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 pharmacists’ 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 whom to contact)*

**Teaching Partnership Leader:**
Steven M. Smith, Pharm.D., 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

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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:**  
Dorci Nance, M.A.  
Email: dorciuf@ufl.edu  
Office: HPNP 4309  
Phone: 352-273-6523  
Office Hours: By email and appointment

**Instructional Designer:**  
Justin DeLeo, M.Ed.  
Email: jdeleo1970@ufl.edu  
Office: HPNP 4312  
Phone: 352-273-5558  
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: Unless otherwise noted, 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

**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. Please note that reading times are estimates based on average words-per-minute.
<table>
<thead>
<tr>
<th>Date</th>
<th>Mod &amp; Unit</th>
<th>Unit Topic</th>
<th>Learning Resources will include Lecture Videos and readings.</th>
<th>Contact Hours [hr.]</th>
<th>Faculty</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of August 22</strong></td>
<td>Mod 01 Week 1</td>
<td><strong>Introduction to Population Health</strong></td>
<td><strong>Online/Individual Study:</strong></td>
<td>3.5hrs</td>
<td>Smith, Motycka, Jourjy</td>
<td>1a, 1c</td>
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<td>Readings:</td>
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<tr>
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<td></td>
<td>1. What is Population Health?</td>
<td>25min</td>
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<td>2. Ensuring Population Health: An Important Role for Pharmacy</td>
<td>10min</td>
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<td><strong>Optional Reading:</strong></td>
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<td>Measuring the Health of Communities—How and Why?</td>
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<td>1. Intro to Population Health Lecture</td>
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<td>1. A Brief Primer on Population Health</td>
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<td><strong>Supplemental Videos:</strong></td>
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<td>1. Community Pharmacies &amp; Immunization</td>
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<td>2. Clinical Pharmacists in Project IMPACT: Diabetes</td>
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<td>3. Detroit Future City</td>
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<tr>
<td>8/24/16</td>
<td>Mod 2 Week 1</td>
<td><strong>Special Populations &amp; Cultural Awareness, Competency, and Diversity</strong></td>
<td><strong>In-Class Activities:</strong></td>
<td>4.5hrs</td>
<td>Smith, Motycka, Jourjy, Odedina</td>
<td>1b, 2, 3a, 3b</td>
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<tr>
<td><strong>JAX/ORL Class:</strong></td>
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<td></td>
<td>• Module 1 iRAT and tRAT</td>
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<tr>
<td>8:30 – 10:25am</td>
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<td>• Review module concepts (as needed)</td>
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<td><strong>GNV Class:</strong></td>
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<td>• Team-Based Learning Application: Population Health Introduction &amp; Overview</td>
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<td>10:40-12:35pm</td>
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<td><strong>2hr</strong></td>
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<td>Smith</td>
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<tr>
<td><strong>Week of August 22</strong></td>
<td>Mod 2 Week 1</td>
<td><strong>Special Populations &amp; Cultural Awareness, Competency, and Diversity</strong></td>
<td><strong>8/26/16 No Live Class</strong></td>
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<td><strong>Online/Individual Study:</strong></td>
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<td>1. The Health of Lesbian, Gay, Bisexual, and Transgender People</td>
<td>12min</td>
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<td>2. Exploring the Paradox of U.S. Hispanics’ Longer Life Expectancy</td>
<td>15min</td>
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<td>3. Immigration and the health of U.S. black adults: Does country of origin matter?</td>
<td>75min</td>
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<td>4. The effect of race and sex on physicians’ recommendations for cardiac catheterization</td>
<td>35min</td>
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<td><strong>Lecture Videos:</strong></td>
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<td>1. Special Populations Overview</td>
<td>52min</td>
<td>Odedina</td>
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<tr>
<td>Week of August 29</td>
<td>Mod 3 Week 2</td>
<td>Determinants of Health: Overview of determinants of health, focusing on social and behavioral determinants, and their implications for population health.</td>
<td>4hr</td>
<td>Smith, Motycka, Jourjy, Odedina</td>
<td>1d, 2, 3b</td>
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</table>
| 8/30/16          |              | **Online/Individual Study:**  
|                  |              | **Readings:** Closing the gap in a generation: health equity through action on the social determinants of health.  
|                  |              | **Focus on the Executive Summary and Chapters 3 & 4.**  
|                  |              | -Reference material available in module.  
|                  |              | **Lecture Videos:**  
|                  |              | 1. Determinants of Health 1  
|                  |              | 2. Determinants of Health 2  
|                  |              | **Educational Videos:**  
|                  |              | 1. Health Disparities & Social Inequality  
|                  |              | 2. Genomic and Health Disparities Lecture Series  
| 8/31/16          | JAX/ORL Class: 8:30 – 10:25am  
|                  | GNV Class: 10:40-12:35pm | **In-Class Activities:**  
|                  |              | • Module 2 & 3 iRAT and tRAT  
|                  |              | • Team-Based Learning Application: Special Populations & Cultural Awareness, Competency, and Diversity; Determinants of Health & Implications for Population Health  
|                  |              | 2hr | Odedina |  
| Week of August 29 | Mod 4 Week 2 | Health Disparities: Overview of health disparities with focus on U.S. healthcare system. | 5.5hrs | Smith, Motycka, Jourjy, Odedina | 1e, 2, 3c, 3e |
|                  |              | **Online/Individual Study:**  
|                  |              | **Readings:**  
|                  |              | 1. Unequal Treatment: What Healthcare Providers Need to Know about Racial and Ethnic Disparities in Health Care  
|                  |              | 2. ASHP statement on racial and ethnic disparities in health care  
|                  |              | 3. Pharmacogenomics and the Challenge of Health Disparities  
|                  |              | 30min |  
|                  |              | 25min |  
|                  |              | 45min |  

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Times</th>
<th>In-Class Activities</th>
<th>Online/Individual Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/02/16</td>
<td>GNV Class: 10:40-12:35pm</td>
<td>• Module 4 iRAT and tRAT</td>
<td>• Complete: Health Literacy for Public Health Professionals (CDC Module)</td>
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<tr>
<td></td>
<td>JAX/ORL Class: 1:55-3:50pm</td>
<td>• Team-Based Learning Application: Health Disparities</td>
<td>• Explore: Health Literacy Guidance and Standards (CDC)</td>
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<tr>
<td>9/05/16</td>
<td>Online/Individual Study:</td>
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<tr>
<td>9/06/16</td>
<td>GNV Class: 4:05-6:00pm</td>
<td>• Module 5 iRAT and tRAT</td>
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<td></td>
<td>• Team-Based Learning Application: Health Literacy in Population Health</td>
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<tr>
<td>9/07/16</td>
<td>Educational Video:</td>
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<td>Date</td>
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</tbody>
</table>
| 9/08/16    | JAX/ORL Class:1:55 – 3:50pm  | Lecture Videos:  
1. Health Policy & Population Health  
2. Health Systems & Population Health | 70min | Smith                          |                               |
|            | GNV Class:4:05-6:00pm           | In-Class Activity:  
- Module 6 iRAT and tRAT  
- Health Policy & Health Systems Approaches to Population Health | 2hr | Smith                          |                               |
|            | Week of September 12 | Advocacy & Leadership | 3hr | Vogel, Anderson, Smith, Motycka, Jourjy |                               |
| 9/12/16    | Lecture Video:  
1. Patient Advocacy | Online/Individual Study:  
Reading: The Technology-Enabled Patient Advocate - A Valuable Emerging Healthcare Partner | 50min | Vogel                          |                               |
|            | Week of September 12 | In-Class Activity:  
- Module 7 iRAT  
- Advocacy & Leadership Panel Discussion | 2hr | Vogel, Anderson                |                               |
| 9/16/16    | All Campus VC:  
1:55 – 3:50pm | Week 4  
Final Team Presentations | 3hr | All Faculty  
2, 3a-g, 4 |                               |
|            | ORL  
9:00a-12:00p  
3rd Floor Atrium  
GNV  
9:00a-12:30p  
MDL  
JAX  
10:30a-4:00p  
LRC | Online/Individual Study:  
- Team will upload Final Poster Project. |                  |                               |                               |
| 9/22/16    | Week 5  
Final Exam Review Session (BBB) |                  |                  | Smith, Odededina, Hall, Vogel, Anderson |                               |
| 9/23/16    | Exam  
Final Exam 4:30-6:30pm |                  |                  |                                |                               |
|            | Total Instructor Contact Hours: |                  |                  | 31                            |                               |

**Textbooks**

There is no required text for this course. Required reading materials will be posted in the Canvas site.
Materials and Supply 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 Week 1) 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>
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</thead>
<tbody>
<tr>
<td>Individual Readiness Assessment Tests (6 @ 3% each; lowest dropped)</td>
<td>15%</td>
</tr>
<tr>
<td>Team Readiness Assessment Tests (5 @ 3% each)</td>
<td>15%</td>
</tr>
<tr>
<td>Participation in Classroom Active Learning (Rubric: Appendix B)</td>
<td>5%</td>
</tr>
<tr>
<td>• Comprehensive Assessment at end of the course</td>
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<tr>
<td>Team Project Faculty Evaluations (Rubric: Appendix C)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>35%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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*Note that up to 5 additional points may be deducted from final course grade for unexcused absences, tardiness, and other forms of unprofessional behavior according to the Professionalism Assessments policy described elsewhere in syllabus.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>92.50-100%</td>
<td>A</td>
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<tr>
<td>89.50-92.49%</td>
<td>A-</td>
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<tr>
<td>86.50-89.49%</td>
<td>B+</td>
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<tr>
<td>82.50-86.49%</td>
<td>B</td>
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<tr>
<td>79.50-82.49%</td>
<td>B-</td>
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<tr>
<td>76.50-79.49%</td>
<td>C+</td>
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<td>&lt; 76.50%</td>
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</table>

Rounding of grades: Final grades in Canvas will be rounded to the 2nd decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **no exceptions** will be made in situations where a student’s grade is “close.”
**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

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

**Class Attendance & Excused/Unexcused Absences**

Attendance and punctuality are expected of pharmacists in practice since they are essential elements in maintaining quality patient care, including patient safety. The Pharm.D. program has firm policies about attendance in order to instill good habits that will be needed in practice, and also because class participation is essential for developing the knowledge, skills, and attitudes essential for success as a pharmacist. Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required attendance. Similar to the employment expectations in pharmacy practice, **tardiness and unexcused absences are not tolerated.**

Student attendance may be excused in the following situations: serious illness (3 or more consecutive days requires a health care provider note/documentation), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of that are of a serious nature or unexpected. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) **will be** excused. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). For unusual situations (e.g., wedding that was planned before admission), the student is expected to have already informed the Office of Student Affairs.

Students who have an infectious illness that is in the contagious phase should not come to class. This is an excused illness. The grade book will show EX or excused for the grade of a missed quiz or iRAT and the course grade will be computed without consideration of these missing points unless a makeup is assigned. If the instructor assigns a makeup assignment, the EX grade will be replaced with the grade earned on the makeup assignment.

Both excused and unexcused absences are tracked across the curriculum. Students with repeated absences may be requested to provide a higher level of documentation and the course leader will include the Associate Dean for Student Affairs in addressing the issue.

**Requests for Excused Absence**

A request for an excused absence must be communicated prior to the class session by email. The email format below must be used for all communications about absences. The email must be addressed to absent1PD@cop.ufl.edu. This message will be received by the Academic Coordinator, distant campus, and Education Coordinator. The Academic Coordinator will communicate the information to the Teaching Partnership Leader/Course Director. If email is not possible, the student should call the Academic Coordinator (see phone number in syllabus). The Academic Coordinator will coordinate all communications about the absence request and therefore, serve as the point of contact about decisions and other information. Students are encouraged to call the Academic Coordinator for assistance with excused absences. The following format is recommended:

```
To: absent1PD@cop.ufl.edu
Subject: PHA XXXX – Excused Absence request
Dear ____________,
Professionally and politely request an excused absence. Explain the nature of conflict and rationale for receiving an excused absence. Thank the faculty/staff member for their consideration of your special request.
Salutation,
Type in your full name, last 4 digits of UF-ID #, and Campus Name
```
Failing to follow this policy will render the absence unexcused. The expectation of prior notification will be exempted in situations where there was an emergency situation such as an accident or similar serious situation.

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 student is responsible for follow up and confirming whether the absence is excused or unexcused.

Make-Up Assignments
Makeup assignment(s) may be provided for any excused absence(s). Due to the block curriculum model, students are encouraged to complete the make up within one-week of the missed session(s). If the situation leads to missing multiple class sessions and makeup by end of the course becomes difficult, the student and Teaching Partnership Leader/Course Director will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

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.

Professionalism Assessments
Professionalism is an educational outcome of the Pharm.D. program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated at each annual milestone to determine progression and eventual readiness for graduation.

Unprofessional behaviors and attitudes will result in a deduction of points in the overall course grade in which the event occurred. Unexcused absences are considered to be unprofessional behavior. Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor; classroom behaviors that are distracting or disruptive to others; use of cell/smart phones during class; reading emails/messages; use of social media; leaving class early without informing the faculty or staff member; disrespectful behaviors toward faculty, staff, or other students; and inappropriate discussion board or social media postings. For incidents of lateness to class, an assessment will be made about the seriousness of the tardiness, and this will be used to determine the course of action. Nonadherence to the dress code policy is also considered unprofessional behavior. Students who do not comply with the dress code will be assessed as unprofessional and also asked to leave class as noted in the dress code policy.

Across the academic year, unprofessional behaviors will be tracked across all courses. Each offense will result in a grade deduction in the course in which the unprofessional behavior occurred. The maximum grade deduction that will be applied to each course is 5% from the final course percentage grade. Repeated unprofessional behaviors will also be evaluated as an end of year milestone, and can negatively impact curricular progression.
Quiz & iRAT/tRAT Policies
1. Students must bring their laptop or tablet to class in order to participate in the quiz/iRAT/tRAT.
2. All quizzes/iRATs/tRATs are closed book unless otherwise noted by the instructor.
3. At the start of the quiz/iRAT, the access code will be provided. Students who miss getting the access code because they were late will not be allowed to take the quiz/iRAT and a grade of zero will be assigned unless there is an excused absence.
4. When a student completes a quiz/readiness-assessment test (RAT), they must close their laptop or turn over their tablet to indicate they are finished with the assessment. These devices should not be used until the instructor has announced that the quiz/RATs have ended.
5. Students who miss the iRAT may take the tRAT if they are in class at the start of the tRAT. (The Academic or Education Coordinator will assess the time of arrival and indicate to students who enter the classroom late whether they can join their team and participate in the tRAT.)
6. Students may not leave the room during the iRAT and tRAT.
7. All students must remain quiet during the iRATs and as other team are completing the tRATs.
8. For tRATs, a team may appeal the answer to a question to the instructor after the active learning session within 24 hrs. The appeal must be evidence-based and in writing. Such an appeal process is not applicable to quizzes, iRATs, and exams.

Exam Policy
During any Exam:
1. Students must wait outside the testing room until the proctor enters.
2. The following items are not allowed to be accessed during the exam: cell phones, other electronic or digital devices including smart watches, pagers, photographic devices, and recording devices. Any watches must be placed on the top of the desk for proctor review.
3. All backpacks, purses or other bags should be kept away from the student’s designated testing space and must not be accessed during the exam. 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.
4. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below.
5. There must be no talking or other disruptive behavior during the distribution or taking of the exam.
6. Calculators must meet the following requirements: Only nonprogrammable calculators are allowed unless the course has a specific policy.
9. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
10. Other exam rules may be instituted during the progression of the course.
11. 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.
12. If there is urgent need to use the restroom, the Proctor will provide guidance.

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

After an Exam
Policy across All 1PD-3PD courses where ExamSoft is used:
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. There are no exam appeals except in instances where the student deems there is a possible grading/grade calculation error. Following release of the exam grades, the student has 3 business days to contact the Teaching Partner and Academic Coordinator to clarify questions and appeal any possible grading errors.

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. Any appeals related to exam questions must be made in writing with an evidence-based explanation.
3. The student is allowed to submit only 1 appeal request, but multiple questions may be appealed within this single request.
4. When an appeal is made to re-grade an exam, the entire exam will be re-evaluated and scored.

Make-up Quiz/iRAT/tRAT/Exam Policy
Policy across All 1PD-3PD courses:
Makeup exams are given only under special circumstances and only for excused absences. (The policies related to requesting an excused absence also apply to makeup requests for quizzes/iRATs and exams.) If the student is unable to take a scheduled assessment, the Teaching Partnership Leader/Course Director and Academic Coordinator must be notified before the assessment or if it is an emergency situation, as soon as possible. The instructor will arrange an alternate deadline for the assessment consistent with the University examination policies. The questions on the makeup assessment may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the assessment administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to be present for the make-up assessment will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

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

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/Course Director.

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 circumstances in order to meet academic standards.

**How to Request Learning Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email (carswell@cop.ufl.edu), fax (352-273-6219) or in person at G235 (Student Services Suite) of the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student’s learning activities, exams, and assessments because 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. 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 Academic Coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- Dress appropriately for class sessions or clinically related activities.
- Turn off cell phones and other electronic communication devices during a class session or phone conference.
- Be quiet during class sessions including peer presentations.
- Be focused and avoid distractive behaviors in class.
- Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- Participate in class or group discussions.
- Raise one’s hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- Address concerns about performance or course material directly with the Teaching Partnership Leader/Course Director.
- Seek assistance with academic or personal difficulties as soon as possible.

**Communications**

**Course-related Communications**

Students with questions about course content should post questions on the discussion board. As noted in the attendance policy, communications about class attendance/absence should be emailed to absent1PD@cop.ufl.edu. The student may email the course leader for any other needs that are personal in nature (e.g., request for accommodations, personal issues such as illness, emergencies).

**Faculty member Response Time:**

1. The course faculty will work to respond to discussion board postings and email communications within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

**Email Communications:**
1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy
The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course faculty. (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.

Student 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 Teaching Partnership Leader/Course Director via a professional email. This allows the Teaching Partnership Leader/Course Director 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 Teaching Partnership Leader/Course Director. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Question/Answer sessions in live class sessions:
Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, “What material will be covered on an upcoming exam?” or, “Do we need to know dosing for the exam?” are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.
**Student Complaint Process**
Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader/Course Director. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office: ([https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)).

**Religious Holidays**
Please see the University policy on attendance and religious holidays: [http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious](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 Teaching Partnership Leader/Course Director or Associate Dean for Student Affairs 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](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**
Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

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; and for Orlando 407-425-2624.

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 the Teaching Partnership Leader/Course Director. In addition, students are encouraged to contact their advisor or Campus Director/Associate Dean for Student Affairs for assistance.

**Faculty Lectures/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/Education Coordinator:**
1. Issues related to course policies (absences, make up exams, missed attendance)
2. Absence requests (Only the Academic Coordinator handles absence requests)
3. Questions about dates, deadlines, meeting place
4. Availability of handouts and other course materials
5. Assignment directions
6. Questions about grade entries gradebook (missing grades, wrong grade)
7. Assistance with ExamSoft® (Distant campus students may contact Education Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

**Teaching Partnership Leaders/Course Directors**
1. Questions about grades
2. Concerns about performance
3. Guidance when there are performance problems (failing grades)
4. General questions about content

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

**Technical Support:**
For technical support related to eLearning, educational videos, mobile learning tools and other course-related issues, contact **College of Pharmacy Educational Technology Support** at:
- Gainesville Office Hours: HPNP Rm. 4309 or 4312, Monday – Friday, 8:30 am to 4:30 pm
- E-mail: edu-help@ahc.ufl.edu
- Phone: 352-273-9492

Contact the **University of Florida Computing Help Desk** for issues related to Gatorlink accounts, UF e-mail, ONE.UF, myUFL and other centralized UF systems, contact UF Computing Help Desk at:
- Website: [https://my.it.ufl.edu/CherwellPortal/UFITServicePortal](https://my.it.ufl.edu/CherwellPortal/UFITServicePortal)
- E-mail: helpdesk@ufl.edu
- Help Wiki: [https://wiki.helpdesk.ufl.edu/](https://wiki.helpdesk.ufl.edu/)
- 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 (Poster and Verbal Presentation)</strong> (Weighted 2X)</td>
<td>Thoroughly but concisely presents main points of the project. Comprehensively identifies needs of the special population and recommendations show thoughtful analysis of the issues. Intervention has a clear, direct link to population need/disparity. Narration and/or answering of questions is engaging, thorough, and adds greatly to the presentation.</td>
<td>Adequately presents main points of the project. Identifies needs of the special population and recommendations but, analysis of the issues could be improved. Intervention somewhat aligned to population need/disparity. Narration and/or answering of questions is adequate and adds to the presentation.</td>
<td>Main points of the project are presented but the findings are not as sufficient and/or well-organized. Does not fully identify needs of the special population. Recommendations do not show thoughtful analysis of the issues. Intervention is only marginally aligned to the population need/disparity. Narration and/or answering of questions is somewhat lacking.</td>
<td>Main points of project are very poorly presented. Does not fully identify needs of the special population. Recommendations do not show thoughtful analysis of the issues. Intervention unrelated to population need/disparity. 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. Graphics are applicable, engaging and enhance the text. Content is clearly arranged so the viewer can understand order without narration.</td>
<td>Visual presentation is adequate. Although overall visually appealing, there are some colors, fonts, and variations that detract the presentation. Graphics are used but may not necessarily enhance the text or are only tangentially related to the project.</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; graphics have little meaningful connection with the text. Content arrangement is somewhat confusing and does not adequately assist the viewer in understanding order without narration.</td>
<td>Presentation needs significant improvement. The presentation is not appealing, and cluttered. Font sizes/variation are distracting. Graphics are irrelevant or not included. Content arrangement is confusing and does not adequately assist the viewer in understanding order without narration.</td>
</tr>
<tr>
<td><strong>Documentation of Sources</strong></td>
<td>Cites all data/references. References are excellent and show thoughtful insights in addressing the needs of special populations.</td>
<td>Cites all data/references. Most references show thoughtful insights in addressing the needs of special populations.</td>
<td>Cites all data/references. References are adequate but do not infer thoughtful identification and analysis of information.</td>
<td>Minimal citation of references/data. References clearly do not infer thoughtful identification and analysis of information.</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>No spelling or grammar mistakes.</td>
<td>No spelling or grammar mistakes.</td>
<td>Several spelling and grammar mistakes.</td>
<td>Spelling and grammar mistakes noticeably distracting.</td>
</tr>
</tbody>
</table>

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