

Patient Care I will introduce principles related to providing self-care consultation that involves a patient request for either a non-prescription product or a dietary supplement. Principles of complementary alternative medicine (CAM) will also be introduced. Upon completion of this course, students will be able to use a structured process for assessing a patient who seeks self-care and be able to use appropriate resources to solve self-care scenarios commonly seen in the community setting.

Course Prerequisites: -- Successful completion of Block 1, and 2 courses.

Course Corequisites: -- Professional Practice Skills Lab II

Course Faculty and Staff	
Course Director	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:

Gainesville	PTR: MSB 0445, PG-22 PEP: HPNP 3334 POP: DSIT 5th floor CSP: MSB P1-20 MC: MSB P3-12 PC: P-320
Jacksonville	Tower 2, First Floor
Orlando	UFRAC 420

Course Objectives and Educational Outcomes

Course Objectives: <i>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>	Linked Educational Outcome
<p>1. 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> <ul style="list-style-type: none"> a. 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. b. 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 Provider Ally
<p>2. 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> <ul style="list-style-type: none"> a. Assess the patient's active medical conditions taking into account clinical and patient goals of therapy. b. Assess the indication, effectiveness, safety, adherence and convenience (administration, access, affordability) of each medication the patient is taking. c. 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 d. Formulate person-centered evidence based care goals with the patient/caregiver e. Formulate a medication therapy problem list, classifying the patient's medication therapy problems based on indication, effectiveness, safety, and compliance. f. Prioritize the patient's medication therapy problems. 	Learner Provider Ally
<p>3. 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> <ul style="list-style-type: none"> a. Develop a care plan to manage the patient's active medical conditions and resolve the identified medication therapy problems. b. Identify monitoring parameters to assess effectiveness, safety, adherence, and quality of life. c. Confirm patient and/or caregiver understanding and agreement with goals and plan. 	Provider Problem-solver Ally
<p>4. Implement: Implement the care plan in collaboration with other health care professionals and the patient/caregiver.</p> <ul style="list-style-type: none"> a. 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 <ul style="list-style-type: none"> i. Discuss the care plan with the patient. ii. 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. f. 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) 	Provider Communicator Collaborator
<p>5. 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>	Provider Collaborator

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
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/
<ol style="list-style-type: none"> 1. Krinsky DL, Ferreri SP, Hemstreet B, et al. Handbook of Nonprescription Drugs: An Interactive Approach to Self-care. 21st ed. Washington, D.C.: American Pharmacists Association; 2024. ISBN: 9781582123929
Suggested Textbooks/Readings
Suggested reading materials will be posted in the Canvas site.
Other Required Learning Resources
N/A
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.	
*Pass/Fail Grading: Passing score is set at 70% mastery or greater.	
*Note that late assignments will NOT be accepted and a grade of zero will be given for the respective assignment.	
*PPCP submissions can vary in format in each module. Please note: there will be some modules which will have assignment submissions following the ALS.	
*Grades are final 1 week after all grading in module has been completed.	
Assessment Item	Grade Percentage
Week 1: Introduction to Self-Care Products from a Consumer’s Perspective	3%
Weeks 2-6: Case Vignettes in Self Care (n=12; Lowest score dropped)	15%
Weeks 2-6: In Class Quizzes: (n=5)	15%
Week 2: Dietary supplement counseling (Collect & assess)	2%
Week 3: PPCP assignment Dermatology	2%
Week 4: PPCP assignment Cold and Cough	2%
Week 4: Refer or Treat –In Class Quiz: Cold and Cough	0.5%
Week 5: PPCP submission GI (in-class submission)	3%
Week 5: Refer or Treat –In Class Quiz: GI	0.5%
Week 6: PPCP assignment Pain	1.5%
Week 6: Refer or Treat –In Class Quiz: Pain/Fever	0.5%
Midterm Exam	25%
Final Exam (Comprehensive)	30%
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.

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

Team Based and Individual Assignments are denoted in the schedule below. Individual assignments must be completed independently without unauthorized assistance from other learners. Guidance on appropriate and inappropriate utilization of AI will be provided in Canvas. Assessments completed in a proctored environment are denoted in the schedule below. Exam policies apply for assessments given in a proctored environment.

Course-Related Policies

UF Resources and Policies

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

PharmD 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 6 required sessions. A student who misses more than 1 session for this course (greater than 25% of the required active learning sessions) will receive an incomplete in the course and will retake the course during the next offering, resulting in delayed graduation.

Makeup Assignments

Makeup assignments will be required for excused absences from Active Learning Sessions. Students will be required to complete the makeup assignment within one week of the missed session. Make up assignment details will be sent by the academic coordinator within 24 hours of the missed active learning session. There are some make up assignments

Course-Related Policies

which require a meeting with the faculty. The date of the faculty meeting is listed in the syllabus. Failure to complete the makeup assignment and attend the faculty meeting (if applicable) will result in a zero for the quiz and possibly other assignments completed during that ALS.

Late Assignments

Late assignments will NOT be accepted, and a grade of zero will be given for the respective assignment.

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](#)).

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

Course-Related Policies

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/>

Appendix A: Course Outline

ate / Time [Recommended for Independent Study]	Mod#	Activity	Activity Title	Contact Time (min)	Faculty
03/09/26	1	Video Other	Welcome Orientation Video	19	Robin Moorman Li
	1	Module	Module 1: Introduction to Self-care (Objectives 1a, 1b, 3a, 3b)		Robin Moorman Li
03/09/26	1	Reading	Read: Textbook Chapter 2 (assigned sections in Canvas)	25	Robin Moorman Li
03/09/26	1	Reading	Read: Textbook Chapter 11 (assigned sections in Canvas)	25	Kalen Manasco
03/09/26	1	Reading	Read: Textbook Chapter 12 (assigned sections in Canvas)	25	Kalen Manasco
03/09/26	1	Reading	Read: Textbook Chapter 50 (assigned sections in Canvas)	25	Oliver Grundmann
03/10/26	1.1	Video Lecture	Watch: Introduction to Self-Care: Incorporating the PPCP Model	47	Robin Moorman Li
03/10/26	1.2	Video Lecture	Watch: Special Populations in Self-Care: Elderly, Medically Complex, Pregnant, and Lactating Patients	39	Robin Moorman Li
03/11/26	1.3	Video Lecture	Watch: Special Population in Self Care: Pediatrics	36	Kalen Manasco
03/11/26	1.4	Video Lecture	Watch: Introduction to Herbal/Plant-Based Products	43	Oliver Grundmann
DUE: <u>03/12/2026</u> <u>11:59pm</u>	1	Assignment Graded	Photo assignment (part of the Team Project Report)		Robin Moorman Li
DUE: <u>03/12/2026</u> <u>11:59pm</u>	1	Assignment Graded	Assignment: Team Project - Introduction to Self-Care Products and Dietary Supplements from a Consumer's Perspective Report		Robin Moorman Li
03/13/2026 at 8:00am-9:50am	1	Active Learning Session--VC	Active Learning Session 1: Introduction to Self-Care 3/13/26 8:00-9:50am	110	Akash Alexander, Cary Mobley, Kalen Manasco, Oliver Grundmann, Robin Moorman Li
	2	Module	Module 2: Evidence Based Practice with Dietary Supplements and CAM (Objectives 1a, 1b, 3a, 3b)		Oliver Grundmann

03/12/2026 10:00-11:00am			Active Learning Session 1 MAKE UP SESSION: Only for students who have excused absence from ALS 1 who did not attend the ALS. Attend make up via zoom. Link in canvas		Robin Moorman Li
03/13/26	2.1	Video Lecture	Watch: Introduction to evidence based decision making related to dietary supplements & homeopathy	38	Oliver Grundmann
03/13/26	2.2	Video Lecture	Watch: Federal regulations of dietary supplements	34	Oliver Grundmann
03/13/26	2	Reading	Read: Textbook Chapters 50 & 52 (assigned sections in Canvas)	25	Oliver Grundmann
<u>DUE:</u> <u>03/23/2026</u> <u>11:59pm</u>	2	Assignment Graded	Individual assignment submission: Self-Care Case Vignettes [2]		Oliver Grundmann
03/24/2026 at 8:00am - 9:50am	2	Active Learning Session--VC	Active Learning Session 2: Evidence Based Practice with Dietary Supplements and CAM 3/24/26 8:00-9:50am	110	Akash Alexander, Cary Mobley, Oliver Grundmann, Robin Moorman Li
03/24/26	2	Quiz In-class Graded	Module 2 Quiz; Proctored		Oliver Grundmann
<u>DUE:</u> <u>03/24/2026</u>	2	Assignment Graded	Individual assignment submission: Dietary supplement counseling (Collect and assess)		Oliver Grundmann
03/27/2026 1:00-2:00pm			Active Learning Session 2 MAKE UP SESSION: Only for students who have excused absence from ALS 2 who did not attend the ALS. Attend make up via zoom. Link in canvas		
	3	Module	Module 3: Dermatology Self Care (Objectives 1a, 1b, 3a, 3b)		Cary Mobley
03/25/26	3.1	Video Lecture	Watch: Dermatological Self Care I	65	Cary Mobley
03/26/26	3.2	Video Lecture	Watch: Dermatological Self Care II	59	Cary Mobley
03/25/26	3	Reading	Read: Assigned reading described in Canvas	38	Cary Mobley
<u>DUE: 4/1/2026</u> <u>11:59pm</u>		Assignment Graded	Individual assignment submission: Critical Thinking Reflections (Part of the PPCP assignment that will be completed in ALS 3)		
<u>DUE:</u> <u>04/01/2026</u> <u>11:59pm</u>	3	Assignment Graded	Individual assignment submission: Self-Care Case Vignettes [2]		Cary Mobley

04/02/2026 at 10:00am - 11:50am	3	Active Learning Session--VC	Active Learning Session 3: Dermatology Self Care 4/2/26 10:00-11:50am	110	Akash Alexander, Cary Mobley, Robin Moorman Li
04/02/26	3	Quiz In-class Graded	Module 3 Quiz; Proctored		Cary Mobley
<u>DUE:</u> <u>04/02/2026</u>	3	Assignment Graded	PPCP development exercise; Individual PPCP Submission- Dermatology; Individual		Cary Mobley
Written make up assignment			Active Learning Session 3 MAKE UP: Only for students who have excused absence from ALS 3 who did not attend the ALS. Written submission only.		
	4	Module	Module 4: Allergies and Cold Self-Care (Objectives 1-5)		Cary Mobley
04/10/26	4.1	Video Lecture	Watch: Dietary Supplements - Colds and Allergies	26	Oliver Grundmann
04/10/26	4.1	Reading	Read: Textbook Chapter 51--See Canvas for assigned sections.	25	Oliver Grundmann
04/09/2026 at 9:00am - 11:00am	1-3	Exam	Midterm Exam 1 (2 hours)	120	Cary Mobley, Kalen Manasco, Oliver Grundmann, Robin Moorman Li
04/13/26	4.2	Video Lecture	Watch: Allergic Rhinitis	27	Akash Alexander
04/13/26	4.3	Video Lecture	Watch: Common Cold	23	Akash Alexander
04/14/26	4.4	Video Lecture	Watch: Cough	21	Akash Alexander
04/14/26	4.5	Reading	Read: Assigned Textbook Chapter 11 sections and other reading described in Canvas.	25	Akash Alexander
04/14/26	4.6	Reading	Read: Assigned Textbook Chapter 12 sections and other reading described in Canvas.	25	Akash Alexander
<u>DUE:</u> <u>04/16/2026</u> <u>11:59pm</u>	4	Assignment Graded	Individual assignment submission: Self-Care Case Vignettes [3]		Akash Alexander
04/17/2026 at 8:00am - 9:50am	4	Active Learning Session--VC	Active Learning Session 4: Allergies and Cold Self-Care 4/17/26 8:00-9:50am	110	Akash Alexander, Cary Mobley, Oliver Grundmann,

					Robin Moorman Li
04/17/26	4	Quiz In-class Graded	Module 4 Quiz; Proctored		Akash Alexander, Oliver Grundmann
<u>DUE:</u> <u>04/17/2026</u>	4	Assignment Graded	Refer or Treat Cases: In class individual assessment; proctored		Akash Alexander, Oliver Grundmann
Due: 4/17/2026	4	Assignment Graded	PPCP Team Submission-Allergy, Cough, Cold		Akash Alexander, Oliver Grundmann
04/22/2026 11:00-12:00pm			Active Learning Session 4 MAKE UP SESSION: Only for students who have excused absence from ALS 4 who did not attend the ALS. Attend make up via zoom. Link in canvas		
	5	Module	Module 5: GI Self-Care (Objectives 1-5)		Robin Moorman Li
04/20/26	5.1	Video Lecture	Watch: Heartburn and Dyspepsia	50	Robin Moorman Li
04/20/26	5.1	Reading	Read: Textbook Chapter 13 (assigned sections in Canvas)	25	Robin Moorman Li
04/20/26	5.2	Video Lecture	Complete: Interactive Cases - Heartburn	24	Robin Moorman Li
04/21/26	5.3	Video Lecture	Watch: Constipation	36	Robin Moorman Li
04/21/26	5.3	Reading	Read: Textbook Chapter 15 (assigned sections in Canvas)	25	Robin Moorman Li
04/21/26	5.4	Video Lecture	Complete: Interactive Cases - Constipation	14	Robin Moorman Li
04/21/26	5.5	Video Lecture	Watch: Nausea and Vomiting	32	Robin Moorman Li
04/21/26	5.5	Reading	Read: Textbook Chapter 19 (assigned sections in Canvas)	25	Robin Moorman Li
04/22/26	5.6	Video Lecture	Watch: Diarrhea	36	Robin Moorman Li
04/22/26	5.6	Reading	Read: Textbook Chapter 16 (assigned sections in Canvas)	25	Robin Moorman Li
04/22/26	5.7	Video Lecture	Watch: Dietary Supplements - Gastrointestinal Health	24	Oliver Grundmann
04/22/26	5.7	Reading	Read: Textbook Chapter 51 (assigned sections in Canvas)	25	Oliver Grundmann
<u>04/22/26</u>	5	Assignment Graded	Individual assignment submission: Self-Care Case Vignettes [3]		Robin Moorman Li

04/23/2026 at 3:00pm - 4:50pm	5	Active Learning Session--VC	Active Learning Session 5: GI Self-Care 4/23/26 3:00-4:50pm	110	Cary Mobley, Oliver Grundmann, Robin Moorman Li
04/23/26	5	Quiz In-class Graded	Module 5 Quiz; Proctored		Robin Moorman Li
<u>DUE: 04/23/2026</u>	5	Assignment Graded	Refer or Treat Cases: In class assessment; proctored		Robin Moorman Li
<u>DUE: 04/23/2026</u>	5	Assignment Graded	Week 5: PPCP submission In class assessment; proctored		Robin Moorman Li
04/28/2026 1:00-2:00pm			Active Learning Session 5 MAKE UP SESSION: Only for students who have excused absence from ALS 5 who did not attend the ALS. Attend make up via zoom. Link in canvas		
	6	Module	Module 6: Pain and Fever Self-Care (Objectives 1-5)		Robin Moorman Li
04/24/26	6.1	Video Lecture	Watch: Pain Management in the Self-Care Environment	62	Robin Moorman Li
04/24/26	6.1	Reading	Read: Textbook Chapter 5	38	Robin Moorman Li
04/24/26	6.1	Reading	Read: Textbook Chapter 7 (assigned sections in Canvas)	25	Robin Moorman Li
04/27/26	6.2	Video Lecture	Watch: Dietary supplements: Pain Relief	20	Oliver Grundmann
04/27/26	6.3	Video Lecture	Watch: Dietary supplements & CAM: Back pain relief	21	Oliver Grundmann
04/27/26	6.3	Reading	Read: Textbook Chapter 51 (assigned sections in Canvas)	25	Robin Moorman Li
04/28/26	6.4	Video Lecture	Watch: Fever: A focus on Pediatric Patients	33	Kalen Manasco
04/28/26	6.4	Reading	Read: Textbook Chapter 6 (assigned sections in Canvas)	25	Kalen Manasco
Due 4/30/2026 11:59pm		Assignment Graded	Individual assignment submission: Critical Thinking Reflections (Part of the PPCP assignment that will be completed in ALS 6)		
<u>Due 4/30/2026 11:59pm</u>	6	Assignment Graded	Individual assignment submission: Self-Care Case Vignettes [2]		Robin Moorman Li
05/01/2026 at 1:00pm - 2:50pm	6	Active Learning Session--VC	Active Learning Session 6: Pain and Fever Self-Care 5/1/26 1:00-2:50pm	110	Akash Alexander, Cary Mobley, Kalen Manasco, Oliver Grundmann,

					Robin Moorman Li
05/01/26	6	Quiz In-class Graded	Module 6 Quiz; Proctored		Robin Moorman Li
<u>DUE:</u> <u>05/01/2026</u>	6	Assignment Graded	Refer or Treat Cases: Individual In class assessment; proctored		Robin Moorman Li
<u>DUE:</u> <u>05/01/2026</u>	6	Assignment Graded	Week 6: Team PPCP Submission		Robin Moorman Li
Written make up assignment			Active Learning Session 6 MAKE UP: Only for students who have excused absence from ALS 6 who did not attend the ALS. Written submission only.		
		Course Eval	Course Eval Due		
05/12/2026 9:00am - 11:00am	1-6	Exam	Final Exam (2 hours)		Cary Mobley, Kalen Manasco, Oliver Grundmann, Robin Moorman Li
			Total Contact Min:	2085	
			Total Contact Hours:	41.7	