

This course continues the development of essential skills a pharmacist is expected to perform in daily practice. The skills emphasized during this course include gathering patient data, assessing the information to identify problems, developing an individualized care plan, implementing the care plan and monitoring and evaluating a patient. Additional skills include sterile compounding, collaborating as an interprofessional team member, safe and accurate dispensing of medications and contributing to a culture of safety and improvement. The focus is caring for patients with gastrointestinal, renal, and endocrine diseases with problems that are simple to moderate in complexity. The patient care skills and tasks taught in this course will prepare you to enter into hospital practice settings during your Hospital Introductory Pharmacy Practice Experience (HIPPE) and care for more complex patients in all settings.

Course Prerequisites: --

Course Corequisites: --

Course Faculty and Staff	
Course Directors	
Bethany Shoulders, PharmD, BCCCP, FCCM HPNP 3324 352 – 294 – 8780 brshoulders@ufl.edu	Tracy Leonard, RPh, BCCP, BCACP, CDCES, CPh HPNP 3319 352 – 215 – 1815 tracy.leonard@cop.ufl.edu
Academic Coordinators	
Morgan Milner (GNV) Morgan.milner@ufl.edu	Jessica Linares (ORL) Email: Jnoriegalinaires@ufl.edu
Jaime Welsh (JAX) Email: jaimewelsh@ufl.edu	Nadja Rivera (ORL) Email: nl.riverarivera@ufl.edu
Instructional Designer	
Skylar Johnson, M.A. Email: sky@cop.ufl.edu	
Teaching Faculty	
Tyler Bui, PharmD, BCPS, BCCCP tylermbui@ufl.edu	Anthony Casapao, PharmD, BCIDP, MPH, FIDSA casapao@ufl.edu
Eric Dietrich, PharmD, BCACP, CPC-A, CEMC, CPB dietrich@cop.ufl.edu	Carinda Feild, PharmD, FCCM cfeild@ufl.edu
Jessica Huston, PharmD jessicahuston@cop.ufl.edu	Angelina Vascimini, PharmD, BCACP avascimini@ufl.edu

[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	PEP: HPNP 2336
Jacksonville	Tower 2, First Floor
Orlando	UFRAC 420

Course Objectives and Educational Outcomes

Course Objectives	Linked Educational Outcome
1. Demonstrate appropriate and safe sterile compounding technique with a variety of sterile compounded medications.	Learner
2. Accurately complete calculations related to sterile compounded medications.	Learner
3. Accurately verify orders in an EHR in the inpatient setting.	Learner Problem-solver Provider
4. Utilize an electronic health record (EHR) to collect relevant information for a specific patient and disease state to assess appropriateness of drug therapy.	Learner Provider
5. Perform discharge counseling.	Provider Problem-solver Communicator
6. Present a succinct oral patient summary and therapeutic plan recommendations to another healthcare provider.	Provider Problem-solver Communicator
7. Communicate with other healthcare professionals verbally and in the EHR.	Communicator
8. Document patient care recommendations and interventions in the EHR.	Communicator
9. Formulate a therapeutic plan, including nonpharmacological options, for patients with changing kidney function, diabetes, or who is pregnant or breastfeeding.	Learner Problem-solver Provider
10. Defend a therapeutic plan in writing and verbally using guidelines and primary literature for patients at risk for or with the following disease states: <ul style="list-style-type: none"> a. Acute kidney injury b. Diabetes c. Diabetic Ketoacidosis d. Pregnancy/Breastfeeding e. Prevention of Pregnancy 	Communicator Problem-solver Promoter Provider
11. Counsel a patient on a therapeutic plan.	Communicator
12. Apply cost-benefit, formulary, and/or epidemiology principles to medication-related decisions.	Problem-solver Provider Steward
13. Follow an evidence-based disease management protocol.	Problem-solver
14. Interpret laboratory test results.	Learner Problem-solver
15. Find and interpret clinical evidence in the literature for using medication during pregnancy and lactation.	Learner Problem-solver
16. Compare and contrast contraceptive options and pregnancy testing devices, including emergency contraception and contraception post-partum.	Learner Communicator
17. Critically evaluate a primary literature article and apply finding to patient cases.	Provider
18. Demonstrate attributes that promote a professional therapeutic relationship (e.g. empathy, cultural competency) when communicating with a patient and/or their family.	Provider Ally Communicator

Course Objectives and Educational Outcomes

<p>19. During all skills laboratory simulations and activities:</p> <ol style="list-style-type: none"> a. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions. b. Display preparation, initiative, and accountability consistent with a commitment to excellence. c. Deliver patient-centered care in a manner that is legal, ethical, and compassionate. d. Recognize that one’s professionalism is constantly evaluated by others. 	Professional
<p>20. Perform point of care testing, counsel patient on results, and provide appropriate treatment or referral recommendations</p>	Provider Learner
<p>21. Discuss strategies and policies and procedures for developing a point-of-care test-and-treat agreement practice site</p>	Problem-solver Provider

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 are no required textbooks for this course.
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
There are no suggested textbooks for this course.
Other Required Learning Resources
<p>Top 300 Drugs Flashcards</p> <ul style="list-style-type: none"> • The flashcards are available for free through Access Pharmacy Study Tools: https://accesspharmacy.mhmedical.com/qa.aspx?groupid=955 <p>EHR Go</p> <ul style="list-style-type: none"> • EHR Go is an educational EHR used throughout the PharmD curriculum, including in skills lab, patient care courses and capstones. Students will be expected to purchase a subscription to this program. • Create your EHR Go account by going to: http://ehrgo.com. Select Subscribe in the upper, right corner and enter the following Pharmacy Student Program Key: S96Y29 • Follow the on-screen instructions to create your account and apply your subscription. Refer to Canvas for more detailed information <ul style="list-style-type: none"> ○ 2PDs are encouraged to purchase a 2 year Student Subscription ○ 3PDs are encouraged to purchase an Academic Year Student Subscription
Materials & Supplies Fees
\$30.14

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
Weekly Pre-Lab Quizzes (n=10; 2% each)	20%
Weekly Performance Assessment (n=13; 5% each)	65%
Top 200 Drug Exam	15%
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. 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.

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-Related Policies

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 13 required sessions (Labs, Test and Treat Certificate). 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

Makeup assignments may be required for excused absences from all laboratory sessions. Students will be contacted if a make-up assignment is due. Students should complete the make-up assignment within one week of the missed session.

Late Assignments

Pre-class assignments are due before your lab session, unless otherwise noted. Pre-lab assignments must still be completed even if you are absent from Skills Lab. In-class assignments are due before the end of the lab session, unless otherwise noted. Please verify that documents have been uploaded correctly to receive full credit on the assignment. Point deductions may result for late assignments.

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

48 hours late: Assignment will be assigned a score of 0

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](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) 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

Course-Related Policies

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](#)).

Guidance on Using AI Tools for Learning

You are welcome to use AI tools to support your learning in this course, including for tasks such as brainstorming, outlining, or summarizing complex topics. However, please be aware that AI-generated content may contain false or misleading information. It is your responsibility to critically evaluate and fact-check any information you use. For all assessments, your responses should be based on the content provided in course materials and lectures.

To protect instructional content and comply with university policies, if you choose to create your own study aids using AI, instructor materials (e.g., PowerPoint slides, lecture transcripts, course handouts) may only be uploaded to university-supported, secure platforms such as the Navigator suite of AI tools (<https://it.ufl.edu/ai/>) or Microsoft Copilot (<https://copilot.microsoft.com/>) using your GatorLink credentials. When using Navigator AI, students should select a model approved for handling sensitive data. Individual instructors may choose not to permit the use of their instructional materials with AI tools. Any course materials that are restricted from AI use will be communicated to students through the course learning management system, Canvas.

Students are prohibited from uploading instructor materials to open or non-university-supported AI tools unless they have received written permission from the course instructor. Students are expected to use AI tools responsibly and must not upload any content that violates copyright laws or terms of use. If you are unsure whether an AI tool is appropriate to use, please consult the instructor.

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/>

Lab Specific Policies

Weekly Pre-Lab Quizzes

Weekly pre-lab quizzes will be administered online through Canvas. Quizzes will consist of knowledge related to that

Lab Specific Policies

week's module and covered during pre-lab preparatory activities (e.g., videos and readings). Quizzes will consist of multiple choice, true/false, or case-based questions. Weekly pre-lab quizzes will be completed at the start of each lab session. Performance on quizzes is an individual effort and collaboration is not permitted.

Students who arrive after the start of the pre-lab quiz will be given a paper copy and only allowed the remaining time to complete the quiz. (E.g. a student who arrives 3 minutes after the start of the pre-lab quiz will be given a paper copy and allowed the 7 minutes remaining to complete the quiz). If you have an excused absence from lab, you will be excused from taking the quiz (EX in the gradebook). No make-up quizzes will be offered

Quiz questions/answers for pre-lab quizzes in skills labs will not be released to students. This is consistent with the patient care courses. Faculty may choose to clarify difficult questions and students are encouraged to come talk to the faculty if they have questions about what they missed on a specific prelab quiz.

Top 200 Drug Exam

We will be using the Top 300 Drug Cards available for free to students and faculty through Access Pharmacy. A list of the drugs students are expected to know each semester will be posted on Canvas.

- Students will be expected to know the following information:
 - § 2PD year: 63 drugs in the fall (Cardiovascular (45), Anti-infective (18),
 - 55 drugs in the Spring Respiratory (14) Gastrointestinal (n=11) and Anti-diabetic (n=14), Men's/Women's Health (n=16); students will be responsible for knowing the brand/generic, therapeutic class, common FDA label indication, MOA, Pregnancy category ONLY IF "Contraindicated" (meaning patients shouldn't use it during pregnancy, see Top 200 List), Box Warnings (see Top 200 List) common adverse reactions (>10%) and key patient counseling points
- Exam is **ALWAYS** cumulative: any card, any info, any drug that they've been assigned previously is fair game (based on 2PD Top 200 Drug list)
- Cut scores per course:
 - 1PD: 80%
 - 2PD: 80%
 - 3PD: 80%
- Question make-up: each exam will be 75 questions total (50 Questions new material 25 Questions material from Fall Semester)
 - Students must obtain 80% or better on this exam in order to pass the course. Those who do not achieve this score will retake the exam (maximum of two retakes permitted). This grade is also tracked within the Milestones course. Please see that course syllabus for minimum performance requirements and how the results are used as milestone assessments. The score earned on the first attempt will be the score which will be used for determining the course grade. Students who fail to obtain a passing score after three attempts will fail the course. Failing to pass this course may result in a student's progression through the curriculum being delayed.
 - This is a self-taught portion of the course and students are responsible for preparing themselves for the exam.
 - A list of the drugs that will appear on the examination will be released at the beginning of the course.
 - In the event of a REAL EMERGENCY (illness, sudden death in the family), a make-up examination may be provided and is at the discretion of the teaching partnership leader.

Assignment Re-grade Policy

When a student doesn't agree with a resident/APPE students' grade on a WRITTEN assignment, the student may request a regrade

- The student must submit the request in writing to course director within 7 days of receiving the grade
- Students acknowledge that the grade on the assignment could increase or decrease as a result of the regrade
- There will not be a regrade option for verbal assignments. Students should request feedback from their grader at the conclusion of their verbal presentation (for example, patient counseling, case presentation, etc)

Appendix A: Course Outline

Date	Mod#	Lab Session	Contact Time (min)	Objectives	Module Leader	Facilitators
01/06/26	1	Garbing, Fluid Naming and Aseptic Technique	100	1,2,3	Tyler Bui	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
01/07/26	3	Test and Treat Certification Class		22, 23, 25, 26	Stacey Curtis, Eric Eguland	
01/13/26	2	Sterile Compounding II: Calculations	100	1,2,3	Tyler Bui	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
01/20/26 1/21/26 1/23/26	3	Test and Treat Certification	480	21, 24	Stacey Curtis	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
01/27/26	4	Sterile Compounding 3: Individual Assessment of IV Technique	100	1, 2, 3	Tyler Bui	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
02/03/26	5	EHR Go: Order Verification	100	4, 5	Anthony Casapao	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
02/10/26	6	Discharge Counseling	100	6, 9	Anthony Casapao	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
02/17/26	7	Patient Case Presentations	100	4, 7	Bethany Shoulders	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
02/24/26	8	Adjusting Medication for Changing Renal Function in the Hospital	100	4,7,8,9,10,11	Tracy Leonard	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
No Lab - APPE Readiness (March 2 – 6)						
03/10/26	9	Insulin and other injectables	100	4,7,8,9,10,11,12	Angelina Vascimini	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
Spring Break (March 16 – 20)						

Date	Mod#	Lab Session	Contact Time (min)	Objectives	Module Leader	Facilitators
03/24/26	10	DKA and Diabetes in the Hospital Setting	100	4,7,8,9,10,11,12	Carinda Feild	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
2PD Dental-Pharmacy IPE						
04/07/26	11	Women's Health	100	10,11,12,13,14	Jessica Huston	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
04/14/26	12	Journal Club	100	15	Eric Dietrich	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui
04/21/26	13	Escape to HIPPE	100	10,11,14,15,20	Tracy Leonard	Anthony Casapao, Bethany Ruth Shoulders, Tracy Leonard, Tyler Bui

Appendix B: Lab Schedules

Gainesville		
Session 1	8:00 am-9:50am	Teams 1-5
Session 2	10:00 am-11:50am	Teams 6-10
Session 3	1:00 pm-2:50pm	Teams 11-15
Session 4	3:00 pm-4:50pm	Teams 16-21
Jacksonville		
Session 1	1:00pm-2:50pm	Teams 25-28
Session 2	3:00pm-4:50pm	Teams 22-24
Orlando		
Session 1	8:00am-9:50am	Teams 29-32
Session 2	10:00am-11:50am	Teams 33-37
Session 3	1:00pm-2:50pm	Teams 38-42