Course Purpose:
This elective course is designed to provide students with an advanced understanding of the pharmacotherapeutic management of pain and comorbid symptoms occurring in patients with and without advanced illness. Because pain is the #1 reason people seek healthcare and as patients live longer with chronic debilitating illness, pharmacists in all settings will be faced with providing pharmaceutical care for these symptoms. The purpose of the course is to prepare the student to develop rational drug therapy plans for patients with pain and other symptoms in patients with and without advanced illness, including those near end-of-life, as well as develop plans for monitoring pharmacotherapy in these patients.

Course Faculty and Office Hours

Course Coordinator:
Angela Huskey, PharmD
Clinical Assistant Professor, UF College of Pharmacy
Clinical Pharmacy Specialist, Pain Management & Palliative Care
Email: ahuskey@ufl.edu        Cell: 813-610-1597
Office hours: contact coordinator by phone or email for an appointment

Co-Coordinator:
Jennifer Strickland, PharmD, BCPS
Clinical Assistant Professor, UF College of Pharmacy
Clinical Pharmacy Specialist, Pain Management & Palliative Care
Email: jstrickland@ufl.edu
Office hours: contact by email

Distant Campus Faculty / Facilitators:
Jacksonville Campus: Dr. Robin Moorman Li  moorman@cop.ufl.edu
Main number: 904-244-9590
Orlando Campus: Jennifer Strickland jstrickland@ufl.edu
Gainesville and St. Pete: Angela huskey ahuskey@ufl.edu

Place and Time of Class Sessions
Weekly didactic learning via pre-recorded streaming video posted on the class website
Two live case discussions: Weeks 4 and 7
Refer to the course timeline for specific discussion meeting dates & times at each campus
How This Course Relates to the Learning Outcomes You Will Achieve in the Pharm.D. Program:

This course prepares the Pharm.D. student to accomplish the following abilities and the related Student Learning Outcomes (SLOs) upon graduation:

1. Provide Patient-centered Care - Specifically: Design, implement, monitor, evaluate, and adjust pharmacy care plans that are patient-specific; address health literacy, cultural diversity, and behavioral psychosocial issues; are evidence-based and accomplished in collaboration with other health professionals. (SLOs 1.1 and 1.4)
2. Provide Population Health by promoting effective drug use and disease prevention/wellness. (SLO 2.1)
3. Perform pharmacist responsibilities within the medication use system and relate to the larger health care systems to assure safe and quality patient care. (SLO 3.1)
4. Communicate effectively with patients, caregivers, peer pharmacists, other pharmacy staff, and other health professionals. (SLOs 4.1, 4.3, and 4.6)
5. Use pharmacy knowledge in the care of patients and resolution of practice problems. (SLO 6.1)
6. Solve complex practice problems (both patient-specific and general practice) using an evidence-based approach, other aspects of good clinical science, and informatics. (SLOs 8.1 and 8.3)
7. Demonstrate professional behaviors (i.e., UF PharmD CORES), appropriate personal habits, self-directed and lifelong learning abilities, and leadership. (SLO 9.3)

Course Objectives

Upon completion of this course, the student will:

1. Describe the pharmacist’s responsibilities and scope of practice as part of an interdisciplinary pain management and/or palliative care team
2. Explain the pathophysiology of pain syndromes occurring in chronic and advanced illnesses, and describe appropriate pharmacologic and non-pharmacologic therapies for managing these pain syndromes
3. Explain the pathophysiology of other common disorders encountered in patients with chronic pain and/or advanced illness, and describe appropriate pharmacologic and non-pharmacologic therapies for managing these symptoms
4. Understand important pharmacokinetic and pharmacodynamic differences among the opioid analgesics and be able to use these differences to select the right opioid for the right patient
5. Differentiate between addiction, dependence and tolerance
6. Perform a comprehensive pain assessment, including assessment of co-morbid symptoms and risk factors for misuse, abuse, and addiction
7. Understand the common barriers to effective pain management, particularly regarding the regulatory and toxicity related fears of opioids, and develop methods to overcome these barriers
8. Apply recommendations from published guidelines (clinical and regulatory) to ensure the safe and legal use of opioids in the treatment of pain
9. Effectively communicate, through verbal and written methods, a pharmaceutical plan for a patient with pain and other disorders during advanced illness
10. Write a basic SOAP note that demonstrates an understanding of the differences between subjective findings, objective data, the assessment, and the plan.
11. Describe the effects of terminal illnesses on compliance, pharmacokinetics, and pharmacodynamics, and anticipate the impact on the patient’s drug therapy
12. Demonstrate during role play, basic principles of good communication (ie, listening skills and professional language appropriately targeted to the recipient).
13. Demonstrate the ability to conduct a patient interview with gathers information about the patient’s chief complaint/needs and medications.
14. Independently prepare for class by completing pre-requisite learning activities (including readings and videos).

Pre-Requisite Knowledge and Skills
No pre-requisites required. However, based on the place in the curriculum (3PD Spring semester), prior to taking this course, students are should have been exposed to the pharmacology, general dosing and side effect profiles of commonly used medications to treat pain and other comorbid disorders.

Course Structure & Outline

Course Structure.

a) Class sessions and learning activities are video lectures, students are required to come to campus for two discussion session, one during week 4 and one during week 7. The days and times fluctuate per campus and are posted on the class website and in the course timeline;
b) Multiple self-directed learning activities are required (eg, videos, readings, web-based learning) and at selected intervals students come to class for a face-to-face learning session (eg, case discussion); students must come to class for the final exam;

Course Outline/Activities. (Refer to Appendix A – Course Timeline and Deadlines).

Textbooks

Required readings are posted on the class website under course materials / resources

Optional Books / Additional Readings:

Active Learning Requirements

Students are required to view didactic sessions each week via streaming video. Twice during the semester (weeks 4 & 7), students will meet at their respective campus for 2-hours of case discussion. Cases for discussion during these times will be provided in advance. Students will be able to ask the patient and clinician questions about the case via a dedicated discussion board. The format will be similar to the patient questioning and clinician questioning in pharmacotherapy IV and V (although not live). Approximately one week prior to the assigned discussion period, the case will be posted. Shortly after, the discussion board will be open for a 24 hour period to ask the patient questions and then again for a 24 hour period to ask the clinician caring for the patient questions. Once the discussion board closes, no further questions about the case may be posted to any course faculty. Each student will be responsible for writing an individual SOAP note about the case, outlining a rationale drug therapy plan including a plan for monitoring and follow up. Students may work in groups to discuss an approach to the case and plan questioning in order to obtain a comprehensive assessment. However, writing SOAP notes should be done individually and your written work should not be shared with another student at any time. SOAP notes must be submitted to the course coordinator via the website by the posted due date. Late SOAP notes will NOT be accepted.

SOAP notes will be graded based on completion, content, and accuracy. Students must read and participate in the discussion board sessions, prior to the live discussion in order to receive all of the facts about the case. Each student will also be evaluated for their participation in the live discussion session. In the live discussion session, each student will have an opportunity to discuss some of their recommendations and answer questions from the facilitator regarding their therapeutic plan. Students are expected to be prepared to discuss all aspects of the case and any therapeutic areas covered in the class lectures & readings prior to the live discussion. Students should maintain professional behavior and communication during the discussion. Attendance at the discussion periods is required. Any student who misses a discussion session, with an excused absence, will be required to complete a one-on-one discussion session with the course coordinator. Students missing a discussion session without an excused absence will not be given a make-up opportunity, resulting in a deduction of 10% for each missed discussion from their final grade.

Student Evaluation & Grading

SOAP Note Grading – 30% total

SOAP notes will be graded based on completion, content, and accuracy. There will be two SOAP notes in the semester and each will count for 15% of the overall course grade. Each student will be responsible for writing an individual SOAP note about the case, outlining a rationale drug therapy plan including a plan for monitoring and follow up. Students may work in groups to discuss an approach to the case and plan questioning in order to obtain a comprehensive assessment. However, writing SOAP notes should be done individually and your written work should not be shared with another student at any time. SOAP notes must be submitted to the course coordinator via the website by the posted due date. Late SOAP notes will NOT be accepted.
Discussion / Participation Grading – 20% total

Students must read and participate in the discussion board sessions, prior to the live discussion in order to receive all of the facts about the case. Each student will also be evaluated for their participation in the live discussion session. In the live discussion session, each student will have an opportunity to discuss some of their recommendations and answer questions from the facilitator regarding their therapeutic plan. Students are expected to be prepared to discuss all aspects of the case and any therapeutic areas covered in the class lectures & readings prior to the live discussion. Students should maintain professional behavior and communication during the discussion. Attendance at the discussion periods is required. Any student who misses a discussion session, with an excused absence, will be required to complete a one-on-one discussion session with the course coordinator. Students missing a discussion session without an excused absence will not be given a make-up opportunity, resulting in a deduction of 10% for each missed discussion from their final grade.

Exam Grading – 30% total

There will be only one exam – a final examination administered at the end of the course. The final examination will cover material presented in lectures as well as from case discussions and reading materials and will be worth 30% of the overall course grade. Questions for the exam will be prepared by the course instructors. The format for the exam will be multiple choice questions. Conversion ratios and formulas needed to complete calculations will be provided. Non-programmable calculators may be used during the exam. Use of a single calculator by more than one student during the examination is not allowed.

Students who must miss the scheduled final exam due to illness, family emergency, death in the family, or any other unforeseen event should personally report this to the course coordinator, prior to the scheduled exam time. Please note that this information may be transmitted ONLY by the affected student. Appropriate and verifiable documentation of the need to miss an exam will be required. A make-up exam will be scheduled for the student at a reasonable time established by the course coordinator. Unexcused absences from a scheduled examination or failure to notify the course coordinator of an absence will result in the student receiving a zero for that exam.

Quizzes – 20% total

There will be two quizzes (Week 4 and Week 7) given at the beginning of class on the live discussion days, which may cover ANY material from the previous weeks. The primary purpose of these quizzes is to help the students stay on track with the material and get a sense of what to expect on the final exam. The format will be multiple choice and similar to the final exam questions. Each quiz is worth 10% of the final grade. Students missing a quiz (for being absent or late to the discussion session) will receive a zero for that quiz. There will be no make-up quizzes.
The course grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of final grade</th>
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<tbody>
<tr>
<td>Quizzes (10% each quiz)</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>30</td>
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<tr>
<td>Group Discussion participation (2)</td>
<td>20</td>
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<tr>
<td>(10% each discussion session)</td>
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<tr>
<td>Case #1 SOAP note</td>
<td>15</td>
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<tr>
<td>Case #2 SOAP note</td>
<td>15</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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A final percentage grade will be calculated and letter grades assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>≥ 90%</td>
<td>A</td>
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<tr>
<td>85-89%</td>
<td>B+</td>
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<tr>
<td>80-84%</td>
<td>B</td>
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<tr>
<td>75-79%</td>
<td>C+</td>
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<tr>
<td>70-74%</td>
<td>C</td>
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<tr>
<td>65-69%</td>
<td>D+</td>
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<tr>
<td>60-64%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>E</td>
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For further information on current UF grading policies for assigning grade points please refer to the following link: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

**Class Attendance Policy**

Students are required to watch all of the posted videos each week. MANDATORY attendance is required for the discussion class sessions.

The following policies apply: An excused absence must be approved PRIOR to the anticipated absence. Each REQUEST MUST BE SENT via EMAIL to the Course coordinator and campus facilitator IN A PROFESSIONAL FORMAT.

**Quiz/Exam Policy**

Each quiz and the final examination will cover material presented up to that point in class as well as from required reading materials and discussion sessions. Students arriving late for a quiz or the final examination may take that exam if and only if no other student has completed the examination and left the room. Once any student has completed the examination and left the examination room, no late arriving student may take the examination.

**Make-up Quiz/Exam Policy**

Students who must miss a quiz or the scheduled final exam due to illness, family emergency, death in the family, or any other unforeseen event should personally report this to the course coordinator, prior to the scheduled exam time. Please note that this information may be transmitted ONLY by the affected student. Appropriate and verifiable documentation of the need to miss an exam will be required. A make-up exam will be scheduled for the student at a reasonable time established by the course
coordinator. Unexcused absences from a scheduled examination or failure to notify the course coordinator of an absence will result in the student receiving a zero for that exam.

**Policy on Old Quizzes and Assignments**
Old (previous year) exams will not be posted for review, however, students will be provided with a study guide and practice exam prior to the final exam.

**Assignment Deadlines**
See Appendix A – Course Timelines and Deadlines.

Each student will be responsible for writing an individual SOAP note about the case, outlining a rationale drug therapy plan including a plan for monitoring and follow up. Students may work in groups to discuss an approach to the case and plan questioning in order to obtain a comprehensive assessment. However, writing SOAP notes should be done individually and your written work should not be shared with another student at any time. SOAP notes must be submitted to the course coordinator via the website by the posted due date. Late SOAP notes will NOT be accepted.

**General College of Pharmacy Course Policies**
The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following:

1. University Grading Policies
2. Academic Integrity Policy
3. How to request learning accomodations
4. Faculty and course evaluations
5. Student expectations in class
6. Discussion board policy
7. Email communications
8. Religious holidays
9. Counseling & student health
10. How to access services for student success

Please see the following URL for this information:

**Complaints**

Should you have any complaints with your experience in this course please contact your course coordinator. If unresolved, contact the COP Senior Associate Dean-Professional Affairs. For unresolved issues, see:

Appendix A: Directions for Contacting Faculty & Course Faculty List

Directions for Contacting Course Faculty
[List policies on who the student should contact; example – when do students contact the instructor vs course coordinator; If they are only to contact the course coordinator, state so]

[**If you have a team-taught course, list the faculty here]

Course Coordinators
[Names, titles, emails]

Instructors
[Names, titles, emails]
Appendix B. Schedule of Course Activities/Topics

<table>
<thead>
<tr>
<th>Dates or Week</th>
<th>Instructor</th>
<th>Learning Activities/Topic</th>
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