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# PHA5787C Patient Care V: Endocrinology and Women's and Men's Health

Spring 2021

6 Credit Hours – [A-E Grading]

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*Fifth of an eight-course sequence that prepares the student to provide patient-centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. This course focuses on providing patient-centered care to patients who have endocrine disorders or gender specific health-related needs. Learners will develop, integrate, and apply knowledge from the foundational disciplines (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) and apply the Pharmacists' Patient Care Process in solving case-based scenarios for patients with these disorders.*

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## Teaching Partnership Leader

Michelle Farland, Pharm.D., BCPS, CDCES

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- Office: HPNP 3307
- Phone: 352-273-6293
- Office Hours: Thursdays 9:30-10:30am (March 11<sup>th</sup> – April 22<sup>nd</sup>)
  - Join via Zoom: <https://ufl.zoom.us/j/95923488048>
    - Meeting ID: 959 2348 8048
    - Passcode: 073752

*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:

### Patient Care Provider Domain

1. Collect information to identify a patient's medication-related problems and health-related needs.
2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.
3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective
4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.

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#### Interprofessional Team Member Domain

5. Collaborate as a member of an interprofessional team.

#### Population Health Promoter Domain

6. Identify patients at risk for prevalent diseases in a population.
7. Minimize adverse drug events and medication errors.
8. Maximize the appropriate use of medications in a population.

#### Information Master Domain

9. Use evidence-based information to advance patient care.

## Course-Level Objectives

Given a case of a patient with one or more of the above disorders/pharmacotherapy needs, Integrate knowledge and use clinical reasoning skills in accomplishing the following steps when managing a patient with the disease state:

- i. **Collect:** Gather subjective and objective information and analyze the data in order to understand the relevant medical/medication history and clinical status of the patient.
  1. Subjective and objective information is collected through comprehensive medication review with the patient, medical record review, pharmacy profile review, and communication with other members of the health care team.
  2. A holistic view is initiated during collection in order to consider physiological, psychological, and sociological variables of the patient and this view is maintained throughout the patient care process.
- ii. **Assess:** Assess the information collected and formulate a problem list consisting of the patient's active medical problems and medication therapy problems in order to prioritize medication therapy recommendations to achieve the patient's overall health goals.
  1. Assess the patient's active medical conditions taking into account clinical and patient goals of therapy.
  2. Assess the indication, effectiveness, safety, adherence and convenience (administration, access, affordability) of each medication the patient is taking.
  3. Include in the assessment an evaluation of risk factors, relevant psychosocial issues, and the need for preventative care or for referral to another healthcare practitioner for further evaluation
  4. Formulate a medication therapy problem list, classifying the patient's medication therapy problems based on indication, effectiveness, safety, and compliance.
  5. Prioritize the patient's medication therapy problems.
- iii. **Plan:** Develop an individualized patient-centered care plan in collaboration with other health care professionals and the patient/caregiver that is evidence-based and as affordable as possible.
  1. For each problem, create patient-centered goal(s) in collaboration with the patient/caregiver and other members of the healthcare team
  2. Develop a care plan to manage the patient's active medical conditions and resolve the identified medication therapy problems.
  3. Identify monitoring parameters to assess effectiveness, safety, adherence, and quality of life.
- iv. **Implement:** Implement the care plan in collaboration with other health care professionals and the patient/caregiver.

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1. For each condition and associated recommended strategy for resolving identified MTPs, provide the medication order in its entirety, including full drug name, dose, dosage form, route of administration, dosing interval, duration of therapy
  - a. Discuss the care plan with the patient.
  - b. Educate the patient on his/her medications (which may include explanations of medication action, the regimen or its proper discontinuation, proper medication use and storage, expected results and when to expect them, possible adverse effects, and when and how to follow-up or seek additional care.
2. Where appropriate, contribute to coordination of care by providing documentation to other providers using an evidence-based method of communication, such as SBAR (Situation, Background, Assessment, Recommendation) or SOAP (Subjective, Objective, Assessment, Plan)
- v. **Follow-up with the Patient:** Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals and the patient/caregiver.

## Course Pre-requisites

1. Completion of all Year 1 Pharm.D. program coursework including milestones.
2. Satisfactory completion of Blocks 5, 6, and 7.

## Course Co-requisites

1. 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.

Date and Time	Activity	Mod #	Unit Topic	Contact Time [hr.]a	Instructor
3/05/21	Lecture Video	0	Course Introduction	0.25	Michelle Farland
		1	<b>Module 1: Diabetes Mellitus</b>		Michelle Farland
3/08/21		1.1	Unit 1.1 Principles of Endocrinology	0.5	Maureen Keller-Wood
	Lecture Video	1.1	Introduction to Patient Care of Endocrine Systems		Maureen Keller-Wood
3/08/21		1.2	Unit 1.2 Pathophysiology of Diabetes	1	Lihui Yuan
	Lecture Video	1.2	Pathophysiology of Diabetes (Type 1 and Type 2)		Lihui Yuan

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3/08/21		1.3	Unit 1.3 Medicinal Chemistry of Diabetes Drugs	1	Chenglong Li
	Lecture Video	1.3	Medicinal Chemistry of Anti-Diabetic Drugs		Chenglong Li
3/08/21		1.4	Unit 1.4 Pharmacology: Oral and Injectable Diabetes Drugs	3.5	Karen Whalen
	Lecture Video	1.4.1	Pharmacology of Oral Antidiabetic Drugs		Karen Whalen
	Reading	1.4.1	ADA 2021 Guidelines - Pharmacologic Management (section 9)		Karen Whalen
	Reading	1.4.1	Pharmacist's Letter – Drugs for Type 2 Diabetes		Karen Whalen
	Reading	1.4.1	Pharmacist's Letter – Diabetes Medication and Cardiovascular Impact		Karen Whalen
	Lecture Video	1.4.2	Pharmacology of Insulin and Injectables		Lihui Yuan
	Reading	1.4.2	Pharmacists Letter – Comparison of Insulin Products Chart		Lihui Yuan
	Reading	1.4.2	Pharmacists Letter – Comparison of GLP-1 agonists Chart		Lihui Yuan
3/10/21		1.5	Unit 1.5 Pharmacologic Management of Diabetes	2.5	Michelle Farland
	Lecture Video	1.5	Pharmacologic Management of Diabetes Mellitus <ul style="list-style-type: none"> <li>- Clinical Presentation and Diagnosis</li> <li>- Patient Assessment</li> <li>- Prediabetes Management</li> <li>- Type 1 DM</li> <li>- Type 2 DM</li> </ul>		Michelle Farland
	Reading	1.5	Pharmacologic approaches to glycemic treatment: Standards of Medical Care in Diabetes – 2021. <i>Section 9, Figures 9.1 and 9.2, Table 9.1</i>		Michelle Farland
3/10/21		1.6	Unit 1.6 Transcending Concept – Health and Wellness: Diabetes	1	Michelle Farland
	Lecture Video	1.6	Lifestyle Modifications for Diabetes		Michelle Farland
3/11/21 10:40am- 12:35pm	Active Learning Session	1.1- 1.6	Active Learning Session 1A (2 hours)	1	Chenglong Li Michelle Farland Karen Whalen Lihui Yuan
	In-class Activities	1.1- 1.6	Readiness Assessment Test 1A/B		
	In-class Activities		Exit Ticket		
3/11/21 1:55- 3:50pm	Active Learning Session	1.1- 1.6	Active Learning Session 1B (2 hours)	1	Michelle Farland Karen Whalen Lihui Yuan

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	In-class Activities		Exit Ticket		
3/12/21		1.7	Unit 1.7 Acute Complications of Diabetes	1	Carinda Feild
	Lecture Video	1.7	Management of Acute Complications of DM		Carinda Feild
3/12/21		1.8	Unit 1.8 Transcending Concept: Health information and informatics (HIT in Inpatient Settings) and Root Cause Analysis	1	Benjamin Staley
	Lecture Video	1.8.1	Use of Electronic Health Record Technology to Drive Safe and Appropriate Insulin Use		Benjamin Staley
	Lecture Video	1.8.2	Root Cause Analysis		Amy Rosenberg
3/15/21 1:55-3:50pm	Active Learning Session	1.7 - 1.8	Active Learning Session 1C (2 hours)	1	Carinda Feild
	In-class Activities	1.1-1.8	Readiness Assessment Test 1C		
	In-class Activities		Exit Ticket		
3/15/21		1.9	Unit 1.9 Chronic Complications of Diabetes	1	Christina DeRemer
	Lecture Video	1.9	Chronic Complications of Diabetes		Christina DeRemer
3/15/21		1.10.	Unit 1.10 Transcending Concept: Communication with Indigent Patients	0.5	Teresa Roane
	Lecture Video	1.10.	Transcending Concept: Communication with Indigent Patients		Teresa Roane
3/15/21		1.11	Unit 1.11 Transcending Concept: Diabetes and Adherence	0.5	Christina DeRemer
	Lecture Video	1.11	Diabetes and Behavioral Adherence		Christina DeRemer
3/15/21		1.12	Unit 1.12 Introduction to MTM	1	Teresa Roane
	Reading	1.12	Core Elements of an MTM Service Model		Teresa Roane
	Lecture Video	1.12	Introduction to MTM		Teresa Roane
3/17/21 8:30-10:25am	Active Learning Session	1.9 - 1.12	Active Learning Session 1D (2 hours)	1	Christina DeRemer Teresa Roane
	In-class Activities	1.1-1.12	Readiness Assessment Test 1D		
	In-class Activities		Exit Ticket		
3/17/21 11:59pm	Assignment	1.1-1.12	Module 1: Medication List Assignment Due		Michelle Farland

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		2	<b>Module 2: Adrenal, Thyroid and Parathyroid</b>		Christina DeRemer
3/18/21		2.1	Unit 2.1 Adrenal Pathophysiology and Pharmacology	1.25	Maureen Keller-Wood
	Lecture Video	2.1.1	Adrenal/Glucocorticoid Pathophysiology		Maureen Keller-Wood
	Lecture Video	2.1.2	Pathophysiology of Adrenal Disorders part 2		Maureen Keller-Wood
3/18/21		2.2	Unit 2.2 Pathophysiology of the Endocrine System: Calcium and Parathyroid Disorders	0.75	Christina DeRemer
	Lecture Video	2.2	Pathophysiology of endocrine system: Calcium and Parathyroid Disorders		Christina DeRemer
	Lecture Video	2.2	Chvosteks Sign and Trousseau Sign Video		Christina DeRemer
3/18/21		2.3	Unit 2.3 Treatment of Thyroid Disorders	1.75	Christina DeRemer
	Lecture Video	2.3	Treatment of Thyroid Disorders		Christina DeRemer
3/19/21 10:40am-12:35pm	Active Learning Session	2	Active Learning Session 2A (2 hours)	1	Christina DeRemer Maureen Keller-Wood
	In-class Activity	2.1-2.3	Readiness Assessment Test 2 A/B		
	In-class Activity		Exit Ticket		
3/19/21 1:55-3:50pm	Active Learning Session	2	Active Learning Session 2B (2 hours)	1	Christina DeRemer Maureen Keller-Wood
	In-class Activity		Exit Ticket		
3/22/21 11:59pm	Assignment		Module 2: Medication List Assignment Due		Christina DeRemer
3/22/21 2:00-4:30pm	Exam	1-2	Exam 1 (2.5 hours)	2.5	Michelle Farland
		3	<b>Module 3: Women's Health in Early Reproductive Life (Contraception)</b>		Karen Whalen
3/24/21		3.1	Unit 3.1 Pathophysiology of the Endocrine System: Female Reproduction and Pregnancy	1	Karen Whalen
	Reading	3.1	Endocrine Physiology, Chapter 9: Female Reproductive --ONLY the section entitled Physiologic Effects of Ovarian Hormones		Karen Whalen
	Lecture Video	3.1	Pathophysiology of the Endocrine System: Female Reproduction		Karen Whalen

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3/24/21		3.2	Unit 3.2 Pharmacology: Estrogens and Progestins	1.25	Maureen Keller-Wood
	Lecture Video	3.2	Estrogen and Progestin Pharmacology		Maureen Keller-Wood
3/24/21		3.3	Unit 3.3 Medicinal chemistry: Estrogens and Progestins	0.75	Margaret James
	Lecture Video	3.3	Medicinal chemistry: Estrogens and Progestins		Margaret James
3/24/21		3.4	Unit 3.4 Contraception	2	Karen Whalen
	Lecture Video	3.4.1	Contraception – Part I		Karen Whalen
	Lecture Video	3.4.2	Contraception - Part II & Emergency Contraception		Karen Whalen
3/24/21		3.5	Unit 3.5 Transcending Concept: Drug Delivery Systems - Contraceptives	0.75	W. Cary Mobley
	Lecture Video	3.5	Transcending Concept: Drug Delivery Systems – Polymer Controlled Long Acting Reversible Contraceptives		W. Cary Mobley
3/25/21 10:40am- 12:35pm	Active Learning Session	3.1-3.5	Active Learning Session 3A (2 hours)	1	Margaret James Maureen Keller-Wood Karen Whalen
	In-class Activities	3.1-3.5	Readiness Assessment Test 3A/B		
	In-class Activities		Exit Ticket		
3/25/21 1:55- 3:50pm	Active Learning Session	3.1-3.5	Active Learning Session 3B (2 hours)	1	Margaret James Maureen Keller-Wood W. Cary Mobley Karen Whalen
	In-class Activities		Exit Ticket		
3/26/21		3.6	Unit 3.6 Transcending Concept: Professionalism, Ethics and & Law – Contraception for teenagers	1	Karen Whalen
	Reading	3.6	Exceptions to Parental Consent for Minors		William Allen
	Reading	3.6	Minors' Access to Contraceptive Services		William Allen
	Reading	3.6	Excerpts from Minors' Rights Versus Parental Rights: Review of Legal Issues in Adolescent Health Care (PDF)		William Allen
3/26/21		3.7	Unit 3.7 Transcending Concept: Evidence-based Practice: Review and appraisal of cohort studies	1	Priti Patel

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	Lecture Video	3.7.1	Review and Appraisal of Cohort Studies		Priti Patel
	Lecture Video	3.7.2	Review and Appraisal of Cohort Studies Part II		Priti Patel
	Reading	3.7	Cardiovascular risks associated with the use of drospirenone-containing combined oral contraceptives.		Priti Patel
3/26/21		3.8	Unit 3.8 Menstruation-related Disorders	0.75	Karen Whalen
	Lecture Video	3.8	Menstruation-related Disorders		Karen Whalen
3/29/21 1:55-3:50pm	Active Learning Session	3.6-3.8	Active Learning Session 3C (2 hours)	1	William Allen Priti Patel Karen Whalen
3/29/21	In-class Activities	3.6-3.8	Readiness Assessment Test 3C		
3/29/21	In-class Activities		Exit Ticket		
		3.9	Unit 3.9 Transcending Concept: Self-care of Vaginal Infections; Pregnancy Tests	1	Erin St Onge
	Lecture Video	3.9	Self Care Topics: OTC Pregnancy Testing and Vaginal Infections		Erin St Onge
		3.10.	Unit 3.10 Sexually Transmitted Diseases	2	John Allen
	Lecture Video	3.10.1	Syphilis		John Allen
	Lecture Video	3.10.2	Chlamydia		John Allen
	Lecture Video	3.10.3	Neisseria Gonorrhoeae		John Allen
	Lecture Video	3.10.4	Vaginitis		John Allen
	Lecture Video	3.10.5	Genital Herpes		John Allen
		3.11	Unit 3.11 Transcending Concept: Self Care - STD Prevention	0.5	John Allen
	Reading	3.11.1	CDC Fact Sheet - Incidence, Prevalence, and Cost of STDs in the US		John Allen
	Reading	3.11.2	Screening Recommendations and Considerations		John Allen
4/1/21 8:30-10:25am	Active Learning Session	3.9-3.11	Active Learning Session 3D (2 hours)	1	John Allen Erin St Onge
4/1/21	In-class Activities	3.9-3.11	Readiness Assessment Test 3D		
4/1/21	In-class Activities		Exit Ticket		
4/1/21 11:59pm	Assignment	3.1-3.11	Module 3: Medication List Assignment Due		Karen Whalen



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	Module	4	Module 4: Women's Health in Pregnancy & Lactation		Priti Patel
4/2/21		4.1	Unit 4.1 Pregnancy and Lactation	1.5	Priti Patel
	Lecture Video	4.1.1	Principles of Drug Use in Pregnancy		Priti Patel
	Lecture Video	4.1.1.1	Principles of Drug Use in Pregnancy - Example		Priti Patel
	Lecture Video	4.1.2	Principles of Drug Use During Breastfeeding		Priti Patel
	Lecture Video	4.1.2.1	Principles of Drug Use During Breastfeeding - Example		Priti Patel
4/2/21		4.2	Unit 4.2 Drug Information Resources for Pregnancy and Lactation	1	Priti Patel
	Lecture Video	4.2.1	Drug Information Resources for Pregnancy and Lactation		Priti Patel
	Review	4.2.2	Briggs Drugs in Pregnancy and Lactation: a reference guide to fetal and neonatal risk		Priti Patel
4/2/21		4.3	Unit 4.3 OTC Medication Use in Pregnancy	1	Erin St Onge
	Lecture Video	4.3	OTC Medication Use in Pregnancy		Erin St Onge
4/2/21		4.4	Unit 4.4 Transcending Concept: Special Populations – Drug Dosing in Pregnancy	0.5	Priti Patel
	Lecture Video	4.4	Drug Dosing in Pregnancy		Priti Patel
4/2/21	Unit	4.5	Unit 4.5 Transcending Concept: Interprofessional Communication & Medication Safety	0.5	Karen Whalen
	Reading	4.5	Disclosing Harmful Medical Errors to Patients		Karen Whalen
	Reading	4.5	Talking with Patients About Other Clinician's Errors		Karen Whalen
4/2/21		4.6	Unit 4.6 Transcending Concept: Health Disparities in Pregnancy and Lactation	0.25	Priti Patel
	Lecture Video	4.6	Health Disparities in Pregnancy and Lactation		Priti Patel
4/5/21 10:40-12:35pm	Active Learning Session	4.1 - 4.6	Active Learning Session 4A (2 hours)	1	Karen Whalen Priti Patel Erin St Onge
	In-class Activity	4.1-4.6	Readiness Assessment Test 4A/B		Erin St Onge
	In-class Activity		Exit Ticket		

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4/5/21 1:55- 3:50pm	Active Learning Session	4.1 - 4.6	Active Learning Session 4B (2 hours)	1	Karen Whalen Priti Patel Erin St Onge
	In-class Activity		Exit Ticket		
4/6/21 11:59pm	Assignment		Module 4: Medication List Assignment Due		Priti Patel
4/7/21 2-4:30pm	Exam	3-4	Exam 2 (2.5 hours)	2.5	Michelle Farland
	Module	5	Module 5: Women's Health in Mid to Late Life		Karen Whalen
4/8/21		5.1	Unit 5.1 Pharmacology: SERMS	0.5	Maureen Keller-Wood
	Lecture Video	5.1	Pharmacology: SERMS		Maureen Keller-Wood
4/8/21		5.2	Unit 5.2 Medicinal Chemistry: SERMS	0.5	Margaret James
	Lecture Video	5.2	Medicinal Chemistry: SERMS		Margaret James
4/8/21		5.3	Unit 5.3 Hormone Therapy	1.25	Erin St Onge
	Lecture Video	5.3	Hormone Therapy		Erin St Onge
4/8/21		5.4	Unit 5.4 Transcending Concept: Herbals for Women's Health Disorders	1	Oliver Grundmann
	Reading	5.4	Handbook of Nonprescription Drugs, chapter 51, pages 981-984		Oliver Grundmann
	Lecture Video	5.4	Herbals for Women's Health Disorders		Oliver Grundmann
4/8/21		5.5	Unit 5.5 Urinary Incontinence	1	Katherine Vogel Anderson
	Lecture Video	5.5	Urinary Incontinence		Katherine Vogel Anderson
4/8/21		5.6	Unit 5.6 Osteoporosis	2	Karen Whalen Christopher Piszczatoski
	Lecture Video	5.6	Osteoporosis		Karen Whalen Christopher Piszczatoski
4/9/21 10:40- 12:35pm	Active Learning Session	5.1 - 5.6	Active Learning Session 5A (2 hours)	1	Margaret James Karen Whalen Katherine Vogel Anderson Maureen Keller-Wood Oliver Grundmann Erin St Onge
	In-class Activities	5.1-5.6	Individual Quiz (ungraded)		
	In-class Activities		Exit Ticket		

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4/9/21		5.7	Unit 5.7 Breast Cancer	2	David DeRemer
	Lecture Video	5.7	Breast Cancer		David DeRemer
	Reading	5.7	Pharmacotherapy: a Pathophysiologic Approach, 11 <sup>th</sup> ed, Chapter 145 Breast Cancer – Treatment Section		David DeRemer
4/9/21		5.8	Unit 5.8 Transcending Concept: Pharmacoeconomics	0.5	Karam Diaby
	Lecture Video	5.8	Healthcare decision making using incremental cost-effectiveness ratio		Karam Diaby
4/9/21		5.9	Unit 5.9 Transcending Concept: Personalized Medicine – Breast Cancer	0.75	Jatinder Lamba
	Lecture Video	5.9	Personalized Medicine in Breast Cancer		Jatinder Lamba
4/9/21	Unit	5.10.0	Unit 5.10 Ovarian Cancer	1	David DeRemer
	Lecture Video	5.10.2	Ovarian Cancer		David DeRemer
4/12/21 1:55- 3:50pm	Active Learning Session	5.7 - 5.10	Active Learning Session 5B (2 hours)	1	David DeRemer Karam Diaby Jatinder Lamba Erin St Onge
	In-class Activities	5.7-5.10	Readiness Assessment Test 5B		
	In-class Activities		Exit Ticket		
4/12/21 11:59pm	Assignment		Module 5: Medication List Assignment Due		Erin St Onge
	Module	6	<b>Module 6: Men's Health</b>		Katherine Vogel Anderson
4/13/21		6.1	Unit 6.1 Pathophysiology of the Endocrine System: Male Reproduction	1	Lihui Yuan
	Reading	6.1	Pharmacotherapy: a Pathophysiologic Approach, 11 <sup>th</sup> ed, Chapter 99: Erectile Dysfunction • Physiology of a normal erection • Pathophysiology		Lihui Yuan
	Reading	6.1	Pharmacotherapy: a Pathophysiologic Approach, 11 <sup>th</sup> ed, Chapter 100: Benign Prostatic Hyperplasia • Normal prostate physiology • Pathophysiology		Lihui Yuan
	Lecture Video	6.1	Pathophysiology of the Endocrine System: Male Reproduction		Lihui Yuan
4/13/21		6.2	Unit 6.2 Pharmacology: Androgens	0.75	Lihui Yuan
	Lecture Video	6.2	Pharmacology: Androgens		Lihui Yuan
4/13/21		6.3	Unit 6.3 Medicinal Chemistry: Androgens	0.5	Chenglong Li

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	Lecture Video	6.3	Medicinal Chemistry: Androgens		Chenglong Li
4/13/21		6.4	Unit 6.4 Testosterone Replacement	1	Katherine Vogel Anderson
	Lecture Video	6.4	Testosterone Replacement		Katherine Vogel Anderson
4/13/21		6.5	Unit 6.5 Erectile Dysfunction	1	Katherine Vogel Anderson
	Lecture Video	6.5	Erectile Dysfunction		Katherine Vogel Anderson
4/14/21		6.6	Unit 6.6 Benign Prostatic Hyperplasia & Incontinence	1	Katherine Vogel Anderson
	Lecture Video	6.6	Benign Prostatic Hyperplasia & Incontinence		Katherine Vogel Anderson
4/14/21		6.7	Unit 6.7 Management of Prostate Cancer	1	David DeRemer
	Lecture Video	6.7	Management of Prostate Cancer		David DeRemer
	Reading	6.7	Pharmacotherapy: A Pathophysiologic Approach, 11th Ed., Chapter 148- Prostate Cancer, Sections: Epidemiology, Etiology, Chemoprevention, Screening, Pathophysiology, Treatment		David DeRemer
4/14/21		6.8	Unit 6.8 Transcending Concept: Herbals for Men's Health	0.75	Oliver Grundmann
	Lecture Video	6.8	Transcending Concept: Herbals for Men's Health		Oliver Grundmann
	Reading	6.8	Handbook of nonprescription drugs, pages 974 (African plum) and 976 (Saw palmetto)		Oliver Grundmann
4/14/21		6.9	Unit 6.9 Transcending Concept: Self – care for Men's Health Issues	0.75	Joshua Pullo
	Lecture Video	6.9	Self –care for Men's Health Issues		Joshua Pullo
4/14/21		6.10.	Unit 6.10 Transcending Concept: Social – Cultural competency –LGBTQ	1.75	Joshua Pullo Oliver Grundmann
	Lecture Video	6.10.1	Pharmacotherapy for the LGBTQ Population		Joshua Pullo Oliver Grundmann
	Lecture Video	6.10.2	Social & Cultural Competency for LGBTQ patients		Joshua Pullo Oliver Grundmann
4/15/21 10:40am- 12:35pm	Active Learning Session	6.1- 6.10	Active Learning Session 6A (2 hours)	1	Katherine Vogel Anderson Lihui Yuan Chenglong Li David DeRemer Oliver Grundmann Joshua Pullo

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04/15/21	In-class Activities	6.1-6.10	Readiness Assessment Test 6A/B		
4/15/21	In-class Activities		Exit Ticket		
4/15/21 1:55-3:50pm	Active Learning Session	6.1-6.10	Active Learning Session 6B (2 hours)	1	Katherine Vogel Anderson Lihui Yuan Chenglong Li David DeRemer Oliver Grundmann Joshua Pullo
4/15/21	In-class Activities		Exit Ticket		
4/16/21 1:55-6:00pm	Active Learning Session	1-6	Capstone (4 hours)	2	Michelle Farland Christina DeRemer Karen Whalen Priti Patel Erin St Onge Katherine Vogel Anderson
04/16/21 6:00pm	Assignment	1-6	Capstone Medication List Assignment Due		Michelle Farland Katherine Vogel Anderson
4/20/21 2:00-4:30	Exam	1-6	Comprehensive Final Exam (2.5 hours)		Michelle Farland
			Total Contact Hours	78.25	

## Required Textbooks/Readings

- Foye WO, Lemke T, Williams DA. Foye's Principles of Medicinal Chemistry, Wolters Kluwer Health/Lippincott Williams & Wilkins, Philadelphia, PA, 7<sup>th</sup> Edition, 2013. ISBN-13:978-1609133450; ISBN-10:1609133455
  - Not available via HSC Library
  - Previously purchased for PHA5782C Patient Care II
- Brunton L. Goodman and Gilman's The Pharmacological Basis of Therapeutics, McGraw-Hill Professional, New York, NY, 13<sup>th</sup> Edition, 2018. ISBN-13: 978-1259584732; ISBN-10: 1259584739.
  - Available via HSC Library – Access Pharmacy
  - Previously used for PHA5782C Patient Care II
- Dipiro JT, Yee GC, Posey LM, Haines ST, Nolin TD, Ellingrod VL. Pharmacotherapy – A pathophysiologic approach. McGraw-Hill Professional, New York, NY, 11th Edition, 2020. ISBN-978-1-260-11681-6
  - Available via HSC Library – Access Pharmacy
  - Previously used for PHA5782C Patient Care II
- Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of Nonprescription Drugs: An Interactive Approach to Self-care. 19th ed. Washington, D.C.: American Pharmacists Association; 2018.
  - Not available via HSC Library

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- Previously purchased for PHA5781 Patient Care I

Use [UF VPN to access UF Libraries Resources](#) when off-campus. The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](http://www.library.health.ufl.edu/) at this URL: <http://www.library.health.ufl.edu/>

## Suggested Textbooks/Readings

Suggested readings may be posted in Canvas.

## Other Required Learning Resources

None

## Materials & Supplies Fees

None

## Student Evaluation & Grading

Evaluation methods and how grades are calculated.

Assessment Item	Grade Percentage
Medication List Assignment Group 1 (Modules 1 & 2) – Appendix B	4%
Medication List Assignment Group 2 (Modules 3, 4, 5) – Appendix B	4%
Capstone Medication List Assignment – Appendix B	7%
Exit Tickets (10 assignments – submitted at the end of every active learning session for modules 3-6)*	10%
Exam 1 (Modules 1-2)	22%
Exam 2 (Modules 3-4)	22%
Exam 3 (Cumulative, focus on Modules 5-6)	31%
<b>Total</b>	<b>100%</b>

\* The exit tickets will include 3 questions: 1) List 1 thing you learned today; 2) List 1 thing from today's class you are curious about; 3) List 1 lingering question that remains after today's class. Exit tickets must be completed by 11:59pm on the day of the active learning class session. Late submissions will NOT be accepted. Each exit ticket is worth 1 point, with no partial scoring. To earn credit for submission, all questions on the exit ticket must be completed with a meaningful response, in that it relates to the content addressed during the class session. Blank responses, or submissions such as "n/a" or "none" or "nothing at this time" or any comments unrelated to the content of that class session will not be accepted. Students who are excused from the class session will also receive an excused absence for the exit ticket for that day.

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Table 1. Grading Scale

**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](#) at this URL:

<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

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

**Pharm.D. Course Policies**

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

**Makeup Assignments**

Makeup assignments will be required for excused absences from all Active Learning Sessions. Students will be required to complete the makeup assignment within one week of the missed session.

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## Appendix A. Course Directory

### Teaching Partnership Leader/Course Director:

Michelle Z. Farland, Pharm.D., BCPS, CDCES

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

Office: HPNP 3307

Phone: 352-273-6293

Office Hours: Office Hours: Thursdays 9:30-10:30am (March 11<sup>th</sup> – April 22<sup>nd</sup>)

- Join via Zoom: <https://ufl.zoom.us/j/95923488048>
  - Meeting ID: 959 2348 8048
  - Passcode: 073752

#### Questions to Ask:

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

### Academic Coordinator:

Name: Misti Merrill

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

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:

- [Allen, John](#) [john.allen@cop.ufl.edu](mailto:john.allen@cop.ufl.edu)
- [William Allen](#) [wmallen@UFL.EDU](mailto:wmallen@UFL.EDU)
- [DeRemer, Christina](#) [cderemer@cop.ufl.edu](mailto:cderemer@cop.ufl.edu)
- [DeRemer, David](#) [dderemer@cop.ufl.edu](mailto:dderemer@cop.ufl.edu)
- [Diaby, Vakaramoko](#) [v.diaby@cop.ufl.edu](mailto:v.diaby@cop.ufl.edu)
- [Michelle Farland](#) [mfarland@cop.ufl.edu](mailto:mfarland@cop.ufl.edu)
- [Feild, Carinda](#) [cfeild@cop.ufl.edu](mailto:cfeild@cop.ufl.edu)
- [Grundmann, Oliver](#) [grundman@ufl.edu](mailto:grundman@ufl.edu)
- [James, Margaret O](#) [mojames@ufl.edu](mailto:mojames@ufl.edu)
- [Keller-Wood, Maureen](#) [kellerwd@cop.ufl.edu](mailto:kellerwd@cop.ufl.edu)
- [Lamba, Jatinder Kaur](#) [jlamba@cop.ufl.edu](mailto:jlamba@cop.ufl.edu)
- [Li, Chenglong](#) [lic@cop.ufl.edu](mailto:lic@cop.ufl.edu)
- [Mobley, William C](#) [mobley@cop.ufl.edu](mailto:mobley@cop.ufl.edu)
- [Patel, Priti](#) [ppatel@cop.ufl.edu](mailto:ppatel@cop.ufl.edu)
- [Pszczatoski, Christopher](#) [CPszczatoski@cop.ufl.edu](mailto:CPszczatoski@cop.ufl.edu)
- [Pullo, Joshua](#) [jpullo@cop.ufl.edu](mailto:jpullo@cop.ufl.edu)
- [Roane, Teresa Elaine](#) [troane@cop.ufl.edu](mailto:troane@cop.ufl.edu)
- [St. Onge, Erin Lyn](#) [stonge@cop.ufl.edu](mailto:stonge@cop.ufl.edu)
- [Vogel-Anderson, Katherine L](#) [kvanderson@cop.ufl.edu](mailto:kvanderson@cop.ufl.edu)
- [Whalen, Karen](#) [whalen@cop.ufl.edu](mailto:whalen@cop.ufl.edu)
- [Yuan, Lihui](#) [yuanlh@cop.ufl.edu](mailto:yuanlh@cop.ufl.edu)

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## Appendix B. Medication List Assignment

### Assignment Description:

For this assignment, you will be provided limited information about a patient (see examples below) and a medication list. Upon review of this information, you will be required to:

- List the diseases that are most likely included in this patient's past medical history.
  - o **Tip:** Review the medication list as a whole, not each medication in isolation. This will help you identify the most likely element of the past medical history to include.
  - o **Extra Tip:** Do not provide a list of ALL potential indications for each medication included on the list.
- List the drug therapy problems related to this medication list.
  - o **Tip:** The potential types of drug therapy problems you may identify for this assignment include (dosage too low; dosage too high; contraindication; needs additional drug therapy; unnecessary drug therapy)
  - o **Extra Tip:** You do not need to develop the plan to resolve the drug therapy problem. However, if there is a need to change a medication or dose for the patient, this should be incorporated into the monitoring plan that is created.
- Create a monitoring plan for this patient's medications incorporating the changes required to resolve drug therapy problems identified (include item to monitor and frequency of measurement).
  - o **Tip:** The monitoring plan should not be organized based on medication. Instead, identify parameters that need monitored and condense the list based on the parameter. Default to the frequency of monitoring that is the shortest follow-up time.
  - o **Extra Tip:** When developing the monitoring plan for adverse drug events, include only items that can be measured objectively, not every possible adverse drug event (eg, headache, fatigue, nausea).

Examples of Patient Information to be provided: age, gender, race/ethnicity; vital signs; any critical information related to the module (eg, kidney function, pregnancy status); setting of where the medication list is being evaluated (eg, community pharmacy, hospital, physician office)

Medication List assignments for all modules are required to be submitted by all students. However, only 2 submissions (one from Group 1 and one from Group 2) will receive a grade for the course. Submissions that are received late when not graded, will result in a grade reduction for the submission that is graded within that group (see rubric below). If students do not submit the assignment for the module they are graded for, they will receive a zero. The module students are graded for in each Group (1 and 2) will be randomly selected and students will not know which module they are receiving a grade for because assignments will be muted in Canvas until all assignments for the given Group are graded. All students will be graded for the Capstone Medication List assignment submission.

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## Assignment Rubric:

The maximum possible score for this assignment is 5 points. By achieving the Standard for Performance you will receive 1 point per criteria listed. If you receive comments in the areas for improvement you will receive 0 points for that criteria.

<b>Areas for Improvement</b> (0 points)	<b>Criteria</b> <i><b>Standard for Performance</b></i> (1 point)	<b>Evidence of Exceeding Standards</b> (Great job for getting this far!)
Not all elements of the PMH were included. Missing:  Three or more incorrect elements of the PMH were included.	The past medical history accurately reflects the treatment the patient is receiving.	
Not all DTPs were identified. Missing:  Recommendation to resolve the DTP was provided and inappropriate that results in harm to the patient.	All critical drug therapy problems were identified.	Recommendations to resolve the DTP were provided and appropriate.
Not all monitoring parameters were included. Missing:	The monitoring plan encompasses appropriate measures for all medications the patient is prescribed.	
Frequency for each parameter was not included. Missing:  The same parameter was listed numerous times with differing frequency.	The monitoring plan includes appropriate measurement frequency for all medications the patient is prescribed.	
Assignment was late. Assignment in the Group was not submitted.*	Assignment was turned in on time.	

\*Assignments not submitted when being graded will receive a zero (0). If one of the assignments in a group that is not being graded for a student is not submitted, a point will be deducted from the assignment that is graded in the same group. Group 1 = Module 1 & 2; Group 2 = Modules 3, 4, 5.