Course Purpose:
The Pathophysiology and Patient Assessment II course is the second of a two-course sequence that provides students with an integrated knowledge base in the physiological functions of the human body to prepare students for the understanding of pathological changes pertinent to the development and progression of various diseases. Corollary to the establishment of a solid understanding of human pathophysiology, key concepts will be reinforced through the application of learned knowledge to problem solving in the simulated patient assessment modules built into the course sequence.

Teaching Partnership Leaders: Bin Liu, Ph.D.
Email: liu@cop.ufl.edu
Office: MSB P2-31
Phone: 352-273-7747
Office Hours: by email and appointment

Teaching Partners:
Randell Doty, Pharm.D. Email: doty@cop.ufl.edu Phone: 352-294-4984
Reginald Frye, Pharm.D., Ph.D. Email: frye@cop.ufl.edu Phone: 352-273-5453
Maureen Keller-Wood, Ph.D. Email: kellwewd@cop.ufl.edu Phone: 352-273-7687
Ado Khoury, Pharm.D. Email: akhoury@cop.ufl.edu Phone: 352-273-8136
Jay McLaughlin, Ph.D. Email: jmclaughlin@cop.ufl.edu Phone: 352-273-7207
Megan Murphy-Menezes, Pharm.D. Email: mmenezes@cop.ufl.edu Phone: 352-273-6533
Shannon Miller, Pharm.D. (ORL) Email: smiller@cop.ufl.edu Phone: 407-313-7031
Calvin Tucker, Pharm.D. (JAX) Email: calvin.tucker@jaxhealth.com Phone: 904-308-8509
Karen Whalen, Pharm.D. Email: whalen@cop.ufl.edu Phone: 352-273-9497

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. Differentiate between the mediators for innate and adaptive immunity and describe their involvement in immune responses
2. Understand the roles of various mediators in the inflammatory responses
3. Describe how the gastrointestinal system functions and the pathophysiology of common gastrointestinal disorders related to disruption of motility, absorption or secretion...
4. Describe the endocrine control of: male and female reproduction and growth
5. Describe endocrine control of glucose, lipid and calcium homeostasis.
6. Describe the endocrine factors contributing to regulation of appetite and satiety
7. Understand the pathophysiology of glucose and lipid metabolism in types of diabetes.
8. Describe the pathophysiology of the neurological system including the following: excitatory and inhibitory amino acids, neurotransmitters, and sensory processing.
9. Understand the neurocircuitry for movement regulation and the pathophysiology related to movement disorders
10. Describe the brain blood supply system and the pathophysiology related to stroke development.
11. Describe the physical signs and lab values that represent the physiological changes that occur in the following systems which are discussed during this course:
   o Immunological
   o Gastroenterological
   o Endocrine
   o Neurological
12. Collaborate as a team member and solve a problem/case that requires interpretation of pathophysiological findings including lab values, patient assessment findings, and diagnostic procedure results.

Pre-Requisite Knowledge and Skills
PHA 5560 Pathophysiology and Patient Assessment I;
PHA 5103 Principles of Patient-Centered Care

Classroom:

1. Gainesville: All class sessions are held in MDL-1 (CG-069 to CG-88 in the Ground Floor of the Communicore)
2. Jacksonville & Orlando: Class Sessions are posted in the campus calendar
## Course Outline

**ALERT about Schedule:** Please routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

*Note: The Instructor Contact Hours listed below only designate structured learning that involves a faculty member. As noted by UF policy, for each 1 hour of “Instructor Contact,” students are expected to spend a minimum of 2 hours of additional time completing learning activities. Example: If a week has 6 hours of Instructor Contact, the student should plan on a minimum of 12 hours of additional study. Therefore, the typical student will devote 18 hours of effort to the course that week. Note this is a “typical” student – some students will find they devote less time and others will find need to devote more time.*

<table>
<thead>
<tr>
<th>Module</th>
<th>Lecture Schedule in GNV</th>
<th>Active Learning &amp; Exams</th>
<th>Instructor</th>
<th>Related Learning Objectives</th>
<th>Module Topic/Learning Activities</th>
<th>Instructor Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 (Tu) 1:55-2:45pm (Orientation)</td>
<td>Liu</td>
<td>1 and 2</td>
<td>Introductory Module Introduction, Course tour: (1) Educational video</td>
<td>0.25 hr</td>
<td></td>
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<tr>
<td>1-5 (Tu) 3:00 – 3:50 pm</td>
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<tr>
<td>1-6 (W) 1:55 to 3:50 pm</td>
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<tr>
<td>1-7 (Th) 10:40 to 12:35pm</td>
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</tr>
<tr>
<td>1-8 (Fr) 10:40 – 11:30am</td>
<td>1-12 (Tu) ORL and GNV (Teams 11-20) 10:40am – 12:35pm 1-12 (Tu) JAX and GNV (Teams 1-10) 4:00pm – 6:00pm</td>
<td>Liu &amp;Doty</td>
<td>1,2,11,12</td>
<td><strong>Module 1: Immune Function and Inflammatory Response</strong> Online/Individual Study (videos and readings): 1. Innate Immunity: cellular and molecular mediators 2. Adaptive immunity: antigen recognition, processing, presentation 3. Adaptive immunity: B cells, T cells, antibodies 4. Acute Inflammation 5. Chronic Inflammation 6. Hypersensitivity and wound healing Self-Assessments</td>
<td>6 hrs</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>In-Class Activity 1:</strong> Quizzes - IRAT and TRAT Patient Assessment 1</td>
<td>2 hrs</td>
<td></td>
</tr>
<tr>
<td>Module</td>
<td>Lecture Schedule in GNV</td>
<td>Active Learning &amp; Exams</td>
<td>Instructor</td>
<td>Related Learning Objectives</td>
<td>Module Topic/Learning Activities</td>
<td>Instructor Contact Hours</td>
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<tr>
<td>2</td>
<td>1-12 (Tu) 1:50 – 3:50 pm 1-13 (W) 1:55 – 2:45pm 1-14 (Th) 1:55 – 2:45pm 1-15 (F) 1:55 – 2:45pm</td>
<td>1-22 (F) JAX and GNV (Teams 1-10) 8:30 – 10:25 am 1-22 (F) ORL and GNV (Teams 11-20) 10:40 – 12:35pm</td>
<td>Frye, Khoury, Whalen</td>
<td>3,11,12</td>
<td>(Team Based Learning) Immune &amp; inflammatory responses to microbial infections and tissue injuries; preventive and hyper active immune responses.</td>
<td>5 hrs</td>
</tr>
<tr>
<td>3</td>
<td>1-19 (Tu) 1:55 – 3:50pm 1-21 (Th) 1:55 – 3:50pm Murphy-Menezes &amp; Miller are pre-taped</td>
<td></td>
<td>Keller-Wood</td>
<td>4,5</td>
<td>Module 3: Endocrine System Online/Individual Study (videos and readings): Educational Videos – A. Overview of principles – feedback, homeostasis B. Male reproduction C. Female reproduction-menstrual cycle D. Female reproduction – menopause, pregnancy E. Bone and Growth &amp; Calcium homeostasis</td>
<td>6 hrs</td>
</tr>
<tr>
<td>Module</td>
<td>Lecture Schedule in GNV</td>
<td>Active Learning &amp; Exams</td>
<td>Instructor</td>
<td>Related Learning Objectives</td>
<td>Module Topic/Learning Activities</td>
<td>Instructor Contact Hours</td>
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<tr>
<td>3 (contd)</td>
<td>1-26 (Tu)</td>
<td>1:55 – 3:50pm</td>
<td>Miller (Thyroid)</td>
<td>1,2,3,11</td>
<td>Exam 1 (Immune &amp; GI)</td>
<td>2 hrs</td>
</tr>
</tbody>
</table>
| | 1-27 (W) | 1:55 – 3:50pm | Keller-Wood | 6,7 | **Continued - Module 3: Endocrine System**  
Online/Individual Study (videos and readings):  
Educational Videos  
G. Glucose and Lipid Metabolism (adrenal, pancreas and gut hormones) (2 hrs)  
H. Control of food intake and obesity  
I. Diabetes overview (2 hrs)  
Self-Assessments  
**In-Class Activity 3:**  
Quizzes - IRAT and TRAT Endocrine System (Team Based Learning) Patient Assessment 3  
(e.g., hypoglycemia and hyperglycemia signs and symptoms, Serum glucose interpretation, basic physical assessment findings of diabetes) | 5 hrs |
| 4 | 2-3 (W)  
JAX and GNV (Teams 1-10)  
8:30 – 10:00am  
2-3 (W)  
ORL and GNV (Teams 11-20)  
10:40 – 12:10pm | 6,7,11,12 | Kellerwood & Doty | 8,9 | **Module 4 - Neurological System**  
Online/Individual Study (videos and readings):  
Educational Videos  
Pathophysiology and Example Disorders  
A. Excitatory and inhibitory amino acids | 9 hrs |
<table>
<thead>
<tr>
<th>Module</th>
<th>Lecture Schedule in GNV</th>
<th>Active Learning &amp; Exams</th>
<th>Instructor</th>
<th>Related Learning Objectives</th>
<th>Module Topic/Learning Activities</th>
<th>Instructor Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 (W)</td>
<td>1:55 – 2:45pm</td>
<td>Mclaughlin</td>
<td></td>
<td></td>
<td>B. Serotonin and norepinephrine</td>
<td></td>
</tr>
<tr>
<td>2-5 (F)</td>
<td>10:40 – 12:35pm</td>
<td>Liu (F)</td>
<td>10</td>
<td></td>
<td>C. Dopamine and acetylcholine</td>
<td></td>
</tr>
<tr>
<td>2-10 (W)</td>
<td>11:45 – 12:35 pm</td>
<td>Liu (G)</td>
<td>10</td>
<td></td>
<td>D. Peptide neurotransmitters</td>
<td></td>
</tr>
<tr>
<td>2-12 (F)</td>
<td>11:45 – 12:35 pm</td>
<td></td>
<td></td>
<td></td>
<td>E. Pain and Sensation</td>
<td></td>
</tr>
<tr>
<td>2-12 (F)</td>
<td>11:45 – 12:35 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-9 (Tu)</td>
<td></td>
<td></td>
<td>4,5,6,9,10</td>
<td>Exam 2</td>
<td>2 hrs</td>
<td></td>
</tr>
<tr>
<td>2-17 (W)</td>
<td>JAX and GNV (Teams 1-10) 8:30 – 10:25am</td>
<td>Mclaughlin, Liu &amp; Doty</td>
<td>7,8,9,10,11,12</td>
<td></td>
<td>Self-Assessments</td>
<td></td>
</tr>
<tr>
<td>2-17 (W)</td>
<td>ORL and GNV (Teams 11-20) 10:40 – 12:10pm</td>
<td></td>
<td></td>
<td></td>
<td>In-Class Activity 4: Quizzes - IRAT and TRAT</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>Neurological System (Team Based Learning) Patient Assessment 4 (e.g., Neurotransmitters and neurological disorders, indices for movement disorders, initial stroke assessment-FAST)</td>
<td></td>
</tr>
<tr>
<td>2-25 (Th)</td>
<td>4pm – 6pm</td>
<td></td>
<td></td>
<td>Final Exam (Comprehensive)</td>
<td>2 hrs</td>
<td></td>
</tr>
</tbody>
</table>
Textbooks
Required
1. Readings, research articles and chapters from ebooks that may be accessed via the HSC Library (AccessPharmacy and AccessMedicine).

Student Evaluation & Grading
Evaluation Methods and how grades are determined

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Grade value</th>
</tr>
</thead>
<tbody>
<tr>
<td>iRAT (4 sessions @ 2.5% each)*</td>
<td>10%</td>
</tr>
<tr>
<td>TRAT (4 sessions @ 2.5% each)**</td>
<td>10%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Exams 3</td>
<td>30%</td>
</tr>
<tr>
<td>Self-Assessments</td>
<td><strong>Successful Completion of Self-Assessments</strong> Must Successfully Complete Each Self-Assessment by the established deadline using good principles of learning (Self-Assessment may be taken if a score of 72.5 or higher is not achieved.)</td>
</tr>
</tbody>
</table>

*Lowest iRAT grade will be dropped.

**Please note that tRAT points earned in this course will be reduced with an up to a 5-point deduction should your contribution to your team’s effectiveness, assessed in the Professional Development course, finds that your performance requires improvement. For example, a student earning 13 of 15 possible points for the tRAT category could see earned points drop to 8 out of the 15 possible points.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</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>
</tbody>
</table>
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 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

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**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 copied (CC) 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 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 or other mobile device 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

Prior to Exam
Policy across All 1PD-3PD courses:
1. The student must download the exam within 48 hours prior to the scheduled test time as directed by the Academic Coordinator/Teaching Partner. The exam must be downloaded onto a laptop/device that meets the Pharm.D. student computer requirements. The exam is downloaded as an encrypted file and requires a password that will be provided by the proctor just before the exam begins.
2. If the exam is not downloaded ahead of time and you have to download the exam during the scheduled testing time, you will not be provided extra time. You have to stop the taking the exam at the same time as all other students.
3. Students are responsible for familiarizing themselves with the Examsoft software and procedures prior to taking an exam. Instructional resources are available to become familiar with Examsoft.
4. Students are responsible for having a fully charged battery and internal clock with the correct date and time.

During the Scheduled Exam/Quiz Time
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/quiz.
3. Only nonprogrammable calculators are allowed during exams unless another calculator is specifically noted in the course-specific policies below.
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.

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

9. Students are required to show the proctor the yellow exit screen before leaving the exam room.

Additional Policy Specific to This Course:

1. One comprehensive final exam will be administered at the end of course. The exam will be given simultaneously on all campuses and will include multiple choice, true/false and matching questions.

2. Students who are late for an iRAT may begin the iRAT when arriving, but will have to complete the iRAT before the allocated time for the class for completing the iRAT is over.

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%.

2. Graded exam appeals
   a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

Additional Policy Specific to This Course:

Make-up Quizzes/Exams

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.

**Additional Policy Specific to this Course:**
Make-up self assessment quizzes are NOT offered. Students are responsible for completing the quizzes on time. The lowest iRAT grade will be dropped.

**Policy on Old iRATs, Quizzes, Exams and Assignments**
Old iRATs, Exams 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](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](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*
Expectations In Class and Other Learning Activities

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](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](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](https://evaluations.ufl.edu).

Computer and Other Technology Requirements

Students are required to meet the following computer and technology 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 distracting 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

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](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. Reword 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/Class Activities/Presentations Download Policy
Photography, Audio-visual recording, and transmission/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, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breaching COP copyrights and/or FERPA law.

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