
PHA 5701C Personal and Professional Development II
Spring Year 1 - Blocks 3 and 4
1 Credit Hour

Course Purpose:

The purpose of this course is to track the personal and professional growth of individual students. This course is the second of five sequential courses that service as an anchor for the co-curriculum and home for tracking achievements of performance milestones. This course continues to expand on the 10 pharmacist attributes (problem solving/critical thinking, education, patient advocacy, cultural awareness, interprofessional collaboration, communication, self-awareness, leadership, innovation and entrepreneurship, and professionalism). Three of these attributes will be discussed in detail during this course: interpersonal communication, pharmacist as an educator, innovation and entrepreneurship.

The course will also service as an introduction to pharmacy law and ethics.

Course Faculty and Office Hours (See Appendix A for Who to Contact)

Teaching Partnership Leader & Director of the Co-Curriculum:

Michelle Farland, Pharm.D., BCPS, CDE, Clinical Associate Professor
 Email: mfarland@cop.ufl.edu
 Office: HPNP – 3307
 Phone: 352-273-6293
 Office Hours: By appointment

Assistant Director of the Co-Curriculum (Academic Coordinator):

Gailine McCaslin, M.S.
 Email: gmccaslin@cop.ufl.edu
 Office: HPNP 4317
 Phone: 352-273-8203
 Office Hours: By appointment

Teaching Partners:	Email	Phone
Carol Motycka, Pharm.D., BCACP, Interprofessional Collaboration Co-leader, Jacksonville Course Facilitator & Co-Curriculum Coordinator	motycka@cop.ufl.edu	904-244-9590
Lisa Vandervoort, Pharm.D., Interprofessional Collaboration Co-leader, Orlando Course Facilitator & Co-Curriculum Coordinator	lvandervoort@cop.ufl.edu	407-313-7031
Michelle Farland, PharmD, BCPS, CDE, Educator leader	mfarland@cop.ufl.edu	352-273-6293
William Allen, MDiv, JD, Law Leader	wmallen@ufl.edu	352-273-5155
Teresa Roane, Pharm.D., BCACP, Interpersonal Communication Co-Leader	troane@cop.ufl.edu	352-273-9692
Anne Schentrup, Pharm.D., Ph.D., BCPS, Interpersonal Communication Co-Leader	schena@shands.ufl.edu	352-265-8309

Teaching Partners: (continued)	Email	Phone
Robert Navarro, Pharm.D., Innovation and Entrepreneurship Co-Leader)	rnavarro@cop.ufl.edu	352-273-5526
Kristin Weitzel, Pharm.D., CDE, FAPhA, Innovation and Entrepreneurship Co-Leader	kweitzel@cop.ufl.edu	352-273-5114
Erin St. Onge, Pharm.D., Interprofessional Collaboration Co-leader	stonge@cop.ufl.edu	407-313-7031
Steve Spudic, Pharm.D., JD, Jacksonville Facilitator	stevespudic@aol.com	

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

1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset). (EPA D1)
2. Exhibit commitment to patients and the community by serving as an advocate and leader. (EPA D2)
3. Demonstrate responsibility for personal and professional development. (EPA D3)
4. Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies. (EPA D4)

Course Objectives

Upon completion of this course, the student will:

1. Define entrepreneurship and innovation and their role in professional pharmacy practice.
2. Summarize the needs and opportunities for pharmacists to develop innovative or entrepreneurial strategies to achieve professional goals and/or solve problems.
3. Demonstrate the ability to apply critical analysis and develop an innovative solution to achieve professional goals and/or solve problems.
4. Determine when a learning needs assessment should be conducted.
5. Identify when various types of learning methods are most appropriate to use.
6. Identify the key components of a well-designed presentation.
7. Evaluate strengths and weakness of presentations using a rubric.
8. Use observation and listening skills to better understand an individual (patient/caregiver, other health professional, lay person) so that an effective relationship can be established.
9. Apply hospitality concepts that can enhance communications with patients in a health care setting.
10. Apply the following basic interpersonal communication skills appropriately:
 - a. Fluency in using medical terminology and explaining important pharmaceutical principles to various health professionals.
 - b. Fluency in translating this medical terminology into living-room language for the public.
11. Explain what a prescription is and the obligations of pharmacy personnel in processing prescriptions.
12. Explain the dispensing requirements for prescriptions, including those involving generic substitution.
 - a. Understand pharmacists responsibilities with regard to prescriptions presented to pharmacies in each of the following formats: electronic prescriptions (i.e. e-

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- prescribing) faxed prescriptions, hand-written prescriptions, computer-generated prescriptions, and phoned-in prescriptions.
13. Explain the activities that must be completed by a licensed pharmacist, those activities that may be performed by a pharmacy intern, and the activities that may be performed by a pharmacy technician (NOTE: interns & technicians are under the direct supervision of a pharmacist).
 14. Describe the composition of the Florida board of pharmacy, and its function in regulating the profession of pharmacy.
 15. Identify the various classifications of pharmacy permittees in the state of Florida, and the activities that may be performed in these different pharmacies.
 - a. Understand what pharmacy permits are required for entities to sell, purchase and dispense (including reverse distributors)
 16. Explain the requirements set forth in the Poison Prevention Packaging Act.
 17. Explain the information required on a prescription label, and distinguish label from labeling.
 18. Explain what is required of pharmacists when ordering controlled substances and when dispensing, refilling, and transferring prescriptions for controlled substances, according to the federal Controlled Substances Act.
 - a. Describe controlled substances ordering, inventory control, dispensing and destruction.
 - b. Distinguish CSOS from DEA Form 222.
 - c. Identify that prescription pads must be purchased from approved vendors.
 19. Describe, generally, the importance of the federal Food Drug and Cosmetic Act and related Laws, including: Pure Food and Drug Act of 1906; Food Drug and Cosmetic Act of 1938; Durham-Humphrey Amendment of 1951; Kefauver-Harris Amendment 1962; FDA Modernization Act of 1997; FDA Amendment Act of 2007; OBRA-90; Orphan Drug Act of 1983; Drug Price Competition and Patent Term Restoration Act of 1984; Prescription Drug Marketing Act of 1987; & the Prescription Drug User Fee Act.
 20. Apply ethical principles in case studies involving a community pharmacy setting.
 21. Describe how a pharmacist can fulfill responsibility as a patient advocate by accomplishing one or more of the following: 1) identify patient-related needs, 2) accept responsibility for all aspects of the medication use process, serve as a source of information to patients, caregivers, and community members, 3) refer patients and caregivers to other health and medical care resources when indicated, and 4) disseminate information and resources in a community to promote health and wellness.
 22. Demonstrate the ability to be self-aware of personal and professional development needs and to accomplish these needs.
 23. Participate effectively as an interprofessional team member that establishes a relationship with a patient family and during this activity: a) demonstrate effective team member skills, b) explain the roles and responsibilities of various team members, and c) describe the importance of effective communication skills.
 24. Demonstrate ability to successfully complete at least 5 hours of co-curricular activities that contribute to achieving personal and professional development.
 25. Demonstrate achievement of the Year 1 milestones that documents readiness to progress to year 2.

Pre-Requisite Knowledge and Skills

Admission to the Doctor of Pharmacy program.

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 Structure and Weekly Course Outline

The course number has a “C” designation which indicates there is a combination of classroom and laboratory activities. The laboratory activities include small group debriefings and discussions, practical experiences such as visits with families to promote health. These practical experiences involve collaboration with other health professions students. As a C course that is 1 Credit Hour, the contact time is 12 hours of class-based coursework and 20 hrs of lab/practical experiences (2-3 hours of lab/practice experience is equivalent to 1 hour of class-based coursework).

Week/Date	Instructor	Related Learning Objectives	Description of Learning Activities	Instructor Contact Hours
Block 3				
1 (online only) Jan 5 th assignment due	Dr. Farland		<p>Course Introduction</p> <p>Online/Individual Study:</p> <ol style="list-style-type: none"> 1. Review Syllabus 2. Pre-recorded course welcome video <p>Assignment due: complete syllabus agreement by Jan 5th at 11:59 pm</p>	0.5 hr
1 Jan 6 th 8:30-10:25 am	Dr. Weitzel & Dr. Navarro	1-3	<p>Module 1: Innovative Mindset and Entrepreneurship</p> <p>Online/Individual Study:</p> <ol style="list-style-type: none"> 1. Pre-recorded lecture 2. Innovation/Entrepreneurship video/audio <p>In-Class TBL Session:</p> <ol style="list-style-type: none"> 1. iRAT/tRAT 2. Team Applications 	1 hr 2 hr TBL

1 Jan 8 th 8:30-10:25 am	Dr. Farland	4-7	<p>Module 2: The Pharmacist as an Educator</p> <p>Online/Individual Study</p> <ol style="list-style-type: none"> 1. Pre-recorded lecture <p>In-Class TBL Session:</p> <ol style="list-style-type: none"> 1. IRAT/TRAT 2. Team Applications – evaluate the quality of 3 oral presentations using a rubric. 	1 hr 2 hr TBL
2 Jan 14 th 4:00-6:00 pm	Dr. Schentrup & Dr. Roane	8-10	<p>Module 3: Interpersonal Communication</p> <p>Online/Individual Study</p> <ol style="list-style-type: none"> 1. Read UF Health hospitality curriculum <p>Workshop Activity</p> <ol style="list-style-type: none"> 1. In-class quiz 2. Team Applications to review interpersonal communication as it relates to hospitality in pharmacy practice 	1 hr 2 hr Workshop
3 GNV only: Jan 19 th 10:40 am - 12:30 pm	Dr. Farland	23	<p>Interdisciplinary Family Health: Putting Families First</p> <p>In-class group debriefing</p>	2 hr IPE
3 JAX only: Jan 19 th 1-5pm See campus calendar for group time	Dr. Motycka	23	<p>Interdisciplinary Family Health: Putting Families First</p> <p>In-class group debriefing</p>	2 hr IPE
4 ORL only: Jan 29 th See campus calendar for time	Dr. St. Onge Dr. Vandervoort	23	<p>Interdisciplinary Family Health: Putting Families First</p> <p>In-class group debriefing</p>	2 hr IPE
5 Feb 5 th 8:30-10:25 am	Dr. Allen	9-21	<p>Module 4: Pharmacy Law (Part 1)</p> <p>Online/Individual Study</p> <ol style="list-style-type: none"> 1. Pre-recorded lectures (Controlled Substances Act, Food, Drug, & Cosmetic Act, Poison Prevention Packaging Act; 2. Durham-Humphrey Amendment 3. Kefauver-Harris Amendment <p>In-Class TBL Session:</p> <ol style="list-style-type: none"> 1. IRAT/TRAT 2. Team Applications 	1.5 hr 2 hr TBL

6 Feb 10 th	Dr. Farland/ Ms. McCaslin	22	Florida Board of Pharmacy meeting (Location TBD)	Co-curricular
7 Feb 15 th	Dr. Farland	22	Career Coach meeting must be completed by Feb 15th	
7 GNV only: Feb 16 th 10:40 am - 12:30 pm	Dr. Farland	23	Interdisciplinary Family Health: Putting Families First In-class group debriefing	2 hr IPE
7 Feb 16 th 4:00-6:00 pm	Dr. Allen	9-21	Module 5: Pharmacy Law (Part 2) Online/Individual Study 1. FDA Modernization Act (1997 and 2007) 2. OBRA-90 3. Orphan Drug Act – 1983 4. Drug Price Competition & Patient Team Restoration Act In-Class TBL Session: 1. IRAT/TRAT 2. Team Applications	1.5 hrs 2 hr TBL
7 JAX only: Feb 17 th 1:00-5:00pm	Dr. Motycka See campus calendar for group time	23	Interdisciplinary Family Health: Putting Families First In-class group debriefing	2 hr IPE
8 ORL only: Feb 26 th See campus calendar for time	Dr. St. Onge Dr. Vandervoort	23	Interdisciplinary Family Health: Putting Families First In-class group debriefing	2 hr IPE
8 Feb 26 th	Dr. Farland	22	Assignment: CATME Peer Evaluations due by Feb 26 th at 11:59 pm	
8 Mar 1 st	Dr. Farland	22	Assignment: Submit your revised Continuing Professional Development Reflection and Plan in PharmPortfolio by March 1 st at 11:59 pm	
Block 4				
2 Mar 15 th 10:40am-12:35pm	Dr. Allen	9-21	Module 6: Pharmacy Law (Part 3) Online/Individual Study 1. Prescription Drug Marketing Act – 1987 2. Prescription Drug User Fee Act 3. Pharmacy permits 4. Florida pharmacy law, Florida Board of Pharmacy In-Class TBL Session 1. IRAT/TRAT 2. Team Applications	1.5 hrs 2 hr TBL

2 Mar 17 th 8:30-10:25 am		9-21	<p>Module 7: Pharmacy Law (Part 4)</p> <p>Online/Individual Study</p> <ol style="list-style-type: none"> Information required on a prescription Requirements when ordering, dispensing, refilling, and transferring controlled substances Over-the-counter prescriptions - Durham-Humphrey Amendment <p>In-Class TBL Session</p> <ol style="list-style-type: none"> IRAT/TRAT Team Applications 	1.5 hr 2 hr TBL
4 Mar 30 th 3:00-4:55 pm	Dr. Allen	9-21	<p>Module 8: Pharmacy Ethics</p> <p>Online/Individual Study</p> <ol style="list-style-type: none"> Pre-recorded lecture - Introduction to Ethics <p>In-Class TBL Session</p> <ol style="list-style-type: none"> IRAT/TRAT Team Applications 	1.5 hr 2 hr TBL
5 Apr 5th 8:15-10:15am	Dr. Allen	9-21	Exam – Pharmacy Law Part 1-4 and Pharmacy Ethics	Exam
5 GNV Only: Apr 5 th 10:40 am – 12:30 pm	Dr. Farland	23	<p>Interdisciplinary Family Health: Putting Families First</p> <p>In-class group debriefing</p>	2 hr IPE
5 Apr 6 th	Dr. Farland/ Ms. McCaslin	22	Florida Board of Pharmacy meeting (Location TBD)	Co-curricular
5 JAX only: Apr 7 th 1:00-5:00pm	Dr. Motycka	23	<p>Interdisciplinary Family Health: Putting Families First</p> <p>In-class group debriefing</p>	2 hr IPE
5 ORL Only: Apr 8 th See campus calendar for time	Dr. St. Onge Dr. Vandervoort	23	<p>Interdisciplinary Family Health: Putting Families First</p> <p>In-class group debriefing</p>	2 hr IPE
6 April 15th	Dr. Farland	24	Assignment: Complete 5 hours of co-curricular activities. Upload activity reporting form into Canvas by April 15 th at 11:59 pm.	Co-curricular

7 JAX only: April 18th 3:30-5:30pm Groups 1-4	Dr. Motycka	23	<i>Interdisciplinary Family Health: Putting Families First</i> In-class group debriefing	2 hr IPE
7 JAX only: April 20th 3:30-5:30pm Groups 5-8	Dr. Motycka	23	<i>Interdisciplinary Family Health: Putting Families First</i> In-class group debriefing	2 hr IPE
8 April 20th	Dr. Farland	22	Assignment: CATME Peer Evaluations due by April 20th at 11:59 pm Assignment: Team Performance Scale due by April 20th at 11:59 pm	
1-15 May 6th	Dr. Farland	25	Document Milestones Update Portfolio, meet with Career Coach by established deadlines.	1 hr Lab
June 8 th	Dr. Farland/ Ms. McCaslin	22	LAST CHANCE to attend a Florida Board of Pharmacy Meeting (Location TBD)	Co-curricular

Textbooks

1. Readings will be assigned and posted on Canvas.
2. Abood RS, Burns KA. Pharmacy Practice and the Law, 8th edition. Jones & Bartlett Learning, LLC. Burlington, MA 2017. ISBN – 13:978-1284089110
 - a. Note: you will use this textbook across the first three years of the curriculum.
 - b. You will receive a 30% discount if you order the book directly from the Jones & Bartlett Learning website by Dec 30, 2015. The discount code is FALL15. Here is the URL for ordering: <http://www.jblearning.com/cart/Default.aspx?ref=jblearning>

Student Evaluation & Grading

Evaluation Methods and how grades are determined

This course is pass/fail. In order to pass this course, all of the assessment items below must be successfully completed.

The co-curriculum requirements and milestones that must be accomplished by the end of Personal and Professional Development II.

At the Year 1 Milestone (end of Personal and Professional Development II), students who have performed with excellence in both Personal and Professional Development I and II will be identified and will receive a Letter of Commendation for their Portfolio and College file.

Assessment Item	Deadline	Criteria
Team-based learning sessions (8 class sessions)	See weekly schedule.	<p>Attendance is mandatory to all TBL sessions.</p> <p>Pass each iRAT with a score of 75% or greater.</p> <p>Pass each tRAT with a score of 75% or greater.</p> <p>Team participation: Teams will be given up to 1 point for meaningful contributions to the inter-team discussions for each TBL session. Passing score for team participation is 4 out of 8 possible points.</p>
Syllabus Agreement	January 5, 2016	Complete syllabus agreement in Canvas .
Career Coach meeting	February 15, 2016	Complete individual meeting with your Career Coach.
CATME Peer Evaluation – End of Block 3	February 26, 2016	Complete peer and self-evaluation for all team members using CATME .
Continuing Professional Development (revised reflection and plan)	March 1, 2016	Upload the revised version of the CPD learning portfolio (reflection, plan, anticipated learning activities) into PharmPortfolio AND Canvas .
Pharmacy Law and Ethics Exam	April 5, 2016	Pass the exam with a score of 73% or higher.
Interdisciplinary Family Health/Putting Families First	April 15, 2016	Satisfactory completion of all required activities that are part of IFH/PFF with a score of 73% or greater. (syllabus, modules, assignments and grades are listed in a separate Canvas site.)
Complete co-curriculum requirements	April 15, 2016	Complete 5 hours of co-curricular activities. Upload activity reporting form in Canvas by the deadline.
CATME Peer Evaluation – End of Block 4	April 20, 2016	Complete peer and self-evaluation for all team members

		using CATME . <i>Adjusted score must be above 0.8 to receive a passing score.</i>
Team Performance Evaluation	April 20, 2016	Complete the team performance evaluation in Canvas (link to Qualtrics survey).
Year 1 Milestones	May 6, 2016	Satisfactory completion of the following milestones that denote readiness to progress to Year 2: 1. 1PD OSCE 2. PCOA Exam 3. Completion of APhA Immunization Certificate 4. Calculation Exam 5. Top 200 Drug Exam 6. PPD II Course Requirements 7. Foundational Knowledge Threads
Attend a Florida Board of Pharmacy Meeting	June 8, 2016	Attend one Florida Board of Pharmacy meeting.

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
3. PharmAcademic and PharmPortfolio
4. CATME Software (online program to conduct peer/self-evaluations)
5. Qualtrics Surveys

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 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:

Class attendance is required at all class sessions, including the interprofessional learning activities. Team participation will be assessed for the team-based learning class sessions and the interprofessional learning activities. For the team-based learning class sessions, teams will receive credit for participation if a comment made on behalf of the team provides meaningful contribution to the inter-team discussions. Given the large class size, it is not expected that every team will be able to participate during every class session. There are 8 live class sessions using team-based learning, and it is expected that team participate in at least 4 of the classes. Teams can earn up to 1 point per class session, to a maximum of 4 points. Teams that participate in more than 4 class sessions will not earn extra credit for the course. Participation points that are earned by the team will be removed from that session if any individual on the team is found to be engaging in activities not related to the class session. For the interprofessional learning activities, participation will be assessed as described in the syllabus for Interdisciplinary Family Health/Putting Families First.

Quiz/Exam Policy

Prior to Exam

Policy across All 1PD-3PD courses:

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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 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.
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 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:

None

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.

Additional Policy Specific to This Course:

Readiness Assurance Tests (individual and team, iRAT/tRAT)

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1. Students are expected to attend class sessions on time.
 2. If the student arrives after the iRAT has started, he/she will be permitted to take the iRAT, but will not be provided additional time to complete the iRAT.
 3. If the student arrives after the tRAT has started, he/she will not be provided opportunity to complete the iRAT or tRAT.
 4. Teams are permitted to appeal questions on the RAT. Appeals should be submitted to the Teaching Partnership leader via email within 24 hours of the conclusion of the class session. An appeal form (posted in the course Canvas site) must be fully completed for the appeal to be considered. A complete appeal form includes: team number, class session title, question you are appealing, the answer you thought was correct, description of why that answer is correct (must be evidence-based), and recommended edits to improve the question. Appeals will be reviewed by the Teaching Partnership leader. If the appeal is accepted, credit for the question will be applied to the tRAT score for the team that submitted the appeal.

Exams

1. Any appeals related to exam questions must be made in writing with an evidence-based explanation and submitted to the Teaching Partnership leader.
2. The student is allowed to submit only 1 appeal request. This request can contain appeals to multiple questions.
3. When an appeal is made to re-grade an exam, the entire exam will be re-evaluated and scored.

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:

Students given the opportunity to take make-up iRAT/tRAT must complete the make-up assignment within 1 week of the missed iRAT/tRAT unless there are extenuating circumstances.

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 recommended 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 distractible 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> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Faculty member Response Time:

1. The Teaching Partners will work to respond to postings within 24 hours of the posting between Monday and Friday 12 noon. 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.

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:

<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/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 breeching 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®, PharmAcademic, PharmPortfolio

Teaching Partnership Leader

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
6. Assistance with CATME

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

Syllabus Version:

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