History of Pharmacy
PHA5020
Fall 2016   Elective Block
2 Semester Credit Hours

Course Purpose:
This course introduces students to the history and development of the Profession of Pharmacy with special emphasis placed on the history of pharmacy in Florida. Students will explore the growth of professionalism and professional organizations, commercial and industrial growth, development of education, governance of pharmacy, establishment of literature, and the development of the pharmaceutical sciences. Using primary sources and narratives, students will foster an interest in history of pharmacy and understand the impact that visionary leaders and entrepreneurs have made on the development of the profession by analyzing the personal and professional characteristics of these pharmacy heroes.

Course Faculty and Office Hours
Teaching Partnership Leader:
Janet Schmittgen RPh
Email: jschmittgen@cop.ufl.edu   Office: HPNP 2335
Phone: (352) 273-6234
Preferred form of contact: Email

Academic Coordinator
Sarah Burgess, M.Ed.
Email: sburgess@cop.ufl.edu
Office: HPNP 4312   Phone: 352-273-5617
Office Hours: by email and appointment
This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:

1. **EPA D1.** Demonstrate soft-skills in daily practice including interprofessional team collaboration (eg, interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
2. **EPA D2.** Exhibit commitment to patients and the community by serving as an advocate and leader.
3. **EPA D3.** Demonstrate responsibility for personal and professional development.

Course Objectives

Upon completion of this course, the student will:

1. Interpret and analyze historical pharmacy data and information from historical sources and references.
2. Provide an appropriate historical context of historical sources and references.
3. Demonstrate appropriate historical compounding techniques using traditional pharmaceutical methods.
4. Document written laboratory reports using traditional techniques for pharmaceutical compounding.
5. Develop a monograph for a Patent Medicine product and discuss how patent medicines developed and how they helped influence the development of modern medicine.
6. Describe how past pharmacists with an entrepreneurial mindset helped to shape the profession of pharmacy and what pharmacists today can learn from their success.
7. Create a professional biographical sketch and written reflection on a pharmacy hero who influenced and helped shape the Pharmacy Profession.
8. Describe attributes of a past pharmacy leader that you would like to personally develop and/or you feel apply to a need in the pharmacy profession today
9. Utilize historical resources (primary, secondary, tertiary) and tools to prepare a research project/presentation on a relevant topic in the history of pharmacy.
10. Formulate written materials, interviews, and presentations regarding the history of pharmacy.
11. Present a historical research project that includes a perspective of what pharmacists today can learn from the past.
12. Apply wisdom about pharmacy’s past to guide evolving changes in the pharmacy profession.

Pre-Requisite Knowledge and Skills

Successful completion of first year of Pharm.D. curriculum, including milestones.

Co-requisites

None required
Lab Location & Sessions:

1. Location: Skills Lab on each campus
   a. Gainesville: Skills Lab
   b. Jacksonville: Skills Lab
   c. Orlando: Skills Lab

Weekly Course Outline

Course Structure

This course a blended learning format that encompasses reading, workshops, and projects. It will include a traditional wet lab which focus on historical compounding techniques. This course combines online and real time lectures, small group discussion, laboratory instruction and student presentations. The student should expect to spend 3 hours per day viewing lectures, reading, attending discussions/workshops, and laboratory sessions. Approximately 6 hours per day should be devoted to research, assignments, and a presentation project.

The course will take place over a 2 week period selected for elective courses.

<table>
<thead>
<tr>
<th>Date Recommended Dates for Viewing Videos</th>
<th>Mod. and Unit</th>
<th>Unit Topic</th>
<th>Learning Resources will include Lecture Videos and readings.</th>
<th>Learning Obj.</th>
<th>Faculty</th>
<th>Contact Hours [hr.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 12/5 (M)</td>
<td>1</td>
<td>Module 1</td>
<td>1-2</td>
<td>Schmittgen, Thomas</td>
<td>3.25 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watch: Introduction to History of Pharmacy</td>
<td>Schmittgen</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watch: Guide to reading historical pharmacy texts</td>
<td>Thomas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Drugstore Memories Preface &amp; Introduction p.vii-ix, 1-5, George Thurber p.24-35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How to Read Historical Narrative Texts-Julie Thomas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>ONLINE QUIZ</strong></td>
<td></td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td>Week 1 12/5 (M)</td>
<td>2</td>
<td>Module 2</td>
<td>1-2, 6</td>
<td>Dr. Tony Palmieri</td>
<td>3.25 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watch: Objects &amp; Tools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1 12/6 (T)</td>
<td>3</td>
<td>Module 3</td>
<td>1-2, 5-6</td>
<td>Schmittgen</td>
<td>hr</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---</td>
<td>----------</td>
<td>---------</td>
<td>------------</td>
<td>----</td>
<td></td>
</tr>
<tr>
<td>WEEK 1 12/6 (T)</td>
<td>3</td>
<td>Module 3</td>
<td>1-2, 5-6</td>
<td>Schmittgen</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Watch:</td>
<td>Art of Compounding/Materia Medica</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch:</td>
<td>Law and Regulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td>American Pharmacy Governance of Pharmacy p. 75-86</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td>Introduction p.65-69, Shine Phillips 120-125, Jacob Eisen p.138-141</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td>National Formulary, Pharmacy Compounding selected readings,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td>Remington selected readings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ONLINE QUIZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework Assignment Due (Bring to Class Discussion/Workshop session) Patent Medicine Monograph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12/7 (W) ORL and GNV @ 8:30-10:25am</th>
<th>3</th>
<th>Active Learning Session 1: Class Discussion and Workshop</th>
<th>2 hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/7 (W)</td>
<td>3</td>
<td>Active Learning Session 1: Class Discussion and Workshop</td>
<td>2 hrs</td>
</tr>
<tr>
<td>In-Class Quiz #1</td>
<td>Review Module Concepts as Needed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Based Learning Application</td>
<td>• Objects and Tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Patient Medicines</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 1 12/7 (W)</td>
<td>4</td>
<td>Module 4</td>
<td>3-4</td>
</tr>
<tr>
<td>Watch:</td>
<td>Compounding Technique Online Lecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read:</td>
<td>Pharmacy Compounding selected readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading/Study Material</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>8/24 (W)</td>
<td>Active Learning Session 2: <em>Compounding</em> No quiz Review Module Concepts as Needed Team Based Learning Application - Compound the following: Elixir, Ointment - Compound the Following: Pill, Powder</td>
<td>Schmittgen Mobley 3.5 hr</td>
<td></td>
</tr>
<tr>
<td>ORL and GNV @ 8:30-12:35pm in LAB</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1 12/9 (F)</td>
<td>Module 5</td>
<td>1-2, 5-6 Schmittgen</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch: History of Pharmacy Education Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch: Rise of Professional Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: American Pharmacy; Pharmaceutical Education p. 37-53</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Pharmacy Organizations p.87-108</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ONLINE QUIZ</strong></td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Week 2 12/12 (M)</td>
<td>Module 6</td>
<td>1-2, 6 Schentrup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch: Drug Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watch: Manufacturing History of Pharmacy in Florida</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: American Pharmacy; Pharmaceutical Industry p.55-73</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: Drugstore Memories Roy Bird Cook p. 125-127 George Seyfarth p. 133-137, Hubert H. Humphrey p.141-143</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read: A History of Pharmacy in Florida selections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>ONLINE QUIZ</strong></td>
<td>15 min</td>
<td></td>
</tr>
</tbody>
</table>
12/13 (T) | Homework Assignment Due (Bring to class Discussion/Workshop Session) Pharmacy Heroes Written Reflection Due
---|---
12/13 (T) | Active Learning Session 3: Pharmacy Heroes In-Class Quiz #2 Review Module Concepts as Needed Team Based Learning Application • Pharmacy Heroes • Drug Development • Materia Medica | Schwartz Beck Schmittgen 2 hr
12/14 (W) | Work on Presentation Project | 6, 9-13  Schmittgen
12/15 (Th) | In Class Presentations: Adobe Spark | 9-11  Schmittgen 4 hrs
12/16 (F) | In Class Presentations: Adobe Spark | 6, 10-13  Schmittgen 2 hrs

Textbooks & Papers


The following books will be available to students for reference;


*Various other historical references and objects, advertisements, historical correspondence, business materials, medications, chemicals and natural products, tools and implements. (Available for display or electronically)

**Homework Assignments**

**Patent Medicines**

Students will be assigned a Patent Medicine to research and develop a Patent Medicine Monograph. They will explain the product; recommended uses of the product, ingredients and purpose of each ingredient, company that developed and manufactured the product, how the product was advertised and marketed. What contributed to their success? Evaluation of the product for possible safety or effectiveness. Students will bring these reports to the Discussion/Workshop for Week 1 and we will hold a discussion on Patent Medicines, the role they played in Pharmacy and how they might have been related or led to modern drug development and the rise of the pharmaceutical sciences.

**Heroes of Pharmacy**

Each student will write a two page biographical sketch and a review of this pharmacy hero and how they helped shape or influence the profession of pharmacy. What are the attributes that make this person a leader in the field? How might the modern pharmacy student go about attaining/demonstrating such attributes? How does the individual feel about his own ability to grow as a leader? Students will bring assignment to our Discussion/Workshop for Week 2 and we will hold a discussion about how these heroes helped influence the profession. [http://www.harveywhitney.org/lectures/](http://www.harveywhitney.org/lectures/)

**Final Reflection on History of the Profession of Pharmacy and how you might bring this to your Practice of Pharmacy**

Students will complete a two page reflection on the history of the Profession of Pharmacy and how this information may impact and influence your practice as a leader and entrepreneur in pharmacy. Why study the history of pharmacy? How does the history of pharmacy help the modern pharmacist grow as a leader and entrepreneur?

**History of Pharmacy Presentation Project**

Students will complete a presentation using Adobe Spark, in which, they will research a historically important topic in the Profession of Pharmacy. They will reflect on how this historical aspect of Pharmacy has affected the Pharmacy Profession and led to the development of modern pharmacy practices. They will also discuss how visionary leaders and entrepreneurs have made an impact on the
development of the profession with respect to this topic. Students will be given a list of suggested topics or they may choose to select a topic of their choice with approval of the course instructor. All references and resources used will need to be cited using a proper citation format. Students will be graded by a group of judges who will listen to the students’ 10 minute presentation and explanation of their topic and who will ask the students questions. Students should use a minimum of five sources of information will should reflect primary, secondary, and tertiary sources of information. The slides and oral presentation should be in sufficient depth to explain why this topic and story is significant in the history of pharmacy and how it may be important to our profession today. (See appendix for rubric)

Further details of this project will be posted on the Course Site in Canvas.

Student Evaluation & Grading

This course will be graded as a pass/fail. A passing grade will be achieved by completing all course requirements i.e.; attending/listening to lectures, attending and participating in workshops, completing reading assignments, completing research, and completing the student presentation. Failure to attend and participate in above assignments in a timely manner may result in a fail grade for this course.

Grading Scale

Pass/Fail – Student must achieve an overall grade of 69.5% or higher for a grade of Pass

<69.5 = Fail.

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.”

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>(7 Lecture Quizzes Online, 2 Quizzes during class Discussion sessions)</td>
<td></td>
</tr>
<tr>
<td>Homework Assignments</td>
<td></td>
</tr>
<tr>
<td>Patent Medicine Monograph</td>
<td>10%</td>
</tr>
<tr>
<td>Pharmacy Heroes Bio and Reflection</td>
<td>10%</td>
</tr>
<tr>
<td>Final Reflection on History of Pharmacy</td>
<td>10%</td>
</tr>
<tr>
<td>Lab Reports &amp; Product Grade (N=2)</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation/Project</td>
<td>50%</td>
</tr>
</tbody>
</table>
It is required that the students achieve a grade of 80% or greater on the final project.

**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.

- Canvas® Learning Management System
- Adobe Spark (www.spark.adobe.com)®
  (*please note this software is available at no cost to the students. See canvas for directions to access software.)

**Policies**

**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
absent2PD@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:

<table>
<thead>
<tr>
<th>To: <a href="mailto:absent2PD@cop.ufl.edu">absent2PD@cop.ufl.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject:</strong> PHA XXXX – Excused Absence request</td>
</tr>
<tr>
<td>Dear ____________,</td>
</tr>
<tr>
<td>Professionally and politely request an excused absence.</td>
</tr>
<tr>
<td>Explain the nature of conflict and rationale for receiving an excused absence.</td>
</tr>
<tr>
<td>Thank the faculty/staff member for their consideration of your special request.</td>
</tr>
<tr>
<td>Salutation,</td>
</tr>
<tr>
<td>Type in your full name and last 4 digits of UF-ID #, and Campus Name</td>
</tr>
</tbody>
</table>

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

**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.

**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.

**Course-Specific Class Policies**

| None |

**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](https://evaluations.ufl.edu). Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at [https://evaluations.ufl.edu](https://evaluations.ufl.edu).

**Computer and Other Technology Requirements**
Students are required to meet the following computer and technology requirements: [http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-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 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 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 absent2PD@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).

**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 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). 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.

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 email, ONE.UF, myUFL and other centralized UF systems, contact UF Computing Help Desk at:
- Website: https://my.it.ufl.edu/CherwellPortal/UFITServicePortal
- E-mail: helpdesk@ufl.edu
- Help Wiki: https://wiki.helpdesk.ufl.edu/
- Phone: (352) 392-4357

Course Faculty

Janet Schmittgen, RPh

Janet Schmittgen graduated from The Ohio State University in 1986 with a Bachelor of Science in Pharmacy. She practiced at several hospital pharmacies following graduation; Kettering Memorial Hospital, Mount Carmel Medical Center, and Santa Teresita Hospital. She has also practiced in Independent Pharmacy including a large Independent Pharmacy in Washington which offered Home Health IV services.

She became an Instructor of Pharmacy Practice at Washington State University in Pullman, Washington. There she served as Coordinator of the Pharmaceutical Care Laboratory and became Instructor of Record in three of the courses in this five course sequence of the entry level Pharm D curriculum.

Her other experience includes practicing as a staff pharmacist at Walgreens. This practice included; immunization services, Hypertension, Cholesterol and Diabetes management, and MTM services. She completed the NIPCO certification for Diabetes Care and Management, he Diabetes Certification class sponsored by Walgreens.

She also practiced at Express Scripts as a Clinical Pharmacist for Prior Authorizations.

She developed an interest for the History of Pharmacy as a pharmacy student at Ohio State. She took several course in History of Pharmacy, which included a wet lab and practical component working in a 19th Century Pharmacy at the Ohio Historical Village in Columbus, Ohio.
Policies for the Laboratory Setting – Professionalism and Dress Code

The Professional Practice Skills course series is meant to prepare you for the essential skills and tasks expected of a pharmacist in a variety of practice settings. As a student in this course, we would like for you to imagine that when you present to lab, you are presenting to your job as a pharmacist within the “Gator Healthcare System”. Therefore, the same professional expectations in a work setting will be applied in the laboratory setting. Students will be assessed weekly for a professionalism score. Items that will be assessed in the professionalism score include:

- **Punctuality** – arriving to the laboratory session on time
- **Preparedness** – completed pre-lab learning activities and prepared to engage in lab learning activities
- **Behavior** – engaged and on task during the laboratory session, not distracting others or engaging in distracting behavior (e.g. checking social media sites, texting or playing on phone)
- **Handling of materials and equipment** – treating laboratory equipment with respect and care
- **Independence of work** – when individual effort is expected, completing work without the assistance of others
- **Cleanliness** – maintaining a clean and organized work area
- **Following dress code** – below is a dress code policy that is expected in patient care areas at UF Health and will be applied in the laboratory setting:
  - Photo identification badge (Gator 1 ID) must be worn at all times and displayed.
  - White lab coats should be worn and should appear clean, wrinkle free, and in good repair
  - Professional clothing: Pressed slacks or skirt/dress as appropriate for gender. Neat, clean shirt or top
  - Men should wear dress shirts or polo shirts with collar. Ties are optional.
  - For women, low cut, midriff, strapless, or see-through blouses, shirts, or dresses are not acceptable. Undergarments should not be visible
  - T-shirts with slogans or pictures are not allowed except for sponsored events such as Children’s Miracle Network.
  - Jeans, shorts, miniskirts, and athletic shoes are not considered professional clothing.
  - Shoes should be clean, closed-toe with heels no greater than 2 inches.
  - Jewelry selection: Two earrings per ear maximum may be worn and must be appropriate for patient care areas. No tongue/eyebrow/lip/nose piercing allowed.
  - Makeup should project a professional image
  - Hair must be clean and styled in such a manner as to prevent inadvertent contamination during patient care and professional duties. Unusual hair styles or color, such as spikes, bright or fluorescent colors, are not allowed. Long hair should be controlled in the back unable to fall forward during activities. Facial hair must be neatly groomed or clean-shaven.
• Fingernails should be clean and maintained at a length that is not visible from the palmar aspect of the hand.
• Body art/tattoos should not be visible.
• For patient comfort purposes, excessive perfumes, colognes, aftershaves, scented lotions etc. should not be worn in patient care areas.
• Gum chewing is not allowed in clinical settings.
### Appendix A. Assessment of Heroes of Pharmacy Rubric

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 10</th>
<th>Accomplished 7</th>
<th>Developing 5</th>
<th>Beginning 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information presented in logical, interesting sequence, is historically significant to the pharmacy profession</td>
<td>Information in logical sequence, somewhat significant to the pharmacy profession</td>
<td>Difficult to follow presentation -- student jumps around or material is unrelated to the pharmacy profession</td>
<td>Cannot understand presentation -- no sequence of information</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Demonstrates full knowledge by answering all class questions with explanations and elaborations</td>
<td>At ease with expected answers to questions but does not elaborate</td>
<td>Uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Does not have a grasp of the information. Cannot answer questions about subject</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Uses a variety of historical sources in reaching accurate conclusions (at least 5 sources that are primary, secondary, or tertiary sources.) All sources are properly cited using an approved format.</td>
<td>Uses a variety of sources in reaching conclusions (does not use 5 sources or does not use a variety of sources that are primary, secondary, or tertiary in nature)</td>
<td>Presents only evidence that supports a preconceived point of view (uses 1 or 2 sources or citations are incomplete)</td>
<td>Does not justify conclusions with research evidence (no sources cited)</td>
</tr>
<tr>
<td><strong>Class Participation and Presentation</strong></td>
<td>Participates in discussion and presents material in an effective manner</td>
<td>Participates in discussion and presents material in a generally effective manner</td>
<td>Somewhat participates in discussion and presents material</td>
<td>Does not participate in discussion or present material</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix B. Assessment Rubric for History of Pharmacy Adobe Spark Presentations

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 10</th>
<th>Accomplished 7</th>
<th>Developing 5</th>
<th>Beginning 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information presented in logical, interesting sequence, is historically significant to the pharmacy profession</td>
<td>Information in logical sequence, somewhat significant to the pharmacy profession</td>
<td>Difficult to follow presentation--student jumps around or material is unrelated to the pharmacy profession</td>
<td>Cannot understand presentation--no sequence of information</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Demonstrates full knowledge by answering all class questions with explanations and elaborations</td>
<td>At ease with expected answers to questions but does not elaborate</td>
<td>Uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Does not have a grasp of the information. Cannot answer questions about subject</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Explain and reinforce screen text and presentation, information is in sufficient detail but not overwhelming</td>
<td>Relate to text and presentation, lacks sufficient detail or overwhelming amount of detail</td>
<td>Occasionally uses graphics that rarely support text and presentation</td>
<td>Uses superfluous graphics or no graphics</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Uses a variety of historical sources in reaching accurate conclusions (at least 5 sources that are primary, secondary, or tertiary sources.) All sources are properly cited using an approved format.</td>
<td>Uses a variety of sources in reaching conclusions (does not use 5 sources or does not use a variety of sources that are primary, secondary, or tertiary in nature)</td>
<td>Presents only evidence that supports a preconceived point of view (uses 1 or 2 sources or citations are incomplete)</td>
<td>Does not justify conclusions with research evidence (no sources cited)</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td>Maintains eye contact and pronounces all terms precisely. All audience members can hear.</td>
<td>Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation</td>
<td>Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing</td>
<td>Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly</td>
</tr>
</tbody>
</table>

**Total Points**

---

---
## Appendix C. Assessment of Rubric Final Reflection on the History of Pharmacy

<table>
<thead>
<tr>
<th>Criteria</th>
<th>10</th>
<th>7</th>
<th>3</th>
<th>Total Points for Each Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Demonstrates a complete and thorough reflection on History of Pharmacy and how this may impact and influence their future practice</td>
<td>Demonstrates a partial reflection on History of Pharmacy and how this may impact and influence their future practice</td>
<td>Demonstrates minimal reflection on History of Pharmacy and how this may impact and influence their future practice</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Sentence structure, grammar and mechanics enhance the effectiveness of communication</td>
<td>Sentence structure, grammar and mechanics generally enhance the effectiveness of communication</td>
<td>Sentence structure, grammar and mechanics are lacking and do not enhance the effectiveness of communication</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Writer expresses relationships between ideas, careful and subtle organization enhances effectiveness of communication</td>
<td>Writer generally expresses relationships between ideas, somewhat careful and subtle organization enhances effectiveness of communication</td>
<td>Writer does not generally express relationships between ideas or careful and subtle organization is lacking and does not enhances effectiveness of communication</td>
<td></td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Rich supporting details enhance the effectiveness of communication</td>
<td>Some supporting details enhance the effectiveness of communication</td>
<td>Minimal supporting details enhance the effectiveness of communication</td>
<td></td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>Material requiring citation is appropriately cited and enhances the content</td>
<td>Material requiring citation is cited but lacks appropriate citation or does not enhances the content</td>
<td>Material requiring citation is not cited appropriately or is missing completely and does not enhances the content</td>
<td></td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>