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# PHA5787C Patient Care 5: Endocrinology and Women's and Men's Health

Spring 2023

6 Credit Hours – [A-E Grading]

*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.*

## Teaching Partnership Leader

**Michelle Farland, PharmD, CDCES**

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- Office: HPNP 3307
- Phone: 352-273-6293
- PC5 Hangout (Office Hours): Fridays 9-10am (March 18<sup>th</sup> – April 28<sup>th</sup>; No session on April 14<sup>th</sup>)
  - Join via Zoom:
    - <https://ufl.zoom.us/j/92057554110?pwd=UDFJRW9POVgyVzRGb3F1NkhQWXR2Zz09&from=adon>
    - Meeting ID: 920 5755 4110
    - Passcode: 166828

*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

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

#### 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.

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- iv. **Implement:** Implement the care plan in collaboration with other health care professionals and the patient/caregiver.
  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

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

1. Roche VF, Zito SW, Lemke TL, Williams DA. Foye's Principles of Medicinal Chemistry, Wolters Kluwer Health/Lippincott Williams & Wilkins, Philadelphia, PA, 8<sup>th</sup> Edition, 2019. ISBN-13: 978-1496385024; ISBN-10: 1496385020
  - Not available via HSC Library
  - Previously purchased for Patient Care II-Patient Care IV
2. Brunton L. Goodman and Gilman's The Pharmacological Basis of Therapeutics, McGraw-Hill Professional, New York, NY, 14<sup>th</sup> Edition, 2023. ISBN: 978-1-264-25807-9.
  - Available via HSC Library – Access Pharmacy
  - Prior edition (13ed) used for Patient Care II-Patient Care IV

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3. DiPiro, J, Talbert R, Yee G, Matzke G, Wells B, Posey L. Pharmacotherapy – A Pathophysiologic Approach. McGraw-Hill Professional, New York, NY, 12th Edition, 2021.
  - Available via HSC Library – Access Pharmacy
  - Previously used for Patient Care 4
4. Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of Nonprescription Drugs: An Interactive Approach to Self-care. 20th ed. Washington, D.C.: American Pharmacists Association; 2020. ISBN: 1-58212-317-9
  - Not available via HSC Library
  - Previously purchased for Patient Care I-Patient Care IV

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 may be posted in Canvas.

## Other Required Learning Resources

None

## Materials & Supplies Fees

None

## Student Evaluation & Grading

As you progress through the Patient Care Course Series, you likely have a lot of questions. How does this information apply to the role you see for yourself in pharmacy upon graduation? How is the content from each course connected to the others? What skills will make me successful in my future career? And most importantly, how is what I'm learning now going to help me feel like I'm able to...(fill in the blank of the impact you hope to have as a pharmacist)? This course is designed to bring you closer to answering these questions, and to allow for you to safely explore ideas without feeling like you have to achieve perfection at all times. We learn best from getting things wrong, then learning why it was wrong to avoid that mistake in the future. Ultimately, as pharmacists we work in teams to improve individuals' health and access the care they need. Patients rarely present with a single problem, health condition, or medication. So, our goal in this course is to introduce some new concepts to you that are focused around endocrinology, women's and men's health AND to link these new concepts to those you have already learned across the curriculum. You will work on problem solving, innovative thinking, teamwork, and safely & effectively using medications. You will engage in self-directed learning and peer-to-peer learning, while being guided by faculty the entire time.

The effort you invest into this course is intended to lead you to mastering course concepts for the purpose of long-term knowledge retention and not only short-term performance. Because of this, the course is implementing a nearly pointless system for assessment. All activities will be assessed based on whether the

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specifications for the activity have been met. This approach relieves you from the pressure of feeling that a single activity will negatively reflect upon your learning/progress in the course. We want you to learn from your mistakes, develop knowledge and skills through that process and develop into the best pharmacist you can become. It should also be noted that grades do not reflect your intrinsic value as a human being! Nor do grades foster true motivation, which research shows is focused on purpose, mastery, and autonomy. In this course, you will revisit your purpose/desire to become a pharmacist, we will give you the flexibility to determine how much of the content you want to master, which also gives you autonomy/control over your own learning.

The table below lists all course activities and the description of achievements needed to earn each letter grade in the course. **All criteria in the column must be met to receive that grade.** Note that (+) and (-) grades will not be used in the course. I invite you to ask questions about this new grading system in our first ALS on 3/6!

Performance Descriptors for Letter Grades <sup>a</sup>						
Activity	Purpose	E	D <sup>f</sup>	C	B	A
iRAT <sup>b</sup> (n=12)	Self-directed learning	If all criteria have not been met to earn a D, the grade recorded for the course will be an E.	Complete all	Complete all	Complete all	Complete all
tRAT <sup>b</sup> (n=12)	Self-directed learning		Complete all	Complete all	Complete all	Complete all
Medication List Assignments <sup>c</sup> (Capstone + 5 homework assignments = 6)	Content mastery		Developing competence on the capstone	Demonstrate competence on the capstone	Demonstrate competence on the capstone + 2 additional homework assignments	Demonstrate competence on the capstone + 4 additional homework assignments
Exams <sup>d</sup>	Content mastery		Demonstrate competence on the Final Exam (cumulative)	Demonstrate competence on the Final Exam & one of exams 1-3	Demonstrate competence on the Final Exam & two of exams 1-3	Demonstrate competence on all course exams
Exam Review/Reflections <sup>e</sup>	Self-directed learning		Complete all exam reflections	Complete all exam reflections	Complete all exam reflections	Complete all exam reflections

<sup>a</sup>All criteria in the column must be met to receive the specified grade. For example, you will earn a “B” if you complete all iRAT/tRATs, demonstrate competence on the capstone medication list assignment and 3 additional homework medication list assignments, demonstrate competence on all 4 course exams, and complete all exam reflections. In this example, an “A” is not earned because the criteria for the medication list assignments **has not** met the “A” standard, therefore a B is the final grade.

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<sup>b</sup>Excused absences will not require make up work for the iRAT/tRAT to be considered complete. For a single **unexcused** absence, make up work is required to be completed to meet this requirement. **Greater than 1 unexcused** absence will result in a “D” for the course, as long as all other criteria to earn a “D” has been met.

<sup>c</sup>There will be 6 medication list assignments throughout the course. The final medication list assignment, named the “capstone medication list assignment” will be completed during the final class session of the course and will need to be completed within 2 hours. See Appendix C for a full description of this assignment. Written feedback will be provided for each submission, though no scores/points will be included in the feedback provided to students, there will be a designation of Competent or Developing Competence (in Canvas this will be listed as follows: Competent = complete; Developing Competence = incomplete). Competent/Developing Competence will be determined by using the rubric included in Appendix C. Many factors contribute to demonstrating competence, such as accuracy/completeness of answers and ensuring harm to the patient would not result from the answers provided.

<sup>d</sup>There are 4 exams in the course:

Exam 1 will include modules 1-2 (60 items; competence score = 42/60 or 70%).

Exam 2 will include modules 3-5 (55 items; competence score = 43/55 or 78%).

Exam 3 will include modules 6-9 (55 items; competence score = 43/55 or 78%).

Exam 4 will be cumulative and will include questions from all content areas in the course (60 items; competence score = 46/60 or 77%).

The competence score for each of the exams varies, as the percentage of correct answers was established by determining the performance expectations for the course to ensure the course objectives have been met. The process used to determine the competence score is a standard setting process called the Bookmark Method. This method is considered a reliable and valid method to determine cut scores and is used for high-stakes assessments such as licensure examinations. This allows a competence score to be determined that ensures course objectives have been met and is considered better practice than setting an arbitrary score (e.g., all exams set at 80% minimum score), or comparing an individual’s performance on the exam to those of other test takers. The exam items from past courses were reviewed by a panel of faculty who are subject matter experts, and ordered based on difficulty (easiest-to-hardest). Independently, each subject matter expert placed a bookmark where they felt the competence score should be, as it represents achievement of the course objectives for the content included on the exam. The subject matter experts then met to discuss the initial bookmark placements of each person. The subject matter experts then again independently reviewed the items and placed the bookmark where they felt the competence score should be. This second bookmark placement data was averaged to determine the competence score for each exam. The average score was then discussed by the faculty to identify if this score was an acceptable performance standard for the content. In the event the faculty did not reach consensus, this process was repeated until consensus for the score was achieved.

<sup>e</sup>Exam review/reflections are designed to have you identify the gaps in your knowledge, critical thinking, and/or problem-solving skills. Exam reflections will be conducted 1-2 weeks following each exam. During this scheduled class time, you will be able to review your exam performance and identify steps to take to improve your performance on future exams. Excused absences will not require make-up work for the exam reflection to be considered complete. For a single **unexcused** absence, make-up work is required to be completed to meet this requirement and will include a minimum of a 1000-word reflection on changes you will make to your study patterns to improve your performance on future course exams. **Greater than 1 unexcused** absence will result in

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a “D” for the course, as long as all other criteria to earn a “D” has been met.

<sup>f</sup>A grade of a “D” is not considered to have achieved the course objectives. Consistent with [college progression policies](#), students earning a “D” will be required to remediate the course or retake the course in its entirety at the next course offering.

### Course Remediation

For students who have earned a “D” in the course and are permitted to complete a course remediation (according to the college policy on [Academic Performance Standards](#)), the table below outlines the activities that need to be completed to earn a “C” for the remediation course. All activities listed below need to be completed with a competence mark to be considered complete to earn a “C”.

Activity	Purpose	Performance Description for Grade of “C”
<b>Medication List Assignment</b>	Content mastery	Demonstrate competence on the capstone
<b>Exam</b>	Content mastery	Demonstrate competence on a cumulative exam
<b>Exam Reflection</b>	Self-directed learning	Complete the cumulative exam reflection

## 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/>

## 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 available for excused absences and required for unexcused absences from all Active Learning Sessions. Students will be required to complete and submit the makeup assignment within one week of the missed class session.

## Late Assignments

Late assignment submissions will not be accepted.

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## 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](#).

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.bluer.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:

**Michelle Z. Farland, PharmD, CDCES**

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Office: HPNP 3307

Phone: 352-273-6293

Office Hours: *Please see Canvas for posted office hours*

### Questions to Ask:

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

## Instructional Designer:

**Skylar Johnson, M.A.**

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## Academic Coordinator Gainesville:

**Hanna Stallard**

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Office: HPNP 4309

### 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)

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- 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.)

## Educational Coordinators:

### Katie Orben

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### Andrea M Arredondo

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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 Exemplify 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:

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**Oliver Grundmann, PhD**

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**Maureen Keller-Wood, PhD**

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**Khoa Nguyen, PharmD**

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**Priti Patel, PharmD**

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**Angelina Vascimini, PharmD**

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**Katherine Vogel-Anderson, PharmD, BCACP**

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**Chardae Whitner, PharmD**

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**Lihui Yuan, PharmD, PhD, RPh**

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## Appendix B: Course Outline

Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
3/6/23 @ 1:55pm-3:50pm		Active Learning Session	Course Introduction		Michelle Farland
	1	Module	Diabetes Mellitus		Michelle Farland
	1.1	Unit	Unit 1.1 Principles of Endocrinology		Maureen Keller-Wood
03/06/23	1.1	Lecture Video	Introduction to Patient Care of Endocrine Systems	0.5	Maureen Keller-Wood
	1.2	Unit	Unit 1.2 Pathophysiology of Diabetes		Lihui Yuan
03/06/23	1.2	Lecture Video	Pathophysiology of Diabetes (Type 1 and Type 2)	1	Lihui Yuan
	1.3	Unit	Unit 1.3 Medicinal Chemistry of Diabetes Drugs		Chenglong Li
03/06/23	1.3	Lecture Video	Medicinal Chemistry of Anti-Diabetic Drugs	1	Chenglong Li
	1.4	Unit	Unit 1.4 Pharmacology: Oral and Injectable Diabetes Drugs		Angelina Vascimini, Lihui Yuan
03/06/23	1.4.1	Lecture Video	Pharmacology of Oral Antidiabetic Drugs	1	Angelina Vascimini
03/06/23	1.4.1	Reading	ADA 2023 Guidelines - Pharmacologic Management (section 9)	0.25	Angelina Vascimini
03/06/23	1.4.1	Reading	Pharmacist's Letter – Drugs for Type 2 Diabetes	0.25	Angelina Vascimini
03/06/23	1.4.1	Reading	Pharmacist's Letter - Diabetes Medications: Cardiovascular and Kidney Impact	0.25	Angelina Vascimini
03/06/23	1.4.2	Lecture Video	Pharmacology of Insulin and Injectables	1	Lihui Yuan
03/06/23	1.4.2	Reading	Pharmacists Letter – Comparison of Insulin Products Chart	0.25	Lihui Yuan
03/06/23	1.4.2	Reading	Pharmacists Letter - How to Switch Insulin Products	0.25	Lihui Yuan
03/06/23	1.4.2	Reading	Pharmacists Letter – Comparison of GLP-1 agonists Chart	0.25	Lihui Yuan
	1.5	Unit	Unit 1.5 Pharmacologic Management of Diabetes		Michelle Farland
03/06/23	1.5.1	Lecture Video	Clinical Presentation and Diagnosis	0.5	Michelle Farland
03/06/23	1.5.2	Lecture Video	Treatment Goals	0.5	Michelle Farland
03/06/23	1.5.3	Lecture Video	Patient Assessment	0.25	Michelle Farland
03/06/23	1.5.4	Lecture Video	Prediabetes Management	0.25	Michelle Farland
03/06/23	1.5.5	Lecture Video	Type 1 DM	1	Michelle Farland

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<b>Date / Time [Recommended for Independent Study]</b>	<b>Mod #</b>	<b>Activity</b>	<b>Activity Title</b>	<b>Contact Time (hr)</b>	<b>Responsible</b>
03/06/23	1.5.6	Lecture Video	Type 2 DM	1	Michelle Farland
03/06/23	1.5	Reading	Pharmacologic approaches to glycemic treatment: Standards of Medical Care in Diabetes – 2023. Section 9, Figures 9.3 and 9.4, Table 9.2	0	Michelle Farland
	1.6	Unit	Unit 1.6 Transcending Concept – Health and Wellness: Diabetes		Michelle Farland
03/07/23	1.6	Lecture Video	Lifestyle Modifications for Diabetes	1	Michelle Farland
	1.7	Unit	Social Determinants of Health: Diabetes Mellitus		MegCholack Awunti
03/09/23	1.7	Lecture Video	Social Determinants of Health: Diabetes Mellitus	1	John Allen, MegCholack Awunti
3/9/23 @ 1:55pm-3:50pm	1.1-1.6	Active Learning Session	Active Learning Session 1A (2 hours)	1	Michelle Farland, Lihui Yuan
	1.1-1.7	Quiz (iRAT/tRAT)	Readiness Assurance Test 1A/B		Michelle Farland
3/10/23 @ 10:40am-12:35pm	1.1-1.7	Active Learning Session	Active Learning Session 1B (2 hours)	1	Angelina Vascimini, Chenglong Li, Michelle Farland, Lihui Yuan, Meg Awunti
	1.8	Unit	Glycemic Control During Hospitalization		
03/09/23	1.8	Lecture Video	Glycemic Control During Hospitalization	1	Angelina Vascimini
	1.9	Unit	Acute Complications of Diabetes		Carinda Feild
03/09/23	1.9	Lecture Video	Management of Acute Complications of DM	1.5	Carinda Feild
	1.10.	Unit	Transcending Concept: Health information and informatics (HIT in Inpatient Settings) and Root Cause Analysis		Khoa Nguyen
03/09/23	1.10.1	Lecture Video	Use of Electronic Health Record Technology to Drive Safe and Appropriate Insulin Use	0.75	Khoa Nguyen
03/09/23	1.10.2	Lecture Video	Root Cause Analysis	0.25	Khoa Nguyen
	1.11	Unit	Chronic Complications of Diabetes		
03/10/23	1.11	Lecture Video	Chronic Complications of Diabetes	1.25	Angelina Vascimini
	1.12	Unit	Transcending Concept: Communication with Indigent Patients		Teresa Roane
03/10/23	1.12	Lecture Video	Transcending Concept: Communication with Indigent Patients	0.5	Teresa Roane
	1.13	Unit	Transcending Concept: Diabetes and Adherence		

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
03/10/23	1.13	Lecture Video	Diabetes and Behavioral Adherence	0.5	Angelina Vascimini
			<b>Spring Break (March 13 - 17)</b>		
3/20/23 @ 8:30am- 10:25am	1.8 – 1.13	Active Learning Session	Active Learning Session 1C (2 hours)	1	Michelle Farland, Carinda Feild, Khoa Nguyen
	1.8 – 1.13	Quiz (iRAT/tRAT)	Readiness Assurance Test 1C		Carinda Feild
3/20/23 at 11:59pm		Assignment (Graded)	Module 1 Medication List		Michelle Farland
	2	Module	Adrenal, Thyroid, Parathyroid, and Osteoporosis		
	2.1	Unit	Treatment of Thyroid Disorders		Lihui Yuan
03/21/23	2.1.1	Lecture Video	Introduction to Thyroid Physiology and Diseases	0.5	Lihui Yuan
03/21/23	2.1.2	Lecture Video	Treatment of Hypothyroidism	1	Lihui Yuan
03/21/23	2.1.3	Lecture Video	Treatment of Hyperthyroidism	0.5	Lihui Yuan
	2.2	Unit	Adrenal Pathophysiology and Pharmacology		Maureen Keller- Wood
03/20/23	2.2.1	Lecture Video	Adrenal/Glucocorticoid Pathophysiology	0.75	Maureen Keller- Wood
03/20/23	2.2.2	Lecture Video	Pathophysiology of Adrenal Disorders pt 2	0.75	Maureen Keller- Wood
	2.3	Unit	Pathophysiology of the Endocrine System: Calcium and Parathyroid Disorders		
03/20/23	2.3	Lecture Video	Pathophysiology of endocrine system: Calcium and Parathyroid Disorders	1	Katherine L Vogel Anderson
03/20/23	2.3	Video Other	<a href="https://www.youtube.com/watch?v=kvmwsTU0InQ">Chvosteks Sign and Trousseau Sign Video: https://www.youtube.com/watch?v=kvmwsTU0InQ</a>	0.5	Katherine L Vogel Anderson
	2.4	Unit	Osteoporosis		Christie Monahan, Eric A Dietrich
03/21/23	2.4.1	Lecture Video	Osteoporosis: Pathophysiology and Risk Factors	0.25	Christie Monahan, Eric A Dietrich
03/21/23	2.4.2	Lecture Video	Osteoporosis: Diagnosis and Assessment Tools	0.25	Christie Monahan, Eric A Dietrich
03/21/23	2.4.3	Lecture Video	Osteoporosis: Non-Pharmacologic Prevention and Supplementation	0.6	Christie Monahan, Eric A Dietrich
03/21/23	2.4.4	Lecture Video	Osteoporosis: Pharmacology, Part 1	0.8	Christie Monahan, Eric A Dietrich



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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
03/21/23	2.4.5	Lecture Video	Osteoporosis: Pharmacology, Part 2	0.4	Christie Monahan, Eric A Dietrich
3/22/23 @ 10:40am- 12:35pm	2.1	Active Learning Session	Active Learning Session 2A (2 hours)	1	Lihui Yuan
	2.1	Quiz (iRAT/tRAT)	Readiness Assurance Test 2 A		-
3/23/23 @ 1:55pm- 3:50pm	2.2- 2.4	Active Learning Session	Active Learning Session 2B (2 hours)	1	Christie Monahan, Katherine L Vogel Anderson, Lihui Yuan
	2.2- 2.4	Quiz (iRAT/tRAT)	Readiness Assurance Test 2B		
3/23/23 at 11:59pm		Assignment (Graded)	Module 2 Medication List Assignment		Michelle Farland
	2	Self Assessment (Optional)	Module 2 Self Assessment Questions		
3/27/23 @ 10am- 12pm	1-2	Exam	Exam 1 Modules 1-2	2	Michelle Farland
	3	Module	Sexually Transmitted Diseases		Kayihura Manigaba
	3.1	Unit	Sexually Transmitted Diseases		Kayihura Manigaba
03/28/23	3.1.1	Lecture Video	Syphilis	0.75	Kayihura Manigaba
03/28/23	3.1.2	Lecture Video	Chlamydia	0.25	Kayihura Manigaba
03/28/23	3.1.3	Lecture Video	Gonorrhoeae	0.5	Kayihura Manigaba
03/28/23	3.1.4	Lecture Video	Vaginitis	0.5	Kayihura Manigaba
03/28/23	3.1.5	Lecture Video	Genital Herpes	0.5	Kayihura Manigaba
	3.2	Unit	Transcending Concept: Self Care - STD Prevention		Kayihura Manigaba
03/28/23	3.2.1	Reading	CDC Fact Sheet - Incidence, Prevalence, and Cost of STDs	0.25	Kayihura Manigaba
03/28/23	3.2.2	Reading	Screening Recommendations and Considerations	0.25	Kayihura Manigaba
3/29/23 @ 10:40am- 12:35pm	3.1- 3.2	Active Learning Session	Active Learning Session 3 (2 hours)	1	Kayihura Manigaba
03/29/23	3.1- 3.2	Quiz (iRAT/tRAT)	Readiness Assurance Test 3		Kayihura Manigaba

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
	3	Self Assessment (Optional)	Module 3 Self Assessment Questions		
	4	Module	Women's Health — Reproduction and Contraception		Karen Whalen
	4.1	Unit	Pathophysiology of the Endocrine System: Female Reproduction and Pregnancy		Karen Whalen
03/29/23	4.1	Lecture Video	Pathophysiology of the Endocrine System: Female Reproduction	1	Karen Whalen
03/29/23	4.1	Reading	<a href="http://accessmedicine.mhmedical.com/content.aspx?bookid=507&amp;sectionid=42540509#57308120">Endocrine Physiology, Chapter 9: Female Reproductive --ONLY the section entitled Physiologic Effects of Ovarian Hormones</a> <a href="http://accessmedicine.mhmedical.com/content.aspx?bookid=507&amp;sectionid=42540509#57308120">http://accessmedicine.mhmedical.com/content.aspx?bookid=507&amp;sectionid=42540509#57308120</a> (Access Medicine-UF Libraries)	0.6	Karen Whalen
	4.2	Unit	Pharmacology: Estrogens and Progestins		
03/29/23	4.2.1	Lecture Video	Estrogen and Progestin Pharmacology -- Part 1	0.75	Maureen Keller-Wood
03/29/23	4.2.2	Lecture Video	Estrogen and Progestin Pharmacology -- Part 2	0.5	Maureen Keller-Wood
	4.3	Unit	Medicinal chemistry: Estrogens and Progestins		
03/29/23	4.3	Lecture Video	Medicinal chemistry: Estrogens and Progestins	0.75	Jane V Aldrich
	4.4	Unit	Contraception		Karen Whalen
03/30/23	4.4.1	Lecture Video	Contraception – Part I	1	Karen Whalen
03/30/23	4.4.2	Lecture Video	Contraception - Part II	1	Karen Whalen
03/30/23	4.4.3	Lecture Video	Emergency Contraception	0.5	Karen Palmquist Whalen
	4.5	Unit	Transcending Concept: OTC & Non-pharmacologic Methods for Contraception		Erin St. Onge
03/30/23	4.5	Lecture Video	OTC & Non-pharmacologic Methods for Contraception	1	Erin St. Onge
	4.6	Unit	Transcending Concept: Drug Delivery Systems - Contraceptives		Cary Mobley
03/30/23	4.6	Lecture Video	Transcending Concept: Drug Delivery Systems – Polymer Controlled Long Acting Reversible Contraceptives	0.75	Cary Mobley
3/31/23 @ 10:40am-12:35pm	4.1-4.6	Active Learning Session	Active Learning Session 4A (2 hours)	1	Cary Mobley, Erin St. Onge, Karen Whalen
03/31/23	4.1-4.6	Quiz (iRAT/tRAT)	Readiness Assurance Test 4 A/B		Karen Whalen
3/31/23 @ 1:55pm-3:50pm	4.1-4.6	Active Learning Session	Active Learning Session 4B (2 hours)	1	Cary Mobley, Erin St. Onge, Karen Whalen

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
	4.7	Unit	Transcending Concept: Professionalism, Ethics and & Law – Contraception for teenagers	1	William "Bill" Allen
03/31/23	4.7	Reading	Exceptions to Parental Consent for Minors	0	William "Bill" Allen
03/31/23	4.7	Reading	Minors' Access to Contraceptive Services	0	William "Bill" Allen
03/31/23	4.7	Reading	Excerpts from Minors' Rights Versus Parental Rights: Review of Legal Issues in Adolescent Health Care (PDF)	0.25	William "Bill" Allen
	4.8	Unit	Transcending Concept: Interprofessional Communication & Medication Safety		Karen Whalen
03/31/23	4.8	Reading	Disclosing Harmful Medical Errors to Patients	0.25	Karen Palmquist Whalen
03/31/23	4.8	Reading	Talking with Patients About Other Clinician's Errors	0.25	Karen Whalen
	4.9	Unit	Menstruation-related Disorders		Karen Whalen
03/31/23	4.9	Lecture Video	Menstruation-related Disorders	0.75	Karen Whalen
4/3/23 @ 10:40am-12:35pm	4.7 - 4.9	Active Learning Session	Active Learning Session 4C (2 hours)	1	Cary Mobley, Karen Whalen
4/3/23 @ 4pm-4:30pm		Exam Review	Exam 1 Review/Reflection		
04/03/23	4.7 - 4.9	Quiz (iRAT/tRAT)	Readiness Assurance Test 4C		Karen Whalen
4/3/23 at 11:59pm	4.1 - 4.9	Assignment (Graded)	Module 4 Medication List Assignment		Karen Whalen
	4	Self Assessment (Optional)	Module 4 Self Assessment Questions		
	5	Module	Women's Health - Pregnancy & Lactation		Priti Patel
	5.1	Unit	Overview of Pregnancy Basics		Chardaë Whitner
04/03/23	5.1	Lecture Video	Overview of Pregnancy Basics	1	Chardaë Whitner
	5.2	Unit	Pregnancy and Lactation		Priti Patel
04/03/23	5.2.1	Lecture Video	Principles of Drug Use in Pregnancy	1	Priti Patel
04/03/23	5.2.1.1	Lecture Video	Principles of Drug Use in Pregnancy - Example		Priti Patel
04/03/23	5.2.2	Lecture Video	Principles of Drug Use During Breastfeeding	1	Priti Patel
04/03/23	5.2.2.1	Lecture Video	Principles of Drug Use During Breastfeeding - Example		Priti Patel
	5.3	Unit	Drug Information Resources for Pregnancy and Lactation		Priti Patel

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
04/04/23	5.3.1	Lecture Video	Drug Information Resources for Pregnancy and Lactation	0.75	Priti Patel
04/04/23	5.3.2	Review	Briggs Drugs in Pregnancy and Lactation: a reference guide to fetal and neonatal risk	0.25	Priti Patel
	5.4	Unit	OTC Use in Pregnancy		Erin St. Onge
04/04/23	5.4	Lecture Video	OTC Use in Pregnancy	1	Erin St. Onge
	5.5	Unit	Transcending Concept: Special Populations – Drug Dosing in Pregnancy		Priti Patel
04/05/23	5.5	Lecture Video	Drug Dosing in Pregnancy	0.5	Priti Patel
	5.6	Unit	Transcending Concept: Evidence-based Practice: Review and appraisal of cohort studies		Priti Patel
04/05/23	5.6.1	Lecture Video	Review and Appraisal of Cohort Studies	0.25	Priti Patel
04/05/23	5.6.2	Lecture Video	Review and Appraisal of Cohort Studies Part II	0.5	Priti Patel
04/05/23	5.6.3	Reading	Pregnancy-related cohort study: title TBD in Canvas	0.5	Priti Patel
	5.7	Unit	Transcending Concept: Health Disparities in Pregnancy and Lactation		Priti Patel
04/05/23	5.7	Lecture Video	Health Disparities in Pregnancy and Lactation	0.25	Priti Patel
4/6/23 @ 10:40am-12:35pm	5.1 - 5.7	Active Learning Session	Active Learning Session 5A (2 hours)	1	Priti Patel
	5.1 - 5.7	Quiz (iRAT/tRAT)	Readiness Assurance Test 5 A/B		Priti Patel
4/6/23 @ 1:55pm-3:50pm	5.1 - 5.7	Active Learning Session	Active Learning Session 5B (2 hours)	1	Chardae Whitner, Priti Patel, Erin St. Onge
4/6/23 at 11:59pm		Assignment (Graded)	Module 5 Medication List Assignment (Graded) Due		Priti Patel
	5	Self Assessment (Optional)	Module 5 Self Assessment Questions		
4/10/23 @ 10am-12pm	3 - 5	Exam	Exam 2 Modules		Michelle Farland
	6	Module	Women's Health - Mid to Late Life		Erin St. Onge
	6.1	Unit	Hormone Therapy		Erin St. Onge
04/10/23	6.1	Lecture Video	Hormone Therapy	1.25	Erin St. Onge
	6.2	Unit	Transcending Concept: Herbals for Women's Health Disorders		Oliver Grundmann
04/10/23	6.2.1	Lecture Video	Herbals for Women's Health Disorders	1	Oliver Grundmann

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
04/10/23	6.2.1	Reading	Handbook of Nonprescription Drugs, chapter 51, pages 981-984	0.25	Oliver Grundmann
	6.3	Unit	Urinary Incontinence		Katie Vogel- Anderson
04/11/23	6.3	Lecture Video	Urinary Incontinence	1	Katie Vogel- Anderson
	6.4	Unit	Introduction to MTM		Teresa Roane
04/11/23	6.4	Lecture Video	Introduction to MTM	1	Teresa Roane
04/11/23	6.4	Reading	Core Elements of an MTM Service Model	0.75	Teresa Roane
4/12/23 @ 1:55pm- 3:50pm	6.1- 6.4	Active Learning Session	Active Learning Session 6 (2 hours)	1	Katherine L Vogel Anderson, Teresa Roane, Erin St. Onge
04/12/23	6.1- 6.4	Quiz (iRAT/tRAT)	Readiness Assurance Test 6		
4/12/23 at 11:59pm		Assignment (Graded)	Module 6 Medication List Assignment		Erin St. Onge
		Self Assessment (Optional)	Module 6 Self-Assessment Questions		
	7	Module	Women's Health - Oncology		David DeRemer
	7.1	Unit	Pharmacology: SERMS		Maureen Keller- Wood
04/12/23	7.1	Lecture Video	Pharmacology: SERMS	0.25	Maureen Keller- Wood
	7.2	Unit	Breast Cancer		David DeRemer
04/12/23	7.2	Lecture Video	Breast Cancer	1	David DeRemer
04/12/23	7.2	Reading	Pharmacotherapy: a Pathophysiologic Approach, 11th ed, Chapter 145 Breast Cancer – Treatment Section	1	David DeRemer
	7.3	Unit	Transcending Concept: Breast Cancer: Health Disparities and Social Determinants of Health		Luisel Ricks- Santi
04/12/23	7.3	Lecture Video	Breast Cancer: Health Disparities and Social Determinants of Health	1	Luisel Ricks- Santi
	7.4	Unit	Transcending Concept: Breast Cancer: Precision Medicine		Luisel Ricks- Santi
04/12/23	7.4	Lecture Video	Breast Cancer: Precision Medicine	1	Luisel Ricks- Santi
	7.5	Unit	Ovarian Cancer		David DeRemer
04/12/23	7.5	Lecture Video	Ovarian Cancer	1	David DeRemer
4/14/23 @ 10:40am- 12:35pm	7.1 - 7.5	Active Learning Session	Active Learning Session 7 (2 hours)	1	David DeRemer, Luisel Ricks- Santi

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
4/14/23 @ 12:45pm-1:15pm		Exam Review	Exam 2 Review/Reflection		
04/14/23	7.1 - 7.5	Quiz (iRAT/tRAT)	Readiness Assessment Test 7		David DeRemer
	7	Self Assessment (Optional)	Module 7 Self Assessment Questions		
	8	Module	Men's Health		Katie Vogel-Anderson
	8.1	Unit	Pathophysiology of the Endocrine System: Male Reproduction		Katherine L Vogel Anderson
04/13/23	8.1.1	Lecture Video	Pathophysiology of the Endocrine System: Male Reproduction	1	Katherine L Vogel Anderson
04/13/23	8.1.2	Reading	Pharmacotherapy: a Pathophysiologic Approach, 11th ed, Chapter 99: Erectile Dysfunction • Physiology of a normal erection (4 pages) • Pathophysiology (2 pages)	0.5	Katherine L Vogel Anderson
04/13/23	8.1.3	Reading	Dipiro, Chapter 100: Benign Prostatic Hyperplasia (Links to an external site.)Links to an external site. (Access Pharmacy--Use UF VPN to access when off-campus) • Normal prostate physiology (2 pages) • Pathophysiology (1 page)	0.25	Katherine L Vogel Anderson
	8.2	Unit	Pharmacology: Androgens		Katherine L Vogel Anderson
04/13/23	8.2	Lecture Video	Pharmacology: Androgens	0.75	Katherine L Vogel Anderson
	8.3	Unit	Medicinal Chemistry: Androgens		Chenglong Li
04/13/23	8.3	Lecture Video	Medicinal Chemistry: Androgens	0.5	Chenglong Li
	8.4	Unit	Testosterone Replacement		Katie Vogel-Anderson
04/13/23	8.4	Lecture Video	Testosterone Replacement	0.75	Katie Vogel-Anderson
	8.5	Unit	Erectile Dysfunction		Katherine Vogel-Anderson
04/13/23	8.5	Lecture Video	Erectile Dysfunction	1	Katie Vogel-Anderson
	8.6	Unit	Benign Prostatic Hyperplasia & Incontinence		Katie Vogel-Anderson
04/14/23	8.6	Lecture Video	Benign Prostatic Hyperplasia & Incontinence	0.75	Katie Vogel-Anderson
	8.7	Unit	Management of Prostate Cancer		David DeRemer

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
04/14/23	8.7.1	Lecture Video	Management of Prostate Cancer	1	David DeRemer
04/14/23	8.7.2	Optional/Su pplemental	Pharmacotherapy: A Pathophysiologic Approach, 11th Ed., Chapter 148-Prostate Cancer, Sections: Epidemiology, Etiology, Chemoprevention, Screening, Pathophysiology, Treatment	0	David DeRemer
	8.8	Unit	Transcending Concept: Herbals for Men's Health		Oliver Grundmann
04/14/23	8.8.1	Lecture Video	Transcending Concept: Herbals for Men's Health	0.75	Oliver Grundmann
04/14/23	8.8.2	Reading	Handbook of nonprescription drugs, page 974 for African Plum and page 976 for saw palmetto.	0.15	Oliver Grundmann
	8.9	Unit	Transcending Concept: Self –care for Men's Health Issues		Joshua Pullo
04/14/23	8.9.1	Lecture Video	Male Pattern Baldness	0.25	Joshua Pullo
04/14/23	8.9.2	Lecture Video	Sexual Health Prevention	0.25	Joshua Pullo
04/14/23	8.9.3	Lecture Video	Fungal Infections	0.25	Joshua Pullo
4/17/23 @ 10:40am- 12:35pm	8.1 - 8.9	Active Learning Session	Active Learning Session 8 (2 hours)	1	Chenglong Li, David DeRemer, Joshua Pullo, Oliver Grundmann, Katie Vogel- Anderson
04/17/23		Quiz (iRAT/tRAT)	Readiness Assurance Test 8		Katie Vogel- Anderson
	9	Module	Social and Cultural Competency in LGBTQ+ People		
	9.1	Unit	Transcending Concept: Social – Cultural competency –LGBTQ		Joshua Pullo, Oliver Grundmann
04/18/23	9.1	Lecture Video	LGBTQ+ Healthcare: Gender Affirming Therapy	0.5	Joshua Pullo
04/18/23	9.2	Lecture Video	LGBTQ+ Healthcare: Preventive Care	0.5	Joshua Pullo
04/18/23	9.3	Lecture Video	Social & Cultural Competency for LGBTQ patients as a pharmacist and beyond	0.75	Oliver Grundmann
4/19/23 @ 1:55pm- 3:50pm	9.1- 9.3	Active Learning Session	Active Learning Session 9 (2 hours)	1	Joshua Pullo, Oliver Grundmann
		Self Assessment (Optional)	Module 9 Self Assessment Questions		
4/21/23 @ 2pm- 4pm	6-9	Exam	Exam 3 (Modules 6-9)		Michelle Farland

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Date / Time [Recommended for Independent Study]	Mod #	Activity	Activity Title	Contact Time (hr)	Responsible
4/24/23 @ 8:30am- 10:25am	1 - 9 (all)	Active Learning Session	Capstone (2 hours)	1	Michelle Farland
04/24/23 at 10:25am		Assignment (Graded)	Capstone Medication List Assignment		Michelle Farland
4/24/23 @ 10:30am- 11am		Course Evaluation	Patient Care 5 Course Evaluation		
4/24/23 @ 11am- 11:30am		Exam Review	Exam 3 Review/Reflection		
04/24/23		Self Assessment (Optional)	Cumulative Self-Assessment Questions		Michelle Farland
4/26/23 @ 9am- 11:00am	1 - 9	Exam	Comprehensive Final Exam (2 hours)		Michelle Farland
4/28/23 @ 9am- 9:30am		Exam Review	Final Exam Review		
			Total Contact Hours	84	



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# Appendix C. 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 answer 4 questions: 1) Identify the patient's past medical history; 2) Identify the drug therapy problems; 3) Determine additional drug therapy needs and medication adjustments; 4) Develop a monitoring plan. The assignment will be evaluated as either competent or developing competency (see rubric below). You will be able to enter the assignment in Canvas multiple times (prior to submission). However, you can only submit the assignment once. This is a thought process used by pharmacists for each patient encounter. For an experienced pharmacist, it would take minutes to complete this assignment. However, as student pharmacists, we expect that you will be able to complete each assignment within 2 hours. ***If you find you are spending significantly more than 2 hours on the assignment, please reach out to the course faculty to assist you with your efficiency.***

1. Question 1: Select the diseases/conditions that are most likely included in this patient's past medical history.
  - **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.
  - **Extra Tip:** Do NOT provide a list of ALL potential indications for each medication included on the list, as selecting incorrect responses will negatively impact your evaluation.
  - **Supplemental Handout:** Below is a list of possible disease states/conditions that you will select from. This list is inclusive of diseases/conditions covered in the curriculum in the Patient Care course series through the end of the 2PD year.
2. Question 2: Identify the drug therapy problems related to this medication list.
  - **Tip:** *The potential types of drug therapy problems you may identify for this assignment include (dosage too low; dosage too high; contraindication; unnecessary drug therapy; drug-drug interaction; ineffective drug; adverse drug reaction)*
  - **Extra Tip:** In Canvas, you will drag the medication name to the drug therapy problem category. All medications the patient is prescribed/taking will be included as options to identify drug therapy problems. However, all medications do not have a drug therapy problem. So only categorize the medications that actually have problems when submitting the assignment in Canvas.
  - **Extra Extra Tip:** For drug-drug interactions, drag and drop the listed drug-drug pairs that are causing the interaction. Numerous drug-drug pairs will be included as potential options. The drug-drug pairs should ONLY be classified for the drug-drug interaction category. ***Only include drug-drug interactions that should result in a change to the drug therapy plan.***
3. Question 3: Assess if the patient needs additional drug therapy and/or adjustments to medications that are warranted. A complete response includes the drug name, dose, route, and frequency of use.
  - **Tip:** This is an open-ended response item. You are required to list the drug name, dose, route, and frequency. If you lack all needed information, it will negatively impact your evaluation.

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4. Question 4: Create a monitoring plan for this patient's diseases/conditions and medications (including medications that are unchanged), as well as incorporating the changes required to resolve drug therapy problems identified (select from a list of monitoring parameters).
- **Tip:** When creating the monitoring plan, consider both safety and efficacy.
  - **Extra Tip:** Keep in mind that monitoring of medication safety and efficacy can increase healthcare costs for patients. So, select the items that you believe are of highest importance for the patient.
  - **Supplemental Handout:** Below is a list of possible monitoring parameters to select from. This list is inclusive of the most commonly used tools to monitor safety and efficacy of the medications included in these assignments.

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)

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**Disease states possibly included in patient's Past Medical History (Question 1)**

**Instructions:** This question is select all that apply. Keep this list near you when completing the assignment in Canvas, so it's easier for you to find the diseases you have identified to be applicable for the patient. Select only the disease states that make the most sense, based on the medications the patient is taking. Do NOT over-select disease states, as points will be deducted for wrong answer choices.

**Self-Care Conditions**

Cough & Cold  
Headache

**Infectious Diseases**

Chlamydia  
Clostridium Difficile  
Community-Acquired Pneumonia  
Genital Herpes  
Gonorrhea  
Influenza  
Pyelonephritis  
Skin/Soft Tissue Infection  
Spontaneous bacteria peritonitis  
Syphilis  
Urinary Tract Infection  
Vaginitis  
Vulvovaginal Candidiasis

**Oncologic Diseases**

Breast Cancer  
Colorectal Cancer  
Lung Cancer  
Lymphoma  
Ovarian Cancer  
Prostate Cancer

**Cardiovascular Diseases**

ASCVD  
Atrial Fibrillation  
AV Block (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> degree)  
Dyslipidemia  
Hemorrhagic Stroke  
Heart Failure with Preserved Ejection Fraction  
Heart Failure with Reduced Ejection Fraction

***CV Diseases Continued***

Hypertension  
Ischemic Stroke  
Paroxysmal Supraventricular Tachycardia  
Sinus Tachycardia  
Stable Ischemic Heart Disease  
Venous Thromboembolism

**Renal Diseases**

Iron deficiency anemia  
Folate deficiency anemia  
Vitamin B12 deficiency anemia  
Acute kidney disease  
Chronic kidney disease  
Mineral & Bone Disorders

**Pulmonary Diseases**

Asthma  
Chronic Obstructive Pulmonary Disease (COPD)

**GI Diseases**

Ascites  
Cirrhosis  
Constipation  
Crohn's disease  
Diarrhea  
Esophageal Varices  
Gastroesophageal Reflux Disease  
Hepatic Encephalopathy  
Hepatitis  
Irritable bowel syndrome  
Nausea  
Obesity  
Peptic ulcer disease  
Ulcerative colitis

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Vomiting

**Endocrine Diseases**

Gender Affirming Therapy

Hyperthyroidism

Hypothyroidism

Hyperparathyroidism

Osteoporosis

Type 1 Diabetes Mellitus

Type 2 Diabetes Mellitus

Diabetic Peripheral Neuropathy

Diabetic Autonomic Neuropathy

**Men's Health Conditions**

Benign Prostatic Hyperplasia

Erectile Dysfunction

Hypogonadism

Urinary Incontinence

**Women's Health Conditions**

Abnormal Uterine Bleeding

Amenorrhea

Dysmenorrhea

Endometriosis

Heavy Menstrual Bleeding

Lactation

Menopause

Polycystic Ovarian Syndrome

Pregnancy

Premenstrual Syndrome

Premenstrual dysphoric disorder

Urinary Incontinence

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**Monitoring Parameters possibly needed to monitor safety and efficacy of drug therapy (Question 4)**

**Instructions:** This question is categorization and select all that apply. The list below includes all possible monitoring parameters that will be needed to assess efficacy or safety for this patient. Keep this list near you when completing the assignment in Canvas, so it's easier for you to find the monitoring parameters you have identified to be applicable for the patient. Select only the monitoring parameters that make the most sense, based on the medications the patient is taking. Do NOT over-select items, as points will be deducted for wrong answer choices.

**Labs**

BMP (Na, K, Cl, CO<sub>2</sub>, BUN, Cr, Gluc)  
CBC (WBC, Hgb, Hct, Plt)  
LFTs (AST/ALT)  
Magnesium  
Phosphorus  
Ionized calcium  
SMBG  
A1c  
INR  
Vitamin B12  
25-OH Vitamin D  
TSH  
Free T4  
Lipid panel (Total Chol, Trig, HDL, LDL)  
Serum iron  
Ferritin  
Methylmalonic acid  
Homocysteine  
Urine microalbumin:creatinine  
Pregnancy test

**Vitals**

Blood Pressure  
Heart Rate  
Respiratory Rate  
Weight/BMI

**Symptoms**

Behavioral changes  
Bleeding signs and symptoms  
Chest pain  
Sensory foot exam  
Stool frequency  
Symptom frequency/severity

**Diagnostic tests**

Dexa Scan  
Dilated retinal exam  
Echocardiogram  
EKG  
O<sub>2</sub> Saturation  
Pulmonary Function Tests

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### Medication List Assignment Rubric

Item	Competent	Developing Competence
1	The past medical history accurately reflects the treatment the patient is receiving.	Two or more elements of the past medical history were NOT included
2	All critical drug therapy problems were identified.	Two or more drug therapy problems were NOT identified
3	Medication adjustments and new medications are clinically appropriate for the patient for safety and efficacy.	Recommendation to resolve the drug therapy problem(s) or initiation of a new medication resulted in harm to the patient *Automatic Incomplete
4	The monitoring plan encompasses appropriate measures for all medications and medication adjustments recommended.	Three or more monitoring parameters were NOT included.
	*Incomplete will be given when "developing competence" is met for item 3 (causing harm to the patient) OR "developing competence" is met twice among items 1, 2, and 4.	

Canvas terminology in the Gradebook will appear as complete or incomplete, where complete = check mark = 1 = competent; incomplete = X = 0 = developing competence.

## Appendix D: Exam Review Form

[illegible]

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Type of Error (Circle the error most frequently identified)	Description of the Error	Suggested Strategies to Reduce Errors (Check the box(es) next to the solution that you WILL use in your action plan below)
Test Taking Error(s)	Mistakes that you make because of the specific way you take tests: <ul style="list-style-type: none"> <li>Not completing a problem to its last step</li> <li>Changing test answers from the correct ones to incorrect ones</li> <li>Getting stuck on one problem and spending too much time</li> <li>Not reviewing difficult questions at the end</li> <li>Test anxiety</li> </ul>	<input type="checkbox"/> Only change the answer IF you can PROVE to yourself that the changed answer is correct <input type="checkbox"/> Set a 'time limit' for each problem before moving to the next problem <input type="checkbox"/> Set 'check-points' for yourself - half way point by X minutes, review 'tagged' questions by X time, etc. <input type="checkbox"/> Taking a deep breath at the beginning of the exam or when feeling anxious <input type="checkbox"/> Doing a brain dump of 'memorized information' on the scrap paper
Misread Question Error	Mistakes which occur when you misread or misinterpret the question	<input type="checkbox"/> Read each question/case THOROUGHLY <input type="checkbox"/> Review the question to be sure you know what the question is asking <input type="checkbox"/> Review each problem step by step
Misread Direction Error	Mistakes which occur when you skip directions or misunderstand directions	<input type="checkbox"/> Thoroughly read ALL the directions <input type="checkbox"/> Highlight key words in the directions or questions, etc. <input type="checkbox"/> Review each problem step by step
Study (preparation) Error	<ul style="list-style-type: none"> <li>Mistakes that occur when you learned the wrong type of material (or did not study the material)</li> <li>Do not spend sufficient time learning pertinent material</li> <li>Do not use the lecture objectives to guide your learning</li> </ul>	<input type="checkbox"/> Identify why the errors occurred and identify more effective learning strategies <input type="checkbox"/> Consider exploring how you learn ('learning preferences' - <a href="https://vark.com/the-vark-questionnaire/">https://vark.com/the-vark-questionnaire/</a> ) and aligning your learning (study) strategies with your learning preferences
Concept Error	<ul style="list-style-type: none"> <li>Mistakes made when you do not understand the properties / principles / foundation, etc. required to complete the problem</li> <li>Trouble remembering what you studied (mental block)</li> </ul>	<input type="checkbox"/> Review your textbook / notes and identify why you missed the concept (metacognition) <input type="checkbox"/> Practice explaining concepts to peers (use lecture objectives to guide your learning) <input type="checkbox"/> Review Bloom's taxonomy to learn what is expected on the assessment ( <a href="https://media.citt.ufl.edu/resources/blooms/index.html">https://media.citt.ufl.edu/resources/blooms/index.html</a> )
Application Error	<ul style="list-style-type: none"> <li>Mistakes that you make when you know the concept but CANNOT apply it to the problem</li> </ul>	<input type="checkbox"/> Use learning objectives to predict the type of application problems that will be on the test; work through cases while learning.

**Make a Plan!**

Look for patterns in your exam reflection. Identify which types of errors lead you to lose points, and then using the suggested remedies above, name 3 SPECIFIC things that you will do differently in preparing for or taking the next exam:

Action Item 1:

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Action Item 2:

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Action Item 3:

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**CHECK** off the activities / techniques you primarily used to prepare for this exam and **CIRCLE** the ones you believe were the most helpful / effective:

<input type="checkbox"/> Narrative responses to lecture learning objectives	<input type="checkbox"/> Reading primary literature (guidelines, reviews, studies, etc.)
<input type="checkbox"/> Reading the textbook (first time)	<input type="checkbox"/> Connecting new material to things you already knew
<input type="checkbox"/> Repeating concepts for memorization	<input type="checkbox"/> Rereading / highlighting textbook and / or primary literature
<input type="checkbox"/> Rereading / reviewing class notes	<input type="checkbox"/> Transcribing class notes
<input type="checkbox"/> Rewriting concepts / rephrasing ideas in your own words	<input type="checkbox"/> Sharing ideas / explaining concepts to others
<input type="checkbox"/> Solving new, harder problems / cases for practice or using problems / cases discussed in class with modifications	<input type="checkbox"/> Watching or listening to podcasts or class recordings

Based on your review, **CHECK** off the following activities / techniques will you use in preparation of your next assessment:

<input type="checkbox"/> Narrative responses to lecture learning objectives	<input type="checkbox"/> Reading primary literature (guidelines, reviews, studies, etc.)
<input type="checkbox"/> Reading the textbook (first time)	<input type="checkbox"/> Connecting new material to things you already knew
<input type="checkbox"/> Repeating concepts for memorization	<input type="checkbox"/> Rereading / highlighting textbook and / or primary literature
<input type="checkbox"/> Rereading / reviewing class notes	<input type="checkbox"/> Transcribing class notes
<input type="checkbox"/> Rewriting concepts / rephrasing ideas in your own words	<input type="checkbox"/> Sharing ideas / explaining concepts to others
<input type="checkbox"/> Solving new, harder problems / cases for practice or using problems / cases discussed in class with modifications	<input type="checkbox"/> Watching or listening to podcasts or class recordings

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