

## PHA5876C Patient Care VIII: Complex Patients Spring 2026 | 4 Credit Hours – [A-E Grading]

*Eighth of an eight course sequence that prepares the student to provide patient centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. This course focuses on providing patient-centered care to complex patients who have chronic care needs or serious disorders impacting multiple body systems. 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. Satisfactory completion of Block 14 in the Pharm.D. curriculum.

**Course Corequisites:** PHA5166L Professional Skills Lab VI

Course Faculty and Staff		
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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:**

<b>Gainesville</b>	PTR: MSB 0445, PG-22	<b>Jacksonville</b>	Tower 2, First Floor
	PEP: HPNP 3334 PC: P-320	<b>Orlando</b>	UFRAC 420

<b>Course Objectives and Educational Outcomes</b>	
<b>Course Objectives</b>	<b>Linked Educational Outcome</b>
<p>i. <b>Collect:</b> 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"> <li>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.</li> <li>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.</li> </ol>	Provider Communicator
<p>ii. <b>Assess:</b> 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"> <li>1. Assess the patient's active medical conditions taking into account clinical and patient goals of therapy.</li> <li>2. Assess the indication, effectiveness, safety, adherence and convenience (administration, access, affordability) of each medication the patient is taking.</li> <li>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</li> <li>4. Formulate a medication therapy problem list, classifying the patient's medication therapy problems based on indication, effectiveness, safety, and compliance.</li> <li>5. Prioritize the patient's medication therapy problems.</li> </ol>	Provider
<p>iii. <b>Plan:</b> 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"> <li>1. For each problem, create patient-centered goal(s) in collaboration with the patient/caregiver and other members of the healthcare team</li> <li>2. Develop a care plan to manage the patient's active medical conditions and resolve the identified medication therapy problems.</li> <li>3. Identify monitoring parameters to assess effectiveness, safety, adherence, and quality of life.</li> </ol>	Ally Provider
<p>iv. <b>Implement:</b> Implement the care plan in collaboration with other health care professionals and the patient/caregiver.</p>	Provider Communicator

<ol style="list-style-type: none"> <li>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"> <li>a. Discuss the care plan with the patient.</li> <li>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.</li> </ol> </li> <li>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)</li> </ol>	
<p>v. <b>Follow-up with the Patient:</b> 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

### 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/>

1. Haines ST, Nolin TD, Ellingrod VL, Posey L, Cocohoba J, Holle L. eds. *DiPiro's Pharmacotherapy: A Pathophysiologic Approach, 13<sup>th</sup> Edition*. McGraw Hill; 2026. ISBN 978-1-265-46398-4 (Available in Access Pharmacy)
2. Readings from the primary literature will also be assigned where appropriate and may be accessed through the UF Health Sciences Center Library.

#### Suggested Textbooks/Readings

1. Brunton L. Goodman and Gilman's *The Pharmacological Basis of Therapeutics*, McGraw-Hill Professional, New York, NY, 14th Edition, 2023. ISBN: 978-1-264-25807-9 (Available in Access Pharmacy)
2. Krinsky DL, Ferreri SP, Hemstreet B, et al. *Handbook of Nonprescription Drugs: An Interactive Approach to Self-care*. 20th ed. Washington, D.C.: American Pharmacists Association; 2020.

#### 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
iRAT (6 @ 1% each, total of 7 but lowest score dropped)	6%
tRAT (7 @ 0.5% each)	3.5%
Team Journal Club Assignment (Critical Care Module)	2%
Individual Pediatrics In-Class Assignment	2%
Individual Ambulatory Care Capstone Assignment	2%
Individual Critical Care Capstone Assignment	2%
Facilitated Case Discussion (2 total but 1 graded)	1.5%
Exam 1	27%
Exam 2	27%
Exam 3	27%
<b>Total</b>	<b>100%</b>

### 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.

## Assignment Descriptions

**Team Journal Club Assignment:** Students will collaborate with their team outside of class to critically evaluate a primary literature article and develop a journal club handout.

**Pediatrics Assignment:** The pediatric module includes an individual assignment that provides the students the opportunity to work on two patient cases to assess their knowledge of neonatal patients, cystic fibrosis patients and patients with congenital heart disease. The assessment includes both multiple choice and short answer questions. Student will determine a pharmacotherapeutic plan for a cystic fibrosis patient who is receiving intravenous tobramycin based on pharmacokinetic parameters and assess therapy for a neonatal patient with congenital heart disease. The assessment is open note and completed in a proctored environment.

**Facilitated Case Discussions:** Students will be placed into Zoom breakout rooms for a faculty-facilitated case discussion, where they will independently respond to questions related to patient care or journal analysis. Assessment will focus on their ability to communicate information clearly and respond accurately to the questions.

**Capstones:** Students will participate in in-class active learning activities and complete an individual assessment consisting of multiple-choice and open-response questions. The assessment will be done in a proctored environment and is subject to exam policy rules.

- **Ambulatory Care Capstone:** Students will work through patient cases covering Ambulatory Care conditions. Students will be expected to work-up patients ahead of time and upon receiving updated information, such as vitals and / or test results from the patient presenting to their visit, develop a patient-specific treatment plan. Discussion will include elements of disease state presentation, goals of therapy, drug-drug and drug-disease interactions, patient monitoring, pharmacotherapy and drug / dose considerations, including adjustment in doses, adding new medications, or stopping medications, and patient counseling and education.
- **Critical Care Capstone:** Students will engage in an interactive, team-based ESCAPE room activity focused on critical care pharmacotherapy. Additionally, students will participate in a case-based review that emphasizes the inpatient pharmacist's role in the patient care process to collect, assess, plan, implement, and monitor outcomes for a critically ill patient.

### 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](#) 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 17 required sessions (ALS, Facilitated Case Discussions, Capstones). A student who misses greater than 4 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 or they will receive a grade of zero.

#### Late Assignments

Late assignments are not 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](#)).**

### 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/>

## Appendix A: Course Outline

**\*\* Disclaimer:** *The sequence and timing of modules, activities, and course content are subject to change based on scheduling needs or unforeseen circumstances. Any adjustments will be communicated to students as early as possible.*

Date / Time	Mod#	Activity	Activity Title	Contact Time (min)	Responsible
	1	Module	Complex Infectious Disease Disorders		Lindsey Marie Childs-Kean
	1.1	Unit	Meningitis		
03/09/26	1.1.1	Lecture Video	Meningitis and Encephalitis	24	Katelyn Helwig
03/09/26	1.1.2	Lecture Video	Meningitis in Pediatric Patients	26	Kalen Manasco
	1.2	Unit	Infective Endocarditis		
03/09/26	1.2.1	Lecture Video	Infective Endocarditis Part 1: Introduction & Clinical Presentation	25	Adonice Paul Khoury
03/09/26	1.2.2	Lecture Video	Infective Endocarditis Part 2: Diagnosis & Treatment	36	Adonice Paul Khoury
	1.3	Unit	Tuberculosis		
03/09/26	1.3.1	Lecture Video	Treatment of TB Part I	17	Nicole Maranchick
03/09/26	1.3.2	Lecture Video	Treatment of TB Part II	43	Nicole Maranchick
03/10/2026 at 1-2:50pm	1	Active Learning Session	Active Learning Session 1 - Case Studies in Endocarditis, Tuberculosis, & Meningitis	50	Adonice Paul Khoury, Kaitlin Alexander
03/10/26		Quiz (iRAT/tRAT)	Quiz 1		Adonice Paul Khoury, Kaitlin Alexander, Nicole Maranchick
	1.4	Unit	HIV		
03/10/26	1.4.1	Lecture Video	Introduction to HIV	30	Eric Free Egelund
03/10/26	1.4.2	Lecture Video	Integrase Inhibitors	32	Eric Free Egelund
03/10/26	1.4.3	Lecture Video	NNRTIs	16	Eric Free Egelund
03/10/26	1.4.4	Lecture Video	Protease Inhibitors	15	Eric Free Egelund
03/10/26	1.4.5	Lecture Video	NRTIs	29	Eric Free Egelund
03/10/26	1.4.6	Lecture Video	Entry Inhibitors	15	Eric Free Egelund
03/10/26	1.4.7	Lecture Video	Pediatrics	17	Eric Free Egelund
03/10/26	1.4.8	Lecture Video	Geriatric Patients & Other Populations	16	Eric Free Egelund
	1.5	Unit	HIV Opportunistic Infections		
03/10/26	1.5.1	Lecture Video	HIV-Related Opportunistic Infections	13	Lindsey Marie Childs-Kean
03/10/26	1.5.2	Lecture Video	Pneumocystis Pneumonia (PCP)	14	Lindsey Marie Childs-Kean
03/10/26	1.5.3	Lecture Video	Toxoplasmosis Encephalitis	8	Lindsey Marie Childs-Kean
03/10/26	1.5.4	Lecture Video	Mycobacterium Avium Complex (MAC)	12	Lindsey Marie Childs-Kean
03/10/26	1.5.5	Lecture Video	Other OIs/Summary	12	Lindsey Marie Childs-Kean
03/10/26	1.5.6	Video Other	Why it's so hard to cure HIV	5	Lindsey Marie Childs-Kean
03/10/26	1.5.6	Video Other	Faces of HIV: Omar's Story	6	Lindsey Marie Childs-Kean
03/10/26	1.5.6	Video Other	Faces of HIV: Anthony's Story	7	Lindsey Marie Childs-Kean

Date / Time	Mod#	Activity	Activity Title	Contact Time (min)	Responsible
03/10/26	1.5.6	Video Other	Faces of HIV: Tracey's Story	7	Lindsey Marie Childs-Kean
03/11/2026 at 8-9:50am	2	Active Learning Session	Active Learning Session 2: Tuberculosis, HIV, Opportunistic Infections	50	Eric Free Egelund, Lindsey Marie Childs-Kean, Nicole Maranchick
03/11/26		Quiz (iRAT/tRAT)	Quiz 2		Lindsey Marie Childs-Kean
03/11/2026 at 10-11:50am	3	Active Learning Session	Active Learning Session 3: Tuberculosis, HIV, Opportunistic Infections	50	Eric Free Egelund, Lindsey Marie Childs-Kean, Nicole Maranchick
03/13/2026 at 9-10:50am		Facilitated Case Discussion	Facilitated Discussion 1 - HIV/CAP via Zoom	50	Eric Free Egelund, Lindsey Marie Childs-Kean
			**SPRING BREAK -- March 16 - March 20**		
	2	Module	Special Populations –Pediatrics		Kalen Manasco
	2.1	Unit	Pediatrics in Ambulatory Care: Management of Otitis Media		
03/23/26	2.1.1	Lecture Video	Management of Otitis Media	32	Kalen Manasco
	2.2	Unit	Advanced Topics in Pediatrics		
03/23/26	2.2.1	Lecture Video	Advanced Topics in Pediatrics	58	Kalen Manasco
03/23/26	2.2.2	Lecture Video	Pathophysiology and Treatment of Cystic Fibrosis	80	Kalen Manasco
	2.3	Unit	Congenital Heart Disease		
03/23/26	2.3.1	Lecture Video	Congenital Heart Disease	49	Hailey Kemp, Kalen Manasco
03/25/2026 at 1-2:50pm	4	Active Learning Session	Active Learning Session 4 - Case Studies in Pediatrics	50	Kalen Manasco
03/25/26		Quiz (iRAT/tRAT)	Quiz 3		Kalen Manasco
03/25/2026 at 3-4:50pm	5	Active Learning Session	Active Learning Session 5 - Case Studies in Pediatrics	50	Kalen Manasco
03/25/2026 at 4:50 pm		Assignment (Graded)	Pediatrics In Class Individual Graded Assignment		Kalen Manasco
03/27/2026 at 1-3:30pm		Exam	Exam 1 - Covers Modules 1 & 2	100	Kaitlin Alexander
	3	Module	Stroke, TOC, Ambulatory Care: Practice Models & Administration		Eric A Dietrich
	3.1	Unit	Stroke		
03/27/26	3.1.1	Lecture Video	Acute Ischemic Stroke	53	Kaitlin Alexander
03/27/26	3.1.2	Lecture Video	Hemorrhagic Stroke	49	Neshae Ashford
03/30/26	3.1.3	Lecture Video	Primary Prevention of Stroke	57	Eric A Dietrich
03/30/26	3.1.4	Lecture Video	Secondary Prevention of Stroke	59	Eric A Dietrich
	3.2	Unit	Interprofessional - Collaborative in Situations Involving Transitions of Care		
03/30/26	3.2.1	Lecture Video	Transitions of Care	23	Lindsey Bourn

<b>Date / Time</b>	<b>Mod#</b>	<b>Activity</b>	<b>Activity Title</b>	<b>Contact Time (min)</b>	<b>Responsible</b>
	3.3	Unit	Ambulatory Care Practice		
03/30/26	3.3.1	Lecture Video	Ambulatory Care	26	Eric A Dietrich
	3.4	Unit	Health Disparities in Stroke		
03/30/26	3.4.1	Lecture Video	Health Disparities in Stroke	15	Kelli Corona
03/31/2026 at 1-2:50pm	6	Active Learning Session	Active Learning Session 6 - Stroke/TOC/Amb Care	50	Eric A Dietrich, Kaitlin Alexander
03/31/26		Quiz (iRAT/tRAT)	Quiz 4		Eric A Dietrich, Kaitlin Alexander
03/31/2026 at 3-4:50pm	7	Active Learning Session	Active Learning Session 7 - Stroke/TOC/Amb Care	50	Eric A Dietrich, Kaitlin Alexander
04/01/2026 at 1-4:50pm		Active Learning Session	Ambulatory Care Capstone	100	Bradley Phillips, Eric A Dietrich
04/01/2026 at 4:50 pm		Quiz (In Class)	Ambulatory Care Capstone Graded Case Quiz		
	4	Module	Transplant and Oncology		David DeRemer
	4.1	Unit	AML		
04/03/26	4.1.1	Lecture Video	Acute Myeloid Leukemia (AML)	64	David DeRemer
	4.2	Unit	Oncologic Emergencies		
04/03/26	4.2.1	Lecture Video	Oncologic Emergencies	53	David DeRemer
	4.3	Unit	Neutropenic Fever		
04/03/26	4.3.1	Lecture Video	Neutropenic Fever	66	Kate DeSear
	4.4	Unit	Introduction to Transplantation		
04/06/26	4.4.1	Reading	Read: Understanding the Immune System and How it Works	25	Teresa Cavanaugh
04/06/26	4.4.2	Lecture Video	Introduction to Solid Organ Transplant	25	Teresa Cavanaugh
04/06/26	4.4.3	Lecture Video	Transplant Induction Therapies	9	Teresa Cavanaugh
04/06/26	4.4.4	Lecture Video	Transplant Maintenance Medications	38	Teresa Cavanaugh
04/06/26	4.4.5	Lecture Video	Long-Term Maintenance of Transplant Recipients	40	Teresa Cavanaugh
04/06/26	4.4.6	Lecture Video	Organ Rejection	9	Teresa Cavanaugh
	4.5	Unit	Personalized Medicine - Transplantation		
04/06/26	4.5.1	Lecture Video	Personalized Medicine - Transplantation	27	Emily Cicali
	4.6	Unit	Drug Information Resources		
04/06/26	4.6.1	Lecture Video	Drug Information Resources	54	Kaitlin Alexander, Katelyn Helwig
04/07/2026 at 1-2:50pm	8	Active Learning Session	Active Learning Session 8 - Oncology	50	Paige May, Kate DeSear
04/07/26		Quiz (iRAT/tRAT)	Quiz 5		David DeRemer
04/07/2026 at 3-4:50pm	9	Active Learning Session	Active Learning Session 9 - Transplant	50	Emily Cicali, Teresa Cavanaugh

Date / Time	Mod#	Activity	Activity Title	Contact Time (min)	Responsible
04/10/2026 at 1-3:30pm		Exam	Exam 2 - Covers Modules 3 & 4	100	
	5	Module	Acute Care/Critical Care		Kaitlin Alexander
	5.1	Unit	Introduction to Critical Care		
04/13/26	5.1.1	Lecture Video	Introduction to Critical Care: Part 1	26	Kaitlin Alexander
04/13/26	5.1.2	Lecture Video	Introduction to Critical Care: Part 2	32	Kaitlin Alexander
	5.2	Unit	TPN/Nutrition		
04/13/26	5.2.1	Lecture Video	Parenteral Nutrition	49	Bethany Ruth Shoulders
04/13/26	5.2.2	Lecture Video	Parenteral Nutrition: PPCP and Stepwise Approach	38	Bethany Ruth Shoulders
	5.3	Unit	Management of Pain, Agitation, and Delirium in the Critically Ill Patient		
04/13/26	5.3.1	Lecture Video	Management of Pain, Agitation, and Delirium in the Critically Ill Patient (divided into five separate parts/videos)	108	Phuoc Bui
	5.4	Unit	Shock States		
04/14/26	5.4.1	Lecture Video	Principles of Shock Management - Pathophysiology and Monitoring	44	Carinda J Feild
04/14/26	5.4.2	Lecture Video	Hypovolemic Shock	36	Carinda J Feild
	5.5	Unit	Management of Patients with Sepsis		
04/14/26	5.5.1	Lecture Video	Sepsis and Septic Shock (divided into two separate parts/videos)	82	Carinda J Feild
04/15/2026 at 1-2:50pm	10	Active Learning Session	Active Learning Session 10 - Intro, Special Patients, TPN, PAD	50	Bethany Ruth Shoulders, Carinda J Feild, Kaitlin Alexander, Phuoc Bui
04/15/26		Quiz (iRAT/tRAT)	Quiz 6		Kaitlin Alexander
04/15/2026 at 3-4:50pm	11	Active Learning Session	Active Learning Session 11 - Shock & Sepsis	50	Carinda J Feild, Kaitlin Alexander
04/17/2026 at 9-10:50am		Facilitated Case Discussion	Facilitated Discussion 2 - Critical Care	50	Bethany Ruth Shoulders, Carinda J Feild, Kaitlin Alexander
04/17/2026 at 8am		Assignment (Graded)	Journal Club Presentation		Kaitlin Alexander
	5.6	Unit	CV Emergencies		
04/17/26	5.6.1	Lecture Video	Cardiovascular Emergencies Part 1	29	Phuoc Bui
04/17/26	5.6.2	Lecture Video	Cardiovascular Emergencies Part 2	28	Phuoc Bui
04/17/26	5.6.3	Lecture Video	Pulmonary Hypertension	57	Julio Duarte
04/17/26	5.6.4	Lecture Video	Acute Decompensated Heart Failure (ADHF)	34	Bethany Ruth Shoulders
	5.7	Unit	Acute Arrhythmias, ACLS		
04/17/26	5.7.1	Lecture Video	Cardiac Arrest & ACLS - Part 1	25	Kaitlin Alexander
04/17/26	5.7.2	Lecture Video	Cardiac Arrest & ACLS - Part 2	20	Kaitlin Alexander

<b>Date / Time</b>	<b>Mod#</b>	<b>Activity</b>	<b>Activity Title</b>	<b>Contact Time (min)</b>	<b>Responsible</b>
	5.8	Unit	Law & Ethics (Palliative Care, Advanced Directives, Power of Attorney)		
04/20/26	5.8.1	Lecture Video	Intro to Palliative Care	93	Shelley Stevens
04/20/26	5.8.2	Reading	Various Types of Advance Directives (PDF)	25	Bill Allen
04/21/2026 at 10-11:50am	12	Active Learning Session	Active Learning Session 12 - CV Emergencies, PH, & ADHF	50	Bethany Ruth Shoulders, Julio Duarte, Phuoc Bui
		Assignment (Graded)	Patient Workup Peer Evaluation Assignment		
04/21/26		Quiz (iRAT/tRAT)	Quiz 7		Kaitlin Alexander
04/21/2026 at 1-2:50pm	13	Active Learning Session	Active Learning Session 13 - ACLS, Palliative Care & Adv. directives	50	Bill Allen, Kaitlin Alexander, Shelley Stevens
04/21/2026 at 2:50pm		Course Evaluation	Course Evaluation		
04/23/2026 at 8-11:50 am		Active Learning Session	Critical Care Capstone	100	Carinda J Feild, Kaitlin Alexander
04/23/2026 at 11:50 am		Assignment (Graded)	Assignment: Critical Care Capstone Assignment		Carinda J Feild, Kaitlin Alexander
04/24/2026 at 1-3:20pm		Exam	Exam 3 – Covers Module 5		
			<b>Total Contact Time in Course:</b>	<b>64.3</b>	