
PHA 5596 Gastrointestinal Disorders

Summer 2016

6 Semester Credit Hours

Course Purpose:

PHA 5596 is one in a series of eight courses which are organized by body system. PHA 5596 introduces the student to patient care concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic drug monitoring for patients with gastrointestinal disorders, as well as assessment and provision of nutritional needs. The process of drug interaction evaluation and medication incident reporting is reviewed. 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:

Lisa Vandervoort, Pharm.D.
Clinical Assistant Professor
Department of Pharmacotherapy & Translational Research
Email: Lvandervoort@cop.ufl.edu
Office Hours: Email to request phone appointment.

Co-Coordinator: [Include only if there is a co-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
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:

1. Given a patient with a Gastrointestinal disorder, demonstrate the ability to formulate an evidence-based and patient-centered care plan:
 - 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 that 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 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-pharmacologic interventions that are recommended for the
 - f. disorders
 - g. Recall the currently accepted standard of care guidelines for the disorders

12. Given a patient/practice problem or case related to a respiratory disorder, and solve the medication-related problems using clinical reasoning skills.
13. Demonstrate the ability to critically evaluate research or research papers to solve practice problems
14. Given a patient/practice problem or case related to respiratory disorders, appropriately apply evidence-based clinical practice guidelines and/or systematic reviews.
15. Demonstrate professional demeanor in carrying out learning activities and adhere to ethical principles.

Pre-Requisite Knowledge and Skills

The student must be in good academic standing with the Working Professional Doctor of Pharmacy Program, having successfully completed a baccalaureate degree from an ACPE accredited college of pharmacy that included therapeutics and pharmacokinetics. The student must have successfully completed the WPPD Foundations Course PHA 5629. 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. 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 'virtual' 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 module topic are listed in Table 1. The corresponding module activities are posted in the Canvas E-learning website (see Quick scan).

Table 1. PHA 5596 Unit and Module topics

Unit-Module	Topic	Faculty Member	Assessment
Start	Welcome/Orientation	Dr. L Vandervoort	
A1a	Diarrhea	Dr. Anderson	Exam A
A1b	Constipation	Dr. L Vandervoort	Exam A
A2	Nausea and Vomiting focus on CINV	Dr. Richards	Exam A
A3a	Irritable Bowel Syndrome	Dr. St Onge	Exam A
A3b	Ulcerative Colitis	Dr. R Vandervoort	Exam A
A3c	Crohn's Disease	Dr. R Vandervoort	Exam A
A4	Assessment of Drug-Drug Interactions	Dr. L Vandervoort	Exam A
B1	GI Physiology and Enteral Med Admin	Dr. Birrer	Exam B
B2a	Nutrition Assessment	Dr. Emmel	Exam B
B2b	Enteral Nutrition	Dr. Emmel	Exam B
B2c	Parenteral Nutrition	Dr. Emmel	Exam B
B3	Colorectal Cancer	Dr.	Exam B
B4	Pancreatitis	Dr. Weizer	Exam B
B5	GI Hemorrhage	Dr. Birrer	Exam B
C1a	Hepatitis B	Dr. Childs-Kean	Exam C
C1b	Hepatitis C	Dr. Childs-Kean	Exam C
C2a	GERD	Dr. Whalen	Exam C
C2b	Peptic Ulcer Disease	Dr. Whalen	Exam C
C3	Intra-abdominal Infections	Dr. Jourjy	Exam C
C4a	Cirrhosis	Dr. Baggett	Exam C
C4b	Dosing in Hepatic Disease	Dr. L Vandervoort	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/ Access Pharmacy database. Although you can use the online version for study, most students find it essential to purchase a hardcopy of the Pharmacotherapy Text. Online access to the Pharmacotherapy text may not be available during exams.
 - b. (Caution: Old editions are sold on the internet and should not be purchased. Watch carefully what edition you purchase. A Pharmacotherapy Handbook is also available with the current edition. This handbook is a useful reference in daily practice but should not be purchased in lieu of the text listed above.)
2. **Schwinghammer et al.** Pharmacotherapy Casebook: A Patient Focused Approach, 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 and/or recommended readings will be listed within each topic module within the E-learning system.

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) Journal Club Assignment, and c) Medication Error Presentation
5. Completion of several 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.

Feedback to Students

Facilitators will provide written feedback on all assignments via the e-Learning 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	15%
Medication Error Presentation	5%
Journal Club	5%
CPA/CPI/Capstone Progress Reports	3%
Class participation	12%
4% per session: homework, in-class discussion, e-mail communication, professionalism	
Exam A (Unit A + surgical prophylaxis)	20%
Exam B (Unit B)	20%
Exam C (Unit C + constipation)	20%

- ❖ ***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 (Canvas 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 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	June 4, 2016	8:30 AM-10:30 AM
Remote Sites	June 4, 2016	via ProctorU (start times 9am-12 noon)

Exam B (Unit B)

Regional Sites	July 9, 2016	8:30 AM-10:30 AM
Remote Sites	July 9, 2016	via ProctorU (start times 9am-12 noon)

Exam C (Unit C)

Regional Sites	July 30, 2016	8:30-10:30AM
Remote Sites	July 30, 2016	via ProctorU (start times 9am-12 noon)

*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. Do not go by the due date listed in E-learning as it may not reflect the actual due date for the student's group within the remote or regional model.

*****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:

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 by the due date designated in the remote or regional weekly planner relevant to the student's group. 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.

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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 Canvas E Learning for “WPPD Resources and Practice Experiences Site”.
 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 are submitted to the Assignments link within E-learning. Generally, graded assignments are setup to go through “Turn-It-In” to generate a similarity report. There are some exceptions such as assignments expected to have high similarity (e.g., multiple choice questions, pharmacokinetic assignments). More specific instructions can be found on the E Learning website. A printed copy of the assignment should also be turned in during “live” onsite 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 5596 Course Coordinator: Lisa Vandervort, Pharm.D.; E-mail: lvandervoort@cop.ufl.edu
Course Co-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:

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- 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
 - myUFL and Gatordex systems

Expert Presenters:

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.

Kara Birrer, PharmD, BCPS: currently practices in Neurocritical Care working with both medical and surgical critical care patients with acute neurologic injuries as well as critically medical or trauma/surgical patients. She frequently encounters patients unable to receive oral diets who require enteral nutrition and/or alternative dosing or drug-delivery strategies. Additionally, many of the patients she cares for either have had a gastrointestinal tract hemorrhage or are at risk for developing a stress ulcer. Her major areas of interest and research are neurocritical care, trauma resuscitation, disaster preparedness, and infectious diseases. She also regularly precepts both pharmacy students and residents and lectures as a part of the General Surgery residency program.

Lindsey Childs-Kean, PharmD, MPH, BCPS is a Clinical Assistant Professor with the University of Florida College of Pharmacy. Her clinical practice site is at the Bay Pines VA Health care System, where she is a Clinical Pharmacy Specialist in Hepatitis C and Antimicrobial Stewardship. Previously, she was the Hepatology Pharmacy Program Manager at the Bay Pines VA Healthcare System where she established a pharmacist-run Hepatitis C clinic that included telehealth modalities. She is a graduate of the University

of Florida College of Pharmacy and completed a PGY1 Residency at Tampa General Hospital in Tampa, Florida and a PGY2 Infectious Diseases Pharmacy Residency at the South Texas Veterans Healthcare System in San Antonio, Texas.

Aaron Emmel, Pharm.D., MHS, BCPS, BCNSP currently practices as the critical care pharmacy specialist at Flagler Hospital in St. Augustine, FL. His areas of specialty include critical care and nutrition support. He holds certifications from the Board of Pharmacy Specialties in both pharmacotherapy and nutrition support. He previously practiced as an independent provider of MTM services for a broad range of patient populations, and recently designed the framework for a transitions of care MTM program at Flagler Hospital. He has been a clinical assistant professor for University of Florida since 2012, providing guest lectures for the Doctor of Pharmacy and Master of Science in Medication Therapy Management in Pharmacy programs and precepting students on Critical Care Advanced Pharmacy Practice Experiences.

Jacqueline Jourjy, Pharm.D., BCPS is a clinical assistant professor at the University of Florida College of Pharmacy. In addition to teaching in infectious diseases and conducting clinical research, she advises Pharm.D. students and student organizations such as FSHP, Rho Chi and CPFI. 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 (LECOM) School of Pharmacy in Bradenton. Dr. Jourjy received her Pharm.D. 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, where she received a second teaching certificate.

Ashley Richards, Pharm.D. received her Doctor of Pharmacy from the University of Florida College of Pharmacy (Jacksonville campus) in 2007, then completed a Pharmacy Practice Residency at Shands Jacksonville in 2008. She then completed an Oncology Specialty Pharmacy Residency at the University of Washington Medical Center/Seattle Cancer Care Alliance in Seattle, Washington. Her areas of interest are acute leukemia, MDS, myeloma, bone marrow transplant, and sarcoma. Dr. Richards is also a clinical assistant professor of the University of Florida elective classes and at UF College of Pharmacy and preceptor for pharmacy students and residents.

Erin St Onge, Pharm.D. is Assistant Dean and Director of the University of Florida College of Pharmacy Orlando Campus. She is also a Clinical Associate Professor in the Department of Pharmacotherapy and Translational Research. She received her PharmD degree from the University of Florida College of Pharmacy in 1999. She then completed a Community Clinical Pharmacy Practice Residency in conjunction with the St. Louis College of Pharmacy and Walgreens Corporation. In addition to her academic responsibilities, Dr. St. Onge practices at a clinic in the Orlando area serving homeless patients where she educates/manages diabetes, hypertension, and anticoagulation patients. She has published

numerous articles on the topics of diabetes, hypertension, and anticoagulation. Dr. St. Onge is on the editorial board for the World Journal of Diabetes and serves as a specialty consultant for Pharmacist's Letter.

Lisa Vandervoort, Pharm.D: 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 9 years Dr Vandervoort has been a Clinical Assistant Professor at the University of Florida both at the Orlando Campus and with the WPPD program. Recently she was hired as Regional Coordinator for the Office of Experiential Programs assisting in the evaluations of rotation sites, preceptors and students. Her primary interests include pharmacokinetics, infectious disease and student and preceptor development.

Robert Vandervoort, Pharm.D. 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.

Katherine Vogel Anderson, Pharm.D. 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 faculty in April, 2010. In addition to her teaching responsibilities, Dr. Vogel Anderson practices at the Shands Internal Medicine Outpatient Clinic, where she manages an anticoagulation/pharmacotherapy service. Dr. Vogel Anderson also received the College of Pharmacy Faculty Recognition Award for 2013.

Michele Weizer, PharmD, BCPS received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 1990 and completed an ASHP accredited residency in Clinical Pharmacy at Shands Hospital at the University of Florida in 1991. Michele spent 10 years as a clinical practitioner at JFK Medical Center in Atlantis, Florida before becoming the Director of Pharmacy Services at University Hospital and Medical Center in May 2001. She then returned to JFK Medical Center in March 2004 and is the as the Pharmacy Automation Manager where her main responsibilities focused on implementation of the eMAR (Electronic Medication Record) project and bar coding. Michele is now the Informatics Pharmacist at JFK Medical Center. Michele serves on the Heathtrust Purchasing Group

Clinical Advisory Board, 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 Working Professional PharmD Program since 1996, and has served as an adjunct clinical associate professor for the University of Florida and adjunct clinical assistant professor for the undergraduate pharmacy programs for Nova Southeastern, FAMU, Mercer University, and Palm Beach Atlantic colleges of pharmacy since 1992. Michele became specialty board certified in Pharmacotherapy originally in 1994 and re-certified in 2001, 2008 and in 2015. Michele has held numerous leadership positions in pharmacy organizations and currently as a member of the Florida Board of Pharmacy and served two terms as Chair-Woman (2009 and 2015). 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 is a past Chair. Michele also served as a member-at-large on the Florida Pharmacy Council. 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, Michele 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

Karen Whalen, Pharm.D., BCPS, CDE: FAPhA received her Doctor of Pharmacy degree from the University of Florida. She then completed a Pharmacy Practice Residency at the Moses Cone Health System in Greensboro, North Carolina. Subsequently, she completed a Primary Care Residency at the James A. Haley Veterans’ Hospital in Tampa, Florida. Dr. Whalen joined the faculty of the University of Florida College of Pharmacy in 2008 as Assistant Director of the St. Petersburg Campus. Currently, she is a Clinical Professor in the Department of Pharmacotherapy and Translational Research and Director of the MS-MTM Program. Prior to joining the faculty at University of Florida, Dr. Whalen was an Associate Professor of Pharmacy Practice at Nova Southeastern University for twelve years. Dr. Whalen is a Board Certified Pharmacotherapy Specialist and a Certified Diabetes Educator. She is an active member of the Florida Pharmacy Association, and is a past president of that organization.

Brandon Wilds, Pharm.D. received his BS in Biochemistry in 2009 from Slippery Rock University in Slippery Rock, PA and graduated pharmacy school in 2012 from LECOM School of Pharmacy in Erie, PA. I completed my PGY-1 pharmacy practice residency at St. Vincent’s Medical Center in Jacksonville, FL in 2013 and my PGY-2 oncology residency at the Huntsman Cancer Institute at the University of Utah in 2014. He now works at the UF Health Cancer Center at Orlando Health as a hematology/oncology clinical pharmacist where he provides pharmacist support to the inpatient hematology and oncology medical teams and also serves as the PGY-2 oncology residency coordinator. His career interests include malignant and benign hematology, bone marrow transplant, and supportive care.

Appendix B: Detail for Credit Course Hours

<u>Instructional Method</u>	<u>Curricular Equivalency Hours</u>	
In-class instruction (3 live sessions- 7.5 hours each)	22.5	
Instructional videos (21 one-hour videos)	21	
Discussion board (minimum 3X/week, ½ hr each)	24	
CPI or capstone project (one hour/week)	16	
Mock Patient Cases	5 (minimum)	8 (max)
Case presentation (one per semester)	2 (minimum)	6 (max)
Self assessments (minimum one per semester)	1 (minimum)	5 (max)
<u>Other assignments (eg med error, journal club, HW)</u>	<u>7 (minimum)</u>	<u>10 (max)</u>
Total (96 hours needed to meet threshold for 6 credits)	98.5 (min)	112.5 (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 session must not be shortened.

Appendix C: QuickScan

WPPD Summer 2016 Course – PHA 5596 Quick Scan

Unit A			Unit B			Unit C		
Module	Topic	Speaker	Module	Topic	Speaker	Module	Topic	Speaker
	Welcome/Orientation	L Vandervoort	B1	Gastrointestinal Physiology and Enteral Med Admin	Birrer	C1	Hepatitis B	Childs-Kean
A1	Diarrhea	Anderson	B2	Nutrition Assessment	Emmel	C2	Hepatitis C	Childs-Kean
A2	Constipation	L Vandervoort	B3	Enteral Nutrition	Emmel	C3	Gastroesophageal Reflux Disease (GERD)	Whalen
A3	Nausea and Vomiting: Focus on CINV	Richards	B4	Parenteral Nutrition	Emmel	C4	Peptic Ulcer Disease	Whalen
A4	Irritable Bowel Syndrome	St Onge	B5	Colorectal Cancer	Wilds	C5	Intra-abdominal Infections	Jourjy
A5	Ulcerative Colitis	R Vandervoort	B6	Pancreatitis	Weizer	C6	Cirrhosis	Baggett
A6	Crohn's Disease	R Vandervoort	B7	Gastrointestinal Hemorrhage	Birrer	C7	Dosing in Hepatic Disease	L Vandervoort
A7	Assessment of Drug-Drug Interactions	L Vandervoort						
Experiential Sessions								
Session 1 – June 4, 2016			Session 2 – July 9, 2016			Session 3 – July 30, 2016		
<ul style="list-style-type: none"> - Orientation - Exam A (2 hours) - Mock Patient Case 1 C diff/PONV - Journal Club (Abx prophylaxis in surgery) - Drug Interaction Exercise - CPA Updates 			<ul style="list-style-type: none"> - Exam B (2 hours) - Nutrition Cases - Medication Error Presentation - Completed CPA's turned in / CPA Discussion - CPI/Capstone Paper Progress Reports 			<ul style="list-style-type: none"> - Exam C (2 hours) - Mock Patient case 2 Cirrhosis - Individual Case Presentations - Completed CPA's turned in 		

Remote Session June 11-12, 2016