Course Purpose:
Individualization of drug therapy, described as tailoring drug selection and drug dosing to a given patient, has been an objective of physicians and other health-care providers for centuries. An understanding of the disease, the mechanism of the drug’s action, and exposure-response relationships provides the framework for individualization. The goal of individualization is to optimize the efficacy of a drug, minimize toxicity, or both on a patient-by-patient basis.

The objective of this course is to provide students with an introductory course in pharmacokinetics (PK), Pharmacodynamics (PD) and Pharmacogenomics (PGx) that, in conjunction with other coursework, equips them with the knowledge and skills to serve as the drug expert in an interdisciplinary team of health care professionals. The knowledge acquired in this course will provide students with the tools and principles to individualize a patient’s treatment by selecting an optimal dose and dosing regimen.

Course Faculty and Office Hours

**Teaching Partnership Leader:** Stephan Schmidt, Ph.D.
Email: sschmidt@cop.ufl.edu
Office: 467, 6550 Sanger Road, Orlando
Phone: 407 313 7012
Office Hours: By appointment

**Teaching Partners:**
Guenther Hochhaus, Ph.D.
Email: hochhaus@cop.ufl.edu
Office: MSB P3-33
Phone: 352 273 7861
Office Hours: By appointment

Mirjam Trame, Pharm.D., Ph.D.
Email: mtrame@cop.ufl.edu
Office: 471, 6550 Sanger Road, Orlando
Phone: 407 313 7052
Office Hours: By appointment

Reggie Frye, Pharm.D., Ph.D.
Email: frye@cop.ufl.edu
Office: HPNP room 3333
Phone: 352-273-5453
Office Hours: By appointment
Caitrin McDonough, Ph.D.
Email: cmcdonough@cop.ufl.edu
Office: HSC PG-05B
Phone: 352-273-6435
Office Hours: By appointment

Eric Eglund, Pharm.D., Ph.D.
Email: eegelund@ufl.edu
Phone: 904-244-9876

Don Johnson, Pharm.D.
Email: donald.johnson@jax.ufl.edu
Phone: 904-244-9590

**Academic Coordinator**
Christine Salama, M.A.  Email: csalama@ufl.edu
Office: HPNP 4312  Phone: 352-273-5617
Office Hours: by email and appointment

**This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:**

**EPA A2.** Interpret patient data, and identify medication-related problems and develop a prioritized problem list.

**Course Objectives**
Upon completion of this course, the student will:

1. Describe the influence of dosage forms, dosing regimens and dose on drug levels and to understand the relationship between drug concentration, effect and side effects.
2. Apply mathematical principles to calculate the change in a patient’s drug concentration over time, the elimination rate constant, drug volume of distribution, and area under the curve (AUC).
3. Explain the following concepts: first-order elimination, zero-order elimination, half-life, volume of distribution, and clearance.
4. Determine whether a drug is predominately reabsorbed or secreted based on renal clearance and protein binding.
5. Predict the relationship between pH (and urine flow) and renal clearance.
6. Predict the effects of blood flow, intrinsic clearance, and protein binding on drug clearance for high and low extraction drugs.
7. Calculate a patient’s peak and trough plasma drug concentrations after receiving multiple doses/at steady-state.
8. Recommend dosing for a patient who is receiving a continuous IV drug infusion by considering the relationships of clearance, elimination rate constant, and volume of distribution.
9. Recommend dosing for a patient who is receiving an oral drug by considering the relationships of clearance, elimination rate constant, and volume of distribution.

10. Contrast two- and three-compartment body models with the one-compartment body model with respect to assumptions, drug distribution, and drug elimination.

11. Explain the nomenclature that is used to describe genotype and phenotype.

12. Demonstrate how to use available pharmacogenomics databases.

13. Describe clinical genotype testing methods.

14. Discuss how pharmacogenetics contributes to variability in drug metabolism and transport.

15. Discuss how “OMICs” technologies can be used to stratify disease classification and personalize drug therapy.

16. Describe the purpose of the CPIC guidelines and how to use them as a clinician.

17. Describe the common special patient populations and the characteristics of each that must be considered during drug individualization.

18. Identify software and apps that may be used for decisions related to drug dose individualization/personalized medicine.

**Pre-Requisite Knowledge and Skills**

PHA 5700 C Personal & Professional Development I
PHA 5560 Pathophysiology & Patient Assessment I
PHA 5433 Principles of Medicinal Chemistry & Pharmacology I
PHA 5100 Drug Delivery Systems

**Weekly Course Outline**

**Course Structure.** Learning activities are video lectures and students are required to come to campus for exams and active learning sessions. Multiple self-directed learning activities are required including review of videos, readings, web-based learning and completion of problem sets. These self-study activities are pre-requisite and required prior to participating in the active learning sessions.

<table>
<thead>
<tr>
<th>Date/ Suggested View Date</th>
<th>Instructor</th>
<th>Related Learning Objective</th>
<th>Learning Activities/Topic</th>
<th>Instructor Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Schmidt</td>
<td>1</td>
<td>Module 1: Introduction Pharmacokinetics, Pharmacodynamics &amp; Personalized Medicine</td>
<td>1.0 hr</td>
</tr>
<tr>
<td>1-4</td>
<td>Hochhaus</td>
<td>2,3</td>
<td>Module 2: Basic Pharmacokinetics</td>
<td>1.5 hr</td>
</tr>
<tr>
<td>1-5 (Tu) 10:40 – 12:10pm</td>
<td>Hochhaus</td>
<td>2-3</td>
<td>Quiz 1 / Active Learning Session 1</td>
<td>1.5 hr</td>
</tr>
<tr>
<td>1-6</td>
<td>Hochhaus</td>
<td>3</td>
<td>Module 3: Distribution</td>
<td>2 hr</td>
</tr>
<tr>
<td>1-7 (Th) 8:30 – 10:00am</td>
<td>Hochhaus</td>
<td>3</td>
<td>Quiz 2 / Active Learning Session 2</td>
<td>1.5 hr</td>
</tr>
<tr>
<td>1-8 to 1-12</td>
<td>Hochhaus</td>
<td>3,6</td>
<td>Module 4: Hepatic Clearance</td>
<td>3 hr</td>
</tr>
<tr>
<td>Time &amp; Day</td>
<td>Location</td>
<td>Module(s) &amp; Description</td>
<td>Duration</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>1-8 to 1-12</td>
<td>Hochhaus</td>
<td>Module 5: Renal Clearance</td>
<td>3 hr</td>
<td></td>
</tr>
<tr>
<td>1-13 (W) 8:30 – 10:25am <em>2hr</em></td>
<td>Hochhaus</td>
<td>Quiz 3 / Active Learning Session 3 (Covers Modules 4 and 5)</td>
<td>2 hr</td>
<td></td>
</tr>
<tr>
<td>1-13 to 1-14</td>
<td>Schmidt</td>
<td>Module 6: Intravenous Bolus Administration</td>
<td>4 hr</td>
<td></td>
</tr>
<tr>
<td>1-15 (F) 8:30-10:00am</td>
<td>Schmidt</td>
<td>Quiz 4 / Active Learning Session 4</td>
<td>1.5 hr</td>
<td></td>
</tr>
<tr>
<td>1-19 (Tu) 8:15 – 10:15am</td>
<td></td>
<td>Exam 1 (Modules 1-5)</td>
<td>2 hr</td>
<td></td>
</tr>
<tr>
<td>1-20 to 1-21</td>
<td>Schmidt</td>
<td>Module 7: Intravenous Infusion</td>
<td>3 hr</td>
<td></td>
</tr>
<tr>
<td>1-22 (F) 4:00-5:30pm</td>
<td>Schmidt</td>
<td>Quiz 5 / Active Learning Session 5</td>
<td>1.5 hr</td>
<td></td>
</tr>
<tr>
<td>1-25 to 1-26</td>
<td>Schmidt</td>
<td>Module 8: Oral Administration</td>
<td>2 hr</td>
<td></td>
</tr>
<tr>
<td>1-27 (W) 8:30-10:00am</td>
<td>Schmidt</td>
<td>Quiz 6 / Active Learning Session 6</td>
<td>1.5 hr</td>
<td></td>
</tr>
<tr>
<td>1-28</td>
<td>Trame</td>
<td>Module 9: Bioequivalence</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>1-28</td>
<td>Schmidt</td>
<td>Module 10: Compartmental Models</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>1-29 (F) 8:30-10:00am</td>
<td>Trame</td>
<td>Quiz 7 / Active Learning Session 7</td>
<td>1.5 hr</td>
<td></td>
</tr>
<tr>
<td>2-2 (Tu) 10:00 – 12:00pm</td>
<td></td>
<td>Exam 2 (Modules 6-10)</td>
<td>2 hr</td>
<td></td>
</tr>
<tr>
<td>2-2 to 2-3</td>
<td>McDonough</td>
<td>Module 11: Principles of Genetic Medicine</td>
<td>3 hr</td>
<td></td>
</tr>
<tr>
<td>2-3 to 2-4</td>
<td>Frye</td>
<td>Module 12: Pharmacogenomics of Drug Metabolizing</td>
<td>3 hr</td>
<td></td>
</tr>
<tr>
<td>2-5 (F) 3:30 – 5:30 <em>2hr</em></td>
<td>Frye</td>
<td>Quiz 8 / Active Learning Session 8 (Covers Modules 11 and 12)</td>
<td>2.0 hr</td>
<td></td>
</tr>
<tr>
<td>2-6 to 2-7</td>
<td>Frye</td>
<td>Module 13: Pharmacogenomics of Drug Transporters</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>2-6 to 2-7</td>
<td>Trame</td>
<td>Module 14: Food-Drug/Drug Interactions</td>
<td>2 hr</td>
<td></td>
</tr>
<tr>
<td>2-10 (W) 3:00-4:30pm</td>
<td>Frye</td>
<td>Quiz 9 / Active Learning Session 9</td>
<td>1.5 hr</td>
<td></td>
</tr>
<tr>
<td>2-11</td>
<td>Frye</td>
<td>Module 15: Omics and Personalized Medicine</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>2-11</td>
<td>Frye</td>
<td>Module 16: CPIC Guidelines</td>
<td>1 hr</td>
<td></td>
</tr>
<tr>
<td>2-12 (F) 8:30 – 10:00am</td>
<td>Frye</td>
<td>Quiz 10 / Active Learning Session 10</td>
<td>1.5 hr</td>
<td></td>
</tr>
<tr>
<td>2-12 to 2-18</td>
<td>Trame</td>
<td>Module 17: Special Patient Populations &amp; Software/Personalized Medicine Apps</td>
<td>5 hr</td>
<td></td>
</tr>
<tr>
<td>2-19 (F) 8:30 – 11:30am</td>
<td>Trame</td>
<td>Quiz 11 / Active Learning Session 11</td>
<td>3 hr</td>
<td></td>
</tr>
<tr>
<td>2-23 (Tu) 3:00 – 5:00pm</td>
<td></td>
<td>Final Exam (Modules 1-17)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Active Learning Sessions**
All homework must be original work by the individual student. Students must be present in the lecture room on the day the Case Study is presented. They may be asked to present parts of the case study. If the student is selected for presentation and is not present, points will be deducted from the overall grade.

**Textbooks**

**Recommended Reading:**


Leon Shargel, Susanna WuPong, Andrew Yu, *Applied Biopharmaceutics and Pharmacokinetics*, 6th ed. McGraw Hill (This text is available via the UF library/Pharmacy Access)

Larry A. Bauer, *Applied Clinical Pharmacokinetics*, 2nd ed. (This text is available via the UF library/Pharmacy Access)


**Student Evaluation & Grading**

**Evaluation Methods and how grades are determined**

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (N = 10)</td>
<td>10%</td>
</tr>
<tr>
<td><em>There are 11 quizzes and the lowest grade will be dropped</em></td>
<td></td>
</tr>
<tr>
<td>Active Learning Sessions (N = 11)</td>
<td>22%</td>
</tr>
<tr>
<td>Midterm Exams (N = 2)</td>
<td>40%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt; 92.5%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5-92.4%</td>
</tr>
<tr>
<td>B+</td>
<td>86.5-89.4%</td>
</tr>
<tr>
<td>B</td>
<td>82.5-86.4%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5-82.4%</td>
</tr>
<tr>
<td>C+</td>
<td>76.5-79.4%</td>
</tr>
<tr>
<td>C</td>
<td>72.5-76.4%</td>
</tr>
<tr>
<td>C-</td>
<td>69.5-72.4%</td>
</tr>
<tr>
<td>D+</td>
<td>66.5-69.4%</td>
</tr>
<tr>
<td>D</td>
<td>62.5-66.4%</td>
</tr>
<tr>
<td>D-</td>
<td>59.5-62.4%</td>
</tr>
<tr>
<td>E</td>
<td>&lt; 59.4%</td>
</tr>
</tbody>
</table>

**Rounding of grades:** Final course grade will only be rounded up if the decimal is 0.5 or higher. The above scale depicts this policy.

**Educational Technology Use**

The following technology below will be used during the course and the student must have the appropriate technology and software. Appendix A outlines who to contact if you have questions about technology.

1. ExamSoft®
2. Canvas Learning Management System

**Class Attendance Policy**

**Policy Across All 1PD-3PD courses:**

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, family emergencies, religious holidays, and other reasons of serious nature. Conflict with work schedules is an unexcused absence.

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader and your campus specific director must be CCD in this communication. The following format is recommended:

<table>
<thead>
<tr>
<th>To:</th>
<th>Academic Coordinator and Campus Course Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC:</td>
<td>Teaching Partnership Leader and your specific campus director</td>
</tr>
<tr>
<td>Subject:</td>
<td>PHA 5132 – Excused Absence request</td>
</tr>
<tr>
<td>Dear Prof.</td>
<td>________________</td>
</tr>
<tr>
<td>Professionally and politely request an excused absence.</td>
<td></td>
</tr>
<tr>
<td>Explain the nature of conflict and rationale for receiving an excused absence.</td>
<td></td>
</tr>
<tr>
<td>Thank the faculty member for their consideration of your special request.</td>
<td></td>
</tr>
<tr>
<td>Salutation,</td>
<td></td>
</tr>
<tr>
<td>Type in your full name and last 4 digits of UF-ID #, and Campus Name</td>
<td></td>
</tr>
</tbody>
</table>
Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Makeup assignment(s) will be made for any excused absence(s) and must be submitted within one week of the missed session(s). If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to explore options such as a remediation plan or course withdrawal.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related. Class participation will be reduced in such situations.

Please refer to the University Attendance Policy at https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Additional Policy Specific to This Course:
All homework must be original work by the individual student. Students must be present in the lecture room on the day the Case Study is presented. They may be asked to present parts of the case study. Class roll will be taken and if the student is not present, points will be deducted from the overall grade.

Quiz/Exam Policy
Policy across All 1PD-3PD courses:
1. Students must arrive and be seated promptly to be eligible to take the exam. Students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam.
2. No talking or other disruptive behavior during the distribution or taking of the exam.
3. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.
4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
6. Other exam rules may be instituted during the progression of the course.
7. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.

Failure to follow exam rules may be considered as evidence of academic dishonesty.

Additional Policy Specific to This Course:
Inquiries about quiz or exam questions should be directed to the Teaching Partnership Leader.
Questions about specific content contained on quizzes can be directed to the respective faculty member.

Exam format will include multiple choice, essay questions, and calculations. Questions concerning grading need to be asked not later than one week after grades were posted. The first exams will be returned. Final exams can be looked at, but will be kept. There will be 3 written exams and 6 homework assignments (representing 10% of the final grade). The homework assignments will be given on the Case Studies Days. Exams will be multiple choice, true/false, short answer, essay and problems.

**Make-up Quiz/Exam Policy**

**Policy across All 1PD-3PD courses:**

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination. In addition, a written letter of explanation, requesting that the absence from the exam be excused, must be presented before the exam or immediately afterwards. An excused absence is allowable when: 1) the student is hospitalized and/or has been advised by a licensed medical practitioner or hospital not to attend the exam, or 2) if there is a documented death of an immediate family member. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

Depending on the decision, a comprehensive exam may be given, which will contain material from all previous exams. The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced comprehensive examination will result in a grade of zero for that exam. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The makeup exam must be taken **within one-week of the missed exam**. In extenuating circumstances (e.g., hospitalization, faculty availability), the instructor may arrange an alternate deadline for the exam.

The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator. **When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.**

**Additional Policy Specific to this Course:**

None

**Policy on Old Quizzes and Assignments**

Old quizzes and assignments are available online [http://www.cop.ufl.edu/pc/education/phd/pha5127-bpdoi/](http://www.cop.ufl.edu/pc/education/phd/pha5127-bpdoi/)
**General College of Pharmacy Course Policies**

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

*University Grading Policies*

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

*Concerns, Appeals, and Complaints*

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints.

*Academic Integrity Policy*

Students are expected to act in accordance with the University of Florida policy on academic integrity ([http://www.dso.ufl.edu/sscr/honorcodes/honorcode.php](http://www.dso.ufl.edu/sscr/honorcodes/honorcode.php)). This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course’s Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

*Psychomotor and Learning Expectations*

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

*How to Request Learning Accommodations*

Students with disabilities are strongly encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall) and it is recommend this be accomplished prior to starting the course.
• Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.
• Please visit the following URL for more information: http://www.dso.ufl.edu/drc

Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed.

Faculty and Course Evaluations
Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at https://evaluations.ufl.edu.

Computer and Other Technology Requirements
Students are required to meet the following computer and technology requirements: http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In Class and Other Learning Activities
Students are expected to:
- Be diligent and timely in studying the course material.
- Be on time for class sessions, quizzes, and exams.
- Be prepared for group discussions and conference calls.
- Do your own work.
- Actively collaborate with peers when assigned to groups.
- Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- Dress appropriately for class sessions or clinically related activities.
- Turn off cell phones and other electronic communication devices during a class session or phone conference.
- Be quiet during class sessions including peer presentations.
- Be focused and avoid distractive behaviors in class.
- Appropriately use the computer in class, i.e., do not be looking at unrelated information on the website during class.
- Participate in class or group discussions.
- Raise one’s hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- Seek assistance with academic or personal difficulties as soon as possible.

Communications
Discussion Board Policy
The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Students Netiquette on the Discussion Board:
1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: http://www.albion.com/netiquette/corerules.html If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is “What do I need to study for the exam?” Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, “Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice.” The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Faculty member Response Time:
1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12Noon on Friday.)
Email Communications:
1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Question/Answer sessions in live class sessions:
Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, “What material will be covered on an upcoming exam?” or, “Do we need to know dosing for the exam?” are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Religious Holidays
Please see the University policy on attendance and religious holidays:

Counseling and Wellness Center
Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; http://www.counseling.ufl.edu). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies
Call the University Police Department for emergencies: 392-1111 or 9-1-1

Student Crisis
Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; for Orlando 407-425-2624; and, for St. Petersburg 727-344-5555 and Tampa 211 or 813-234-1234.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success
Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Presentations Download Policy
Audio-visual recording, transmission, or distribution of classroom lectures and discussions is prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced or uploaded to publicly accessible web environments.
Appendix A. Faculty and Staff: Who to Contact

**Academic Coordinator:**
1. Questions about dates, deadlines, meeting place
2. Availability of handouts and other course materials
3. Assignment directions
4. Questions about grade entries gradebook (missing grades, wrong grade)
5. Assistance with ExamSoft®

**Teaching Partnership Leaders**
1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about grades
3. Concerns about performance
4. Guidance when there are performance problems (failing grades)
5. General questions about content

**Other Teaching Partnership Faculty Members**
1. Questions about specific content

**Technical Support:**
Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

**Phone:** 352-273-6281 (9am-4PM ET)
**Email:** mediahelp@cop.ufl.edu (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:
1. Gatorlink accounts,
2. Gatorlink email,
3. myUFL, and
4. ISIS.

**Phone:** (352)-392-4357