PHA5607 Elective
[Semester 2019   Year 3 - Block 18]
2 Credit Hours

Course Purpose:

To introduce the efficacy, safety, and comparative value of drug therapy in the management of critically ill patients. Knowledge of physiology, pharmacology, toxicology, and therapeutic management is applied to disease states and conditions commonly seen but specific to critically ill patients. The approach to course delivery will emphasize team based learning, which promotes group collaboration and integration of critical care knowledge and concepts while maintaining individual accountability for the material and concepts.

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

Teaching Partnership Leader:
Carinda Feild, Pharm.D., FCCM
Clinical Associate Professor, Pharmacotherapy and Translational Research
Phone: (727) 394-6213
cfeild@cop.ufl.edu
Office Hours: Tuesday May 4th 12-2 PM

Teaching Partners:
Bethany Shoulders, PharmD, BCCCP
Clinical Assistant Professor, Pharmacotherapy and Translational Research
Gainesville Campus
Phone: (865) 603-6467
brshoulders@cop.ufl.edu
Office Hours: Tuesday May 4th 12-2 PM

John Allen, PharmD, BCPS, BCCCP, FCCM
Clinical Assistant Professor, Pharmacotherapy and Translational Research
Orlando Campus
Phone: 407-313-7006
john.allen@cop.ufl.edu
Office Hours: Tuesday May 4th 12-2 PM

Academic Coordinator:
TBA
Email: TBA

Office: TBA
Phone: TBA
Office Hours: TBA

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

1. Interpret laboratory test results.
2. Identify drug interactions.
3. Compile a prioritized health-related problem list for a patient.
4. Evaluate an existing drug therapy problem.
5. Follow an evidence-based disease management protocol.
6. Develop a treatment plan with a patient.
7. Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.
8. Determine the appropriate time interval(s) to collect monitoring data.
9. Write a note that documents the findings, recommendations, and plan from a patient encounter.
10. Retrieve and analyze scientific literature to answer a drug information question.

Course-Level Objectives

Upon completion of this course, the student will be able to develop knowledge related to principles of professional communications and the provision of patient-centered care. Specifically:

1. Apply knowledge of variable pathophysiology, pharmacology, and pharmaceutics in the critically ill patient to evaluate therapeutic options.
2. Discuss the impact of evidence-based decision-making and the role of clinical guidelines on pharmacotherapy management in critical care. (i.e., Clinical practice guidelines for the management of pain, sedation and delirium in the adult ICU; Surviving Sepsis Campaign: International guidelines for management of severe sepsis and septic shock, etc.)
3. Design patient-specific therapeutic regimens, including monitoring parameters, for critically ill patients that are consistent with pharmacokinetic principles, practice guidelines, and evidence from contemporary literature, and effectively communicate this information to health care professionals
4. Adapt therapeutic regimens based on patient-specific clinical response, transitions of care and safety monitoring based on patient case scenarios, topic discussion, and assignments.
5. Write an evidence-based response to a drug information question that pertains to the care of a patient and/or addresses a therapeutic controversy.
6. Develop professional behaviors by working in teams, identifying roles and developing appropriate professional communications.

Pre-Requisite or Co-Requisite Knowledge and Skills

Completion of coursework in Block 17 (year3) in the Doctor of Pharmacy Curriculum.

Course Outline

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Week 1	April 22, 2021 (Th)	Feild	1-6	**Course Introduction and VICU Welcome** **Individual/Online Learning Prior to Class** (video-lecture, visit Virtual ICU (VICU)/prepare for class discussion) **Class Session** IRAT/TRAT and Case Discussion	**3** **2**
	April 23, 2021 (F)	Allen	1-6	**MICU – Toxicology Case** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion), visit Virtual ICU (VICU) **Class Session** IRAT/TRAT and Case Discussion **Post-Class Session follow up questions**	**3** **2**
Week 2	April 26, 2021 (M)	Shoulders, Feild	1-6	**SICU - Traumatic injury** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion), visit Virtual ICU (VICU) **Class Session** IRAT/TRAT and Case Discussion **Post-Class Session follow up questions**	**3** **2**
	April 28, 2021 (W)	Drabick, Shoulders, Feild	1-6	**SICU - Burn injury** **Individual/Online Learning Prior to Class on ACLS topic** (video-lecture/ prepare for case discussion), visit Virtual ICU (VICU) **Class Session**	**3** **2**

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
				IRAT/TRAT and Case Discussion **Post-Class Session follow up questions**	
	April 30, 2021 (F)	Feild	1-6	**NICU - Brain injury, sedation, hypertension** **Individual/Online Learning Prior to** (video-lecture/ prepare for case discussion), visit Virtual ICU (VICU)	**3**
				Class Session IRAT/TRAT and Case Discussion **Post-Class Session follow up questions**	**2**
Week 3	May 3, 2021 (M)	Feild, Allen	1-6	**ED - Code/Arrhythmia Cases** **Individual/Online Learning Prior to Class** (video-lecture/ prepare for case discussion), visit Virtual ICU (VICU)	**3**
				Class Session IRAT/TRAT and Case Discussion	**2**
	May 6, 2021 (Th)			Final Exam	**2**
				Total Instructor Contact Hours	32

Textbooks

Students are not required to purchase any textbook for this course. The course cases and drug information questions will require the student to use the following reference materials which are available via the Health Science Library website or the course Canvas® site:

Recommended Reference Materials:

A)   Faculty Assigned readings available in Canvas®

B)   Primary literature pertinent to topic discussion to be recommended by the faculty or acquired by   Students available via the Health Science Center library website.

C)   Drug reference (LexiComp or similar) available via the Health Science Library (See: http://guides.uflib.ufl.edu/druginfo)

D) AccessPharmacy, McGraw-Hill Professional, New York, NY (This resource is available through the UF Health Science Center Library.) The following resources are recommended:

    a. Dipiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 9th Edition, 2014.   ISBN-13:978-0071800532; ISBN-10:0071800530 (Available in Access Pharmacy)

    b. Brunton L. Goodman and Gilman's The Pharmacological Basis of Therapeutics, McGraw-Hill Professional, New York, NY, 12th Edition, 2011.   ISBN-13:978-0071624428; ISBN-10:0071624422 (Available in Access Pharmacy)

    c. Other available resources include: Multiple textbooks, Calculators, Pharmacotherapy Casebook and Care Plans, Cases, Self-Assessments and Multimedia Videos

E) Katzung B. Basic and Clinical Pharmacology, 13th edition; 2015; McGraw-Hill, New York NY; available through the Health Science Library e-book: Available at the Health Science Center website: http://uf.catalog.fcla.edu/uf.jsp?st=Katzung&ix=kw&fl=bo&V=D&S=0881485540844961&I=6#top

Materials and Supplies Fees:

Non-programmable calculator capable of performing routine functions and logarithms

Active Learning Requirements

Drug Information Question

Groups will be assigned a drug information question pertaining to a clinical controversy from a pre-specified pool of options and prepare a written response, using the DI form, to be submitted online via Canvas. The purpose of the assignment is to provide experience in evaluating the literature regarding therapeutic controversies and questions such as those that may come about in the care of patients and presenting that information in the form of a patient specific answer. The available literature on the topic should be evaluated and then a conclusion/clinical recommendation regarding the question or controversy is to be submitted using the DI question template. . "More research is needed" is NOT an acceptable conclusion. You have a patient for whom a therapeutic plan needs to be determined and you must make a recommendation for your patient. See table in Canvas for assignments.

Drug Information Question Follow-up

Each person will be assigned one of the group drug information responses to post a meaningful question about. Each person in the response posting group will also be assigned a person to whose question they must respond.   See table in Canvas for assignments.

Post Class Follow-up Questions

At the end of the first 4 case class sessions students will be presented with follow up questions. Each student has 24 hours to formulate and post answers in Canvas. The learning objectives for the follow up questions are for students to be able to provide monitoring or follow up recommendations and address aspects of care under conditions different that addressed in the class cases.

Student Evaluation & Grading

Evaluation Methods

Students will be assessed via quizzes, exams, case discussion follow-up questions, and a drug information question.

iRAT and tRAT

There will be daily iRATs and tRATs (as scheduled above) that will make up 20% of the total grade. These assessments will be multiple choice or true/false pertaining to the mini lecture or case preparation activity. iRATs will be delivered via Canvas.

Exams

There will be 1 examination administered during this course. The exam will be worth 40% of the grade.

The Exam will cover material presented in class, lecture, or as required reading assignments. Questions for each exam will be prepared by lecturers and the course coordinators and will come exclusively from the goals and objectives which accompany each lecture topic. The format of these exams will be case based multiple-choice. The final exam is not cumulative but will require the student to incorporate concepts from previously covered material. Exams will be delivered via Examsoft.

Case Follow-up questions

Case follow-up questions will be worth a total of 20% of the grade. Case follow-up questions will be assigned at the end of sessions 2-5 and will be due within 24 hours are submitted via Canvas. They will be graded on a 15 point scale. See grading rubric at end of syllabus.

Drug Information Question

Questions will be assigned in the 1st day of class, 4/22/21. Responses are due a week later 4/29/21. Students will post their questions by 5/1/21. The posting team responders will provide responses by 5/3/21 (last day of class). Team DI question response submissions make up 15% of the grade, individual discussion board posting of question about DI submission will make up 2.5% of the grade discussion board posting of response to questions will make up 2.5% of the grade (for a total of 20% of the grade). See grading rubric at end of syllabus.

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
Individual Readiness Assurance Test (iRAT) (5)	6%

Team Readiness Assurance Test (tRAT) (5)	14%
Case Follow-up questions	20%

DI Question (See Appendix for Rubric)
      • Team DI Question response submission 15%
      • Individual question posting re DI response 2.5%
      • Individual answer posting to DI response question 2.5%
	20%

Final	40%
Total	100%

Grading Scale

> 92.5%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
< 59.4%	E

Rounding of grades: Final course grade will only be rounded up if the decimal is 0.5 or higher. The above scale depicts this policy.

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software. **Appendix A** outlines who to contact if you have questions about technology.

1. ExamSoft®
2. Canvas Learning Management System

Class Attendance Policy

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

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader and your campus specific director must be CCD in this communication. The following format is recommended:

To: Academic Coordinator and Campus Course Facilitator
CC: Teaching Partnership Leader and your specific campus director
Subject: PHA XXXX – Excused Absence request
Dear Prof. _____,
Professionally and politely request an excused absence.
Explain the nature of conflict and rationale for receiving an excused absence.
Thank the faculty member for their consideration of your special request.
Salutation,
Type in your full name and last 4 digits of UF-ID #, and Campus Name

---

Failing to follow this policy will render the absence not excusable.   A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Makeup assignment(s) will be made for any excused absence(s) and must be submitted ***within one-week of the missed session(s)***. If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to explore options such as a remediation plan or course withdrawal.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related.   Class participation will be reduced in such situations.

Please refer to the University Attendance Policy at
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Additional Policy Specific to This Course:

Quiz/Exam Policy
Policy across All 1PD-3PD courses:
1. Students must arrive and be seated promptly to be eligible to take the exam. Students who arrive late for the exam will not be allowed to start the exam if they are more than 30 minutes late or if another student has left the room after seeing the exam.
2. No talking or other disruptive behavior during the distribution or taking of the exam.
3. During quizzes/RATs, all students must quietly wait until the quiz/RAT ends. Students may not leave the room until the quiz/RAT ends.
3 Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.

4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
6. Other exam rules may be instituted during the progression of the course.
7. Once the exam commences, students may not leave the room without first turning in or electronically submitting the exam. Once the exam is turned in or submitted, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.
Failure to follow exam rules may be considered as evidence of academic dishonesty.

Additional Policy Specific to This Course:

Make-up Quiz/Exam Policy

Policy across All 1PD-3PD courses:

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination. In addition, a written letter of explanation, requesting that the absence from the exam be excused, must be presented before the exam or immediately afterwards. An excused absence is allowable when: 1) the student is hospitalized and/or has been advised by a licensed medical practitioner or hospital not to attend the exam, or 2) if there is a documented death of an immediate family member as defined by UF policy. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

Depending on the decision, a comprehensive exam may be given, which will contain material from all previous exams. The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced comprehensive examination will result in a grade of zero for that exam. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The makeup exam must be taken ***within one-week of the missed exam***. In extenuating circumstances (e.g., hospitalization, faculty availability), the instructor may arrange an alternate deadline for the exam.

The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator. **When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.**

Additional Policy Specific to this Course:

Policy on Old Quizzes and Assignments
Old quizzes and assignments are not provided.

General College of Pharmacy Course Policies
The following link contains policies that apply to all courses in the College of Pharmacy and are available on the COP website. https://curriculum.pharmacy.ufl.edu/current-students/course-policies/

Attendance
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

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 (https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/) This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities are strongly encouraged to register with Disabled Student Services in the Office for Student Services (P202 Peabody Hall) and it is recommend this be accomplished prior to starting the course.

- Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.
- Please visit the following URL for more information: http://www.dso.ufl.edu/drc

Please note that you must arrange for accommodations in advance; grades cannot be retroactively changed

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements: https://it.pharmacy.ufl.edu/student/requirements/pharmd-req/ ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In Class and Other Learning Activities

Students are expected to:

- Be diligent and timely in studying the course material.
- Be on time for class sessions, quizzes, and exams.
- Be prepared for group discussions and conference calls.
- Do your own work.
- Actively collaborate with peers when assigned to groups.
- Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- Dress appropriately for class sessions or clinically related activities.
- Turn off cell phones and other electronic communication devices during a class session or phone conference.
- Be quiet during class sessions including peer presentations.
- Be focused and avoid 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 course coordinator, facilitator, or teaching assistant.
- Seek assistance with academic or personal difficulties as soon as possible.

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

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

Students Netiquette on the Discussion Board:
1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: http://www.albion.com/netiquette/corerules.html   If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Faculty member Response Time:
1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12Noon on Friday.)

Email Communications:
1. When communicating with faculty via email, the subject line needs to include the course number & title.

2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Religious Holidays

Please see the University policy on attendance and religious holidays:

https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiousholidaystext

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; http://www.counseling.ufl.edu). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

Student Crisis

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; for Orlando 407-425-2624; and, for St. Petersburg 727-344-5555 and Tampa 211 or 813-234-1234.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Class Activities/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures and discussions is prohibited unless there is expressed written permission. Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to this policy will be considered to be breeching COP copyrights and/or FERPA law.

Please see the following URL for COP Policies:
http://file.cop.ufl.edu/studaff/policies/General%20COP%20Course%20Policies.pdf

Appendix A.   Faculty and Staff: Who to Contact

Academic Coordinator:
1.   Questions about dates, deadlines, meeting place
2.   Availability of handouts and other course materials
3.   Assignment directions
4.   Questions about grade entries gradebook (missing grades, wrong grade)
5.   Assistance with ExamSoft®

Teaching Partnership Leaders
1.   Issues related to course policies (absences, make up exams, missed attendance)
2.   Questions about grades
3.   Concerns about performance
4.   Guidance when there are performance problems (failing grades)
5.   General questions about content

Other Teaching Partnership Faculty Members
1.   Questions about specific content

Technical Support:
Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

Phone: 352-273-6281 (9am-4PM ET)
Email: mediahelp@cop.ufl.edu (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:
1.   Gatorlink accounts,
2.   Gatorlink email,
3.   myUFL, and
4.   ISIS.

Phone: (352)-392-4357

Appendix. Drug Information Question Rubric

DI Question Rubric	2pts Multiple missing elements AND serious improvement in quality needed	3 pts Multiple missing elements OR serious improvement in quality needed	4 pts All elements present but room for moderate quality improvement OR some elements missing	4.5 pts All elements present but room for minor quality improvement	5 pts All elements present and of high quality	Score
Recommendation 1. A recommendation is given based on information gathered 2. Recommendation is clear, reasonable 3. Recommendation is detailed and includes all necessary particulars (Ex. drug, dose, route, duration, monitoring)						__ X 6 =
Content 1. Information is accurate, current and supported by both reasoning and evidence 2. Relevant information is retrieved, analyzed, and interpreted correctly 3. Student demonstrates understanding of topic 4. Relevant studies are evaluated thoroughly (Ex. tables, annotated bibliography) 5. Safety and efficacy data are addressed						__ X 8 =

References 1. Appropriate type and number for question asked 2. Primary references utilized 3. References incorporated into answer 4. References formatted correctly						__ X 4 =
Organization 1. Statement of answer in first sentence 2. Contains restatement of original question 3. Cohesive and logical 4. Concise 5. Formatting assists with reader understanding 6. Grammar and spelling correct						__ X 2 =
					Total =	/100