of Women's Health and gastrointestinal health. In this position, she was responsible for implementing educational (CME and non-CME) activities and ensuring compliance with ACCME and ACPE guidelines for continuing education initiatives. She also acted as a liaison between the company and several professional organizations (AMCP, AMDA, ASCP, ACCP, NADONA). She subsequently joined Amgen as a senior regional medical liaison in North Florida, specializing in the area of osteoporosis. As Assistant Director of Continuing Pharmacy Education, Megan's interests are related to development of a new initiative related to Continuing Professional Development (CPD) for pharmacists. CPD is a lifelong learning process that actively involves a pharmacist in developing and maintaining continuing competence, enhancing professional practice, and accomplishing career goals. Megan is also interested in developing assessments related to skills acquired through CPE. Her clinical area of interest is osteoporosis and she is working to establish a fracture liaison clinic in collaboration with UF Health bone specialists.

Karen Sando, Pharm.D., BCACP, CDE joined the faculty at the University of Florida College of Pharmacy in September 2010. She received her Pharm.D. from the University of Florida in 2008 and went on to complete a PGY-1 with an emphasis in ambulatory care at the University of Florida in 2009. Following residency, she worked as a clinical pharmacist at Shands Jacksonville offering clinical pharmacy services in diabetes, anticoagulation, and pain management. Since joining the faculty at UF, Dr. Sando has co-coordinated the Pharmaceutical Skills Lab Course for 3rd year pharmacy students. She also teaches ambulatory care topics (osteoarthritis, rheumatoid arthritis, gastrointestinal diseases, diabetes, tobacco cessation) in the Pharmacotherapy course series in the UF COP curriculum. Dr. Sando maintains a practice site at UF Health Family Medicine at Old Town and supervises APPE students and directs a PGY-2 residency program in Ambulatory Care. She recently earned Board Certification as an Ambulatory Care Pharmacist (BCACP) in 2013 and has maintained certification as a Certified Diabetes Educator (CDE) since 2010. Her research interests include pharmacist impact on diabetes management, quality improvement in primary care, and scholarship of teaching and learning.

Priti Patel, Pharm.D., BCPS completed and ASHP-accredited drug information residency at the Thomas Jefferson University Hospital in Philadelphia and McNeil Consumer and Specialty Pharmaceuticals in Fort Washington, PA. Prior to joining UF, she was an associate clinical professor at St. John's University College of Pharmacy and Allied Health Professions, and co-director of the St. John's University drug information service at Long Island Jewish Medical Center.

Erin L. St. Onge, Pharm.D. joined the faculty in July 2002 to help start the University of Florida College of Pharmacy program in Orlando. As the Assistant Dean and Director of the Orlando campus, she devotes her time to her various roles as teacher, advisor, and administrator. Dr. St. Onge graduated from the University of Florida College of Pharmacy with her Doctor of Pharmacy degree in 1999. Upon graduation, she completed a residency in Community Clinical Pharmacy with St. Louis College of Pharmacy/Walgreens. Dr. St. Onge accepted her first faculty position with Texas Tech University School of Pharmacy at their Lubbock campus. During her two years with Texas Tech, she gained valuable experience with their 3-campus (Amarillo, Lubbock, Dallas) distance education program. Also, she developed a community site for 3rd and 4th year students, as well as a residency program in Community Clinical Pharmacy. Dr. St. Onge and her family moved to Orlando in summer of 2002 at which time she accepted the position as Campus Director for Orlando. In addition to her current position with UF College of Pharmacy, she is very active in local and national pharmacy organizations. She is a member of the Central Florida Society of Health System Pharmacists and Education Council Co-Chair for the Florida Society of Health System Pharmacists. Dr. St. Onge's interests include diabetes mellitus and cardiovascular disease.

Karen Whalen, Pharm.D., BCPS, CDE is Assistant Dean for Clinical Education and Clinical Professor at UF College of Pharmacy. 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.

Laura E. Wiggins, Pharm.D., BCOP is Clinical Chief of Oncology Pharmacy Services and director of the PGY-2 Oncology Pharmacy Residency, in addition to being a Clinical Pharmacy Specialist with the Bone Marrow Transplantation and Leukemia Service at UF Health Shands Hospital. She is also a Clinical Assistant Professor at the University of Florida College of Pharmacy. Dr. Wiggins received her Pharm.D. degree from the University of Florida in 1989. She then completed a clinical pharmacy residency at Erie County Medical Center in Buffalo, New York, followed by an Oncology Pharmacy Residency at the Johns Hopkins Oncology Center in Baltimore, Maryland. She spent six years as a clinical specialist in Bone Marrow Transplantation at the University of Pittsburgh Medical Center, where she was also an assistant professor at the University of Pittsburgh School of Pharmacy. Before joining Shands, she practiced for three years as an oncology clinical pharmacist at Good Samaritan Medical Center in West Palm Beach, Florida. Her areas of interest include the management of leukemias and lymphomas, as well as hematopoietic stem cell transplantation and transplant-related complications.

Appendix B.

Instructional Method	Curricular Equivalency (hours)
In-class instruction (3 live sessions – 7.5-8 hours each)	22.5 (minimum) 24 (max)
Instructional videos (21 one-hour videos)	21
Discussion board (minimum 3X/week, ½ hr. each)	24
CPI or capstone project (one hour per week)	16
Homework cases / journal club	4 (minimum) 6 (max)
Individual Case Presentation (one per semester)	12 (minimum) 20 (max)
Self-assessments (minimum one per semester)	1 (minimum) 3 (max)
Other assignments (see quick scan)	5 8 (max)
Total (96 hours needed to meet threshold for 6 credits)	105.5 (min) 122 (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. Course Quickscan