Course Purpose:

The purpose of this course is to allow students to demonstrate pharmacotherapy knowledge and problem-solving skills gained in Pharmacotherapy I – V and on Advanced Pharmacy Practice Experiences (APPEs). By presenting real de-identified patient cases seen during APPE’s, students are able to document their clinical knowledge and communication skills for faculty members and peers. Through attendance of their peers’ presentations, students have the opportunity to compose and answer questions to improve their knowledge base and critical thinking skills. Through this process, Pharmacotherapy VI will help students improve their clinical knowledge, problem-solving skills, presentation skills, communication skills, team dynamics skills, and self and peer-evaluation skills.

Course Faculty and Office Hours

Course Coordinator:
Steven M. Smith, PharmD, MPH, BCPS (Gainesville, Section 3359)
Email: ssmith@cop.ufl.edu  Office: HPNP 3316
Phone: 352-273-5134

Gainesville Co-Coordinators:
Katherine Vogel Anderson, PharmD, BCACP (Gainesville, Section 3359)
Email: kvanderson@cop.ufl.edu  Office: HPNP 3313
Phone: 352-273-6240

John Gums, PharmD, FCCP (Gainesville, Section 8629)
Email: jgums@ufl.edu  Office: HPNP Pharmacy Dean’s Office
Phone: 352-265-9550

Eric Dietrich, PharmD, BCPS (Gainesville, Section 8629)
Email: ead1129@ufl.edu  Office: HPNP 2335
Phone: 352-294-5648

Distance Campus Coordinators:
Carol Motycka, PharmD, BCACP (Jacksonville, Section 3371)
Email: Motycka@cop.ufl.edu  Office: 580 W. 8th Street
Phone: 904-244-9590

Erin St. Onge, PharmD (Orlando, Section 3390)
Email: Stonge@cop.ufl.edu  Office: 6550 Sanger Rd
Phone: 407-313-7031

Carinda Feild, PharmD (St. Petersburg, Section 8404)
Email: cfeild@cop.ufl.edu  Office: 9200 113th Street N., PH102
Phone: 727-394-6213
**Office Hours**
Office hours for all course faculty are by appointment. Students should contact the section coordinator by email with all questions related to the course.

**Place and Time of Class Sessions**
Place and time of class sessions will vary by campus and section.

**Gainesville Campus:**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Section</th>
<th>Coordinators</th>
<th>Place and Time of Class Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gainesville</td>
<td>3359</td>
<td>Smith, Vogel Anderson</td>
<td>Tuesdays and Thursdays 8:30 AM to 10:25 AM (Periods 2 and 3) Room C1-9</td>
</tr>
<tr>
<td>Gainesville</td>
<td>8629</td>
<td>Dietrich, Gums</td>
<td>Tuesdays and Thursdays 8:30 AM to 10:25 AM (Periods 2 and 3) Room C1-17</td>
</tr>
</tbody>
</table>

**Distance Campuses:**
Please refer to your campus-specific calendar for your case discussion dates and times.

**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:

- **Outcome Domain 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; and are evidence-based. (1.1, 1.5)
- **Outcome Domain 6:** Use pharmacy knowledge in the care of patients and resolution of practice problems (6.1, 6.2)
- **Outcome Domain 8:** Solve practice problems (both patient specific and general practice) using an evidence-based approach, other aspects of good clinical science, and informatics. (8.1, 8.3)

**Course Objectives**
Upon completion of this course, the student will:

1. Locate, research, and present a clinical case in the topic area assigned from their clerkship experience.
2. Use the medical literature to determine and support their assessment of the patient and the patient’s drug therapy.
3. Display drug and disease state knowledge through presentation of the case and Q&A.
4. Display effective communication skills through presentation and Q&A of the case.
5. Display critical thinking through effective questions of cases presented.
6. Display individual and autonomous analysis of each case through in-class participation.
7. Display the ability to manage a wide variety of patient disease states, including recognizing doses, drug interactions, adverse effects, and proper patient monitoring.

Pre-Requisite Knowledge and Skills

Students must have successfully completed Pharmacotherapy I – V and their required APPE courses before taking PHA 5788.

Course Structure & Outline

Course Structure
All class sessions are face-to-face and the student must complete some self-directed pre-requisite learning activities.

Course Outline/Activities
During this course, students are expected to:

1. Use the medical literature to research topic for case presentation, research questions, and support drug therapy plan for a particular patient.
2. Use appropriate medical reference texts to research background information for the case.
3. Use the Internet to obtain up to date information that may not yet be available in print.
4. Consult with their preceptor for interesting cases.
5. Present concisely.
6. Ask questions that are thought provoking and pertinent.
7. Answer questions appropriately and effectively.
8. Be professional, courteous, informed, and actively engaged in class activities.

Presentations
Students have been assigned a partner and a disease state. Collaboratively, each team is expected to prepare a presentation (15 minutes) and handout (2 pages maximum) specific to their disease state using the Presentation Guidelines Document. In addition, the group must prepare to respond to peer and faculty questions at the conclusion of their presentation. Teams will be randomly selected to deliver their presentation. Presentation teams will be announced at the end of the preceding class period. The first presentation will occur on the second day of class, and the presenting teams will be announced at the end of orientation on the first day of class. Accordingly, every group must be prepared to present by the second day of class. Presentation handout guidelines and sample presentations and handouts are posted on ELS. See Appendix A for the Presentation Handout Evaluation Rubric.

Questions
Each team also is assigned a Questions disease state. Each team member is expected to participate equally in developing at least 5 minutes of questions (total for the team) for the assigned disease state. The number of questions needed to cover 5 minutes of questioning varies based on many factors, thus we strongly recommend that team members prepare more questions than they think will be needed.
Both general questions and targeted questions should be developed. General questions can be developed well in advance of the Question day, whereas targeted questions can be formulated once the presentation group has posted their presentation handout on the ELS. Questions, whether general or targeted, should be tailored, to the extent possible, to the presentation so that they are relevant to the specific case. Assigned Question teams will be announced at the end of the preceding class period in the same way that presentation teams are announced. See Appendix B for Question Evaluation Rubric.

For each presentation, a second team will be chosen, at random, to ask questions. This 5-minute question period will occur after the assigned Question team has completed their 5 minutes of questions (see Appendix C for a typical class period schedule). Consequently, every team should review presentation group notes and prepare questions on each disease state prior to class.

Textbooks

There is no required textbook for this course. Students are expected to use the literature to support and/or dispute the pharmacotherapy of their case. Primary, secondary, and tertiary literature may be used as well as internet references. It is expected that the literature search will be current and reflect an accurate investigation of the literature as it pertains to the patient case.

Active Learning Requirements

Students are required to identify a case in the assigned topic area during their APPEs and present the case to peers and faculty and answer questions pertaining to the case and the medical literature in class. Students are also required to ask questions of assigned and random presentation teams to demonstrate knowledge and critical thinking skills.

Feedback to Students

Feedback will be provided to students through numeric grade and written comments on presentation and question assessment rubrics. Each student will receive written feedback from at least two faculty members on each of these activities. Evaluation forms, with assessment averages, final presentation and question grades, and faculty comments will be available to be picked up as soon as possible from Melissa Willingham in HPNP 3302 for Gainesville campus students. Distance campus students should follow campus-specific instructions for picking up graded evaluation forms. An announcement will be made on the ELS once grades/comments are available for pick-up.

Student Evaluation & Grading

Evaluation Methods

Students will receive individual grades for presentations and questions asked on the assigned topic based on the Presentation Evaluation Form and Question Team Evaluation Form. Each member of the presentation and question team should deliver approximately 50% of the content since team members are scored individually. Each student’s grade will be based on their individual performance; assessment will also be done individually by each faculty member participating in the course.
There will be two quizzes during the course, the dates of which are specified in the course schedule. Quizzes will be administered during class. Each quiz is scheduled to have 50 questions and will cover material reviewed in the presentation as well as during the faculty and student question periods. The final quiz score will be the average of the 2 quiz scores.

**Grading Scale**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of total grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Presentation Score</td>
<td>40%</td>
</tr>
<tr>
<td>Question Score (Assigned and Random Average)</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

A final percentage grade will be calculated and letter grades assigned as follows:

- ≥ 90%  A
- 85-89%  B+
- 80-84%  B
- 75-79%  C+
- 70-74%  C
- 65-69%  D+
- 60-64%  D
- < 60%  E

**Class Attendance Policy**

Attendance is required. Students will learn more from this course by attending the presentations and participating in the discussions. A student may have one unexcused absence with no penalty in the course. If a student has two to four unexcused absences, he/she will receive a 50% reduction in the attendance portion of the grade (7.5% reduction in the final grade). If a student has five or more unexcused absences, he/she will receive zero points for attendance, resulting in a 15% reduction in the final grade. Requests for excused absences should be directed to the appropriate section coordinator by email as early as possible in the course and will be handled on an individual basis. Attendance will be monitored in class via a verified signature sheet.

**Quiz/Exam Policy**

All quizzes are coordinated individually within each section. Please direct any inquiries on quiz questions after initial grading to the appropriate section coordinator(s).

**Make-up Quiz Policy**
Students who miss a scheduled quiz due to unforeseeable circumstances, such as illness, family emergency, or death in the family should personally report this to their section coordinator prior to administration of the quiz. This information may not be transmitted to any course coordinator by anyone other than the student; communication from anyone other than the affected student will be unacceptable. Appropriate and verifiable documentation of the need to miss the quiz is required. Please note that circumstances other than these will be evaluated on an individual basis but notification prior to the quiz is still required. A make-up quiz (essay format) will be scheduled for the student at a reasonable time, as established by the course coordinator. Only in extreme circumstances will the make-up quiz be administered more than two weeks after the scheduled quiz. Failure to notify the appropriate section coordinator of an absence prior to a quiz and provide appropriate documentation will result in the student receiving a zero for that quiz. Quizzes will not be administered early to allow students to be absent on scheduled quiz dates.

**Policy on Old Quizzes and Assignments**

Students are provided with a sample case presentation and handout. Quiz questions are derived each year from in-class discussion, therefore quiz content will change from year to year and among different campuses. Previous copies of quizzes are not anticipated to be helpful in preparing the student for the quiz and are not provided.

**Assignment Deadlines**

Case presentation handouts must be posted by noon (12 PM EST) the day prior to the scheduled presentation class period (i.e., if you are scheduled to present on Thursday, the handout must be posted on ELS by 12 PM EST on Wednesday). If this deadline is missed, a deduction is made on the student’s Case Presentation Evaluation Score (see Appendix A).

**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 accommodations
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
11. Faculty Lectures/Presentations Download Policy

Please see the following URL for this information:

Complaints

Should you have any complaints with your experience in this course please contact your Section Coordinator. If unresolved, contact the COP Associate Dean for Curricular Affairs and Accreditation.
Appendix A: Case Presentation Evaluation Rubric

Date: ___________________  Topic: ___________________

Presentation Team Number: _______  Presenter Name: _______________________

Please use the following scale for all evaluations:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>(strongly agree)</td>
</tr>
<tr>
<td>4</td>
<td>(agree)</td>
</tr>
<tr>
<td>3</td>
<td>(neutral)</td>
</tr>
<tr>
<td>2</td>
<td>(disagree)</td>
</tr>
<tr>
<td>1</td>
<td>(strongly disagree)</td>
</tr>
</tbody>
</table>

1. The presentation included an appropriate discussion of the disease state(s).
   Comments:

2. The presentation included an appropriate discussion of the drug therapy.
   Comments:

3. The presentation included an appropriate evidence-based, current, and comprehensive critique of therapy and discussion of treatment options specific to the patient.
   Comments:

4. The presentation was clear.

5. The presentation was well researched and references were current, appropriate, and included relevant primary literature.

6. The presentation was delivered in the allotted time.

7. The presenter demonstrated professional presentation skills (eye contact, vocal inflection, posture, gesturing).

8. The presenter answered all questions appropriately in a rational, evidence-based manner that demonstrated knowledge of the topic and the pertinent medical literature.

9. The handout included all of the following elements: Demographic Data, CC, HPI, PMH, SH, FH, Medications, Allergies, Pertinent PE and Lab Data, Assessment, Plan, and Patient Education.

10. The handout was no more than 2 pages in length and was posted to website on time.

   TOTAL SCORE: /50

   PERCENT SCORE:
Appendix B. Question Team Evaluation Rubric

Date:___________________  Topic:___________________________

Question Team Number:_____  Question Team Member:_________________________

Please use the following scale for all evaluations:

5  4  3  2  1
(strongly agree)  (agree)  (neutral)  (disagree)  (strongly disagree)

1. The questioner was prepared to ask well-researched questions that were relevant to the patient case or disease state as presented.
   Comments:

   SCORE

2. Questions were concise and appropriate in breadth and depth.
   Comments:

   TOTAL SCORE: /15

3. The questioner provided correct answers to unanswered questions.
   Comments:

   PERCENT SCORE:

   SCORE
Appendix C: Sample Class Breakdown

A typical 2-hour class period will break down as follows:

Presentation 1: 0830-0845: Student Presentation

0845-0850: Assigned Student Questions

0850-0855: Random Group Questions

0855-0905: Faculty Questions

0905-0910: Break

Presentation 2: 0910-0925: Student Presentation

0925-0930: Assigned Student Questions

0930-0935: Random Group Questions

0935-0945: Faculty Questions

0945-0950: Break

Presentation 3: 0950-1005: Student Presentation

1005-1010: Assigned Student Questions

1010-1015: Random Group Questions

1015-1025: Faculty Questions