Course Purpose:
The purpose of this course is to introduce student pharmacists to population health – that is, the health outcomes of a group of individuals, including the distribution of such outcomes within the group. The focus of this course is on pharmacist’s roles in population health outcomes, identifying and addressing patterns of health determinants, and policies and interventions that link these two. Foundational concepts learned in this course will be revisited and built upon throughout much of the remainder of the PharmD curriculum.

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

Teaching Partnership Leader:
Steven M. Smith, PharmD, MPH
Email: ssmith@cop.ufl.edu
Office: HPNP 3316
Phone: 352-273-5134
Office Hours: By appointment

Teaching Partners:
Folakemi Odedina, PhD Email: fodedina@cop.ufl.edu Phone: 352-273-6268
Rich Segal, PhD Email: segal@cop.ufl.edu Phone: 352-273-6265
Anna Hall, PharmD Email: ahall@cop.ufl.edu Phone: 407-313-7033
Katie Vogel Anderson, PharmD Email: kvanderson@cop.ufl.edu Phone: 352-273-6240
Carol Motycka, PharmD Email: motycka@cop.ufl.edu Phone: 904-244-9590
Jackie Jourjy, PharmD Email: jjourjy@cop.ufl.edu Phone: 407-313-7006

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 That the Public Entrusts a Pharmacist to Perform:

- **EPA A4.** Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
- **EPA C1.** Identify system failures and contribute to a culture of safety and improvement.
- **EPA C2.** Recommend solutions to needs in the medication use system and the healthcare system.
• EPA D2. Exhibit commitment to patients and the community by serving as an advocate and leader.
• EPA D4. Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies.

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

1. Develop social sciences knowledge related to principles of public health and the factors affecting the health and wellbeing of populations. Specifically:
   a. Compare population health from historical and contemporary perspectives.
   b. Cite examples of special populations that comprise the population and factors to consider when identifying the health needs of a population.
   c. Describe systematic preventive care, using risk assessment, risk reduction, screening and education.
   d. Define the biological, social, environmental, and economic determinants of health and implications for population health.
   e. Describe the problem of health disparities and the impact on the US healthcare system.
   f. Explain why health literacy is a public health goal.
   g. Explain why attention to population health is an important priority for US health policy and health systems.
   h. Explain the role of advocacy and leadership in public health.
2. Collaborate effectively with other team members in evaluating the needs of a special population and recommending strategies to enhance population health.
3. Evaluate the needs of a special population and recommend strategies to enhance population health using an evidence-based approach. Specifically, via an assigned project that will be completed across the course:
   a. Recognize and evaluate personal, biological, social, economic, and environmental conditions to maximize health and wellness and prevent disease from a population health perspective.
   b. Compare and contrast the relationship between cultural values, beliefs and health-related behaviors.
   c. Recommend strategies to minimize health disparities.
   d. Recommend strategies to promote health literacy.
   e. Assess the healthcare status and needs of a targeted patient population.
   f. Recommend how health policy and health systems could enhance the health needs of the special population.
   g. Recommend advocacy and leadership opportunities for pharmacists that could contribute to addressing the needs of the special population.
4. Describe community-based and national programs and implementation of activities that advance public health and wellness, recognizing opportunities for pharmacist involvement.
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

Weekly Course Outline

- **Online/individual study class activity**
- **In class activity**

**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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Instructor</th>
<th>Related Learning Objective</th>
<th>Learning Activities/Topic</th>
<th>Inst. Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/19/15</td>
<td>Smith</td>
<td>1a, 1c</td>
<td><strong>MODULE 1: INTRODUCTION TO POPULATION HEALTH</strong></td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>JAX Class: 10:40 – 12:35pm</td>
<td></td>
<td></td>
<td>- Review of Course and Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Introduction to Population Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Readiness Assessment Test #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Review module concepts (as needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Team-Based Learning Application: Population Health Introduction &amp; Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GNV Class: 10:40 am – 12:35 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ORL Class: 2-4PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8/21/15</td>
<td>Odedina</td>
<td>1b, 2, 3a, 3b</td>
<td><strong>MODULE 2: SPECIAL POPULATIONS &amp; CULTURAL AWARENESS, COMPETENCY, AND DIVERSITY</strong></td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>JAX Class: 8:30 – 10:25am</td>
<td></td>
<td></td>
<td>- Special Populations Overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Cultural Awareness, Competency, and Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Readiness Assessment Test #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Review module concepts (as needed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Team-Based Learning Application: Special Populations &amp; Cultural Awareness, Competency, and Diversity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Project Assignment (Team activity): Special Populations Poster Project to be completed as the course progresses and presented at the end of the course</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Instructor</td>
<td>Related Learning Objective</td>
<td>Learning Activities/Topic</td>
<td>Inst. Contact Hours</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>------------</td>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>2</td>
<td>8/26/15</td>
<td>Odedina</td>
<td>1d, 2, 3b</td>
<td><strong>MODULE 3: DETERMINANTS OF HEALTH</strong>&lt;br&gt;- Overview of determinants of health, focusing on social and behavioral determinants, and their implications for population health&lt;br&gt;- Readiness Assessment Test #3&lt;br&gt;- Team-Based Learning Application: Determinants of Health &amp; Implications for Population Health</td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>8/28/15</td>
<td>Odedina</td>
<td>1e, 2, 3c, 3e</td>
<td><strong>MODULE 4: HEALTH DISPARITIES</strong>&lt;br&gt;- Overview of health disparities with focus on U.S. healthcare system&lt;br&gt;- Readiness Assessment Test #4&lt;br&gt;- Review module concepts (as needed)&lt;br&gt;- Team-Based Learning Application: Health Disparities in the U.S. healthcare system</td>
<td>1.75</td>
</tr>
<tr>
<td>3</td>
<td>9/2/15</td>
<td>Hall/ Miguel</td>
<td>1f, 2, 3d</td>
<td><strong>MODULE 5: HEALTH LITERACY</strong>&lt;br&gt;- Health Literacy for Public Health Professionals (CDC)&lt;br&gt;- Readiness Assessment Test #5&lt;br&gt;- Review module concepts (as needed)&lt;br&gt;- Team-Based Learning Application: Health Literacy in Population Health</td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>9/4/15</td>
<td>Smith</td>
<td>1g, 2, 3f, 4</td>
<td><strong>MODULE 6: HEALTH POLICY &amp; HEALTH SYSTEMS IN POPULATION HEALTH</strong>&lt;br&gt;- Overview of Health Policy related to Population Health&lt;br&gt;- Health Systems Approaches to Population Health&lt;br&gt;- Readiness Assessment Test #6&lt;br&gt;- Review module concepts (as needed)&lt;br&gt;- Team-Based Learning Application: Health Policy &amp; Health Systems Approaches to Population Health</td>
<td>1.75</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Instructor</td>
<td>Related Learning Objective</td>
<td>Learning Activities/Topic</td>
<td>Inst. Contact Hours</td>
</tr>
<tr>
<td>------</td>
<td>--------------</td>
<td>--------------</td>
<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>4</td>
<td>9/9/15</td>
<td>Vogel Anderson</td>
<td>1h, 2, 3g</td>
<td><strong>MODULE 7: ADVOCACY AND LEADERSHIP</strong>&lt;br&gt;- Advocacy and Leadership in Population Health&lt;br&gt;- Readiness Assessment Test #7&lt;br&gt;- Review module concepts (as needed)&lt;br&gt;- Advocacy &amp; Leadership Panel Discussion</td>
<td>1.75</td>
</tr>
<tr>
<td></td>
<td>9/11/15</td>
<td>All Faculty</td>
<td>2, 3a-g, 4</td>
<td><strong>FINAL TEAM PRESENTATIONS</strong>&lt;br&gt;- Team will upload a Final Poster Project.&lt;br&gt;- Poster Presentation Session: Team will present poster and review posters of other teams</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>9/18/15</td>
<td></td>
<td></td>
<td><strong>FINAL EXAM</strong></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>9/18/15</td>
<td>All Faculty</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Textbooks**
There is no required text for this course. Required reading materials will be posted in the Canvas course site.

**Materials and Supplies Fees:** None

**Student Evaluation & Grading**
Evaluation Methods and how grades are determined

**Team Project:**
Student teams will be assigned a special population (covered in detail in Module 2) that will be the focus of the project. Detailed instructions of the special population project will be provided in separate documentation on the Canvas course site. Briefly, student teams will be expected to evaluate how the concepts covered in class (e.g., cultural aspects, determinants of health, health disparities, health
literacy, health systems and policy) impact the health and well-being of their special population, with particular focus on those factors that have special relevance to their special population. In addition, student teams will be expected to propose a comprehensive plan for a population health improvement program, that includes pharmacists, aimed at improving the health and well-being of their special population. Each week, teams will apply concepts learned in the course to progressively complete the project. The final culmination of the project will be a poster presentation on the final day of the course. The format for the poster presentation session will be similar to the experience of a poster presentation session at a professional meeting. Students will be evaluated by faculty on their physical poster, as well as the oral presentation of their poster to rounding faculty and peers.

Course Grade Breakdown:

<table>
<thead>
<tr>
<th>Activity/Assessment</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Readiness Assessment Tests* (7 @ 2.5% each; lowest dropped)</td>
<td>15%</td>
</tr>
<tr>
<td>Team Readiness Assessment Tests* (6 @ 3% each; lowest dropped)</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in Classroom Active Learning (Rubric: Appendix B)</td>
<td>5%</td>
</tr>
<tr>
<td>Team Project Faculty Evaluations (Rubric: Appendix C)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Please note that team-related activity (specifically, tRAT and team project) grades will be adjusted downward should your peer evaluations collected within the Professional Development Course indicate that your contributions to your team needs improvement. The adjustment will be 10% of the available points for that activity. For example, if your peer evaluations indicated your contributions needed improvement, you would receive a 1.5% grade point reduction from your tRAT performance and a 3% reduction from your team project, for a total of a 4.5% reduction in your final course grade.

Grading Scale

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

Rounding of grades: Final course grade will only be rounded up if the decimal is 0.5 or higher.
Educational Technology Use
The following technology below will be used during the course and the student must have the appropriate technology and software. Appendix A outlines who to contact if you have questions about technology.

1. ExamSoft®
2. Canvas Learning Management System

Class Attendance Policy
Policy Across All 1PD-3PD courses:
Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: documented illness, family emergencies, religious holidays, and other reasons of serious nature. Conflict with work schedules is an unexcused absence.

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader and your campus specific director must be 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, as well as adverse effects on the readiness assessment test portion of the course grade (i.e., a zero on the iRAT and tRAT for that module). Readiness Assessment Tests cannot be made up at a later date.

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. 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.

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. Additional time will not be granted.

**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:**

1. Any appeals related to exam questions must be made in writing with an evidence-based explanation.

2. The student is allowed to submit only 1 appeal request, but multiple questions may be appealed within this single request.

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:**
Make-up readiness assessment tests are not offered. The lowest iRAT and tRAT grades 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/scr/honorcodes/honorcode.php](http://www.dso.ufl.edu/scr/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 distracting behaviors in class.
- Appropriately use the computer in class, i.e., do not be looking at unrelated information on the website during class.
- Participate in class or group discussions.
- Raise one’s hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- Seek assistance with academic or personal difficulties as soon as possible.

Communications

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

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

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: [http://www.albion.com/netiquette/corerules.html](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 a 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:
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®

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
4. ISIS

   Phone: (352)-392-4357
Appendix B. Class Participation Rubric

Note: The instructor may deduct 1-3 points from the total score if the student is found to not be engaged in course activities. Examples: 1) reading non-course related materials that are either in hard-copy or web-based, 2) studying for other courses, 3) using a laptop for activities that are not course-related.

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
</table>
| 5     | Demonstrates excellent preparation: Contributes to solving the problem/case by synthesizing information from course materials. In addition, contributes information from additional resources and references.  
       | Puts together pieces of the discussion to develop new approaches/solutions that take the class further. (eg, offers analysis, synthesis and evaluation of the problem/case and course materials)  
       | Contributes to ongoing discussion in a very significant way: keeps analysis focuses, responds thoughtfully to other students’ comments, contributes to cooperative argument-building, suggests alternative ways of approaching the material, helps class analyze which approaches are appropriate.  
       | Demonstrates ongoing very active involvement. |
| 4     | Demonstrates good preparation; knows case or reading facts well; has thought through implications of them.  
       | Offers interpretations and analysis of the case/problem being discussed in class (eg, more than just facts).  
       | Contributes well to discussion in an ongoing way: responds to other students’ points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.  
       | Demonstrates consistent involvement. |
| 3     | Demonstrates adequate preparation: knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them.  
       | Offers straightforward information (eg, straight from the case or reading) without elaboration.  
       | Does not offer to contribute to discussion; only contributes to discussion when called on.  
       | Demonstrates sporadic involvement. |
| 2     | Evidence of adequate preparation is not consistent: Sometimes knows basic case or reading facts and sometimes cannot answer/respond to questions. Does not show evidence of interpreting or analyzing facts.  
       | Does not contribute to discussions even when called on. |
| 1     | Essentially no evidence of adequate preparation: Multiple instances where the student was unable to provide basic case or reading facts.  
       | Tries to respond when called on but does not offer much. |
| 0     | Demonstrated at least one of the following: Not prepared for any of the class sessions  
       | Disruptive in multiple class sessions; During multiple class sessions was engaged in activities unrelated to the course |

Reference: Adapted from the following - [http://teaching.colostate.edu/tips/tip.cfm?tipid=172](http://teaching.colostate.edu/tips/tip.cfm?tipid=172)
## Appendix C. Team Project – Faculty Poster Evaluation

<table>
<thead>
<tr>
<th>Criteria (30 possible points)</th>
<th>Proficient (6 points)</th>
<th>Competent (4.5 points)</th>
<th>Advanced Beginner (3 points)</th>
<th>Novice (0 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Content</strong> (Poster and Verbal Presentation) (Weighted 2X)</td>
<td>Thoroughly but concisely presents main points of the project.</td>
<td>Adequately presents main points of the project.</td>
<td>Main points of the project are presented but the findings are not as sufficient and/or well-organized.</td>
<td>Main points of project are very poorly presented.</td>
</tr>
<tr>
<td></td>
<td>Comprehensively identifies needs of the special population and recommendations show thoughtful analysis of the issues.</td>
<td>Identifies needs of the special population and recommendations but, analysis of the issues could be improved.</td>
<td>Does not fully identify needs of the special population. Recommendations do not show thoughtful analysis of the issues.</td>
<td>Does not fully identify needs of the special population.</td>
</tr>
<tr>
<td></td>
<td>Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation.</td>
<td>Narration and/or answering of questions is adequate and adds to the presentation.</td>
<td>Narration and/or answering of questions is lacking.</td>
<td>Narration and/or answering of questions is lacking.</td>
</tr>
<tr>
<td><strong>Visual Presentation of Poster</strong></td>
<td>Overall visually appealing; not cluttered; Colors and patterns enhance readability. Uses font sizes/variations which facilitate organization, presentation, and readability of the project.</td>
<td>Visual presentation is adequate. Although overall visually appealing, there are some colors, fonts, and variations that detract the presentation.</td>
<td>Visual presentation needs improvement. Presentation exhibits at least one of the following: visually cluttered, colors and patterns detract from readability, font sizes/variations are distractions.</td>
<td>Presentation needs significant improvement. The presentation is not appealing, and cluttered. Font sizes/variation are distracting.</td>
</tr>
<tr>
<td></td>
<td>Graphics are engaging and enhance the text. Content is clearly arranged so the viewer can understand order without narration.</td>
<td>Graphics are used but may not necessarily enhance the text.</td>
<td>Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration.</td>
<td>Graphics do not enhance the text.</td>
</tr>
<tr>
<td><strong>Documentation of Sources</strong></td>
<td>Cites all data/references. References are excellent and show thoughtful insights</td>
<td>Cites all data/references. Most references show thoughtful insights in addressing the</td>
<td>Cites all data/references. References are adequate but do not infer thoughtful</td>
<td>Minimal citation of references/data. References clearly do not infer thoughtful</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in addressing the needs of special populations.

needs of special populations.

identification and analysis of information.

identification and analysis of information.

| Spelling and Grammar | No spelling and grammar mistakes. | No spelling and grammar mistakes. | One or two spelling and grammar mistakes. | Noticeable spelling and grammar mistakes. |

Reference:
Adapted from - http://www.cornellcollege.edu/LIBRARY/faculty/focusing-on-assignments/tools-for-assessment/poster-presentation-rubric.shtml