Course Purpose:  
This course deals with the contemporary experience of illness in the US along with the people, organizations and systems that provide and pay for health care services. Topics include consideration of the access, cost and quality of medical care with a particular focus on pharmaceutical therapy. The course incorporates an introduction to laws, regulations and ethics applicable to the practice of pharmacy.

Course Faculty and Office Hours

Course Coordinator:  Earlene Lipowski, RPh, PhD  lipowski@cop.ufl.edu  
Professor, Pharmaceutical Outcomes & Policy  
GNV Office: 3319 HPNP  
Phone: 352-273-6256

JAX Facilitator:  Robin Moorman Li, PharmD  moorman@cop.ufl.edu
ORL Facilitator:  Stacey Baggett, PharmD  sbaggett@cop.ufl.edu
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Office Hours  
Office hours are scheduled for Mondays from 3 – 4:30 PM. You may reach Dr. Lipowski by telephone or go to her office in the HPNP Building in Gainesville (contact details above).

Individual consultations at alternate times are available upon request.

Place and Time of Class Sessions

Lectures  
Most lectures will be delivered live in Gainesville, Room C1-11 of the HSC at 11:45 AM on Mondays and Wednesdays. Video recordings of these lectures will be posted to the course website later on the day that they are delivered. Occasionally it will be necessary to rely on pre-recorded lectures in place of the live class. Consult the course schedule and course announcements regarding the dates of pre-recorded lectures.

Small Group Discussion  
Each student is assigned to a weekly discussion group. Group assignments for Gainesville students are posted to the course site. The time and place for small group meetings on the distance campuses will be communicated through your campus office and course facilitator.
How This Course Relates to the Learning Outcomes You Will Achieve in the Pharm.D. Program: This course prepares Pharm.D. students to accomplish the following abilities and the related Student Learning Outcomes (SLOs) upon graduation:

1. **Learner (Learner)** - Develop, integrate, and apply knowledge from the foundational disciplines (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, assess and solve therapeutic problems, and advance population health and patient-centered care. (SLO 1.1)
2. **Population-based care (Provider)** - Discuss how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices. (SLO 2.4)
3. **Problem Solving (Problem Solver)** - Identify and assess problems; explore and prioritize potential strategies; and design, implement, and evaluate the most viable solution. (SLO 3.1)
4. **Educator (Educator)** - Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding. (SLO 3.2)
5. **Patient Advocacy (Advocate)** - Assure that the best interest of patients are represented. (SLO 3.3)
6. **Interprofessional collaboration (Collaborator)** – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs. (SLO 3.4)
7. **Social & Cultural Sensitivity (Includer)** - Recognize social determinants of health in order to diminish disparities and inequities in access to quality care. (SLO 3.5)
8. **Communication (Communicator)** – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization. (SLO 3.6)
9. **Self-awareness (Self-aware)** – Examine and reflect on personal knowledge, skills, abilities, attitudes, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth. (SLO 4.1)
10. **Leadership (Leader)** - Demonstrate responsibility for creating and achieving shared goals, regardless of position. (SLO 4.1)
11. **Innovation and Entrepreneurship (Innovator)** - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals. (SLO 4.1)
12. **Professionalism (Professional)** - Exhibit behaviors and values (e.g., UF PHARMD CORES) that are consistent with the trust given to the profession by patients, other healthcare providers, and society. (SLO 4.1)

Course Objectives

**Knowledge** Upon successful completion of this course, the student will:

1. Describe the difference between illness and wellness, and ways to measure health-related quality of life.
2. Explain how patient-centered care, interdisciplinary care, medical homes and accountable care organizations may alter health care delivery in the future.
3. Contrast traditional health insurance plans with managed care plans in how they manage risk.
4. Distinguish between public and private sectors of the current US health care system and the interactions among them.
5. Describe and give examples of the trade-offs between access, quality and cost of health care.
6. Compare opinions about the role and function of the US pharmaceutical industry.
7. Explain the distinction between efficacy, effectiveness and efficiency of drug therapy.
8. Work through the drug reimbursement system including strategies that affect drug selection.
9. List the characteristics associated with health care quality.
10. Explain in layman’s term the concepts of drug related morbidity, pharmaceutical care, and a medication use system.
11. Suggest ways to measure the quality of pharmaceutical care.
12. Identify threats to patient safety and suggest ways to reduce medical error.
13. Know and apply federal and state laws and regulations related to the practice of pharmacy.
15. Discuss the concept of population health and factors that affect population health including social and environmental forces, self-care and alternative care, public health programs and health care reform.

Skills  Upon successful completion of this course, the student will:
1. Set conditions and work successfully with a team of fellow students.
2. Locate and use references about health care topics designed for professionals and the general public.
3. Refer to and correctly apply commonly understood principles of law, ethics, professionalism, and health care in discussions with colleagues and the general public.
4. Carry on an informed debate about the pros and cons of controversial topics in contemporary health care delivery and practice.
5. Thoughtfully observe and participate in a variety of contemporary pharmacy practice settings.

Attitudes  Throughout this course students will:
1. Display a caring and respectful attitude toward patients and patient problems.
2. Seek to improve interpersonal skills in dealing with instructors and fellow students.
4. Anticipate challenges; be flexible and resourceful in coping with uncertainties.
5. Identify and strive for excellence in pharmacy practice.

Specific Learning Objectives for each week and each case are included in the weekly summary sheet and case statements that are posted to the ELS course site.

Pre-Requisite Knowledge and Skills
Enrollment is restricted to students enrolled in the College of Pharmacy or with permission of the instructor. There are no other prerequisites for this course.

Course Structure & Outline
Each person has a preferred learning style and we use a variety of tools and methods to accommodate individual preferences and deliver course content effectively and efficiently.

Technology: Each student must be ready and able to use a high speed internet connection, along with all equipment and devices specified by COP policies.

Lectures: Lectures are presented and recorded on the Gainesville campus most Mondays and Wednesdays in Room C1-11 of the HSC Communicore Building. Video recordings are available later the same day. Occasionally it will be necessary to pre-record a lecture. See the Course Schedule for topics and dates of live and pre-recorded lectures. Watch for Announcements through the ELS site for any changes to the initial schedule.
Readings and Other Background Materials: Materials include, but are not limited to: a movie available on CD, readings from the textbook or e-books from the library, web-linked files or tutorials. Class discussion and success on quizzes and exams requires familiarity with ALL the assigned materials. A weekly summary of course activities is posted in a Resource folder within the ELS course site.

Cases: Six case studies are assigned, most extending over a 2-week period. The first part of the case is devoted to understanding the concepts and context. Each student will submit work worth 40% of his or her grade for the case. The second part of a case is work produced by a team of 5-6 students assigned within the discussion sections; it counts for 60% of the case grade. Cases are designed to improve understanding as well as apply concepts presented in lecture and readings.

Small Group Discussions: Students are expected to be present, on time, prepared, cooperative and willing to enhance the group learning experience. Contact the discussion leader and your team about any absences, in advance if at all possible. If you plan to be absent you must have a plan approved that meets your obligation to your team and the course.

Class Discussion Board: The discussion board gives everyone the chance to exchange ideas about issues and to alert others to current events that are relevant to the course. Students who contribute meaningfully to the discussion board receive credit toward their participation grade. Failure to participate or follow guidelines reduces the overall participation grade. An appropriate goal would be to post a new thread and respond to another thread about once a month.

Appropriate contributions include reacting to the readings and lectures, discussing the topic/issue of the week, sharing information and resources with classmates, responding to a problem posted by peers or faculty, or summarizing a large number of postings in a thread. For hints on creating a good group discussion see http://www.albion.com/netiquette/book/0963702513p67.html and http://www.albion.com/netiquette/book/0963702513p68.html

Simple statements of agreement such as “good point” are unacceptable; each post must include a thoughtful question or insightful comment. Merely cutting and pasting the work of others is not considered a contribution unless you use the citation to support or elaborate on your points. To keep messages concise, post only short quotes or a summary, then provide a link to the full source.

Many of the course instructional concepts are developed through dialogue using our discussion board, and it is important that you check the discussion board regularly. Current events and controversies related to key topics in the course may be included on the mid-term and final exams.

Course Schedule: A course schedule is posted on the course web site in a separate document file.

Textbooks

Any additional learning materials and readings will be accessible through the course web site.
Active Learning Requirements
The course has several active learning activities that are described in this syllabus including: small group discussions, individual written assignments, team activities and written reports, and participation in the online discussion board.

Feedback to Students
All grades will be made available through the course e-learning site.

Frequently asked questions (FAQs) are posted to a file on the course discussion board in the ELS system. Questions of general interest may be posted to the same file and receive a written answer from the instructor.

Students will have access to answer keys for the online practice quizzes and midterm exam after the grading is completed. Instructors are available to discuss the concepts tested during class discussion periods, during scheduled office hours, or by appointment.

Written assignments and comments will be returned through the Assignments function of the ELS or, depending upon the instructor's preference, in hard copy.

Student Evaluation & Grading
Evaluation Methods

Cases: The first part of a case requires a written assignment from each student that accounts for 40% of his or her grade for that case. The assignment for the second part of a case is work produced by a team of students with each member of the team receiving the same grade. The team work counts for 60% of the case grade. Cases are designed to improve understanding as well as apply concepts presented in lecture and readings, and cases will be discussed in small group sessions. Thus no late assignments will be accepted unless there are extenuating circumstances. Dr. Lipowski's approval is required for all late submissions.

Students are permitted, even encouraged, to collaborate on case assignments. Students are expected to be resourceful in seeking additional input and advice from reliable sources. However, on individual assignments, each student must prepare his or her own paper for evaluation by the instructors. For team assignments each person whose name is on a paper is responsible for the integrity of the content. All references and sources must be properly acknowledged. Failure to comply with this policy will be considered academic dishonesty and will be handled according to standard college procedures.

If you need more information about what actions are considered plagiarism see http://web.uflib.ufl.edu/msl/07b/instructorplagiarism.html.

The UF Library has resources and tips on proper citation formats.

Quizzes: Five online quizzes will be administered during the semester. The quizzes can be used to verify your understanding of the more complex topics and to prepare for exams. Quizzes open in ELS on Monday morning at 9AM and close 24 hours later at 9AM on Tuesday. Be sure to check the class schedule and Announcements about the quiz dates.

NOTE: Once you log on and open the online quiz you have 20 minutes to complete the exercise. You must answer the questions in the order that they appear – you cannot go back!
Notify the TA or Facilitator for your group discussion if you experience technical problems that prevent you from completing the quiz successfully.

**Exams:** A mid-term and a cumulative final exam are scheduled. See the section below for policies and procedures regarding requests for makeup exams and questions about exam grading.

**Participation:** Grading for class participation will be determined by consensus of the course coordinator and your small group discussion facilitator or graduate teaching assistant. The participation grade will be lower for students who rarely or never contribute to the discussion board, or for those who submit rude or inappropriate postings. See the participation grading rubric in Appendix A for details.

**Grading Scale**
A letter grade for the course is assigned on the basis of:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>6 cases</td>
<td>30%</td>
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<td>5 quizzes</td>
<td>10%</td>
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<tr>
<td>1 mid-term exam</td>
<td>20%</td>
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<tr>
<td>1 final exam</td>
<td>30%</td>
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<tr>
<td>Participation: discussion group/teamwork/discussion board</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<td>C-</td>
<td>70-72%</td>
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<tr>
<td>D+</td>
<td>67-69%</td>
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<td>D</td>
<td>63-66%</td>
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<td>D-</td>
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<td>E</td>
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**Class Attendance Policy**
Attendance is a component of the course participation grade as described above and in Appendix A.

**Quiz/Exam Policy**
No student questions will be answered during a quiz or exam. Students will have the opportunity to note any concerns about a question and submit them at the end of the exam period. The course coordinator may throw out a question determined to be unreliable or unfair after considering student comments and/or the results of the psychometric analysis.

Students arriving late for a scheduled exam will not be permitted to enter the exam room if more than 30 minutes late, or if any student has left the room prior to his or her arrival. Missing an
exam due to illness requires written confirmation by a bone fide health care professional. Make-up exams are given at the discretion of the course coordinator; see makeup policy below.

Any questions about an exam score must be submitted in writing within 7 days of the time that grades are released to students. Requests for additional points must be made in writing and accompanied by the rationale and evidence in support of the request.

**Make-up Quizzes/Exam Policy**

Make-up exams, should one be necessary, must be completed within 14 days of the originally scheduled exam time. The format of the make-up exam may not be the same as the format of the initial exam. That is, a make-up exam may include, but not be limited to short answer questions, essays and oral components.

Quizzes are intended to give feedback to both students and instructors on understanding of key concepts. As such, quiz grades are not a major component of the course grade. There are no provisions for retakes or make-up quizzes.

**Policy on Old Quizzes and Assignments**

Exams and quizzes are constructed from a pool of questions that have demonstrated reliability and validity. Students are not given access to the question pool. Students turn in all exams upon completion.

**Assignment Deadlines**

Class exercises are designed for maximum benefit when completed as scheduled within the course plan. A uniform due date is set so that students on each campus have the same amount of time to complete an exercise. No late assignments are accepted without the expressed approval of the course coordinator.

**General College of Pharmacy Course Policies**

The College of Pharmacy website includes policies that are common to all courses including

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


**Complaints**

Should you have any complaints with your experience in this course please contact your course coordinator. If unresolved, contact the COP Associate Dean-Curricular Affairs and Accreditation. For unresolved issues, go to [http://www.distancelearning.ufl.edu/student-complaints](http://www.distancelearning.ufl.edu/student-complaints) to submit a complaint.
Appendix A: Rubric for Evaluating Student Participation

Grading for class participation is determined by consensus of the course coordinator and the TA or facilitator for your discussion section. The grade is based upon your active participation in the small group discussion session and your contributions to the course discussion board.

A Students perform excellent work and enhance the class. They
   come prepared;
   contribute readily to the conversation but do not dominate it;
   raise critical points that lead to reasonable conclusions;
   apply principles from readings and lectures;
   show interest in and respect for views of others;
   introduce at least relevant and insightful comments on the discussion board;
   offer thoughtful responses to discussion threads on the board throughout the semester.

B Students perform good work and contribute to the class. They
   come prepared;
   make thoughtful comments when called upon and from time to time contribute without being prompted;
   demonstrate adequate understanding of course materials;
   may be active participants whose contributions are less cogent than those of other students, but still advance the conversation;
   show interest in and respect for views of others;
   make constructive contributions to the discussion board.

C Students perform adequately. They neither add nor detract to the class. They
   bluff their way when not prepared;
   do not voluntarily contribute to discussions;
   overlook significant issues and relevant principles;
   participate in discussion, but not in a way that advances the conversation;
   do not make substantive contributions to the discussion board;
   exhibit no interest in increasing their participation in class or small group activities..

D Students submit work that is flawed and have a negative effect on the class. They
   are not prepared;
   are late with individual or group assignments, absent and tardy without excuse;
   participate only when called upon and then give minimal responses, or they interrupt the discussion and otherwise impede discussions;
   show little understanding of applicable principles;
   make few meaningful or appropriate contributions to online discussions.

E Students disrupt the class learning experience. They
   are not prepared;
   are rude and not responsive to expressions of annoyance from the instructor or fellow students;
   radiate negative energy through hostile or bored body language;
   have a negative effect on the participation of others and disrupt classroom proceedings;
   display little if any understanding or appreciation for the subject matter;
   post comments that detract from or fail to advance online discussions.