

Sixth 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. The course continues to prepare the student to be a collaborative team member since learning during the course involves teamwork. This course focuses on providing patient-centered care to patients who have skin and musculoskeletal disorders. 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 of these patients.

Course Prerequisites: Completion of all Year 2 Pharm.D. program coursework including milestones.

Course Corequisites: PHA5165L Professional Skills Lab V

| Course Faculty and Staff | | |
|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Course Directors | | Instructional Designer |
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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:

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|--------------------|--------------------------------------------------------------------------------------------------|---------------------|----------------------|
| Gainesville | PTR: MSB 0445, PG-22 PEP: HPNP 2336 POP: DSIT 5th floor CSP: MSB P2-29 MC: MSB P3-12 | Jacksonville | Tower 2, First Floor |
| | | Orlando | UFRAC 420 |

Course Objectives and Educational Outcomes

| Course Objectives | Linked Educational Outcome |
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| <p>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.</p> <ol style="list-style-type: none"> 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. | Learner Problem-Solver Communicator |
| <p>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.</p> <ol style="list-style-type: none"> 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. | Learner Problem-Solver Provider |
| <p>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.</p> <ol style="list-style-type: none"> 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. | Learner Problem-Solver Provider |

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| <p>iv. Implement: Implement the care plan in collaboration with other health care professionals and the patient/caregiver.</p> <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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) | <p>Problem-solver Communicator Provider</p> |
| <p>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.</p> | <p>Problem-solver Provider Collaborator</p> |

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

None required.

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

1. Foye WO, Lemke T, Williams DA. Foye's Principles of Medicinal Chemistry, Wolters Kluwer Health/Lippincott Williams & Wilkins, Philadelphia, PA, 8th Edition, 2020. ISBN-13:978-1-4963-8502
 - Previously purchased for PHA5782C
 - Not Available via HSC Library
2. Kang S, Amagai M, Bruckner AL, Enk AH, Margolis DJ, McMichael AJ, Orringer JS. eds. *Fitzpatrick's Dermatology, 9e* New York, NY: McGraw-Hill, 2019. ISBN 978-0-07-183779-8
 - Available via HSC Library-- Access Medicine:
<https://accessmedicine.mhmedical.com/book.aspx?bookid=2570>
3. Vanderah TW: Basic and Clinical Pharmacology, McGraw Hill Professional, New York, NY; 16th edition, 2024. ISBN-9781260463309
 - Available via HSC Library – Access Pharmacy:
<https://accesspharmacy.mhmedical.com/book.aspx?bookid=3382>
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; 2021. ISBN: 978-1-58212-3172
<https://doi.org/10.21019/9781582123172.fm>
 - Previously purchased for PHA5781

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| <ul style="list-style-type: none"> • Not Available via HSC Library <p>5. Brunton LL, Knollmann BC. eds. Goodman & Gilman's: The Pharmacological Basis of Therapeutics, 14e. McGraw Hill; 2023.</p> <ul style="list-style-type: none"> • ISBN 978-1-264-25807-9 Available via HSC Library – AccessPharmacy: https://accesspharmacy.mhmedical.com/book.aspx?bookid=3191 <p>6. Haines ST, Nolin TD, Ellingrod VL, Posey L. eds. DiPiro's Pharmacotherapy: A Pathophysiologic Approach, 13th Edition. McGraw Hill; 2024. ISBN 978-1265465810</p> <ul style="list-style-type: none"> • Available via HSC Library – Access Pharmacy https://accesspharmacy.mhmedical.com/Book.aspx?bookid=3386 |
| Other Required Learning Resources |
| None |
| Materials & Supplies Fees |
| None |

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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Quizzes (n=6 @ 2.5% ea.) | 15% |
| Pre-ALS Preparation Assignments (n=5 @ 1% each) <ul style="list-style-type: none"> • Due by the beginning of the Active Learning Session. No late submissions will be accepted. Post-ALS Quiz (n=1 @ 1% each) <ul style="list-style-type: none"> • Principles of Acute Pain Management: In-class assessment following ALS 4. | 6% |
| Facilitated Case Discussion: Chronic Pain Management Case Preparation Quiz (n=1) | 2% |
| ALS 7 In Class Submission (n=1) | 2% |
| Facilitated Case Discussion: Dermatological Infectious Disease Case Preparation Quiz (n=1) | 2% |
| Verbal Presentation in either Chronic Pain OR Dermatological Infectious Disease | 1% |
| Capstone Submissions (1% Pain, 3% Dermatology) | 4% |
| Exam 1 | 20% |
| Exam 2 | 23% |
| Exam 3 | 25% |
| Total | 100% |

*Note that late assignments will NOT be accepted and a grade of zero will be given for the respective assignment.

**Grades are final 1 week after all grading in module has been completed.

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

PreALS Assignments: Posted in Canvas as a quiz format

Post ALS 4 Assignment: Posted in Canvas as quiz format

Facilitated Case Discussion Case Preparation Quizzes: Posted in Canvas as quiz format

Pain Capstone: Questions posted in Canvas as a quiz format

Dermatology Capstone: This is an in-class facilitated, team-based exercise with each individual expected to contribute to their team documentation that will be posted to Canvas and to Microsoft Forms.

Course-Related Policies

UF Resources and Policies

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

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/>

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 11 required sessions (ALS sessions, facilitated case discussions, and capstone). A student who misses greater than 2 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

Make-up assignments will be required for excused absences from all Active Learning Sessions. Make-up assignments can include written make-up assignments and/or separate meetings with faculty where students will be required to answer detailed questions on the material covered in the missed ALS. Your academic coordinator will send you details regarding the make-up assignments. The zoom links will be provided in canvas. Any written makeup assignments will be completed within one week of the missed session. Failure to attend the make-up session/complete the make-up assignment will result in a zero in all in-session graded work, including the quiz for the respective ALS.

Late Assignments

Late assignments will not be accepted and will result in a grade of zero.

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 (AI) Use for Assessments

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.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Appendix A: Course Outline

| Date / Time | Mod# | Activity | Activity Title | Contact Time (min) | Responsible |
|--------------------------|-------|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------|
| | 1 | Module | Module 1: Introduction to Pain and Treatment Options | | |
| | 1.1 | Unit | Unit 1.1: Introduction to Pain | | Robin Moorman Li |
| 10/13/25 | 1.1.1 | Lecture Video | Definition of Pain; Pain Pathway. | 68 | Jay Patrick McLaughlin |
| 10/13/25 | 1.1.2 | Lecture Video | Introduction to Pain | 26 | Robin Moorman Li |
| 10/13/25 | 1.1.3 | Lecture Video | Assessment of Pain | 22 | Robin Moorman Li |
| 10/13/25 | 1.1.4 | Lecture Video | Non-Pharmacological Management of Chronic Pain | 21 | Robin Moorman Li |
| | 1.2 | Unit | Unit 1.2: Introduction to Treatment Options in Pain Management, Part I (Lectures 1.1.1-1.1.4) | | Robin Moorman Li |
| 10/13/25 | 1.2.1 | Lecture Video | Pharmacology of Non-Opioid Treatment Options: Anti-inflammatories | 68 | Jay Patrick McLaughlin |
| 10/14/25 | 1.2.2 | Lecture Video | Pharmacology of Non-Opioid Treatment Options: Skeletal Muscle Relaxants and Anticonvulsants | 56 | Jay Patrick McLaughlin |
| 10/14/25 | 1.2.3 | Lecture Video | Pharmacology of Non-Opioid Treatments: Antidepressants, local and general anesthetics, and miscellaneous agents | 61 | Jay Patrick McLaughlin |
| 10/14/25 | 1.2.4 | Lecture Video | Medicinal Chemistry of Non-Opioid Treatment Options: NSAIDS, Acetaminophen, Skeletal Muscle Relaxants, Common Adjuvant Agents | 51 | Chenglong Li |
| 10/14/25 | 1.2.5 | Lecture Video | Treatment strategies with nonopioids/adjuvants in Chronic Pain Management | 54 | Robin Moorman Li |
| 10/15/2025 DUE at 10am | | Assignment (Graded) | PreALS 1 & 2 Combined Preparation Assignment | | |
| | | ALS Prep | Pre-ALS 1 EHRGo Chart Review + Tasks | 30 | |
| 10/15/2025 at 10-11:50am | | Active Learning Session | Active Learning Session 1: Assessment and Management of Nociceptive and Neuropathic Pain (2hours) | 50 | |
| 10/15/25 | 1 | Quiz (In Class) | Quiz 1: Introduction to Pain and Treatment: Module 1 (1.1.1-1.2.5) (Quiz scheduled at beginning of ALS 1) | | Chenglong Li, Jay Patrick McLaughlin, Robin Moorman Li |
| | | ALS Prep | Pre-ALS 2 Collect & Assess Statements | 15 | |
| 10/15/2025 at 1-2:50pm | | Active Learning Session | Active Learning Session 2: Assessment and Management of Nociceptive and Neuropathic Pain (2 hours) Quiz at the beginning of class | 50 | Chenglong Li, Jay Patrick McLaughlin, Robin Moorman Li |
| | 2 | Module | Module 2: Assessment & Management of Acute Pain | | |
| | 2.1 | Unit | Unit 2.1: Introduction to Treatment Options in Pain Management, Part II | | |
| 10/16/25 | 2.1.1 | Lecture Video | Pharmacology of Opioids | 76 | Jay Patrick McLaughlin |
| 10/16/25 | 2.1.2 | Lecture Video | Medicinal Chemistry of Narcotic Analgesics and Antagonists | 33 | Jane V Aldrich |
| | 2.2 | Unit | Unit 2.2: Interventions and Treatment of Pain - Developing a Clinical Treatment Plan, Part I | | |
| 10/17/25 | 2.2.1 | Lecture Video | Acute Pain Management Part I | 73 | Adonice Khoury |

| Date / Time | Mod# | Activity | Activity Title | Contact Time (min) | Responsible |
|---------------------------|-------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------|
| 10/17/25 | 2.2.2 | Lecture Video | Acute Pain Management Part II | 25 | Adonice Khoury |
| 10/17/25 | 2.2.3 | Reading (PDF) | Reading Assignment: A Practical Approach for the Management of the Mixed Opioid Agonist-Antagonist Buprenorphine During Acute Pain and Surgery PDF Posted on Canvas | 12 | Adonice Khoury |
| 10/20/2025 DUE at 10am | | Assignment (Graded) | Pre-ALS 3 and 4 Preparation Assignment | | |
| | | ALS Prep | Pre-ALS 3 ASAM 2020 Guidelines | 30 | |
| 10/20/2025 at 10-11:50am | | Active Learning Session | Active Learning Session 3: Assessment and Management of Acute Pain: Pharmacology/Medicinal Chemistry/Pharmacotherapy (2 hours) Quiz at beginning of class | 50 | Adonice Khoury, Jane V Aldrich, Jay Patrick McLaughlin |
| 10/20/25 | | Quiz (In Class) | Quiz 2: Assessment and Management of Acute Pain: Pharmacology/Medicinal Chemistry/Pharmacotherapy (2.1.1-2.2.3) | | |
| | | ALS Prep | Pre-ALS 4 Prep Steps in Opioid Equianalgesic PCA Conversion | 30 | |
| 10/20/2025 at 1-2:50pm | | Active Learning Session | Active Learning Session 4: Assessment and Management of Acute Pain (2 hours) | 50 | Adonice Khoury, Jane V Aldrich, Jay Patrick McLaughlin |
| 10/20/2025 DUE at 11:59pm | | Quiz (Online) | Post ALS Quiz Assessment and Management of Acute Pain: Completed at the end of ALS 4 | | Adonice Khoury |
| 10/22/2025 at 9-11am | | Exam | Exam 1 (2 hours) (Material from Modules 1 and 2) | 100 | |
| | 3 | Module | Module 3: Assessment & Management of Chronic Pain | | |
| | 3.1 | Unit | Unit 3.1: Interventions and Treatment of Pain - Developing a Clinical Treatment Plan, Part II | | |
| 10/22/25 | 3.1.1 | Lecture Video | Risk Mitigation in Chronic Pain Management | 34 | Robin Moorman Li |
| | | Optional/Supplemental | Evelyn Salt - The Whole Story (Optional) | | Robin Moorman Li |
| 10/23/25 | 3.1.2 | Lecture Video | Treatment Strategies with Opioids in Chronic Pain Management | 61 | Robin Moorman Li |
| 10/23/25 | 3.1.3 | Lecture Video | Intro to Opioid Equianalgesic Calculations | 24 | Robin Moorman Li |
| 10/23/25 | 3.1.4 | Lecture Video | Opioid Monitoring and Managing Common Side Effects | 27 | Robin Moorman Li |
| 10/23/25 | 3.1.5 | Lecture Video | Personalized Medicine in Pain Management | 22 | Larisa Humma Cavallari |
| 10/24/25 | 3.1.6 | Lecture Video | Medical Marijuana and Chronic Pain Management | 22 | Robin Moorman Li |
| 10/24/25 | 3.1 | Optional/Supplemental | Opioid Equianalgesic Calculation Problems | | Robin Moorman Li |
| 10/24/25 | 3.1 | Quiz (Self-Assessment) | Opioid Worksheet | | Robin Moorman Li |
| 10/27/2025 DUE at 8am | | Assignment (Graded) | Pre-ALS 5 Assignment | | |

| Date / Time | Mod# | Activity | Activity Title | Contact Time (min) | Responsible |
|--------------------------|-------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------------------|
| 10/27/2025 at 8-9:50am | | Active Learning Session | Active Learning Session 5: Chronic Pain Management (2 hours) Quiz at beginning of class | 50 | Robin Moorman Li |
| 10/27/25 | | Quiz (In Class) | Quiz 3: Treatment Considerations Chronic Pain: Module 3 (3.1.1-3.1.5) | | Robin Moorman Li |
| 10/28/2025 DUE at 7am | | Quiz (Online) | Chronic Pain Management Case Preparation Quiz | | |
| 10/28/2025 at 9-10:50am | 3.1 | Facilitated Case Discussion | Facilitated Case Discussion 1: Case Discussions of Pain Management (2 hours) Zoom only | 100 | Adonice Khoury, Carol Motycka, Eric Egelund, Katie Maples, Larisa Humma Cavallari, Robin Moorman Li |
| | 3.2 | Unit | Unit 3.2: Interventions and Treatment of Pain - Developing a Clinical Treatment Plan | | |
| 10/27/25 | 3.2.1 | Lecture Video | Pharmacology of Rheumatoid Arthritis Agents | 53 | Jason Powell |
| 10/27/25 | 3.2.2 | Lecture Video | Medicinal Chemistry of Rheumatoid Arthritis | 28 | Chenglong Li |
| 10/27/25 | 3.2.3 | Lecture Video | Management of Rheumatoid Arthritis | 16 | Jason Powell |
| 10/28/25 | 3.2.4 | Reading (PDF) | Introduction to economic modeling for clinical rheumatologists: application to biologic agents in rheumatoid arthritis | 25 | Haesuk Park |
| 10/30/25 | 3.2.5 | Lecture Video | Chronic Pain Management-Osteoarthritis | 34 | Robin Moorman Li |
| | | Exam Review | Exam 1 Review | | |
| | 3.3 | Unit | Unit 3.3: Chronic Pain Management | | |
| 10/28/25 | 3.3.1 | Lecture Video | Chronic Pain Management - Gout | 40 | Jason Powell |
| 10/28/25 | 3.3.2 | Lecture Video | Chronic Pain Management – Bone and Joint Infections | 41 | Kate DeSear |
| 10/29/2025 DUE at 10am | | Assignment (Graded) | PreALS 6 Preparation Assignment | | Jason Powell, Kate DeSear |
| 10/29/25 | | ALS Prep | Pre-ALS 6: Review Patient Cases for RA | 30 | |
| 10/29/2025 at 10-11:50am | 3.3.1-3.4.1 | Active Learning Session | Active Learning Session 6: Chronic Pain Management: RA, Gout, and Joint Infections (2 hours) | 50 | Jason Powell, Kate DeSear |
| 10/29/25 | | Quiz (In Class) | Quiz 4: Interventions and Treatment of Pain: RA, Gout, and Joint Infections (3.2.1-3.3.2) | | |
| 10/30/25 | 3.3.3 | Lecture Video | Chronic Pain Management- Fibromyalgia | 25 | Robin Moorman Li |
| | 3.4 | Unit | Unit 3.4: Treatment of Pain | | |
| 10/31/25 | 3.4.1 | Lecture Video | Comparative Effectiveness, Health Economics, and Outcomes Research | 28 | Richard Segal |
| 10/31/25 | | Reading | Cost per cumulative clinical benefit of biologic therapies for patients with plaque psoriasis | 12 | Richard Segal |
| 11/04/2025 at 2-4pm | | Exam | Exam 2 (2 hours) (module 3 all units) | 100 | |
| | 4 | Module | Module 4: Skin Disorders | | Barbara Santevecchi, Cary Mobley, Erin Lyn St Onge, Jessica Huston |

| Date / Time | Mod# | Activity | Activity Title | Contact Time (min) | Responsible |
|------------------------|--------------------|-------------------------|----------------------------------------------------------------------------|--------------------|-------------------------------------|
| | 4.1 | Unit | Unit 4.1: Overview of Dermatology for Pharmacists | | Cary Mobley |
| 11/04/25 | 4.1.1 | Lecture Video | Overview of Dermatology I | 72 | Cary Mobley |
| 11/05/25 | 4.1.2 | Lecture Video | Overview of Dermatology II | 48 | Cary Mobley |
| | | Optional/Supplemental | Handout: Topical Corticosteroid Potency Table (PDF) | | Cary Mobley |
| | 4.2 | Unit | Unit 4.2: Management of Skin Disorders – Part 1 | | Cary Mobley, Erin Lyn St Onge |
| 11/07/25 | 4.2.1 | Lecture Video | Psoriasis | 86 | Cary Mobley |
| 11/07/25 | 4.2.2 | Lecture Video | Seborrheic Dermatitis | 31 | Cary Mobley |
| 11/10/25 | 4.2.3 | Lecture Video | Atopic Dermatitis | 91 | Erin Lyn St Onge |
| 11/10/25 | 4.2.4 | Lecture Video | Acne Vulgaris | 55 | Cary Mobley |
| 11/12/25 | 4.2.5 | Lecture Video | Rosacea | 23 | Cary Mobley |
| 11/12/25 | 4.2.6 | Lecture Video | Pigmentation Disorders | 69 | Cary Mobley |
| 11/12/25 | 4.2.7 | Lecture Video | Drug-Induced Skin Disorders | 34 | Erin Lyn St Onge |
| 11/10/2025 at 1-2:50pm | 4.1-4.2.2 | Active Learning Session | Active Learning Session 7: Skin Disorders 1 (2 hours) | 50 | Cary Mobley |
| 11/10/25 | 4.1-4.2.2 | Quiz (In Class) | Quiz 5: Skin Disorders-Part I (4.1 to 4.2.2) | | Cary Mobley |
| | | Assignment (Graded) | ALS 7 Submission (Assignment) | | Cary Mobley |
| | 4.3 | Unit | Unit 4.3: Management of Skin Disorders – Part 2 | | Barbara Santevecchi, Jessica Huston |
| 11/13/25 | 4.3.1 | Lecture Video | Management of Skin Disorders – Skin Cancers (3 videos) | 44 | Jessica Huston |
| 11/13/25 | 4.3.2 | Lecture Video | Management of Skin Disorders – Fungal and Yeast Skin Infections (3 videos) | 41 | Jessica Huston |
| 11/14/25 | 4.3.3 | Lecture Video | Management of Skin Disorders – Viral Skin Infections | 22 | Macy Richards |
| 11/14/25 | 4.3.4 | Lecture Video | Chronic Wounds: A Focus on Diabetic Foot Infections | 49 | Barbara Santevecchi |
| 11/14/25 | 4.3.5 | Lecture Video | Necrotizing Soft-Tissue Infections | 19 | Barbara Santevecchi |
| 11/14/2025 DUE at 8am | 4.2.3, 4.3.1-4.3.2 | Quiz (Online) | Pre ALS 8 Preparation Assignment | | |
| 11/14/2025 at 8-9:50am | 4.2.3, 4.3.1-4.3.2 | Active Learning Session | Active Learning Session 8: Skin Disorders 3 (2 hours) | 50 | Erin Lyn St Onge, Jessica Huston |
| 11/14/25 | 4.2.3, 4.3.1-4.3.2 | Quiz (In Class) | Quiz 6: Skin Disorders-Part (4.2.3, 4.3.1 to 4.3.2) | | |
| 11/17/2025 DUE 7 AM | 4.3.3-4.3.5 | Quiz (Online) | Dermatological Infectious Disease Case Preparation Quiz (4.3.3 to 4.3.5) | | Barbara Santevecchi |

| Date / Time | Mod# | Activity | Activity Title | Contact Time (min) | Responsible |
|----------------------------|-------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------|
| 11/17/2025 at 9-10:50am | 4.3.3-4.3.5 | Facilitated Case Discussion | Facilitated Case Discussion #2: Skin Disorders 4 -Case Discussion (2 hours)- Zoom only | 100 | Barbara Santevecchi, Cary Mobley, Erin Lyn St Onge, Jessica Huston |
| 11/18/2025 at 1-5pm | 1-4 | Active Learning Session | Capstone: Pain Management (1 hour), Dermatology (3 hours) | 200 | Barbara Santevecchi, Cary Mobley, Erin Lyn St Onge, Jessica Huston, Robin Moorman Li |
| 11/21/2025 at 11am | | Course Evaluation | Course Evaluations | | |
| 11/24/2025 at 9-11am | 1-4 | Exam | Final Exam: Pain Management: Selected Portions of Pain Management Topics Dermatology: All Material (2 hours) | | Cary Mobley, Robin Moorman Li |
| | | | Total Course Contact Hours | 59 | |