Respiratory Disorders
Summer 2013    6 Credits

Course Purpose:
PHA 5595 is one in a series of eight courses which are organized by body system. PHA5595 introduces the student to patient care concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with respiratory disorders. The learning activities emphasized during this course include gathering and processing information, identifying and prioritizing problems, planning and effecting therapeutic interventions, patient communication and counseling, and communicating with health care providers.

This post-baccalaureate working professional course is designed to introduce the practicing pharmacist to the concepts of patient care by requiring the student to provide services to actual patients as they learn. All the biomedical, pharmaceutical, social, and clinical sciences are fully integrated in the reading assignments and patient case presentations 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:
Stephen Nowmos, Pharm.D., BCPS
Clinical Associate Professor
Department of Pharmacotherapy & Translational Research
Email: snowmos@cop.ufl.edu
Office Hours: Email to request phone appointment

Co-coordinator:
Sue Markowsky, Pharm.D.
Clinical Assistant Professor
Department of Pharmacotherapy & Translational Research
Email: sjmarkow@ufl.edu
Office Hours: Email to request phone appointment

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 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.

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:

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 2.1, 2.3)
3. Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals. (SLOs 4.3, 4.4, 4.6)
4. Use pharmacy knowledge in the care of patients and resolution of practice problems. (SLO 6.1, 6.2)
5. 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)
6. Demonstrate professional behaviors (i.e., UF PharmD CORES), appropriate personal habits, self-directed and lifelong learning abilities, and leadership. (SLOs 9.1, 9.2, 9.4)

Course Objectives
Upon completion of this course, the student will be able to:

1. Given a patient with a Respiratory Disorder, demonstrate the ability to:
   a. Interpret subjective and objective data.
   b. Identify medication-related problems (identify and/or prevent drug-related problems such as inappropriate indication, therapeutic duplication, drug-disease, drug-drug interactions, incorrect drug dosage or duration of treatment, drug-allergy interactions, and clinical abuse or misuse of drugs).
   c. Develop a specific and complete care plan. This plan includes a comprehensive list of the patient’s medication-related problems and for each problem, a specific plan for resolving the problem. This plan includes detailed information about what medications need to be added or discontinued and if a medication is to be added, the product that should be dispensed, the dosage, route, times of administration, duration of therapy, parameters to monitor for efficacy and toxicity, and patient counseling plans.
   d. Outline a monitoring plan for monitoring drug efficacy and toxicity.
   e. Support the care plan and decisions with evidence-based literature.
2. Demonstrate the ability to establish for a patient the “therapeutic goals” or endpoints that indicate the patient’s medication problem is resolved, cured, or managed.
   a. Monitor a patient over time and assess when the endpoints are achieved.
   b. Modify a therapeutic plan or endpoints so that the patient’s quality of life is optimized.
3. Recognize medications that are on the ISMP’s list of high-alert medications and identify strategies for pharmacists to reduce the risk of medication errors with these medications.
4. Identify health disparities in patients with respiratory disorders, and conceptualize strategies to address those disparities.
5. Conduct a patient/caregiver interview to gather information about the patient's medication therapy and health status, with consideration of the patient's culture, level of education, socioeconomic status, and emotional state of mind.

6. Demonstrate in a simulated setting, the ability to counsel a patient about medications related to respiratory disorders.

7. Educate a patient about how to take a medication and self-monitor for efficacy and toxicity.

8. Counsel patients who have problems such as medication adherence and psychosocial problems that may impact successful administration of medication.

9. Present a patient summary with confidence and in an organized format that includes only pertinent information.

10. Give a formal case presentation that includes presentation of patient data, development of a comprehensive care plan, a summary of literature pertinent to the medication-related problems, and an oral defense of recommendations.

11. For the disorders emphasized during this course:
   a. Explain the pathophysiology of the disorders
   b. Outline risk factors for development of the disorders
   c. Describe the epidemiology of the disorders
   d. Describe the clinical presentation and clinical manifestations of the disorders
   e. Discuss pharmacologic and non-pharmacological interventions that are recommended for the disorders
   f. Recall the currently accepted standard of care guidelines for the disorders

11. Given a patient/practice problem or case related to a respiratory 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 respiratory, 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 conference calls, 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 (Table 1).

Table 1. Unit and Module topics.

<table>
<thead>
<tr>
<th>Unit-Module</th>
<th>Topic</th>
<th>Faculty Member(s)</th>
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</thead>
<tbody>
<tr>
<td><strong>Unit Name: A</strong></td>
<td></td>
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<tr>
<td>A1</td>
<td>Welcome/Orientation</td>
<td>Dr. Nowmos</td>
</tr>
<tr>
<td>A2</td>
<td>Objective Measurement of Lung Function</td>
<td>Dr. Milavetz</td>
</tr>
<tr>
<td>A3</td>
<td>Pharmacotherapy of Acute Asthma, Part 1 &amp; 2</td>
<td>Dr. Hendeles</td>
</tr>
<tr>
<td>A4</td>
<td>Asthma Treatment / Status Asthmaticus</td>
<td>Dr. Thames</td>
</tr>
<tr>
<td>A5</td>
<td>COPD - Acute and Chronic</td>
<td>Dr. Thames</td>
</tr>
<tr>
<td>A6</td>
<td>Drug Induced Lung Disease</td>
<td>Dr. Weizer</td>
</tr>
<tr>
<td>A7</td>
<td>Respiratory Delivery Devices</td>
<td>Dr. Hendeles</td>
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<tr>
<td><strong>Unit Name: B</strong></td>
<td></td>
<td></td>
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<tr>
<td>B1</td>
<td>Allergic Rhinitis</td>
<td>Dr. Hendeles</td>
</tr>
<tr>
<td>B2</td>
<td>Otitis Media / Sinusitis / Common Cold</td>
<td>Dr. Milavetz</td>
</tr>
<tr>
<td>B3</td>
<td>Upper Respiratory Infection</td>
<td>Dr. Thames</td>
</tr>
<tr>
<td>B4</td>
<td>Respiratory Distress Bronchopulmonary Dysplasia</td>
<td>Dr. Thames</td>
</tr>
<tr>
<td>B5</td>
<td>Pneumonia; CAP, HAP</td>
<td>Dr. Gallagher</td>
</tr>
<tr>
<td>B6</td>
<td>Kinetic Drug Dosing</td>
<td>Dr. Field</td>
</tr>
<tr>
<td><strong>Unit C</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>Smoking Cessation</td>
<td>Dr. Wilken</td>
</tr>
<tr>
<td>C2</td>
<td>Cystic Fibrosis</td>
<td>Dr. Milavetz</td>
</tr>
<tr>
<td>C3</td>
<td>Tuberculosis</td>
<td>Dr. Gallagher</td>
</tr>
<tr>
<td>C4</td>
<td>Pulmonary Hypertension</td>
<td>Dr. Covey</td>
</tr>
<tr>
<td>C5</td>
<td>Lung Cancer</td>
<td>Dr. Clark-Vetri</td>
</tr>
<tr>
<td>C6</td>
<td>Lung Transplant</td>
<td>Dr. Claridge</td>
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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.

   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. In addition, 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.)


   a. This text is available via the UF library/AccessPharmacy.


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. Readings not available via AccessPharmacy will be posted under the resources tab 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 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 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 the following assignments: a) case presentation, b) delivery device presentation or patient counseling workshop, c) New Case Presentation Workshop, d) Annotated bibliography assignment and e) kinetic drug dosing workshop.

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>Weight</th>
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<tbody>
<tr>
<td>Individual case presentation/SOAP note</td>
<td>10%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>5%</td>
</tr>
<tr>
<td>Case Evaluation Homework</td>
<td>2%</td>
</tr>
<tr>
<td>Device Presentation or PPCP Triad Workshop</td>
<td>5%</td>
</tr>
<tr>
<td>CPI/PC and CPA Progress Assignment</td>
<td>3%</td>
</tr>
<tr>
<td>Class participation</td>
<td>15%</td>
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<tr>
<td>5% per session: online homework, in-class</td>
<td></td>
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<tr>
<td>discussion, email communication, professionalism</td>
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</tr>
<tr>
<td>Exams</td>
<td>60%</td>
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<tr>
<td>Exam A - 20%</td>
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<tr>
<td>Exam B - 20%</td>
<td></td>
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<tr>
<td>Exam C - 20%</td>
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</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
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97 – 100</td>
<td>A- 94 - 96</td>
</tr>
<tr>
<td>B+</td>
<td>91 – 93</td>
<td>B 87 - 90</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 86</td>
<td>C+ 81 - 83</td>
</tr>
<tr>
<td>C</td>
<td>79 – 80</td>
<td>C- 77 - 78</td>
</tr>
<tr>
<td>D+</td>
<td>75 – 76</td>
<td>D 72 - 74</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71</td>
<td>E &lt;70</td>
</tr>
</tbody>
</table>

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 SAKAI System. This form must be approved by the student’s facilitator and the course coordinator. Email completed form to facilitator and course coordinator. Students are responsible for taking any exams missed via ProctorU.

NOTE: Attendance for the remote weekend is MANDATORY. If missed, students will be required to travel to makeup a ‘live’ session during one of the three regional on-site sessions.

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 8, 2013       8:30 AM-10:30 AM
Remote Sites         June 14, 2013      during Remote weekend

Exam B (Unit B)
Regional Sites       July 6, 2013       8:30 AM-10:30 AM
Remote Sites         July 6, 2013       via ProctorU

Exam C (Unit C)
Regional Sites       July 20, 2013      8:30-10:30AM
Remote Sites         July 20, 2013      via ProctorU

*All exams are open book.
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 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 and the course schedule are outlined in Appendix C (Quick Scan). The weekly planners for Units A, B, and C are posted on eLearning/Sakai under the “PHA 5595 Summer 2013” course then “Resources” then “Unit A”, “Unit B”, or “Unit C”. Use these weekly planners to keep on track in 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 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

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.

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

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, MHA
Clinical Associate Professor of Pharmacy Practice/ UF College of Pharmacy, Gainesville, Florida
Clinical Pharmacy Specialist – Ambulatory Care James A. Haley Veterans Hospital, Tampa, Florida
E-mail: Rxcovey@ufl.edu

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

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

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

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

Associate Dean for Curriculum and Assessment
Diane E. Beck, Pharm.D.
Professor of Pharmacotherapy and Translational Research/ UF College of Pharmacy, Gainesville, Florida
E-mail: beck@cop.ufl.edu
Off Site Admissions Center - Program Manager
   Misty Thomas, Off Site Admissions Center, Orlando, Florida
   E-mail: mthomas@embanetcompass.com
   1-800-431-6687 (x632)

Program Assistant
   Tracie Cooper
   University of Florida College of Pharmacy-WPPD
   E-mail: tracie@cop.ufl.edu

Whom Do You Contact?
Course Coordinator will address: snowmos@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
   • 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 material
   • Please contact Off Site Admissions Center at: mthomas@embanetcompass.com

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 SAKAI
  - Submitting assignments electronically
  - Opening documents
  - Posting to discussion boards
  - Taking online quizzes
  - Using Gatorlink email
  - myUFl and Gatordex systems

**Expert Presenters**

**Leslie Hendeles, PharmD:** Dr. Hendeles is a Professor in the College of Pharmacy and also in the Department of Pediatrics at the University of Florida. He earned his Pharm.D. at the University of Southern California. Among his current research interests are the improvement of adherence to asthma medications and delivery of inhaled drugs to children. He previously served on FDA’s Pulmonary-Allergy Drugs Advisory Committee and the Coordinating Committee of NIH’s Asthma Education Program, as well as CDC’s Expert Panel on Asthma Guidelines for Emergency Medical Services. In the Pediatric Pulmonary Clinic at the University of Florida Dr. Hendeles teaches and provides advice on drug therapy.

**Tamara Claridge, PharmD:** Dr. Claridge is a residency trained, board certified pharmacotherapy specialist who received her Doctor of Pharmacy from Auburn University. Currently, she is a pharmacotherapy specialist practicing in the heart and lung transplant, cystic fibrosis and artificial heart programs at Tampa General Hospital. Her research interest focuses on continuity of care. Dr. Claridge is also a preceptor for PGY1 residency at Tampa General Hospital.

**Douglas F. Covey, B.S. PharmD, FCCP, MHA, CDE:** Dr. Covey is a Clinical Pharmacy Specialist for Ambulatory Care at the James A. Haley Veterans’ Hospital in Tampa, Florida. In addition, Dr. Covey is Associate Professor of Pharmacy Practice for the UF College of Pharmacy and one of the Regional Directors of the Working Professional Doctor of Pharmacy Program. Dr. Covey received his pharmacy degrees from UF and a Masters in Healthcare Administration from USF. Dr. Covey’s areas of interest are lipids, diabetes and cardiovascular pharmacotherapy, patient education, and professional training. For over 17 years he has had direct patient care responsibilities in the Diabetes and Anticoagulation clinics, and provides a consult service to most of the other specialty clinics including Pulmonary and Allergy. He is active in many state and national organizations having served as an FSHP Board member, Chair of the ACCP Ambulatory Care Practice and Research Network, and Chair of the ACCP Leadership Task Force. He is an ASHP PGY2 Ambulatory Care Residency Director who participates routinely on accreditation site surveys for ASHP. This past summer he participated in the writing of PGY2 standards for Ambulatory Care residencies. His site is also one of three ASHP national Lipid Traineeship locations. He has written numerous articles and several book chapters. He provides lectures in the WPPD program for nearly all courses and routinely substitutes for facilitators absent during the monthly student workshop. He has served the UF WPPD program since it’s inception in 1994 in varying capacities including Course Coordination, Facilitation, Expert Presenter, and Faculty Recruiter and Trainer.
Carinda Feild, PharmD: Dr. Feild earned her PharmD 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 fellowship at the University of Kentucky's Drug Product Evaluation Unit. She currently works at the R. Adams Cowley Shock Trauma Center at the University of Maryland Medical Center. For the past four years she has served as the critical care research section manager and a clinical research pharmacist. She manages research related to acute lung injury, sepsis, and immunomodulation in critically ill and injured patients. She also serves as a pharmacy resident preceptor at the University of Maryland Medical Center. For the 10 years prior to her present appointment, she worked as a clinical pharmacy specialist in critical care caring for surgical, cardiothoracic, and trauma patients at Boston University Medial Center, at Orlando Regional Healthcare System where she served as the Clinical Coordinator, and at Keesler Air Force Base Medical Center where she was involved in research. She was awarded the Air Force Clinical Research Award while at Keesler Air Force Base Medical Center. She has been an Assistant Professor with the University of Florida's Working Professional PharmD (WPPD) Program for 10 years. She started as an Orlando site facilitator and currently serves as a Regional Director for the program. She is also a course coordinator and advisor, a pharmaceutical care project reviewer and works on special projects. She is a recipient of the Outstanding Faculty Award for the WPPD Program.

Gary Milavetz, PharmD, FCCP: Dr. Milavetz, is an Associate Professor of Pharmacy and the Assistant Head for Academic Affairs of the Division of Clinical and Administrative Pharmacy. His research interests include the pharmacotherapeutics of respiratory medications. He has numerous original research publications on the pharmacokinetics, pharmacodynamics and clinical efficacy of medications used to treat respiratory disease. He has also written book chapters, reviews and invited commentaries in his area of expertise. He has been an invited speaker for local, regional, national and international meetings. He is also a Clinical Pharmacist with an active practice and teaching site at the Pediatric Allergy and Pulmonary Division of the University of Iowa Hospitals and Clinics. Dr. Milavetz received both his Bachelor of Science in Pharmacy and Doctor of Pharmacy from the University Of Minnesota College Of Pharmacy. He completed a Post-Doctoral fellowship at the University of Iowa and joined the faculty in 1981. He has been recognized as a Teacher of the Year in the College of Pharmacy and is a Fellow of the American College of Clinical Pharmacy.

Lisa M. Thames, PharmD: Lisa Thames, PharmD, is currently the chief of pediatric clinical pharmacy services and director of the PGY-2 pediatric residency program at Shands at the University of Florida. In addition, she serves as clinical assistant professor of the University Of Florida College Of Pharmacy. Dr. Thames received her PharmD from the University of Florida College of Pharmacy in 2004. She completed her pharmacy practice residency and pediatrics specialty residency at the University of Kentucky Chandler Medical Center. Dr. Thames is board-certified in pharmacotherapy, and her interests include pediatric medication safety and pediatric infectious diseases. Dr. Thames is currently serving as Board-Elect for the Florida Society of Health-Systems Pharmacists (FSHP).

Michele Weizer, PharmD, BCPS: Michele 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
Michele became specialty board certified in Pharmacotherapy originally in 1994 and re-certified in 2001 and again in 2008.

Rachel Clark-Vetri, Pharm.D. Dr. Clark-Vetri is currently holds a full-time faculty position at Temple University as a clinical associate professor. Dr. Clark-Vetri received her BS degree in pharmacy from the Philadelphia College of Pharmacy and her PharmD from the Temple School of Pharmacy. Her clinical site is located at Fox-Chase Temple Cancer Center where the majority of her time is spent coordinating a pain management service. Dr. Clark-Vetri's teaching responsibilities include the Oncology/Hematology Modules for the curriculum at the Temple School of Pharmacy.

Jason Gallagher, PharmD.,BCPS. Dr. Jason Gallagher is Associate Professor, Temple University School of Pharmacy; Clinical Specialist in Infectious Diseases, Temple University Hospital; and Adjunct Assistant Professor of Pharmacology, Drexel University School of Medicine. He is also the program director of the Infectious Diseases Pharmacotherapy Residency at Temple. Previously, Dr. Gallagher developed and managed an antimicrobial stewardship program at Hahnemann University Hospital. At Temple University, he teaches courses in ID pharmacotherapy and is a co-director of the Advanced Clinical Practice Track at the School of Pharmacy. His research areas focus on the pharmacotherapy of resistant Gram-negative and Gram-positive infections, and the clinical use of antifungals. He is a co-author of three editions of *Antibiotics Simplified*, co-editor of two editions of *Frequently Prescribed Medications – The Drugs You Need to Know*, and his work has been published in journals including *Pharmacotherapy*, *Clinical Infectious Diseases*, *Infectious Diseases in Clinical Practice*, *Annals of Pharmacotherapy*, *Expert Opinion on Pharmacotherapy*, and *BMC Infectious Diseases*. Dr. Gallagher has served as the Chair, Chair-Elect, and Secretary-Treasurer of the American College of Clinical Pharmacy Infectious Diseases Practice and Research Network (ACCP ID-PRN) and as President of the Mid-Atlantic College of Clinical Pharmacy, a Philadelphia-based chapter of ACCP.
Appendix B.

<table>
<thead>
<tr>
<th>Instructional Method</th>
<th>Curricular Equivalency (hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class instruction (3 live sessions – 7.5 hours each)</td>
<td>22.5</td>
</tr>
<tr>
<td>Instructional videos (21 one-hour videos)</td>
<td>21</td>
</tr>
<tr>
<td>Discussion board (minimum 3X/week, ½ hr each)</td>
<td>24</td>
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<tr>
<td>CPI or capstone project (one hour per week)</td>
<td>16</td>
</tr>
<tr>
<td>Longitudinal (or special) case study (one per semester)</td>
<td>5 (minimum)</td>
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<tr>
<td></td>
<td>8 (max)</td>
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<tr>
<td>Case presentation (one per semester)</td>
<td>2 (minimum)</td>
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<tr>
<td></td>
<td>6 (max)</td>
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<tr>
<td>Self assessments (minimum one per semester)</td>
<td>1 (minimum)</td>
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<tr>
<td></td>
<td>5 (max)</td>
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<tr>
<td>Other assignments, e.g., ethical dilemma</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>8 (max)</td>
</tr>
<tr>
<td>Total (96 hours needed to meet threshold for 6 credits)</td>
<td>96.5 (min)</td>
</tr>
<tr>
<td></td>
<td>110.5 (max)</td>
</tr>
</tbody>
</table>

Again, to comply with the standards, students should expect to spend a minimum of 7.5 hours per live session. The length of the sessions must not be shortened.