
PHA 5781 Patient Care I

Spring 2016 Year 1-Block 4

3 Semester Credit Hours

Course Purpose:

Patient Care I will introduce principles related to providing self-care consultation that involves a patient request for either a non-prescription product or a dietary supplement. Principles of complementary alternative medicine (CAM) will also be introduced. Upon completion of this course, students will be able to use a structured process for assessing a patient who seeks self-care and be able to use appropriate resources to solve self-care scenarios commonly seen in the community setting.

Course Faculty and Office Hours

Teaching Partnership Leader: Robin Moorman Li, PharmD, BCACP

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Teaching Roles: Lecturer, Facilitator for Jacksonville campus

Teaching Partners:

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Teaching Role: Lecturer

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Teaching Roles: Lecturer, Facilitator for Gainesville campus

Stacey Baggett, PharmD

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Office Hours: Please email a request for an appointment

Teaching Role: Facilitator Orlando Campus

Academic Coordinator

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Office Hours: by email and appointment

This course will begin to teach you how to perform the following activities in which the public entrusts a Pharmacist to perform:

EPA A1	Collect subjective and objective data
EPA A2	Interpret patient data and identify problems
EPA A3	Formulate evidence based care plans
EPA A4	Counsel a patient about medications and health wellness
EPA A5	Assess and counsel a patient about health/wellness
EPA D1	Soft skills in daily practice
EPA E2	Assist patients and care givers to obtain their medications and related pharmaceuticals in an affordable manner that meets their healthcare needs

Course Objectives

Upon completion of this course, the student will:

1. Develop and integrate knowledge about principles of self-care, dietary supplements and complementary & alternative medicine (CAM).
 - a. Distinguish between OTC products, dietary supplements, drugs, homeopathic preparations, and CAM therapies.
 - b. Explain the importance of self-care involving over-the-counter (OTC) agents.
 - c. Describe social considerations such as cultural sensitivity, health-related beliefs, access to care, health literacy, and ethical decision-making in self-care.
2. Demonstrate foundational knowledge about use of self-care products for the following common complaints:
 - a. Preventative care (nutritional foods, vitamins, dietary supplements, CAM)
 - b. First aid (dietary supplements and medications/treatments for minor burns, sunburns, wounds)
 - c. Common skin disorders (contact dermatitis, fungal skin infections)
 - d. Pain (dietary supplements and medications)
 - e. Fever (dietary supplements and medications)
 - f. Cough, Colds and allergies (supplements and medications)
3. Integrate knowledge and use clinical reasoning skills in accomplishing the following steps when managing a patient with the disease state:
 - a. **Collect.** Collect necessary subjective and objective data to understand relevant medical/medication history and clinical status of the patient.

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- i. Use SCHOLAR-MAC and QUEST to gather patient data including information about prescription and nonprescription medications, herbal products and other dietary supplements, health and wellness information, patient lifestyle habits, preferences and beliefs, health and functional goals, socioeconomic factors that affect access to medicine, allergies/adverse reactions, and disease.
 - ii. Gather information from chart/electronic health records and pharmacist records if available.
 - iii. Develop a holistic view (including physiological, psychological, and sociological variables) of the patient.
 - b. **Assess.** Integrate knowledge, clinical experience, and patient data to formulate and test hypotheses about the etiology of medication-related problems. Assess information collected in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care. This step includes:
 - i. Triage a patient based on complete assessment information to determine whether the patient requires no intervention, self-care, or medical referral.
 - ii. Assessing appropriateness, effectiveness, safety, and patient adherence
 - iii. Assessing health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications and other aspects of care.
 - iv. Need for preventative care.
 - c. **Plan.** Develop an individualized patient-centered care plan that is evidence-based and cost-effective.
 - i. Develop specific and general therapeutic goals for the patient.
 - ii. List and evaluate pharmacotherapeutic alternatives for the patient.
 - iii. Integrate knowledge, evidence-based literature/information, clinical experience, patient data, patient goals and desires, and the prescriber's judgment when developing an evidence-based care plan for the patient. Considerations for the plan include:
 1. Application of established practice guidelines, evidence-based medicine, and population-based treatment plans in developing the plan. *Retrieve evidence-based information from resources appropriate for questions about nonprescription products, dietary supplements, and CAM.*
 2. Accurate and patient-specific dosing (including dosage adjustment for renal/hepatic dysfunction, starting dose, maximum doses, and timing of doses).
 3. Considerations for special patient populations including pregnant women, pediatrics, elderly, and patients with organ dysfunctions in the self-care setting
 4. Parameters for monitoring response and frequency of monitoring
 5. Parameters for monitoring adverse effect and frequency of monitoring
 6. Plan for patient counseling/education

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- d. Patient-Centered Care:** Foster a patient-centered care approach by accomplishing the following:
- i. Communicate**
 1. Perform appropriate patient/family/caregiver counseling on documented uses, adverse effects, and toxicities of OTC, herbal, and dietary supplements.
 2. Communicate succinctly with another health care provider the patient summary and plan.
 - a. Refer patient when appropriate.
 - ii. Collaborate:** Discuss with other health professional team members issues related to self-care and base discussions on evidence and the patient's desires.
 - iii. Document:** Prepare a written communication that is well-organized, logical, complete, appropriate, and evidence-based.

Pre-Requisite Knowledge and Skills

Completion of all required coursework in Year 1 – Blocks 1,2, and 3

Co-requisite:

PHA 5244 Principles of Evidence-based Practice

PHA 5162L Professional Practice Skills Lab II

Weekly Course Outline

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
Week 1 Mar 6-7 <i>*Remember assignment is due March 7th. See Canvas for details</i>		Dr. Moorman Li Dr. Smith Dr. Grundmann	1a,b, 3a,b	Online/Individual Study A. Introduction to Self-Care B. Introduction to evidence based decision making related to over the counter products C. Introduction to evidence based decision making related to dietary supplements D. Case studies in dietary supplement for evidence based information E. Special populations in self-care	3 hrs lecture
	Mar 8, 8:30 – 10:25am GNV (Teams 1-10) 10:40 – 12:35pm (Teams 11-20) 10:40 – 12:35pm JAX (Charter) 10:40 – 12:35pm ORL (333)			In-class Activity <u>Quiz and Active Session #1</u> <ul style="list-style-type: none"> Team Project Presentation: Introduction to Self-Care Products from a Consumers' Perspective <p><i>*Note a second assignment will be generated from this first assignment which will be due in either Week 4, 5, 6, or 7.</i></p>	2hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
	<p>Mar 10 10:40 – 12:35pm GNV (Teams 1-10)</p> <p>10:40 – 12:35pm JAX (LRC)</p> <p>10:40 – 12:35pm ORL (333)</p>			<p>In-class Activity <u>Active Session #2</u></p> <ul style="list-style-type: none"> • Debate the Evidence <ul style="list-style-type: none"> a. In class assignments utilizing resources for finding EBP info on dietary supplements • Triads in Patient Assessment using Scholar-MAC/Quest <ul style="list-style-type: none"> ○ Appendix C: Patient interaction evaluation rubric for Triad active learning sessions 	2 hrs active learning
<p>Week 2</p> <p>Mar 11 and Mar 14</p>		Dr. Grundmann	1a,b, 3b	<p>Online/Individual Study</p> <ol style="list-style-type: none"> A. Introduction to herbal/plant based products B. Important definitions associated with herbal/plant based products C. Regulation of herbal/plant-based products D. Proper resources for herbal/plant based products E. Evidence based decision making related to dietary supplements 	4 hrs lecture

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
	<p>Mar 15 1:55 – 3:50pm GNV (Teams 1-10) 1:55 – 3:50pm JAX (Charter) 1:55 – 3:50pm ORL (334) 4:05- 6:00pm GNV (Teams 11-20)</p>			<p>In-class Activity <u>Quiz and Active Session #1</u></p> <ul style="list-style-type: none"> Team Project Presentation: Introduction to Herbal Products from a Consumer’s Perspective 	2 hrs active learning
	<p>Mar17 1:55 – 3:50pm GNV (Teams 1-10) 1:55 – 3:50pm JAX (Charter) 1:55 – 3:50pm ORL (334) 4:05 – 6:00pm GNV (Teams 11-20)</p>			<p>In-class Activity <u>Active Session #2</u></p> <ul style="list-style-type: none"> Partner activity in principles of homeopathy (20 minutes) Small group discussion in dietary supplement regulation and presentation of findings to class for final discussion (20 minutes preparation, 7 minute presentation) 	2 hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
Week 3 Mar 18 and Mar 21		Dr. Grundmann	1a,b, 3b	Online/Individual Study A. Nutritional foods used in preventative care B. Introduction to Vitamins C. Dietary supplements used in preventative care D. CAM used in preventative care E. Cultural beliefs related to dietary supplements and CAM	3 hrs lecture
	Mar 22 8:30 – 10:25am GNV (Teams 1-10) 10:40 – 12:35pm GNV (Teams 11-20) 10:40 – 12:35pm JAX (Charter) 10:40 – 12:35pm ORL (333)			In-class Activity <u>Quiz and Active Session #1</u> Partner activity evaluating dietary habits and lifestyle with partner, suggesting benefits of current habits and possible improvements to each other (20 minutes) Team Activity: research content of vitamins in a fruit, vegetable, and a meat, evaluate daily requirements and how they are being met. Presentation to class for discussion, present findings to whole class (15 minutes for internet database research, 6 minutes for presentation)	2 hrs active learning
	Mar 24 8:30 – 10:25am GNV (Teams 1-10) 10:40 – 12:35pm GNV (Teams 11-20)			In-class Activity <u>Active Session #2</u> <ul style="list-style-type: none"> Partner activity: Choose a CAM that you have used before and exchange experiences, when would it be recommended to patients? Who is competent to deliver this CAM? (20 minutes) 	2 hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
	<p>10:40 – 12:35pm JAX (Charter)</p> <p>10:40 – 12:35pm ORL (333)</p>			<ul style="list-style-type: none"> Team activity: design counseling approach for vitamins and CAM use for patients with specific disorders (e.g. arthritis, migraine headaches, irritable bowel syndrome, etc.), consider limitations and approaches to counseling as a team with other healthcare providers (15 minutes preparation, 6 minute presentation). Team presentation of finding to class for discussion. 	
<p>Week 4</p> <p>Mar 24- Mar 25 *Suggest completion by Mar 26</p>		<p>Dr. Grundmann Dr. Smith</p>	1, 2, 3, 4, 5	<p>Online/Individual Study</p> <p>A. Minor burns, sunburns, and wounds B. Dietary supplements: First Aid C. Contact Dermatitis D. Fungal Skin Infections E. Ethical decisions related to recommending dietary supplements</p>	1.5 hrs lecture
	<p>Mar 29 9:35 – 11:35am</p> <p>GNV – C1-15 and C1-17</p>			**Exam 1 (Weeks 1-3 material)**	
	<p>Mar 29 1:55 – 3:50pm GNV (Teams 1-10)</p>			<p>In-class Activity</p> <p><u>Active Session #1</u></p> <ul style="list-style-type: none"> Refer or Treat? Triad case studies <p>Note: cases in this session will also cover ethics and cultural competency topics in self care</p>	2 hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
	<p>1:55 – 3:50pm JAX (Charter)</p> <p>1:55-3:50 ORL (334)</p> <p>4:05 – 6:00pm GNV (Teams 11-20)</p>				
	<p>Mar 31</p> <p>10:40am - 12:35pm GNV (Teams 1-10)</p> <p>10:40 – 12:35pm ORL (334)</p> <p>1:55 – 3:50pm JAX (Charter)</p> <p>1:55 – 3:50pm GNV (Teams 11-20)</p>			<p>In-class Activity</p> <p>**Quiz and Active Session #2</p> <ul style="list-style-type: none"> Self-Care Games: Skin Care 	2 hrs active learning
<p>Week 5</p> <p>April 1</p>		<p>Dr. Grundmann</p> <p>Dr. Moorman Li</p>	1, 2, 3, 4, 5	<p>Online/Individual Study</p> <p>A. Musculoskeletal injuries and disorders/Aches and Pains</p> <p>B. Headache*</p> <p>C. Dietary supplements: Pain Relief</p> <p>D. Fever</p> <p>E. Dietary supplements: Back pain relief</p> <p>*Reading assignment only</p>	2 hrs lecture
	<p>Apr 5</p> <p>1:55 – 3:50pm GNV (Teams 1-10)</p>			<p>In-class Activity</p> <p>Quiz and Active Session #1</p> <ul style="list-style-type: none"> Refer or Treat? Triad case studies 	2 hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
	<p>1:55 – 3:50pm JAX (Banquet)</p> <p>1:55 – 3:50pm ORL (334)</p> <p>4:05 – 6:00pm GNV (Teams 11-20)</p>				
	<p>Apr 7 10:40 – 12:35pm GNV (Teams 1-10)</p> <p>10:40 – 12:35pm ORL (334)</p> <p>10:40 – 12:35pm JAX (LRC)</p> <p>1:55 – 3:50pm GNV (Teams 11-20)</p>			<p>Active Session #2</p> <ul style="list-style-type: none"> • Self-Care Games: Pain 	2 hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
Week 6 April 11		Dr. Grundmann Dr. Smith	1, 2, 3, 4, 5	Online/Individual Study A. Management of the common cold B. Dietary supplements: Colds and Allergies C. Management of allergies D. Management of cough	1.33 hrs lecture
	April 12 8:30 – 10:25am GNV (Teams 1-10) 10:40 – 12:35pm GNV (Teams 11-20) 10:40 – 12:35pm ORL (333) 10:40 – 12:35pm JAX (Charter)			In-class Activity <u>Quiz and Active Session #1</u> <ul style="list-style-type: none"> • Triad case studies • Patient care documentation in self-care: students will be asked to create documentation on recommendations from selected triad case studies 	2 hrs active learning
	April 14 8:30 – 10:25am GNV (Teams 1-10) 10:40 – 12:35pm GNV (Teams 11-20) 10:40 – 12:35pm JAX (LRC) 10:40 – 12:35pm ORL (333)			<u>Active Session #2</u> <ul style="list-style-type: none"> • Self-Care Games: Sniffles and Colds 	2 hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
Week 7 April 14-18		Dr. Grundmann Dr. Moorman Li	1, 2, 3, 4, 5	Online/Individual Study A. Heartburn and dyspepsia B. Constipation C. Diarrhea D. Dietary supplements: Constipation & Diarrhea E. Nausea and vomiting F. CAM options for GI complaints	2.10 hr lecture
	April 20 1:00 – 3:00pm JAX (Charter) 1:55- 3:50pm ORL (333) 1:55- 3:50pm GNV (Teams 1-10) 4:05 – 6:00pm GNV (Teams 11-20)			In-class Activity Pre-class Quiz Quiz and Active Session #1 Self-Care Games: GI Complaints	2 hrs active learning
	April 21 8:30 – 10:25am (All Campuses) Problem-solving case in Self-care			Active Session #2 • Problem solving case in Self Care	2 hrs active learning

Lectures – Recommended Viewing of Videos	Active Learning & Exams	Instructor	Related Learning Objectives	Learning Activities/Topic	Contact time
Week 8	April 25 (Mon) 4:45pm-6:45pm GNV is in testing center JAX is in Charter ORL is in 334			Cumulative Final Exam	

Optional Big Blue Button Session: Debrief and Discussion: Time TBD

This session will be held each Friday on Weeks 1-7. (Exception: Week 5 BBB Session Date/Time TBD)

During this session faculty associated with the weekly content will be available to wrap up any loose ends from the active learning sessions and answer questions on any material covered in the course. During some sessions, practice cases might be presented by the faculty with time reserved for a question/answer session. Attendance to this session is optional although we are hoping this opportunity will be utilized by a majority of the class to allow for stimulating questions and discussions. Each session will be recorded and made available in the Canvas course.

Textbooks

Required text:

Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of nonprescription drugs: An interactive approach to self-care. 18th ed. Washington, D.C.: American Pharmacists Association; 2015. ISBN-13: 978-1582122250

Additionally, students will need to have access to laptops and internet access during active classroom sessions.

Active Sessions Descriptions

Muddy Points Discussion

This is a three-step process.

- Step 1: All questions surrounding the covered topics should be submitted in the Muddy Points Section for the respective week in Canvas no later than Sunday by 11:59pm.
- Step 2: Faculty will review these questions and prepare a standard response that will be distributed to each campus no later than Monday at 5pm.
- Step 3: A muddy point discussion will be held at the beginning of the first active learning class prior to the quiz.

Introduction to Self Care Products from a Consumer's Perspective

Teams of students will be assigned a self-care topic covered in Patient Care 1. The students will be asked to visit a local pharmacy and evaluate all the products available which are in the assigned topic. Students will be given a very detailed guide to complete while at the pharmacy and after the visit to the pharmacy. Teams will need to complete this guide and develop a presentation on the various points assigned from the guide. A 5 minute team presentation will be given in class.

Triads in Patient Assessment and Triad Case Studies

Student teams will be assigned cases with the rolls of Patient, Pharmacist and Observer. The Patient and Pharmacist will have 1 minute to read through the scenario. The Pharmacist will have 6 minutes to work up the Patient and refer or provide self-care recommendation and counseling if appropriate. The Observer and the Patient will have 2 minutes to provider the Pharmacist with feedback; students can discuss any questions related to case/recommendation. A rubric will be given to the Observer to help provide feedback.

Refer or Treat?

Patient cases in self care will be presented to the class. Student teams will decide whether they would refer the patient or allow the patient to self treat. Teams will present evidence for why they chose to refer or allow patient to self treat to the class providing an opportunity for students to discuss each case. The point of this isn't to make the "right" recommendation, but to generate discussion about what types of patients you would refer or not. Discussions will be held during class on each of these cases.

Debate the Evidence... Dietary Supplements

Student teams are assigned 3 dietary supplements. Two students research each supplement with one assigned to find evidence in support of the supplement and the other assigned to find evidence against using the supplement. Each has to support her/his claims with evidence. Students have 20 minutes to research the assigned supplement using available literature. Students present their findings in the form of a debate with each side given 2 minutes to provide their argument and then provide rebuttals. Included in the presentation will be potential uses and evidence, potential adverse effects, herb-drug interactions, and major counseling points for and against its use, limitations in indication and use for specific populations.

Case Vignettes in Self Care

Case vignettes will be utilized to incorporate many of the topics covered over the semester through multiple in class activities. Students will be asked to complete the patient care documentation via a team SOAP note for a specified case during Week 6. Team SOAP notes will be evaluated by faculty utilizing the attached rubric.

Self Care Games

This assignment will be due the corresponding week of the Self Care topic discussed. For example: Skin Care teams will be run their games in class Week 4, Pain Management teams will run their games in class during Week 5 etc.

Students will be asked to develop a game that will be used to help their classmates learn the self-care products to treat conditions discussed during this course. The game will have to be simple but effective and must be able to be completed by the class in 20 minutes. Additionally, the games will need to be developed in which they can be posted online in Canvas to serve as study tools for students from all campuses.

A document will be posted in Canvas which will list the team's assigned topic/condition. Details will also be posted regarding the date in which they will need to submit the game in Canvas. The assigned teams will be in charge of running their game with the students during class. Discussion regarding the games and also some highlights of the topics will be covered in the last 10 minutes of class. Students participating in the game will be asked to complete an evaluation tool which will identify if the game was helpful in reinforcing the material.

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Activity/Assessment	Percent of Final Grade
<p>Pre-Class Quizzes (7 total) The 3 lowest scores will be dropped so final grade is based on 4 highest quizzes</p>	15%
<p>Participation in Classroom Active Learning <i>The following activities in the four listed weeks will also be calculated in the participation grade.</i></p> <ul style="list-style-type: none"> • Week 1: <ul style="list-style-type: none"> ○ Team Project Presentation: Introduction to Self-Care Products from a Consumers Perspective <ul style="list-style-type: none"> ▪ Appendix A: Evaluation Rubric: Team Project ○ In class assignments in EBP info on dietary substances (Debate the Evidence) <ul style="list-style-type: none"> ▪ Appendix B: Evaluation rubric EBP info on dietary supplements ○ In class activity: Triad participation/Observation rubric submission <ul style="list-style-type: none"> ▪ Appendix C: Patient Interaction Evaluation Tool for use in Triad Active Learning Sessions 	20%

<ul style="list-style-type: none"> • Week 2: <ul style="list-style-type: none"> ○ Team Project Presentation: Introduction to Herbal Products from a Consumers' Perspective <ul style="list-style-type: none"> ▪ Appendix A: Evaluation Rubric: Team Project ○ Presentation on dietary supplement regulations <ul style="list-style-type: none"> ▪ Appendix D: Evaluation Rubric dietary supplement regulation • Week 3: <ul style="list-style-type: none"> ○ Team Presentation on Vitamin in class assignment <ul style="list-style-type: none"> ▪ Appendix E: Evaluation rubric vitamin content ○ Team presentation on counseling approach for vitamin and CAM use for patients with specific disorders <ul style="list-style-type: none"> ▪ Appendix F: Evaluation rubric CAM and vitamin counseling • Week 4, 5, 6, and 7: <ul style="list-style-type: none"> ○ Self-Care Games <ul style="list-style-type: none"> ▪ Assignment submission ▪ Appendix G: Peer Assessment Rubric <i>(Not calculated into grade. Used for feedback only)</i> ○ In class activity: Triad participation/Observation rubric submission <ul style="list-style-type: none"> ▪ Appendix C: Patient Interaction Evaluation Tool for use in Triad Active Learning Sessions 	
<p>Out of Class Assignments</p> <ul style="list-style-type: none"> • Week 1 and 2 <ul style="list-style-type: none"> ○ OTC and Herbal Assignments Reports in Week 1 and 2 • Week 4, 5, 6, or 7 <ul style="list-style-type: none"> ○ Game development for assigned week <ul style="list-style-type: none"> ▪ <i>Appendix H: Faculty Assessment Rubric</i> 	10%
<p>Self-Care Documentation Submissions via Canvas</p> <ul style="list-style-type: none"> • Week 6 <ul style="list-style-type: none"> ○ Patient care documentation via SOAP note <ul style="list-style-type: none"> ▪ Appendix I: Evaluation of Patient Care Documentation • Week 7 <ul style="list-style-type: none"> ○ Problem Solving Submissions <ul style="list-style-type: none"> ▪ Problem Solving Submissions: Evaluation criteria will be given prior to Week 7. 	5%
<p>Exam 1</p>	20%
<p>Exam 2 (Cumulative)</p>	30%
<p>Total</p>	100%

NOTE: Late assignments will not be accepted and a grade of Zero will be given for the respective assignment.

Exams will be multiple choice. All exams will be administered through Examsoft.

Multiple choice quizzes will be given via the Canvas Respondus Lockdown System and will be administered during the first active learning session each week.

****Exception: The quiz in Week 4 will be given at the beginning of Session 2.***

Grading Scale

> 92.5%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
< 59.4%	E

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

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, serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. 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 or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The

Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

To: Academic Coordinator and Campus Course Facilitator
CC: Teaching Partnership Leader and your specific campus director
Subject: PHA XXXX – Excused Absence request
Dear Prof. _____,
Professionally and politely request an excused absence.
Explain the nature of conflict and rationale for receiving an excused absence.
Thank the faculty member for their consideration of your special request.
Salutation,
Type in your full name and last 4 digits of UF-ID #, and Campus Name

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 will typically 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 develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

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:

Failure to attend class or engage in these sessions will result in deductions in the participation proportion of the course grade.

Quiz/Exam Policy

During the Exam:

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, 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. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
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.

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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.

After the Exam

Policy across All 1PD-3PD courses:

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.

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 question appeals (rebuttals) are not allowed. Statistical analysis of the exam results will be reviewed and appropriate action taken.

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 or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. 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.

The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

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:

Make-up quizzes are not offered. An alternate make-up exam can be made available for students with excused absences or extenuating circumstances at the discretion of course faculty.

Policy on Old Quizzes and Assignments

Old quizzes and assignments are not provided.

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>

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/sccr/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 web site 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

Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

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 12 Noon 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.

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.

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.

Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Religious Holidays

Please see the University policy on attendance and religious holidays:

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

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.

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

Appendix A Evaluation Rubric: Team Project Presentation

1. Introduction to Self-Care Products from a Consumer's Perspective: Week 1
2. Introduction to Herbal Products from a Consumer's Perspective: Week 2

Team Name:			Date:
Presentation Title:			
1PD Presentation Evaluation			
	Criteria (point values in parentheses)		Points / Comments
Subject Knowledge	Student demonstrates an inadequate understanding of more than one presented concept (0)	Student demonstrates an inadequate understanding of one presented concept (1)	Student demonstrates an accurate understanding of all presented concepts (4)
Organization	Illogical sequencing makes it difficult to follow (0)	Logical sequencing, but without an identifiable introduction, body, or summary. (1)	Logical sequencing with an introduction, body, and summary (2) .
Completeness	Two or more learning issues were not adequately addressed. (0)	One learning issue was not adequately addressed. (1)	All learning issues were adequately addressed (2)
Grammar & Spelling	Presentation has 3 or more misspellings and/or grammatical errors. (0)	Presentation has no more than 2 misspellings and/or grammatical errors. (1)	Presentation has no misspellings or grammatical errors. (2)
Graphics Quality (Including images, graphs, and tables)	More than one slide contained a graphic that was not legible or was overloaded with information; and the need for their inclusion "as-is" was not adequately justified. (0)	One slide contained a graphic that was not legible or was overloaded with information; and the need for its inclusion "as-is" was not adequately justified. (1)	All slides with graphics were legible and not overloaded with information; or the need for its inclusion "as-is" was adequately justified. (2)
Pacing & Timing	Pace too fast or slow and could not finish on time. (0)	Pace too fast or slow, but finished on time (1)	Proper pace and finished on time (2)
Elocution	Significant problems with voice clarity, volume, or pronunciation (0)	Minor problems with voice clarity, volume, or pronunciation (1)	Clear voice, good volume, and correct pronunciation. (2)
Eye Contact / Slide Reading	Little or no eye contact with the audience or excessive reading of slides (0)	Moderate eye contact with the audience or significant reading of the slides (1)	Good eye contact with audience with limited reading from the slides (2)
Referencing	No references (0)	References were given, but were inadequate (1)	References were adequate (2)
Additional Facilitator Comments or Deductions*:	Total Points (20 max)		
Additional Facilitator Comments or Deductions*:	Bonus Points for Exemplary Presentation (5 max)		
Additional Facilitator Comments or Deductions*:			Total Points (20 max)

ICS Rubric UF COP: Adapted with permission from Cary Mobley

Appendix B
Evaluation rubric EBP info on dietary supplements (Debate the Evidence)
Week 1

Please be aware that this rubric will be used to evaluate your performance for this assignment. The rubrics are general and provide flexibility for you to explore and research a dietary supplement of your choice. Please make sure to have access to the following resources during the in-class session: Natural Standard Database (accessible through the HSC Library and Access Pharmacy), NLM Database on Dietary Supplements (<http://www.dslid.nlm.nih.gov/dslid/index.jsp>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

Rubric	Absent (0)	Incomplete (1)	Fair (2)	Good (3)	Excellent (4)
<i>Utilization of available information is clearly reflected in the presentation</i>					
<i>Conveys understanding of EBP in regards to dietary supplement and various indications</i>					
<i>Demonstrates critical evaluation of dietary supplements in regards to benefits and limitations of its suggested use</i>					
<i>Provides basic counseling guide based on researched information</i>					
<i>Professional presentation and formatting of response without overtime</i>					

Total points:

Appendix C

Patient Interaction Evaluation Tool For use in Triad Active Learning Sessions

Step 1: Complete this table during the interview you are observing

SCHOLAR---MAC	QUEST	INTRODUCTION, CONTENT, COMMUNICATION
<input type="checkbox"/> SYMPTOMS: What is bothering you?	<input type="checkbox"/> Quickly and accurately assess the patient	<input type="checkbox"/> Proper introduction with name, title, handshake
<input type="checkbox"/> Characteristics: What are the symptoms like	<input type="checkbox"/> Establish patient is appropriate for self care	<input type="checkbox"/> Indicates purpose of interaction
<input type="checkbox"/> History: What has been tried recently? Is this a new problem or a recurrence?	<input type="checkbox"/> If referral needed: reason is given, degree of urgency is communicated	<input type="checkbox"/> Exhibits nonverbal caring attitude
<input type="checkbox"/> Onset: When/how did it start	<input type="checkbox"/> Appropriate non-drug therapy recommended	<input type="checkbox"/> Establishes a rapport with patient
<input type="checkbox"/> Location: Where is the problem/symptoms?	<input type="checkbox"/> Appropriate drug therapy (complete information given: product, dose, duration, administration, storage, common side effects)	<input type="checkbox"/> Displays thorough knowledge of medications
<input type="checkbox"/> Aggravating factors: What makes it worse	<input type="checkbox"/> Appropriate alternative/herbal therapies are discussed/offered	<input type="checkbox"/> Conveys empathy appropriately
<input type="checkbox"/> Remitting Factors: What makes it better	<input type="checkbox"/> Answers questions about recommendations correctly	<input type="checkbox"/> Uses open-ended questions effectively
<input type="checkbox"/> Medications: Asks about concomitant medications	<input type="checkbox"/> Counsels patient on expectations of treatment	<input type="checkbox"/> Uses reflective statements effectively
<input type="checkbox"/> Allergies: Assesses patient allergies completely	<input type="checkbox"/> Counsels patient on appropriate administration	<input type="checkbox"/> Demonstrates confidence
<input type="checkbox"/> Coexisting conditions: Asks about coexisting conditions	<input type="checkbox"/> Counsels on appropriate follow up	<input type="checkbox"/> Uses appropriate terminology for patient
		<input type="checkbox"/> Completes interview by providing a full summary review with patient

Appendix C
Patient Interaction Evaluation Tool
For use in Triad Active Learning Sessions

Step 2: Based on the results from Step 1: Complete assessment of interview

	Incomplete (0)	Fair (2)	Good (3)	Excellent (4)
Use of Scholar-mac during interview				
Communication skills during interview				
Counseling patient: OTC recommendation or Referral				
Response to patient questions				
Provides direction on follow up				

Final Score (Max: 20 points) _____

Strengths:

Areas for improvement:

Appendix D

Evaluation rubric dietary supplement regulation Week 2

Please be aware that this rubric will be used to evaluate your performance as a team for this assignment. The rubrics are general and provide flexibility for you to explore and research dietary supplement regulation. Please make sure to have access to the following resources during the in-class session: Natural Standard Database (accessible through the HSC Library and Access Pharmacy), NLM Database on Dietary Supplements (<http://www.dslid.nlm.nih.gov/dslid/index.jsp>), the FDA guidelines on dietary supplements (<http://www.fda.gov/Food/DietarySupplements/>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

Rubric	Absent (0)	Incomplete (1)	Fair (2)	Good (3)	Excellent (4)
<i>Team presentation incorporates clear division of responsibilities</i>					
<i>Each team member is well prepared and keeps their time limit</i>					
<i>Presentation contains a brief introduction, explanation of problem, and conclusion</i>					
<i>Regulations are addressed correctly and incorporated in discussion</i>					
<i>Critical evaluation of regulations and their impact on public health and safety are addressed</i>					

Total points:

Appendix E
Evaluation rubric vitamin content
Week 3

Please be aware that this rubric will be used to evaluate your performance as a team for this assignment. The rubrics are general and provide flexibility for you to explore and research the vitamin content in a range of food items (but make sure to have at least one fruit, one vegetable, and one meat included). Please make sure to have access to the following resources during the in-class session: USDA National Nutrient Database (<http://ndb.nal.usda.gov/>), Medline Plus Vitamins (<http://www.nlm.nih.gov/medlineplus/vitamins.html>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

Rubric	Absent (0)	Incomplete (1)	Fair (2)	Good (3)	Excellent (4)
<i>Team presentation incorporates clear division of responsibilities</i>					
<i>Each team member is well prepared and keeps their time limit</i>					
<i>Presentation contains a brief introduction, explanation of problem, and conclusion</i>					
<i>Each vitamin contained in the selected food items is briefly discussed and their contribution to maintaining good health</i>					
<i>Critical evaluation of food items in regards to benefits and potential detriments if consumed in larger amounts</i>					

Total points:

Appendix F
Evaluation rubric CAM and vitamin counseling
Week 3

Please be aware that this rubric will be used to evaluate your performance as a team for this assignment. The rubrics are general and provide flexibility for you to explore and research counseling approaches for a CAM treatment of vitamin of your choice. Please make sure to have access to the following resources during the in-class session: Natural Standard Database (accessible through the HSC Library and Access Pharmacy), Medline Plus Vitamins (<http://www.nlm.nih.gov/medlineplus/vitamins.html>), Medline plus CAM (<http://www.nlm.nih.gov/medlineplus/complementaryandalternativemedicine.html>), and PubMed (<http://www.ncbi.nlm.nih.gov/pubmed/>).

Rubric	Absent (0)	Incomplete (1)	Fair (2)	Good (3)	Excellent (4)
<i>Team presentation incorporates clear division of responsibilities</i>					
<i>Each team member is well prepared and keeps their time limit</i>					
<i>Presentation contains a brief introduction, explanation of problem, and conclusion</i>					
<i>CAM or vitamin is briefly explained in terms of benefits and limitations</i>					
<i>Provide stepwise approach to patient counseling considering specific disorders for which CAM or vitamin is applicable</i>					

Total points:

Appendix G: Peer Assessment Tool
Self Care Games
Weeks 4-7

1: No 2. Somewhat 3. Good 4. Absolutely YES!

Score (1-4)

Were the rules easy to understand and put into action quickly	
Was the information on the products accurate?	
Was the information on the products complete?	
Was there obvious effort put into the development of this game?	
Did you have all the tools needed to play this game?	
Did you feel you learned more about the covered products by playing this game?	
Did you have fun playing this game?	
Total score (28)	

Adapted from:

<http://www.everactive.org/uploads/files/Documents/Professional%20Development/Assessment%20documents/Create%20a%20Game%20Rubric.pdf> Accessed 1/15/15

Appendix H: Faculty Assessment Tool
Self Care Games
Weeks 4-7

Rubric	Absent/Incomplete (0)	Fair (2)	Good (4)	Excellent (6)
<i>Effort</i>	Game was not submitted	Game was submitted but only appeared to be incomplete	Game was submitted with obvious effort in its development	Game was submitted with strong evidence of extreme effort in developing a fun game
<i>Creativity</i>	Game was not submitted	Game had some evidence of creative effort	Game had evidence of creative effort	Game was very creative and unique
<i>Organization</i>	Game was not submitted	Game was disorganized	Game was organized but a little difficult to follow	Game was very organized and easy to follow
<i>Adherence to Time Requirements</i>	Game was not submitted	Game did not utilize given time (exceeded time or underuse of time by 5 min)	Game utilized time but was hurried or delayed to meet time requirements	Clear that game was planned for time requirements
<i>Accuracy</i>	Game was not submitted	Content was accurate but had ≥ 2 content errors	Content was accurate but had ≥ 1 content error	Content was accurate on no errors
<i>Submitted for review on specified date</i>	Game was not submitted	XXXXXXXXXXXX	XXXXXXXXXXXX	Game was submitted by due date

Total points (Max: 36 points): _____

Adapted from:

<http://www.everactive.org/uploads/files/Documents/Professional%20Development/Assessment%20documents/Create%20a%20Game%20Rubric.pdf> Accessed 1/15/15

Appendix I: Evaluation of Patient Care Documentation

Via SOAP Note Format

Week 6

	Absent (0)	Incomplete (1)	Fair(2)	Good (3)	Excellent (4)
Self-care issues identified (problem list):					
Assessment of current medication therapy (if applicable):					
Assessment of current medical condition:					
Indicates if patient is a self care candidate or a referral is needed (reason given for referral)					
Suggests appropriate self care measures					
Lists all nonprescription medications that can be considered					
Justifies the appropriateness/pros and cons of the listed nonprescription medications					
Lists a complete self care recommendation					
Lists proper education points					
Sets a follow up plan					

Adapted from: <https://pharmacy.unc.edu/programs/the-pharmd/office-of-experiential-education/experiential-education-manual/resources/community-ippe/self-care-documentation-form> accessed 1/15/15