PHA5163L Professional Skills Lab 3

Fall 2022

1 Credit Hour – [A-E Grading]

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).

Teaching Partnership Leaders

Janet Schmittgen, PharmD

- Email: jschmittgen@cop.ufl.edu
- Office: 352-273-9547
- 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:

1. Collect information to identify a patient's medication-related problems and health-related needs.
   - 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.

2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health related needs
   - 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.
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.
   - ST3.1. Follow an evidence-based disease management protocol.
   - ST3.2 Develop a treatment plan with a patient.
   - ST3.3 Manage drug interactions.
   - ST3.4 Select monitoring parameters to determine the therapeutic and adverse effects related to the treatment plan.

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ST3.5 Determine the appropriate time interval(s) to collect monitoring data.
ST3.6 Create a patient-specific education plan.

4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.
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).

5. Follow-up and monitor a care 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.

6. Collaborate as a member of an interprofessional team
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.

9. Maximize the appropriate use of medications in a population
ST9.2 Apply cost-benefit, formulary, and/or epidemiology principles to medication- related decisions.

11. Educate patients and professional colleagues regarding the appropriate use of medications
ST11.1 Lead a discussion regarding a recently published research manuscript and its application to patient care.

12. Use evidence-based information to advance patient care
ST12.1 Retrieve and analyze scientific literature to make a patient-specific recommendation.

14. Fulfill a medication order
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

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   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)
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

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

See Appendix. 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.

Required Textbooks/Readings

None.

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 at this URL:http://www.library.health.ufl.edu/

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

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Other Required Learning Resources

1. Top 300 Drugs Flashcards
   - The flashcards are available for free through Access Pharmacy: hUp://accesspharmacy.mhmedical.com/ qa.aspx#tab5
2. 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
   - 2PDs are encouraged to purchase a 2 year Student Subscription

Materials & Supplies Fees

None

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.
[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

Table 1.1 Evaluation and Grading

Assessment Item	Grade Percentage
Weekly Pre-Lab Quizzes (n=12; 1.25% each)	15%
Weekly Skills Assessments (n=14; 5% each)	70%
Top 200 Drug Exam	15%
Total	100%

Table 1.2 Grading Scale

Percentage	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

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

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.

Students who arrive after the start of the pre-lab quiz will be given a paper copy and only allowed the remaining time to complete the quiz. (E.g. a student who arrives 3 minutes after the start of the pre-lab quiz will be given a paper copy and allowed the 7 minutes remaining 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.

Eligible content includes the brand name(s), generic name, drug class, dosage form (including how supplied), category/common FDA label indication, MOA, Box Warnings, Briggs Pregnancy **Recommendation ONLY IF "CONTRAINDICATED"** (meaning patients shouldn't use it during pregnancy), and common adverse reactions (>10%), key patient counseling points.

Students must obtain **80% or better on this exam**. 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.

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Exam is **ALWAYS** cumulative: any card, any info, any drug that they've been assigned previously is fair game.

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
3. PlayPosit

For technical support, navigate to Educational Technology and IT Support Contact Information 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 General Pharm.D. Course Policies carefully, at this URL: http://curriculum.pharmacy.ufl.edu/current-students/course-policies/

Course Specific Policies

The Policies in the following link apply to this course. Review the Skills Lab Policies carefully at this URL: https://curriculum.pharmacy.ufl.edu/current-students/course-policies/skills-lab-policies/

Makeup Assignments

Makeup assignments may 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.

Late Assignments

- 0-24 hours late: 25% reduction of the earned score (max score possible: 75%)
- 24-48 hours late: 50% reduction of the earned score (max score possible: 50%)
- 48 hours late: Assignment will be assigned a score of 0

Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the UF COP Course policies.

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If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF COP *Student Mistreatment Report*.

Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director(s):

Janet Schmittgen, Pharm.D.

- Email: jschmittgen@cop.ufl.edu
- Office: 352-273-9547
- Phone: 614-805-1608

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

Jacksonville Campus Coordinator:
Jessica Huston, Pharm.D.

- Email: jessicahuston@cop.ufl.edu
- Phone: 904-244-9590

Orlando Campus Coordinator:
Lisa Vandervoort, Pharm.D.

- Email: lvandervoort@cop.ufl.edu
- Phone: 407-313-7013

Questions to Ask:

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

Other Teaching Partnership Faculty Members:

Mohammed Alshaer, PharmD, PhD

- Email: mshaer@cop.ufl.edu
- Office: Gainesville
- Phone: 352 – 273 - 6803

Kelsey Cook, PharmD, BCPS

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- Office: Jacksonville
- Phone: 904 – 244 - 9876

Adonice Khoury, PharmD, BCPS

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- Phone: 352 – 273 - 8136

Kayihura Manigaba, PharmD, BCIDP

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Priti Patel, PharmD
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Bradley Phillips, PharmD
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- Phone: 352 – 273 - 6236

Jason Powell, PharmD, BCACP
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- Office: Gainesville
- Phone: 352 – 265 - 7015

Bethany Shoulders, PharmD, BCCCP
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- Office: Gainesville
- Phone: 352 – 294 - 8780

Instructional Designer:

Skylar Johnson, M.A.
- Email: skylarjohnson@cop.ufl.edu
- Office: HPNP 4309
- Phone: 352 – 273 - 5719

Academic Coordinator Gainesville Campus:

Hanna Stallard
- Email: hstallard@ufl.edu
- Office: HPNP 4312
- Phone: 352 – 273 - 6312

Absence Request Ticket 2PD

Educational Coordinators

Katie Orben
- Email: korben06@ufl.edu
- Office: Jacksonville Campus

Andrea M Arredondo
- Email: aarredondo1@cop.ufl.edu
- Office: Orlando Campus
- Phone: (407) 313 - 4087

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Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy 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 in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of Examplify 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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Appendix B: Course Outline

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
08/10/22	0	Module	Module 0-Introduction to PHA5163L			
08/10/22		Quiz (Online)	Syllabus Agreement - all material locked down until quiz is taken			Janet L Schmittgen
08/10/22		Lecture Video	Watch: Course Introduction Video	0.25	17	Janet L Schmittgen
08/10/22		Lecture Video	Watch: Top 200; Intro Video	0.25		Janet L Schmittgen
08/10/22		Reading	Read-ACCP Clinical Pharmacist Competencies, Clinical Pharmacy Should Adopt a Consistent Process of Direct Patient Care (Supplementary reading). Scope of Practice for Clinical Pharmacists. JCPP Vision for Pharmacists' Practice	0.25	17	Janet L Schmittgen
		Video Other	Career Pathways-Faculty Bio-sketch			Janet L Schmittgen
08/10/22	1	Module	Module 01 The Electronic Health Record in the Hospital		1	Janet L Schmittgen
08/10/22	1.1	Lecture Video	Watch: The Electronic Health Record in the Hospital	0.5		Janet L Schmittgen
08/10/22	1.2	Video Other	Watch: EHR Go Student Orientation Video Part 1	0.25		Janet L Schmittgen
08/10/22	1.3	Video Other	Watch: EHR Go Student Orientation Video Part 2	0.25		Janet L Schmittgen
08/10/22	1.4	Video Other	Watch: Pharmacy at UF Health Jacksonville	0.25		Janet L Schmittgen
08/10/22	1.5	Optional/Supplemental	Review: ISMP; List of Error-Prone Abbreviations, Guidelines for Safe Electronic Communication of Medication Information			
08/10/22	1.6	Assignment (Graded)	Pre-Class Assignment: EHR Go: Skills Activity; EHR Orientation			Janet L Schmittgen
08/16/22		Quiz (In Class)	Pre-Lab Quiz Module 1			Janet L Schmittgen
		In-class Activity	In-class Activity: EHRGo Introduction to Chart Deficiencies			Janet L Schmittgen
08/16/22		Performance Assessment	Assessment-Individual Canvas Quiz: EHRGo Scavenger Hunt Quiz			Janet L Schmittgen

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
08/16/22	1	Lab	Skills Lab Session 01	2	1	Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
08/17/22	2	Module	Module 02 Medication Reconciliation		1,2,3	Janet L Schmittgen
08/17/22	2.1	Lecture Video	Watch: Medication History in the Inpatient Setting	0.75		Janet L Schmittgen
08/17/22	2.2	Video Other	Watch: Medication Reconciliation Myth #1: Everything Is In the Chart	0.25		Janet L Schmittgen
08/17/22	2.3	Video Other	Watch: UConn Health and Pyxis ES	0.25		Janet L Schmittgen
08/17/22	2.4	Reading	Read: The alarming reality of medication error: a patient case and review of Pennsyvania and National Data	0.15		Janet L Schmittgen
08/17/22	2.5	Optional/Supplemental	Review: Beyond Medication Reconciliation: The Correct Medication List.	0.25		Janet L Schmittgen
08/17/22	2.6	Optional/Supplemental	Review: Drug Therapy Problem Category List	0.25		Janet L Schmittgen
8/22/22 by 11:59pm	2.7	Assignment (Graded)	Pre-Class Assignment: Prior to Admission Medication List-Drug Information			Janet L Schmittgen
08/23/22		Quiz (In Class)	Pre-Lab Quiz Module 2			Janet L Schmittgen
08/23/22		In-class Activity	Review EHRGo Patient Chart			Janet L Schmittgen
08/23/22		In-class Activity	Team Medication History Interview: Prior to Admit Med List			Janet L Schmittgen
08/23/22		Performance Assessment	Assessment: Individual EHRGo Medication Reconciliation Pharmacist Note (upload to Canvas)			Janet L Schmittgen
08/23/22		In-class Activity	In-class Activity What If Scenerios: Who Ya Gonna Call?			Janet L Schmittgen
08/23/22	2	Lab	Skills Lab Session 02	2	1,2,3	Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
08/30/22	3	Module	Module 03 Journal Club Presentations		16	Priti Patel
08/24/22	3.1	Lecture Video	Watch: Preparing for Journal Club	0.5		Priti Patel
08/30/22	3.2	Lecture Video	Faculty Bio-sketch-Dr. Priti Patel			Priti Patel
08/24/22	3.3	Reading	Read: Assigned Journal Articles	0.5		Priti Patel
08/24/22	3.4	Reading	Review: Assigned EHR Go Case	0.5		Priti Patel
08/24/22	3.5	Optional/Supplemental	Review: EBM course material as needed, Biostats, Study Design, Statistics			Priti Patel
08/24/22	3.6	Optional/Supplemental	Framework for Critical Literature Appraisal			Priti Patel
08/24/22	3.7	Optional/Supplemental	Pharmacist Letter: Applying Study Results to Patient Care, Guide to Biostatistics; Medpage Today, Journal Club Handout Template, Journal Review Document, Overview of Study Designs (Tyler), Bostats Calculations Formula Sheet, Statistical Tests Commonly Used			Priti Patel
08/24/22	3.8	Assignment (Ungraded)	Pre-class Assignment: Team Journal Club Guided Questions for Article Preparation	0.25		Priti Patel
08/24/22	3.9	Assignment (Ungraded)	Pre-class Assignment: Biostats Calculations	0.25		Priti Patel
08/30/22		Quiz (In Class)	Pre-Lab Quiz Top 200 Anti-infectives, Biostats			
08/30/22		Performance Assessment	Assessment Rubric-Individual Student-Students will present in pairs, graded individually			Priti Patel
08/30/22	3	Lab	Skills Lab Session 03	2	16	Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort, Priti Patel
09/06/22	4	Module	Module 04 Infectious Disease in the Community		6,7,9,10,12	Lisa M Vandervoort
08/31/22	4.1	Lecture Video	Infectious Disease in the Community	0.5		Lisa M Vandervoort
08/31/22	4.2	Video Other	Faculty Bio-sketch Dr. Lisa Vandervoort			Lisa M Vandervoort
08/31/22	4.3	Reading	Read: Assigned pages of Guidelines (see Canvas)	0.5		Lisa M Vandervoort

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
09/06/22		Quiz (In Class)	Pre-Lab Quiz Module 4			Lisa M Vandervoort
09/06/22		In-class Activity	In-class Activity-ID Cases-Recommendations			
09/06/22		Performance Assessment	Assessment: Individual ID Case Rubric Assessment Canvas Quiz			Lisa M Vandervoort
09/06/22	4	Lab	Skills Lab Session 04	2	6,7,9,10,12	Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
09/13/22	5	Module	Module 05 Individualized Dosing of Antibiotics		8,9	
09/07/22	5.1	Lecture Video	Watch: Empiric Vancomycin Dosing Using a Nomogram	0.5		Veena Venugopalan
09/07/22	5.2	Lecture Video	Review from PC2: Vancomycin AUC-Based Therapy			Mohammad Alshaer
09/07/22	5.3	Video Other	Review: AUC's of Vancomycin Monitoring			Mohammad Alshaer
09/07/22	5.4	Video Other	Review: PC2 1.2.3 Introduction to Pharmacokinetics and Pharmacodynamics; PC2 3.3.2 Glycopeptides PK			Mohammad Alshaer
09/07/22	5.5	Video Other	Faculty Biosketch-Mohammad Alshaer			Mohammad Alshaer
09/07/22	5.6	Optional/Supplemental	Review: Shands PK Dosing Protocol; Adult Vancomycin Dosing and Monitoring Guidelines p.8-10			Mohammad Alshaer
09/07/22	5.7	Assignment (Ungraded)	Pre-Class-Assignment-Vanco-PK Calculations	0.5		Mohammad Alshaer
09/13/22		Quiz (In Class)	Pre-Lab Quiz-Module 5 Vanco PK			Mohammad Alshaer
09/13/22		In-class Activity	In-Class Activity-Vanco Dosing Case			Mohammad Alshaer
09/13/22		Other	In-Class Slides; Vancomycin AUC-based therapy-Student Version			Mohammad Alshaer
09/13/22		Performance Assessment	Assessment-Canvas Quiz-Vanco Calculations			Mohammad Alshaer
09/13/22		Other	Remediation Session with Assessment			Mohammad Alshaer
09/13/22		Other	Practice Problems			Mohammad Alshaer

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
09/13/22	5	Lab	Skills Lab Session 05	2	8,9	Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort, Mohammad Alshaer
09/20/22	6	Module	Module 06 Infectious Disease in the Hospital		4,6,7,8, 9,10	Kayihura Manigaba
09/14/22	6.1	Video Other	Watch: Video Biosketch: The Role of the ID Pharmacist in the Hospital	0.25		Kayihura Manigaba
09/14/22	6.2	Lecture Video	Watch: Reading an Antibiogram	0.25		Kayihura Manigaba
09/14/22	6.3	Other	Review: Antimicrobial Stewardship lectures from Patient Care 2			Kayihura Manigaba
09/14/22	6.4	Reading	Read: Reality vs. Expectations as an Infectious Diseases Pharmacist	0.25		Kayihura Manigaba
09/14/22	6.5	Reading	Read: Predictions for the Future of Antimicrobial Stewardship	0.25		Kayihura Manigaba
09/14/22	6.6	Reading	Read: 5 Things Worth Knowing about Antimicrobial Stewardship	0.25		Kayihura Manigaba
09/20/22		Quiz (In Class)	Pre-Lab Quiz Module 6			Kayihura Manigaba
09/20/22		In-class Activity	In-Class Activity Part 1: Using an Antibiogram and Making Recommendations to a Healthcare Team			Kayihura Manigaba
09/20/22		In-class Activity	In-Class Activity Part 2: Review C&S Results and Make Recommendations			Kayihura Manigaba
09/20/22		Performance Assessment	Assessment: Individual Communication with Healthcare Provider-SBAR rubric			Kayihura Manigaba
09/20/22	6	Lab	Skills Lab Session 06	2	4,6,7,8, 9,10	Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
09/27/22	7	Module	Module 07 Presenting Patients		1,4,6,7,9,10	Bethany Ruth Shoulders
09/21/22	7.1	Lecture Video	Watch: Patient Presentation Part 1	0.5		Bethany Ruth Shoulders
09/21/22	7.3	Video Other	Watch: Example Patient Case Presentations	0.25		Bethany Ruth Shoulders
09/21/22	7.4	Video Other	Faculty Biosketch-Dr. Bethany Shoulders			Bethany Ruth Shoulders
09/21/22		Optional/Supplemental	Review: Case Presentation Rubric			
09/27/22		In-class Activity	In-Class Activity EHR Go Patient Case Links			Bethany Ruth Shoulders
09/27/22		Performance Assessment	Assessment: Individual Patient Case Presentation Rubric			Bethany Ruth Shoulders
09/27/22	7	Lab	Skills Lab Session 07	2	1,4,6,7,9,10	Bethany Ruth Shoulders, Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
10/04/22	8	Module	Module 08 Documenting Patient Care: SOAP Notes and More		1,4,5,7,8	Lisa M Vandervoort
09/28/22	8.1	Lecture Video	Watch: Pharmacy Note Documentation	0.75		Lisa M Vandervoort
09/28/22	8.2	Reading	Read: Communicating Care in Writing: A Primer on Writing SOAP Notes (with annotations by faculty) (link on Canvas)	0.25		Janet L Schmittgen, Lisa M Vandervoort
09/28/22	8.3	Reading	Review: UF Pharmacy Care Note Rubric	0.25		Lisa M Vandervoort
09/28/22	8.4	Optional/Supplemental	Review: Supplemental Resources; ISMP Error Prone Abbreviations			Lisa M Vandervoort
09/28/22	8.5	Optional/Supplemental	Review:Pharmacy Care Note Data Collection Form			Lisa M Vandervoort
10/04/22		Quiz (In Class)	Pre Lab Quiz-Module 8			Lisa M Vandervoort
10/04/22		In-class Activity	Activity: Review Patient Case, Complete Pharmacy Care Note Data Collection Form, Pharmacy Care Note			
10/04/22		Performance Assessment	Assessment: Individual Pharmacy Care Notes Graded			Lisa M Vandervoort

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
10/04/22	8	Lab	Skills Lab Session 08	2	1,4,5,7, 8	Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
10/11/22	9	Module	Module 9 IV to PO Conversions		4,5,11	Adonice Paul Khoury
10/05/22	9.1	Lecture Video	Watch: The Pharmacist's Role in IV to PO Conversions	0.75		Adonice Paul Khoury
10/05/22	9.2	Reading	Reading; IV to PO Conversion Chapter 29 ASHP Competence Assessment	0.25		Adonice Paul Khoury
10/05/22	9.3	Video Other	Watch: Faculty Video Biosketch	0.25		Adonice Paul Khoury
10/11/22		Quiz (In Class)	Pre-Lab Quiz Module 9			Adonice Paul Khoury
10/11/22		In-class Activity	In-Class Activity: IV to PO Cases			Adonice Paul Khoury
10/11/22		Performance Assessment	Assessment: Individual Quiz Canvas			Adonice Paul Khoury
10/11/22	9	Lab	Skills Lab Session 9	2	4,5,11	Adonice Paul Khoury, Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
10/18/22	10	Module	Module 10 Cardiovascular Care in the Community: Hypertension and Hyperlipidemia		2,4,6,7, 12,15	Jason Powell
10/12/22	10.1	Video Other	Watch: Cardiochek Plus Training Video	0.5		Jason Powell
10/12/22	10.2	Video Other	Watch: Faculty Biosketch			Jason Powell
10/12/22	10.3	Reading	Read: 2017 ACC/AHA Guideline for the Prevention, Detection, Evaluation, and Management of High Blood Pressure in Adults. A Report of the ACC/AHA Association Task Force on Clinical Practice Guidelines.	0.25		Jason Powell
10/12/22	10.4	Reading	Read; White coat syndrome and its variations: differences and clinical impact	0.25		Jason Powell

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
10/12/22	10.5	Reading	Read: 2018 hyperlipidemia primary and secondary prevention charts	0.25		Jason Powell
		Reading	Review: BP Rubric			Jason Powell
10/12/22	10.6	Assignment (Ungraded)	Review: Patient Case Examples/SOAP note example	0.5		Jason Powell
10/12/22	10.7	Optional/Supplemental	Review: Lecture material from Patient Care 3			Jason Powell
		Optional/Supplemental	Review: Pharmacy Care Note Rubric			Jason Powell
10/12/22		Assignment (Graded)	Pre-class Assignment: Target BP Recommendations using Guidelines			Jason Powell
10/18/22		Quiz (In Class)	Pre-Lab Quiz Module 10			Jason Powell
10/18/22		In-class Activity	In-Class Activity: Cardiovascular Cases 1-4			Jason Powell
10/18/22		In-class Activity	In-class Activity: Team CardioChek practice			Jason Powell
10/18/22		In-class Activity	In-class Activity: BP Practice			Jason Powell
10/18/22		Performance Assessment	Assessment: Pharmacy Care Note; Assessment & Plan			Jason Powell
10/18/22	10	Lab	Skills Lab Session 10	2	2,4,6,7, 12,15	Bradley Phillips, Janet L Schmittgen, Jason Powell, Jessica Huston, Kayihura Manigaba, Lisa M Vandervoort
10/25/22	11	Module	Module 11 Cardiovascular Medication Management in the Hospital		4,6,7,8	Adonice Paul Khoury
10/19/22	11.1	Lecture Video	Watch: Managing Cardiovascular Disease in the Hospital	0.5		Adonice Paul Khoury
10/19/22	11.2	Optional/Supplemental	Review: Patient Care 3 material on Pharmacology of Anticoagulants, Fibrinolytic Agents, and Antiplatelet Therapy and Management of Acute Coronary Syndrome			Adonice Paul Khoury
10/19/22	11.3	Reading	Read: The Role of the Clinical Pharmacist in the Care of Patients With Cardiovascular Disease	0.25		Adonice Paul Khoury
10/19/22	11.4	Reading	Read: General Hospital Heparin Policy and Protocol	0.25		

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
10/25/22		Quiz (In Class)	Pre-Lab Quiz Module 11			Adonice Paul Khoury
10/25/22		In-class Activity	In-Class Activity-Review Patient Chart Truman Crosson			Adonice Paul Khoury
10/25/22		Performance Assessment	Assessment: Individual Pre-rounding Rubric			Adonice Paul Khoury
10/25/22	11	Lab	Skills Lab Session 11	2	4,6,7,8	Adonice Paul Khoury, Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook
11/01/22	12	Module	Module 12 Cardiovascular Care in the Community: Anticoagulation		2,4,6,7, 12,15	Jason Powell
10/26/22	12.1	Lecture Video	Watch: Cardiovascular Care in the Community: Anticoagulation	0.75		Jason Powell
10/26/22	12.2	Reading	Read: Anticoagulation Bridging Tool	0.25		Jason Powell
10/26/22	12.3	Reading	Read: Which patients should receive bridging? Bridging anticoagulation. Bridge investigators. In considering triple therapy. Anticoagulation Bridging Tool.	0.25		Jason Powell
		Optional/Supplemental	Review: Anti-coagulation SOAP Example			Jason Powell
10/26/22	12.4	Optional/Supplemental	Read: Pause Trial: Perioperative Management of Patients with Atrial Fibrillation Receiving a Direct Oral Anticoagulant			Jason Powell
10/26/22	12.5	Optional/Supplemental	Read: CHEST 2012: Perioperative Management of Anti-thromboic Therapy and Prevention of Thrombosis			Jason Powell
10/26/22	12.6	Optional/Supplemental	Read: Upper Extremity Deep Vein Thrombosis			Jason Powell
10/26/22	12.7	Optional/Supplemental	Read: BRIDGE Investigators. Perioperative Bridging Anticoagulation in Patients with Atrial Fibrillation			Jason Powell
10/26/22	12.8	Assignment (Ungraded)	Pre-class Assignment-Ungraded	0.25		Jason Powell
11/01/22		Quiz (In Class)	Pre-Lab Quiz Mod 12			Jason Powell
11/01/22		In-class Activity	In-Class Team Activity 1-Warfarin Cases			Jason Powell
11/01/22		In-class Activity	In-Class Team Activity 2-Bridging or Therapy Interruption			

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
11/01/22		Performance Assessment	Assessment Individual Quiz Canvas			Jason Powell
11/01/22	12	Lab	Skills Lab Session 12	2	2,4,6,7, 12,15	Janet L Schmittgen, Jason Powell, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
11/08/22	13	Module	Module 13 Presenting Patients II -- Cardiovascular/Respiratory		1,4,6,7, 9	Bethany Ruth Shoulders
09/21/22	7.2	Lecture Video	Watch: Patient Presentation Part 2	0.25		Bethany Ruth Shoulders
11/02/22	13.1	Reading	Review: Case Topics and Links to Guidelines	0.5		Bethany Ruth Shoulders
11/02/22	13.2	Optional/Supplemental	Review Patient Care 3 Course material			Bethany Ruth Shoulders
11/02/22	13.3	Video Other	Watch: Patient Case Presentation - Primary and Secondary Problem	0.1		Bethany Ruth Shoulders
11/08/22		In-class Activity	In-Class Activity: EHRGo Patient Case Review			Bethany Ruth Shoulders
11/08/22		Performance Assessment	Individual assessment of case presentation			Bethany Ruth Shoulders
11/08/22	13	Lab	Skills Lab Session 13	2	1,4,6,7, 9	Bethany Ruth Shoulders, Bradley Phillips, Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
11/15/22	14	Module	Module 14 Smoking Cessation		12,13,14,15	Bradley Phillips
11/09/22	14.2	Optional/Supplemental	Review: Patient Care 3 Course Material (Module 9.3 & 9.4)			Bradley Phillips
11/09/22	14.4	Optional/Supplemental	Review: NRT Rubric			Bradley Phillips
11/09/22	14.5	Optional/Supplemental	A Practical Guide to Help Your Patients Quit Using Tobacco			Bradley Phillips
11/09/22	14.6	Optional/Supplemental	2018 ACC Expert Consensus Decision Pathway on Tobacco Cessation Treatment			Bradley Phillips

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Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (hr)	Objectives	Responsible
11/09/22	14.7	Optional/Supplemental	Initiating Pharmacologic Treatment in Tobacco-Dependent Adults			Bradley Phillips
11/09/22	14.8	Optional/Supplemental	FDA Approved Smoking Cessation Medications			Bradley Phillips
11/15/22		Quiz (In Class)	Pre-Lab Quiz Module 14			Bradley Phillips
11/15/22		In-class Activity	In-lab Activity 1: Explore various nicotine replacement options- Team Activity 20 minutes			Bradley Phillips
11/15/22		In-class Activity	In-Lab Activity 2: Team Patient Interview			Bradley Phillips
11/15/22		Performance Assessment	Assessment: Team Assessment			Bradley Phillips
11/15/22		Performance Assessment	In-class Activity; Individual Counseling Patient Care Management Simulation -Rubric			Bradley Phillips
11/15/22	14	Lab	Skills Lab Session 14	2	12,13,14,15	Bradley Phillips, Janet L Schmittgen, Jessica Huston, Kayihura Manigaba, Kelsey Cook, Lisa M Vandervoort
		Module	Top 200 Drugs			Janet L Schmittgen
08/15/22		Optional/Supplemental	Review: Top 200 Drug List Class of 2025			Janet L Schmittgen
09/15/22		Optional/Supplemental	Top 200 Quizlet; Antiinfectives			Janet L Schmittgen
10/13/22		Optional/Supplemental	Top 200 Quizlet: Cardiovascular			Janet L Schmittgen
10/27/22		Optional/Supplemental	Top 200 Quizlet: Respiratory			Janet L Schmittgen
10/27/22		Optional/Supplemental	Top 200 Practice Exam			Janet L Schmittgen
11/10/22 @ 10am - 12pm		Exam	Top 200 Drugs 2-4pm			Janet L Schmittgen
			Total Contact Hours	45.5		

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Appendix C. Weekly Performance Checklist Example

Journal Club Rubric

	Exemplary (Score = 17)	**Proficient (Score = 15)**	**Developing (Score = 13)**	**Unacceptable (Score = 10)**
Frequency of participation in class	Student initiates contributions more than twice.	Student initiates contribution twice.	Student initiates contribution once.	Student does not initiate contribution and needs instructor to solicit input.
Quality of comments	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect and build on others’ remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

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ID Cases					
Criteria	Ratings				Pts
Give a snapshot assessment of abilities to make a valid recommendation that would be followed by peer medical professionals.	10.0 pts Full Marks Correct answer on 1 attempt	7.5 pts Second Attempt Second attempt with correct answer	5.0 pts Third Attempt Third attempt with correct answer	0.0 pts No Marks Unable to formulate acceptable answer after 4 attempts.	10.0 pts
					Total Points: 10.0

SBAR Individual Assessment

Item	Checklist Item	Done/Not Done
Analytical Checklist		
1	The student introduces himself/herself as a pharmacist.	☐ **Done** ☐ **Not Done** **(2.5 points)**
2	The student verifies patients name and date of birth with the physician.	☐ **Done** ☐ **Not Done** **(5 points)**
3	The student concisely states the **situation.**	☐ **Done** ☐ **Not Done** **(5 points)**
4	The student states the **background** of the case.	☐ **Done** ☐ **Not Done** **(5 points)**
5	The student states the **assessment** of the situation.	☐ **Done** ☐ **Not Done** **(5 points)**
6	The student states the **recommendation** for the case.	☐ **Done** ☐ **Not Done** **(5 points)**
7	The student offers to explain the change in therapy to the patient.	☐ **Done** ☐ **Not Done** **(5 points)**
Global Checklist		
8	The student effectively communicated using appropriate language, volume, rate, and vocabulary	☐ **Done** ☐ **Not Done** **(5 points)**
9	The student used nonverbal communication effectively (good eye contact, no distracting mannerisms)	☐ **Done** ☐ **Not Done** **(5 points)**
10	The student appeared organized and logical in dealing with the physician	☐ **Done** ☐ **Not Done** **(5 points)**
11	I would seek help/advice from this pharmacist in the future	☐ **Yes** ☐ **No** **(2.5 points)**
Total Score (out of 50 points):		

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Rounding Rubric

Criteria	**Ratings**						**Pts**
Give a snapshot assessment of abilities to present and/or answer questions regarding the patient and/or disease state	50.0 pts Full marks- Answer is Correct AND complete with adequate detail/depth on first attempt (minimal prompting or clarification of question)	45.0 pts Answer is Correct AND complete on second attempt (prompting or clarification of question and/or looking up in notes)	40.0 pts Answer is Correct AND complete on third attempt (prompting and/or looking up on notes)	35.0 pts Answer is Correct AND Complete on fourth attempt (prompting or looking up in notes)	30.0 pts Answer is Correct BUT incomplete on fifth attempt (prompting or looking up in notes)	0.0 pts No marks Unable to formulate acceptable answer on fifth attempt	50.0 pts

Total Points: 50.0

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Appendix D: Lab Sessions

Gainesville

Session 1: 8:30 am-10:25 am Teams 1-5
Session 2: 10:40 am-12:35 pm Teams 6-10
Session 3: 1:55 pm-3:50 pm Teams 11-15
Session 4: 4:05 pm-6:00 pm Teams 16-20

Jacksonville

Session 1: 8:30 am-10:25 am Teams 21-23
Session 2: 10:40 am-12:35 pm Teams 24-26

Orlando

Session 1: 8:30 am-10:25 am Teams 27-31
Session 2: 10:40 am-12:35 pm Teams 32-36

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