Neurological and Psychiatric Disorders
Spring 2014    6 Credits

Course Purpose:
PHA 5598 is one in a series

of eight courses which are organized by body system. PHA5598 introduces the student to patient care
concepts, patient assessment, pharmacokinetics, pharmacodynamics, therapeutics, and therapeutic
drug monitoring for patients with neurological and psychiatric 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

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:

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.

Course Objectives
Upon completion of this course, the student will be able to:
1. Given a patient with a neurological or psychiatric 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 neurological and psychiatric 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 neurological and psychiatric 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 neurological or psychiatric 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 neurological or psychiatric 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 modules and activities can be found in the
accompanying course schedule (see attached Quickscan).

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.

0071703543)
   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.)

0-071-488-359). This text is available via the UF library/AccessPharmacy database.

3. Lee, Mary. Basic Skills in Interpreting Laboratory Data, American Society of Health Systems

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

5. Murphy J. Clinical Pharmacokinetics Pocket Reference, American Society of Health Systems

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) patient case presentation, b) longitudinal patient case presentation, and c) substance abuse presentation, and e) ethical dilemma.
5. Completion of the following self-assessments required for workshop preparation: a) technology and b) ethical dilemma. Completion of online self-assessments will be assessed for participation points (homework and class preparation). See weekly planner for Units A, B, and C homework assignments and timelines.

**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**

- Quiz 1 (Unit A1-3 lectures) taken online 1/13-18th) 5%
- Individual case presentation / SOAP Note 10%
- Phenytoin Team Based Learning Assessments 5%
- Substance Abuse presentation 5%
- Group QI (Stroke Prevention) Presentation 5%
- Quiz 2 (Literature Appraisal Skills) taken online 3/23-30 5%
- CPI / Capstone Progress Reports 3%
- Class participation 12%
  - 4% per session: homework, in-class discussion, e-mail communication, professionalism
- Exam A (Unit A3-8) 15%
- Exam B (Unit B) 20%
- Exam C (Unit C) 15%
• *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 (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

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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: Feb 1, 2014 8:30 AM-10:30 AM
- Remote Sites: Feb 7, 2014 7:30 PM (during remote weekend)

**Exam B (Unit B)**
- Regional Sites: March 1, 2014 8:30 AM-10:30 AM
- Remote Sites: March 1, 2014 via ProctorU (9 am-12 noon EST start times)

**Exam C (Unit C)**
- Regional Sites: March 29, 2014 8:30-10:30AM
- Remote Sites: March 29, 2014 via ProctorU (9 am-12 noon EST start times)

*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 print out 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 5598 Spring 2014” 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 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.
Appendix A: Directions for Contacting Faculty & Course Faculty List

WPPD Director  
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

WPPD Regional Director - Regional Sites  
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

WPPD Regional Director - Clinical Practice Assessments  
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

WPPD Regional Director – Remote Sites, Writing Across the Curriculum Programs  
Susan J. Markowsky, Pharm.D.  
Clinical Assistant Professor, Pharmacotherapy & Translational Research / UF College of Pharmacy, Gainesville, Florida  
E-mail: smarkowsky@cop.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, 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  
WPPD Program / 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
- 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

Syed Asad, M.D.
Dr. Syed Asad is a Board certified Neurologist working at Baptist Medical Center and affiliated with the Baptist Neurology Group. He completed medical at the Dow University of Health Sciences. He did his internship at Carney Hospital in Boston, Massachusetts. He completed his Nuclear Medicine training at the Harvard Medical School Joint Program of Nuclear Medicine in Boston, Massachusetts and is certified by the American Board of Nuclear Medicine. He completed his Neurology training at the Emory University Hospital in Atlanta, Georgia. His main professional interests are General Neurology, Movement disorders, Functional Neuro-imaging, Headaches and other pain syndromes.

Kathy Baldwin, Pharm.D.
Dr. Kathy Baldwin graduated with a MA in Adult Education in May, 2007 from the University of South Florida. She received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in December, 1999 and her BS in Pharmacy from Temple University in Philadelphia, PA in 1985. She also completed an Ambulatory Care Residency at the James A Haley Veteran’s Affairs Hospital in Tampa, FL. Dr. Baldwin currently practices in the area of Neurology where she collaboratively provides medical management of neurology patients.

Rachel Clark-Vetri, PharmD, BCOP
Dr. Clark-Vetri currently holds a full-time faculty position at Temple University as a Clinical Associate Professor of Pharmacy Practice. 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.

Naomi House, Pharm.D.
Dr. Naomi House is the Pharmacy Residency Coordinator and Pharmacy Practitioner / Psychiatry at Baptist Medical Center / Wolfson Children’s Hospital, Jacksonville, FL. Dr. House received her Doctor of Pharmacy degree from Idaho State University in 1998. She completed a Pharmacy Practice Residency at the Boise Veteran’s Affairs Medical Center in 1999. She also completed a Psychiatric Specialty Residency at the Western Missouri Mental Health Center in 2000 and a Psychiatric Pharmacy Fellowship at the University of Missouri-Kansas City in 2002.

William Kehoe, PharmD, MA, FCCP, BCPS
Dr. Kehoe is currently a Professor of Pharmacy Practice and Psychology and Chairman of the Department of Pharmacy Practice at the TJ Long School of Pharmacy and Health Sciences of the University of the Pacific in Stockton, CA. Dr. Kehoe graduated from UCLA with a B.A. in biology, the University of California at San Francisco with a Doctor of Pharmacy, and the University of the Pacific with a Master’s Degree in Psychology with an emphasis in behavioral medicine. He currently teaches in the areas of neurological and psychiatric pharmacotherapy, behavioral medicine and health psychology. Dr. Kehoe is a consultant in clinical psychopharmacology for the developmentally disabled at Valley Mountain Regional Center, Stockton, CA. His research and practice interests are in child and adolescent psychiatry and the neuropsychological impact of psychotropic medications in these age groups. Dr. Kehoe is a Board Certified Pharmacotherapy Specialist by the Board of Pharmaceutical Specialties, and is certified in Applied Pharmacology by the American Board of Clinical Pharmacology.

Carol Motycka, PharmD
Dr. Motycka is currently the Director of the Jacksonville Campus of the University of Florida College of Pharmacy. She was recently appointed Assistant Dean of the Campus where she spends her time teaching, counseling, and administrating. She is a Clinical Assistant Professor in the Department of Pharmacotherapy and Translational Research.
Dr. Motycka graduated from the University of Florida with her PharmD in 1998. She then completed a residency in Ambulatory Care at Florida Hospital in Orlando. Following her residency, Cr. Motycka was hired as the Pharmaceutical Care Coordinator for Florida Hospital DeLand. At Florida Hospital, she developed an asthma and anticoagulation clinic and an Ambulatory Care rotation. Dr. Motycka also served as a faculty member for NOVA Southeastern University College of Pharmacy and Seminole Community College and the College of Allied Health from 1999-2002.

Joel Shuster, PharmD, BCPP
Dr. Shuster is a graduate of Temple University School of Pharmacy, Class of 1972. After a hospital pharmacy residency he received his Doctor of Pharmacy degree from the Philadelphia College of Pharmacy and Science in 1975. He has worked in hospital pharmacy, especially psychiatric hospital pharmacy practice for many years. In January of 1991, Dr. Shuster joined Temple University School of Pharmacy as an Assistant Professor of Clinical Pharmacy. He became an Associate Professor in 1995 and a full Professor in 2002. From 1991 until June 2004, he also maintained a shared clinical position with the Medical College of Pennsylvania (MCP) Hospital pharmacy department and had extensive responsibilities as a clinical pharmacist at MCP’s sister hospital, The Eastern Pennsylvania Psychiatric Institute (EPPi). Since July, 2004, he is a Clinical Consultant at Episcopal Hospital, the psychiatric hospital of the Temple University Health System. Dr. Shuster precepts senior pharmacy students on clinical rotations at Temple University Hospital and Episcopal Hospital. He team teaches in a number of courses at Temple. He has full responsibility for the “Communication Skills” course taught to all of the fourth-year students and the elective course “Medication Safety” at Temple University School of Pharmacy. Dr. Shuster is a member of the Board of Trustees of the Institute for Safe Medication Practices (ISMP) in Huntingdon Valley, PA. He gained BPS certification as a psychiatric pharmacy specialist in 2000 and recertified in 2007.

Lisa Vandervoort, PharmD
Dr. Vandervoort received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 1995 and completed a Pharmacy Practice Residency at Shands Hospital at the University of Florida in 1996. She spent 10 years as the Clinical Specialist in Infectious Disease/Internal Medicine at Orlando Regional Medical Center. For the past 3 years Dr. Vandervoort has been a Clinical Assistant Professor at the University of Florida both at the Orlando Campus and with the WPPD program. Her primary interests include pharmacokinetics, infectious disease and internal medicine.

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>
</tr>
<tr>
<td>CPI or capstone project (one hour per week)</td>
<td>16</td>
</tr>
<tr>
<td>Longitudinal (or special) case / journal club (one per semester)</td>
<td>5 (minimum) 8 (max)</td>
</tr>
<tr>
<td>Case presentation (one per semester)</td>
<td>2 (minimum) 6 (max)</td>
</tr>
<tr>
<td>Self assessments (minimum one per semester)</td>
<td>1 (minimum) 5 (max)</td>
</tr>
<tr>
<td>Other assignments, e.g., QI presentation</td>
<td>5</td>
</tr>
<tr>
<td>Total (96 hours needed to meet threshold for 6 credits)</td>
<td>96.5 (min) 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.
## APPENDIX C: Quick Scan 5598 (Spring 2014)

<table>
<thead>
<tr>
<th>Module</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>Module</th>
<th>TOPIC</th>
<th>SPEAKER</th>
<th>Module</th>
<th>TOPIC</th>
<th>SPEAKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1-2 A-3</td>
<td>Pain Parts 1 &amp; 2; Stroke (Quiz 1- Jan 13-18)</td>
<td>Baldwin</td>
<td>B1-2</td>
<td>Child Psychiatry: Parts 1&amp;2</td>
<td>Lichtshein</td>
<td>C1</td>
<td>Schizophrenia</td>
<td>Shuster</td>
</tr>
<tr>
<td>A4</td>
<td>Hospice and Palliative Care</td>
<td>Grant</td>
<td>B3</td>
<td>Child Psychiatry: Pharmacist Perspective</td>
<td>Weizer</td>
<td>C2</td>
<td>Bipolar Disorders</td>
<td>Shuster</td>
</tr>
<tr>
<td>A5</td>
<td>Substance Abuse</td>
<td>Motycka</td>
<td>B4</td>
<td>Eating Disorders</td>
<td>Kehoe</td>
<td>C3</td>
<td>MTM Bipolar Case</td>
<td>Kehoe</td>
</tr>
<tr>
<td>A6</td>
<td>Alcohol Abuse</td>
<td>Motycka</td>
<td>B5</td>
<td>Headaches</td>
<td>Baldwin / Asad</td>
<td>C4</td>
<td>Anxiety Disorders</td>
<td>Shuster</td>
</tr>
<tr>
<td>A7</td>
<td>Alzheimer's Disease</td>
<td>House</td>
<td>B6</td>
<td>CNS Malignancies</td>
<td>Clark-Vetri</td>
<td>C5</td>
<td>Parkinson’s Disease (Traditional PTX lecture)</td>
<td>Markowitz</td>
</tr>
<tr>
<td>A8</td>
<td>Sleep Disorders</td>
<td>House</td>
<td>B7</td>
<td>CNS Infections</td>
<td>Brielmaier</td>
<td>C6-7</td>
<td>Seizures and Epilepsy: Parts 1&amp;2</td>
<td>Tatum and Baldwin</td>
</tr>
<tr>
<td>A9</td>
<td>Depression</td>
<td>House</td>
<td>B8</td>
<td>Multiple Sclerosis</td>
<td>Baldwin / Asad</td>
<td>C8</td>
<td>Career Corner: Clinical Pharmacy / Academia</td>
<td>Kehoe</td>
</tr>
</tbody>
</table>

*Experiential Sessions*

NOTE: There will be two Online Quizzes: Quiz 1 covers Unit A1-3 lectures and is taken between Jan 13 and 18; Quiz 2 Critical Literature Appraisal Mar 23-30).  
NOTE: All regional students attend an Adobe Connect session between 2/10-13 for Phenytoin Workshop and to take Individual and Group Assessments.

<table>
<thead>
<tr>
<th>Session 1 – Feb 1, 2014</th>
<th>Session 2 – March 1, 2014</th>
<th>Session 3 – Mar 29, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Exam A (Unit A Topics) 2 h</td>
<td>- Exam B (Unit B Topics) 2 h</td>
<td>- Exam C (Unit C Topics) 2 h</td>
</tr>
<tr>
<td>- Site / Group Orientation 0.5 h</td>
<td>- Individual Case Presentations 2 h</td>
<td>- Individual Case Presentations 2 h</td>
</tr>
<tr>
<td>- Individual Case Presentations 1 h</td>
<td>- Substance Abuse / Toxicology Reports (1/2 class, 15 min each) 1.5 hr</td>
<td>- Longitudinal Case / Journal Club Part I - 1 h</td>
</tr>
<tr>
<td>- Substance Abuse / Toxicology Reports (1/2 class, 15 min each) 1.5 hr</td>
<td>- CPI / Capstone Reports (Year 1 Students) 0.5 h</td>
<td>- QI Group Presentations (15 min each; 3-5/group) 1 h</td>
</tr>
<tr>
<td>- CPI / Capstone Reports (Year 2-3 Students) 1 h</td>
<td>- CPI / Capstone Reports (Year 1 Students) 0.5 h</td>
<td>- Homework PRN (for small class sizes as assigned)*</td>
</tr>
<tr>
<td>- QI Stroke Prevention Interventions (Small groups 3-5); Discuss Ideas 0.5 h</td>
<td>- Longitudinal Case / Journal Club Part II - 1 h</td>
<td>- Academic Career Workshop Discussion 0.5 h</td>
</tr>
<tr>
<td>- Pharmacy Skills /SWOT: Paired Discussions 0.5h**</td>
<td>- QI Stroke Prevention Interventions (Small groups 3-5); Group Meeting (during 1:1 facilitator meetings)</td>
<td>- 1:1 meetings with facilitator (Year 2-3)** (1.5 h)</td>
</tr>
<tr>
<td>- 1:1 meetings with facilitator (Year 1 Students) 0.5 h</td>
<td>- Completed CPA’s turned in</td>
<td>- Completed CPA’s turned in</td>
</tr>
</tbody>
</table>

*Hours based on average group size (9 students). Supplemental case review is recommended for small class sizes <=7 students per group (Schwinghammer).  
**Recommend one additional appointment outside of class for CPA / experiential activity planning.