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# PHA5163L Professional Skills Lab III

Fall 2020

*1 Credit Hour – [A-E Grading]*

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This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan, and monitoring and evaluating the patient. Additional skills include collaborating as an interprofessional team member, safe and accurate dispensing of medications, and contributing to a culture of safety and improvement. The focus is caring for patients with infectious diseases, cardiovascular disorders, and pulmonary disorders with problems that are simple to moderate in complexity. The patient care skills and tasks taught in this course will prepare you to enter into hospital practice settings during your Hospital Introductory Pharmacy Practice Experience (HIPPE).

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## Teaching Partnership Leader

Janet Schmittgen, PharmD

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Phone: 614-805-1608

Office Hours: *Please see Canvas course site for posted office hours.*

*See Appendix A. for Course Directory of Faculty and Staff Contact Information.*

## Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

- ST1.1 Collect a medical history from a patient or caregiver.
- ST1.2. Collect a medication history from a patient or caregiver.
- ST1.4. Determine a patient's medication adherence.
- ST1.5. Use health records to determine a patient's health-related needs relevant to setting of care and purpose of the encounter.
- ST2.3. Interpret laboratory test results.
- ST2.4 Identify drug interactions.
- ST2.5 Perform a comprehensive medication review (CMR) for a patient.
- ST2.7 Compile a prioritized health-related problem list for a patient.
- ST2.8 Evaluate an existing drug therapy regimen for a patient.
- ST3.1. Follow an evidence-based disease management protocol.
- ST3.2 Develop a treatment plan with a patient.
- ST3.3 Manage drug interactions.

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- ST3.4 Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- ST3.5 Determine the appropriate time interval(s) to collect monitoring data.
- ST3.6 Create a patient-specific education plan.
- ST4.1 Write a note that documents the findings, recommendations, and plan from a patient encounter.
- ST4.2 Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.
- ST4.4 Assist a patient with behavior change (e.g., use shared decision making and motivational strategies).
- ST5.1 Collect monitoring data at the appropriate time interval(s).
- ST 5.2 Evaluate the selected monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
- ST5.3 Recommend modifications or adjustments to an existing medication therapy regimen based on patient response.
- ST5.4 Present a patient case to a colleague during a handoff or transition of care.
- ST6.1 Contribute medication-related expertise to the team's work.
- ST6.3 Communicate a patient's medication-related problem(s) to another health professional.
- ST6.4 Use setting appropriate communication skills when interacting with others.
- ST9.2 Apply cost-benefit, formulary, and/or epidemiology principles to medication- related decisions.
- ST11.1 Lead a discussion regarding a recently published research manuscript and its application to patient care.
- ST12.1 Retrieve and analyze scientific literature to make a patient-specific recommendation.
- ST14.1 Enter patient-specific information into an electronic health or pharmacy record system.

### Course-Level Objectives

Upon completion of this course, the student will be able to:

1. Utilize an electronic health record (EHR) (EHR Go) to collect relevant information for a specific patient and disease state to assess appropriateness of drug therapy.
2. Perform a medication history interview.
3. Perform medication reconciliation for a hospitalized patient.
4. Communicate with other healthcare professionals verbally and in the EHR.
5. Document patient care recommendations and interventions in the EHR.
6. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.
7. Defend a therapeutic plan in writing and verbally using guidelines and primary literature for patients at risk for or with the following disease states:
  - a. Bacterial infections (e.g. UTIs, pneumonia, strep throat)
  - b. DVT, PE, AFib
  - c. Hypertension
  - d. Hypercholesteremia
  - e. Smoking Cessation
8. Recommend appropriate individualized dosing regimens for patients receiving:
  - a. vancomycin
  - b. aminoglycosides
  - c. heparin
  - d. warfarin
9. Recommend appropriate antibiotic therapy for a patient based on patient specific parameters (kidney function, antibiogram, culture and sensitivity data)

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10. Explain how an antibiotic stewardship program improves patient outcomes, reduces microbial resistance, and decreases the spread of infections.
11. Complete IV to PO therapeutic interchanges based on a protocol.
12. Counsel a patient on a therapeutic plan.
13. Utilize Motivational Interviewing techniques to encourage a patient to quit smoking.
14. Select appropriate smoking cessation therapy for a motivated patient.
15. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family.
16. Critically appraise recently published journal articles.
17. During all skills laboratory simulations and activities:
  - a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
  - b. Display preparation, initiative, and accountability consistent with a commitment to excellence.
  - c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
  - d. Recognize that one's professionalism is constantly evaluated by others.
  - e. Demonstrate communication skills with patients, healthcare providers, leadership skills, team skills, professionalism, cultural sensitivity, and patient advocacy.

## Course Pre-requisites

1. Successful completion of all Year 1 Pharm.D. program coursework, including milestones.

## Course Co-requisites

There are no co-requisites for this course.

## Course Outline

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.

For locations and times of lab sessions, view Appendix B Lab Location & Sessions.

<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
	1	Module 1: The Electronic Health Record in the Hospital	1.0hr	Schmittgen	1
8/17/20	1.1	Watch: Course Introduction Video	0.25hr	Schmittgen	
8/17/20	1.2	Watch: The Electronic Health Record in the Hospital	0.5hr	Schmittgen	
8/17/20	1.3	Watch: EHR Go Student Orientation Video	0.125hr	EHR Go	

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
8/18/20 <i>Before your lab</i>	1.5	Assignment: EHR Go: EHR Orientation Module		EHR Go	
8/18/20 <i>Before your lab</i>	1.6	Assignment: Upload Word Doc from EHR Go to Canvas			
8/18/20	1	Skills Lab Session 1: The Electronic Medical Record in the Hospital <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Syllabus Agreement</li> <li>• Intro to Chart Deficiencies</li> <li>• Weekly Skill Assessment: Chart Scavenger Hunt</li> </ul>	2.0hr	Cook, Schmittgen, Vandervoort	1
	2	Module 2: Medication Reconciliation	1.25hr	Schmittgen	1, 2
8/24/20	2.1	Watch: Medication History in the Inpatient Setting	0.5hr	Schmittgen	
8/24/20	2.2	Read: Rose AJ, Fischer SH, Paasche-Orlow MK. <b>Beyond Medication Reconciliation: The Correct Medication List.</b> JAMA. 2017;317(20):2057–2058. doi:10.1001/jama.2017.4628	0.5 hr		
8/25/20	2.3	Watch: Medication Reconciliation Myth #1: Everything Is In The Chart (link on Canvas)	0.1 hr		
8/25/20	2	Skills Lab Session 2: Medication Reconciliation <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Medication Reconciliation in the Hospital</li> <li>• “What if... ?” Discussion Scenarios</li> <li>• Weekly Skill Assessment: Team interview and Individual Medication History in EHR Go</li> </ul>	2.0hr	Cook, Schmittgen, Vandervoort	1, 2

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
	3	Module 3: Journal Club Presentations	2 hr	Patel	16
8/31/20	3.1	Watch: What is Journal Club?	0.5hr	Patel	
8/31/20	3.2	Watch: Example journal club presentation (link on Canvas)	0.25hr		
8/31/20	3.3	Read: Assigned Journal Articles (links on Canvas)	1.25 hr		
8/31/20	3.4	Review: EBM course material as needed			
<b>9/1/20</b>	3	Skills Lab Session 3: Applying Journal Articles to Patient Cases Weekly Skill Assessment: Applying Journal Articles to Patient Cases (rubric on Canvas)	2.0hr	Patel, Cook, Schmittgen, Vandervoort	7, 12
	4	Module 4: Infectious Disease in the Community	1.5hr	Vandervoort	7,12
9/7/20	4.1	Watch: Pre Lab Lecture	0.5hr	Vandervoort	
9/7/20	4.2	Read: Assigned pages of Guidelines (See Canvas)	1hr		
<b>9/8/20</b>	4	Skills Lab Session 4: Infectious Disease in the Community <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Infectious Disease Outpatient Cases</li> </ul> Weekly Skill Assessment: Apply Guidelines to Case	2.0hr	Vandervoort, Cook, Schmittgen	1,4,6,7,8,9
	5	Module 5: Individualized Dosing of Antibiotics	1.0hr	Venugopalan	7,8,9
9/14/20	5.1	Read: Lecture materials from Patient Care 2 (pharmacokinetics of vancomycin and aminoglycosides)	0.25hr		

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
9/14/20	5.2	Watch: AG PK Calculations	0.5hr	Venugopalan	
9/14/20	5.3	Watch: Vanco PK Calculations	0.25hr	Venugopalan	
<b>9/15/20</b>	<b>5</b>	Skills Lab Session 5: Individualized Dosing of Antibiotics <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Practice Vanco Cases</li> <li>• Practice AG case</li> <li>• Weekly Skill Assessment: PK Note</li> </ul>	<b>2.0hr</b>	<b>Venugoplan, Cook, Schmittgen, Vandervoort</b>	<b>1,4,5,7,8</b>
	<b>6</b>	<b>Module 6: Infectious Disease in the Hospital</b>	<b>1.0hr</b>	<b>Childs-Kean</b>	<b>7,8,9</b>
9/21/20	6.1	Review: Antimicrobial Stewardship lectures from Patient Care 2			
9/21/20	6.2	Read: Reality vs. Expectations as an Infectious Diseases Pharmacist (link on Canvas)			
9/21/20	6.3	Read: Predictions for the Future of Antimicrobial Stewardship (link on Canvas)			
9/21/20	6.4	<ul style="list-style-type: none"> <li>• Read: 5 Things Worth Knowing about Antimicrobial Stewardship (link on Canvas)</li> </ul>			
9/21/20	6.5	Watch: The Role of the ID Pharmacist in the Hospital	0.25hr	Childs-Kean	
9/21/20	6.6	Watch: The Use of Antibiograms	0.25hr	Childs-Kean	

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
<b>9/22/20</b>	6	Skills Lab Session 6: Infectious Disease in the Hospital <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Analyzing an Antibiogram</li> <li>• Working up Inpatient ID cases</li> <li>• Drugs and Bugs Activity</li> </ul> Weekly Skill Assessment: Individual SBAR	2.0hr	Childs-Kean, Cook, Schmittgen, Vandervoort	7,8,9
	7	Module 7: Presenting Patients I	0.875hr	Shoulders	1,4,6,7,8,9
9/28/20	7.1	Watch: Developing a Succinct Patient Presentation	0.25hr	Shoulders	
9/28/20	7.2	Watch: Example Patient Case Presentations	0.125hr	Shoulders	
9/28/20	7.3	Review EHR Go Patient Case	0.5hr		
<b>9/29/20</b>	7	Skills Lab Session 7: Presenting Patients I <ul style="list-style-type: none"> <li>• NO Prelab Quiz</li> <li>• Individually research a patient case</li> </ul> Weekly Skill Assessment: Individual patient case presentation	2.0hr	Shoulders, Cook, Schmittgen, Vandervoort	7,9,10
	8	Module 8: Documenting Patient Care: SOAP Notes and more	0.5hr	Vandervoort	1,4,5,7,8
10/5/20	8.1	<ul style="list-style-type: none"> <li>• Read: Communicating Care in Writing: A Primer on Writing SOAP Notes (with annotations by faculty) (link on Canvas)</li> </ul>	0.5hr		

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
<b>10/6/20</b>	8	Skills Lab Session 8: Documenting Patient Care: SOAP Notes and more <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Scavenger Hunt</li> <li>• Pharmacy Note Critiques</li> </ul> Weekly Skill Assessment: Individual Pharmacy Care Note	2.0hr	Vandervoort, Cook, Schmittgen	4,7,11
	9	Module 9: IV to PO Conversions	1.0hr	Khoury	4,7,11
10/12/20	9.1	Watch: The Pharmacist's Role in IV to PO Conversions	1.0hr	Khoury	
<b>10/13/20</b>	9	Skills Lab Session 9: IV to PO Conversions <ul style="list-style-type: none"> <li>• Pre Lab Quiz</li> <li>• IV to PO Case Discussions</li> <li>• Weekly Skill Assessment: Individual IV to PO conversions</li> </ul>	2.0hr	Khoury, Cook, Schmittgen, Vandervoort	2,4,6,7,12
	10	Module 10: Cardiovascular Care in the Community: Hypertension and Hyperlipidemia	1.5hr	DeRemer	2,4,6,7,12
10/19/20	10.1	Watch: Managing Cardiovascular Disease in the Community	0.5hr		
10/19/20	10.2	Review: Lecture material from Patient Care 3			



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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
10/19/20	10.3	Read: Shin D. et al. Impact of the Discordance between the American College of Cardiology/American Heart Association and American Diabetes Association Recommendations on Hypertension in Patients With Diabetes Mellitus in the United States. Hypertension. 2018;72:256-259.	0.5hr		
10/19/20	10.4	2013 ACC/AHA Guideline on the Treatment of Blood Cholesterol to Reduce Atherosclerotic Cardiovascular Risk in Adults. Volume 63, Issue 25 Part B, July 2014 <b>SECTION 4.6 and Figure 2, 3 and 4 ONLY</b>	0.5hr		
<b>10/20/20</b>	<b>10</b>	Skills Lab Session 10: Cardiovascular Care in the Community: Hypertension and Hyperlipidemia <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Weekly Skill Assessment 1: Team Case Discussions</li> <li>• Weekly Skill Assessment 2: Target Blood Pressures</li> </ul>	2.0hr	DeRemer, Cook, Schmittgen, Vandervoort	16
	11	Module 11: Cardiovascular Medication Management in the Hospital	1.0hr0.75hr	Khoury	3,4,6,7,8
10/26/20	11.1	Watch: Managing Cardiovascular Disease in the Hospital	0.5hr	Khoury	

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
10/26/20	11.2	<ul style="list-style-type: none"> <li>Review: Patient Care 3 material on Pharmacology of Anticoagulants, Fibrinolytic Agents, and Antiplatelet Therapy and Management of Acute Coronary Syndrome</li> </ul>		Vogel-Anderson	
10/26/20	11.3	Read: Dunn,SP, Birtcher,KK, Beavers,CJ, Baker,WL, Brouse,SD, Page,RL, Bittner,V, Walsh,MN. <i>The Role of the Clinical Pharmacist in the Care of Patients With Cardiovascular Disease</i> . JACC Nov 2015, 66 (19) 2129-2139; DOI: 10.1016/j.jacc.2015.09.025 (link on Canvas)	0.5hr		
<b>10/27/20</b>	11	Skills Lab Session 11: Cardiovascular Medication Management in the Hospital <ul style="list-style-type: none"> <li>PreLab Quiz</li> <li>Inpatient Anticoag Case and calculations</li> <li>Bridging Therapy Case</li> </ul> Weekly Skill Assessment: Rounding Activity	2.0hr	Khoury, Cook, Schmittgen, Vandervoort	3,4,6,7,8
	12	Module 12: Cardiovascular Care in the Community: Anticoagulation	1.0hr	DeRemer	2,4,6,7,12
11/2/20	12.1	Watch: Anticoagulation in the Community	0.5hr		
11/2/20	12.2	Read: Upper Extremity Deep Vein Thrombosis (link on Canvas)	0.5hr		

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
<b>11/3/20</b>	12	Skills Lab Session 12: Cardiovascular Care in the Community: Anticoagulation <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Anticoagulation Cases</li> <li>• Bridging Activity</li> </ul> Weekly Skill Assessment: Team Case Discussions	2.0hr	DeRemer, Cook, Schmittgen,, Vandervoort	2,4,6,7,12
	13	Module 13: Presenting Patients II – Cardiovascular/Respiratory	2.0hr	Shoulders	1,4,6,7,8,9
11/9/20	13.2	<ul style="list-style-type: none"> <li>• Review: Patient Care 3 course material</li> <li>• Review EHR Go Patient Chart</li> </ul>	1.0hr		
<b>11/10/20</b>	13	Skills Lab Session 13: Presenting Patients II – Cardiovascular/Respiratory <ul style="list-style-type: none"> <li>• No PreLab Quiz</li> </ul> Weekly Skill Assessment: Individual Patient Case Presentation	2.0hr	Shoulders, Cook, Schmittgen, Vandervoort	1,4,6,7,8,9
	14	<ul style="list-style-type: none"> <li>• Module 14: Smoking Cessation</li> </ul>	2.0	DeRemer	7,12,13,14
<b>11/16/20</b>	14	Watch: Motivational Interviewing-A focus on smoking cessation Review: Required Pre-Lab PHA5878 PC3 Modules; 9.1,9.2,9.3,9.4	1.0 hr	DeRemer	

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<b>Date Recommended Dates for Independent Study</b>	<b>Mod#</b>	<b>Unit Topic</b>	<b>Contact Hours [hr.]<sup>a</sup></b>	<b>Faculty Author</b>	<b>Learning Objectives Covered</b>
11/17/20	14	Skills Lab Session 14: Smoking Cessation <ul style="list-style-type: none"> <li>• PreLab Quiz</li> <li>• Motivation Interviewing for Smoking Cessation</li> <li>• Weekly Skill Assessment 1: Quiz</li> <li>• Weekly Skill Assessment: Individual Patient Case</li> </ul>	2.0hr	DeRemer, Cook, Schmittgen, Vandervoort	7,12, 13, 14
		Total Contact Hours in Course:			
Wednesday, 11/18/20 10:30am-12:30 pm	1-14	Top 200 Drug Exam	2.0hr		

## Required Textbooks/Readings

There are no required textbooks for this course.

## Suggested Textbooks/Readings

There are no suggested textbooks for this course.

## Other Required Learning Resources

### Top 300 Drugs Flashcards

- The flashcards are available for free through Access Pharmacy: <http://accesspharmacy.mhmedical.com/ga.aspx#tab5>

### EHR Go

- EHR Go is an educational EHR used throughout the PharmD curriculum, including in skills lab, patient care courses and capstones. Students will be expected to purchase a subscription to this program.
- Create your EHR Go account by going to: <http://ehrgo.com>. Select **Subscribe** in the upper, right corner and enter the following Pharmacy Student Program Key: **S96Y29**
- Follow the on-screen instructions to create your account and apply your subscription. Refer to Canvas for more detailed information

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- 2PDs are encouraged to purchase a 2 year Student Subscription

## Materials & Supplies Fees

None

## Student Evaluation & Grading

*Evaluation Methods and How Grades are calculated.*

Assessment Item	Grade Percentage
<b>Weekly Pre-Lab Quizzes (n=10)</b>	20% (2% for each quiz)
<b>Weekly Skills Assessments (n=14)</b>	70% (5% each week)
<b>Top 200 Drug Exam</b>	10%
<b>Total</b>	100%

### Weekly Pre-Lab Quizzes

Weekly pre-lab quizzes will be administered online through Canvas. Quizzes will consist of knowledge related to that week's module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

If you are tardy for lab, you will not be allowed to take the pre-lab quiz and will receive a zero. If you are  $\leq 5$  minutes tardy, you will receive a hardcopy of the quiz and have the remaining time left (from the start of quiz time) to complete the quiz.

If you have an excused absence from lab, you will be excused from taking the quiz (EX in the gradebook). No make-up quizzes will be offered

Quiz questions/answers for pre-lab quizzes in skills labs will not be released to students. This is consistent with the patient care courses. Faculty may choose to clarify difficult questions and students are encouraged to come talk to the faculty if they have questions about what they missed on a specific prelab quiz.

### Top 200 Drug Exam

This will consist of 75 multiple choice questions taken from the drug cards (25 of the questions will come from 1PD drugs). The exam will be administered via ExamSoft.

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Eligible content includes the brand name(s), generic name, category/indication, FDA indications, mechanism of action, pregnancy category (only if category D or X), common adverse reaction (>10%) and key patient counseling points.

Students must obtain a **80% or better on this exam in order to pass the course**. Those who do not achieve this score will retake the exam (maximum of two retakes permitted). This grade is also tracked within the Personal and Professional Development course. Please see that course syllabus for minimum performance requirements and how the results are used as milestone assessments. The score earned on the first attempt will be the score which will be used for determining the course grade. Students who fail to obtain a passing score after three attempts will fail the course. Failing to pass this course may result in a student's progression through the curriculum being delayed.

This is a self-taught portion of the course and students are responsible for preparing themselves for the exam.

A list of the drugs that will appear on the examination will be released at the beginning of the course.

In the event of a REAL EMERGENCY (illness, sudden death in the family), a make-up examination may be provided and is at the discretion of the teaching partnership leader.

We will be using the Top 300 Drug Cards available for free to students and faculty through Access Pharmacy. A list of the drugs students are expected to know each semester will be posted on Canvas.

- Students will be expected to know the following information:
  - § 2PD year: students will be responsible for knowing the class, common FDA label indication, MOA, Pregnancy category ONLY IF D or X (meaning patients shouldn't use it during pregnancy), common adverse reactions (>10%) and key patient counseling points
- Exam is **ALWAYS** cumulative: any card, any info, any drug that they've been assigned previously is fair game

Table 1. Grading Scale

Percentage Range	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

### Rounding of grades:

Final grades in Canvas will be rounded to the 2<sup>nd</sup> 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.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

## Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

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## Course Specific Policies

The Policies in the following link apply to this course. Review the [Skills Lab Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/skills-lab-policies/) carefully at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/skills-lab-policies/>

## Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.



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## Appendix A. Course Directory

### Teaching Partnership Leader/Course Director:

Janet Schmittgen, PharmD

Email: [jschmittgen@cop.ufl.edu](mailto:jschmittgen@cop.ufl.edu)

Office: 352-273-9547

Phone: 614-805-1608

Office Hours: By appointment ONLY.

#### Questions to Ask:

- Questions about grades
- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

### Instructional Designer

Name: Julie Thomas

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### Academic Coordinator:

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Office: HPNP 4312

Phone: (352) 273-6312

Office Hours: By appointment ONLY.

#### Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries gradebook (missing grades, wrong grade)
- 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.)

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## Other Teaching Partnership Faculty Members:

Jacksonville Campus Coordinator:

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## Appendix B. Lab Locations & Sessions

### Gainesville

- **Location:** Pharmacy Skills Lab
- **Sessions**
  - Session 1: 8:30am-10:25am
  - Session 2: 10:40am-12:35pm
  - Session 3: 1:55pm-3:50pm
  - Session 4: 4:05pm-6:00pm

### Jacksonville

- **Location:** COP Lab
- **Sessions**
  - Session 1: 8:30am-10:25am
  - Session 2: 10:50pm-12:45pm

### Orlando

- **Location:** Room 435
- **Sessions**
  - Session 1: 8:30am-10:25am
  - Session 2: 10:40am-12:35pm
  - Session 3: 2:00pm-3:55pm

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## Appendix C. Weekly Performance Assessment Checklist Example

### GATOR Way Patient Counseling Rubric

	Counseling Points	Each item is worth 5 points	
<b>G</b>	Identifies/introduces self as the student pharmacist.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Explains the purpose of the counseling session	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<b>A</b>	Identifies/confirms patient or patient's representative.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Makes appropriate use of the patient profile	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Assesses patient understanding of the reason for therapy.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<b>T</b>	Verifies the name of the medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Provides dosage/regimen for medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Provides indication for medication.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Discusses potential (major) side effects.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Discusses potential warning, precautions, and interactions.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Describes missed dose instructions.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Provides number of refills.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Discusses storage recommendations.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Addresses any real or anticipated patient concerns.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<b>O</b>	Uses open-ended questions throughout counseling session.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Verifies patient understanding via teach back method.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Displays effective nonverbal behaviors (eye contact and body language).	<input type="checkbox"/> YES	<input type="checkbox"/> NO
<b>R</b>	Summarizes by emphasizing key points of information.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Provides closure and opportunity for follow-up.	<input type="checkbox"/> YES	<input type="checkbox"/> NO
	Student presents facts and concepts in a logical order.		

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<b>WAY</b>	Student provided accurate information.	<b>Novice</b> <input type="checkbox"/> <b>1 pt</b>	<b>Competent</b> <input type="checkbox"/> <b>3 pts</b>	<b>Proficient</b> <input type="checkbox"/> <b>5 pts</b>
	Student provided understanding and empathetic responses.			
	Student maintained control and direction of the counseling session.			
<b>TOTAL SCORE</b>			_____	<b>100</b>

G = Greet  
 A = Acknowledge  
 T = Teach (using language patient will understand)  
 O = Observe  
 Patient Understanding  
 R = Repeat/ Review  
 WAY = Global assessment of communication technique