

Pharmacists practice in a complex and evolving healthcare delivery system of government and private health insurance programs in the United States (US). The purpose of this course is to introduce the student to the medication use system and the role of pharmacists in various practice settings within the US healthcare system including Managed Care, Community Pharmacy, and Hospital Pharmacy. In addition, this course will introduce topics including medication safety and quality improvement plus touch on the pharmacist’s role in patient advocacy.

Course Prerequisites: -- Admission to the Doctor of Pharmacy program.

Course Corequisites: -- N/A

Course Faculty and Staff	
Course Director	Instructional Designer
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Academic Coordinators	
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Teaching Faculty	
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[Faculty and Staff: Who to Contact and Questions to Ask](#)

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

Faculty Locations:

Gainesville	PTR: MSB 0445, PG-22 PEP: HPNP 2336
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Course Objectives and Educational Outcomes	
Course Objectives	Linked Educational Outcome
Upon completion of this course, the student will be able to:	
1. Describe the United States (U.S.) healthcare system and the relationship of medication use systems in multiple pharmacy practice settings (hospital, community, managed care).	1. Steward
2. Identify the major health insurance programs that provide medical and pharmacy benefits to U.S. citizens.	2. Learner

3. List elements of managed care principles that help contain the cost and utilization rate of prescription benefits and their impact on pharmacy practice.	3. Problem-solver and Steward
4. Describe the medication use system and various steps (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation) used in both community and hospital settings.	4. Problem-solver and Steward
5. Describe how pharmacy information exchange systems are used to support the safe and efficient medication distribution process in a community or hospital setting.	5. Problem-solver and Steward
6. Compare and contrast centralized and decentralized medication distribution systems in a hospital setting and identify non-distributive pharmacy services provided by a hospital pharmacist.	6. Problem-solver and Steward
7. Recognize the role and responsibilities of the pharmacist in safety and quality improvement strategies and initiatives in different pharmacy practice settings (hospital, community, managed care).	7. Problem-solver and Steward
8. Describe the role of various organizations (i.e., Joint Commission, Centers for Medicare & Medicaid Services, Pharmacy Quality Alliance) focused on the improvement of patient outcomes and safety in healthcare systems.	8. Problem-solver and Steward
9. Recommend how to serve as a patient advocate to help patients: a) understand their healthcare issues/needs, b) solve insurance problems, and c) procure medications through medication assistance programs.	9. Advocate and Steward

Course Resources and Fees

Course Outline

See Appendix A. Please routinely check your Google 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

There is no required textbook for this course. Required readings will be posted in Canvas.

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

Suggested Textbooks/Readings

Suggested readings will be posted on Canvas.

Other Required Learning Resources

N/A

Materials & Supplies Fees

N/A

Evaluation and Grading

Student Evaluation & Grading	
The Canvas© gradebook will be set-up using the percentages below to compute the grade.	
Assessment Item	Grade Percentage
IRAT (3) @ 10% each	30%
TRAT (3) @ 3% each	9%
Assignment: Pharmacy benefits activity	2%
Assignment: Community “Escape Room”	2%
Assignment: Reflection for patient advocacy	2%
Assignment: Safety activity: (Team)	2%
Final Exam	53%
Total	100%

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

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.”

University of Florida Honor Pledge and Academic Dishonesty

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Expectations for Artificial Intelligence and when use constitutes academic dishonesty is outlined below.

Tendering information (giving your work to another to be copied, giving someone answers to assessment questions, informing another person in a later section about the questions that appear on an assessment that you have taken, or giving or selling a paper to another student), is considered academic dishonesty.

Students are required to report any condition that facilitates academic misconduct to appropriate personnel. Failure to report is also considered academic dishonesty. If you have any questions or concerns, please consult the course’s Teaching Partnership Leader/Course Director or Assistant Dean for Curricular Affairs.

See the [UF Conduct Code website](#) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Assignment Descriptions

Community Escape Room Activity:

Students will have the chance to understand the prescription filling process concepts. Students will answer a series of questions while receiving feedback to show the importance of a systematic process to minimize medication errors and

improve patient outcomes. This activity will be completed before the first active learning session.

Pharmacy Benefit Activity:

Students will have the opportunity to understand healthcare needs while solving insurance problems and advocating for patient safety. Students will analyze coverage criteria and choose appropriate medications to be placed on a formulary from a pharmacy benefit manager or health plan perspective. This activity will be completed during the in-class active learning session.

Reflection Activity:

Students will write a reflective statement, no more than 100 words, describing the patient advocacy activities of a pharmacist including how to help someone obtain a medication not covered by health insurance (or when the patient does not have health insurance) and how the student sees themselves advocating for patients in their practice once they become a pharmacist. This activity may be completed during the in-class active learning session although students will have additional time for completion.

Safety Activity:

Students will be provided with practice situations to help identify process improvements while focusing on medication safety and quality. This activity will be divided into two parts: individual assessment and a team exercise. The activity will incorporate a root-cause-analysis assessment and include multiple-choice selection, open answer, or other short answer type questions which will be completed after module 5. This activity will be completed during the in-class active learning session.

Course-Related Policies

UF Resources and Policies

University of Florida resources and policies can be found at this URL: <https://go.ufl.edu/syllabuspolicies>

PharmD Course Policies

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

Attendance Policy

Attendance is mandatory for active learning sessions such as team-based learning sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required. This course has 3 required sessions. A student who misses greater than 1 session(s) for this course will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

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

Late assignments will NOT be accepted and a grade of zero will be given for the respective assignment unless otherwise coordinated with the course director.

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/>

Artificial Intelligence Use

The use of generative AI in assessments is prohibited, unless explicitly allowed by the course instructor. Assessments include any submitted work, graded or ungraded, that will be evaluated. These include, but are not limited to, quizzes, exams, assignments, writing projects, etc. If a student is uncertain about the use of AI technology, it is the student's responsibility to ask the instructor prior to beginning the assignment or assessment.

When authorized by the course director/course instructors, students may use AI technologies in the completion of an assessment if they acknowledge all use by naming the technology, describing how it was employed, and adhering to any other requirement stipulated in the assessment's instructions. Failure to acknowledge the use of AI technology or disregarding instructions related to the use of AI for assessments is considered academic misconduct. Students must disclose the use of AI and AI-assisted technologies by following the instructions below.

Application of AI technology must be done with human oversight and control, and students should carefully review and edit the result, as AI can generate outputs that can be incorrect, incomplete, or biased. **Students assume full responsibility for all content, including errors and omissions, if AI is employed.** Additionally, privacy is a concern with AI-generated content. Most commercially available AI systems are not compliant with [HIPAA](#) or FERPA protections, inputting patient or student information is prohibited by federal law.

Instructions to acknowledge the use of AI:

Statement: During the preparation of this assignment I/we, [INSERT NAME/S], used [INSERT TOOL / SERVICE] in order to [INSERT REASON OR PURPOSE]. After using this tool/service, I/we reviewed and edited the content as needed and take full responsibility for the content of the submission.

Penalties for unauthorized use:

Unauthorized use of AI text generators for assessments is considered evidence of academic dishonesty (see [policy on academic dishonesty](#)).

Disability Resource Center

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [Get Started with the DRC webpage](#) on the Disability Resource Center site. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>

Appendix A: Course Outline

Please use the course SmartSheet to make any changes to the course outline. The instructional designer will export the course outline into the syllabus prior to course launch.

Date / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Objectives	Contact Time (min)	Responsible
08/18/25	1	Module	Module 1: Introduction to Healthcare Systems	1		
08/22/25	1.1	Lecture Video	Welcome Course Video		10	Teresa Elaine Roane
08/22/25	1.2	Lecture Video	Watch: Overview of the US Healthcare System and Introduction to Medication Use System		45	Teresa Elaine Roane
08/25/25	2	Module	Module 2: Managed Care Systems	1-4		Teresa Elaine Roane
08/25/25	2.1	Lecture Video	Watch: Managed Care Principles		59	Teresa Elaine Roane
		Optional/Supplemental	US Healthcare System Explained https://www.youtube.com/watch?v=DublqkOSBBA			Teresa Elaine Roane
		Optional/Supplemental	Florida Blue Medication Guides (Review Website): https://www.floridablue.com/members/tools-resources/pharmacy/medication-guide			Teresa Elaine Roane
08/25/25	3	Module	Module 3: Community Medication Use System	5-10, 16		Tracy Leonard
08/25/25	3.1	Lecture Video	Watch: Medication Use System in the Community Pharmacy		49	Tracy Leonard
		Optional/Supplemental	ISMP The Five Rights: https://www.ismp.org/resources/five-rights-destination-without-map			Tracy Leonard
		Optional/Supplemental	Processing a Prescription: https://youtu.be/fjo2rNzAovo			Tracy Leonard
DUE: 08/27/25 by 11:59pm		Assignment (Graded)	Assignment: Community "Escape Room" activity			Tracy Leonard
08/28/25 1:00pm - 2:50pm	1-3	Active Learning Session	Active Learning Session 1: Life of a Medication order: Community and PBM (Graded Activity)		110	Teresa Elaine Roane, Tracy Leonard

08/28/25	1-3	Quiz (iRAT/tRAT)	IRAT #1			Teresa Elaine Roane, Tracy Leonard
DUE: 08/28/25 by 2:50pm	1-3	Assignment Graded	Assignment: Pharmacy Benefits Activity			Teresa Elaine Roane, Tracy Leonard
08/29/25	4	Module	Module 4: Hospital Medication Use System	4, 6, 8-13		
08/29/25	4.1	Lecture Video	Watch: Part 1: Introduction to Hospital Pharmacy		36	Kaitlin Alexander
09/02/25	4.2	Lecture Video	Watch: Part 2: Medication Use Systems in the Hospital		53	Kaitlin Alexander
09/02/25	4.3	Lecture Video	Watch: Part 3: Introduction to Hospital Pharmacy Services		54	Kaitlin Alexander
09/03/25 at 10:00am - 11:50am	3-4	Active Learning Session	Active Learning Session 2: Life of a Medication order: Community and Hospital Health System		110	Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
09/03/25	3-4	Quiz (iRAT/tRAT)	IRAT #2			Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
DUE: 09/05/25 by 11:59pm	1-4	Assignment (Graded)	Assignment: Patient Advocacy Activity			Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
09/09/25	5	Module	Module 5: Safety and Quality Improvement	9, 13-16		Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
09/09/25	5.1	Lecture Video	Watch: Medication Safety and Process Improvement (Community Pharmacy)		35	Tracy Leonard
09/09/25	5.2	Lecture Video	Watch: Tools and Strategies for Medication Safety and Quality Improvement (Hospital Pharmacy)		30	Kaitlin Alexander
09/09/25	5.3	Lecture Video	Watch: Safety and Quality Improvement Processes (in Managed Care)		33	Teresa Elaine Roane

	5	Optional/Supplemental	Read: F.A.C. 64B16-27.300 Standards of Practice - Continuous Quality Improvement Program (PDF)			
	5	Optional/Supplemental	Read: ISMP List of High-Alert Medications in Community/Ambulatory Healthcare (WEB)			
	5	Optional/Supplemental	Read: ISMP List of Error-Prone Abbreviations (WEB)			
	5	Optional/Supplemental	Read: Board of Pharmacy Community Inspection Form (WEB)			
	5	Optional/Supplemental	Read: Board of Pharmacy Class II Institutional Inspection Form (WEB)			
	5	Optional/Supplemental	Read: Board of Pharmacy Sterile Compounding Form (WEB)			
		Optional/Supplemental	The Beers Criteria and The Beers List https://agsjournals.onlinelibrary.wiley.com/doi/full/10.1111/jgs.18372			
09/11/25 at 10:00am - 11:50am	1-5	Active Learning Session	Active Learning Session 3: Applying Safety and Quality Improvement	5-12, 16	110	Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
09/11/25	1-5	Quiz (iRAT/tRAT)	IRAT #3			Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
DUE: 09/11/25 by 11:50am	1-5	Assignment (Graded)	Assignment: Safety Activity - Team Assessment			Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
09/12/25 at 11:50am - 12:15pm	1-5	Course Eval	Course Evaluations Due			
09/16/25 at 2:00pm - 4:00pm	1-5	Exam	Final Exam			Kaitlin Alexander, Teresa Elaine Roane, Tracy Leonard
			Total Min:		734	
			Total Contact Hours:		14.68	