

# Online POP Course Syllabus

## PHA6279: Pharmaceutical Outcomes and Policy (POP) Capstone 3 credit hours

**Note:** The final syllabus posted in the course Canvas site (accessible to enrolled students) is the most current and supersedes this syllabus.

### Class Format

This is a fully asynchronous online course. There are no synchronous class meetings.

### Course Website

Course materials are accessed via the course Canvas site. If you have trouble accessing the course Canvas site, please contact Distance Education Support Services at [ahc-dess@ufl.edu](mailto:ahc-dess@ufl.edu).

### Instructors

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### Course Description

This graduate capstone course is the culminating learning experience in the Master of Pharmacy, Pharmaceutical Outcomes and Policy program. Students will recall information and synthesize what they have learned in prerequisite courses to apply pharmaceutical research to project the impact of pharmaceutical policies on outcomes. At the end of this course, students will be able to prepare an oral and written evidence-based pharmaceutical policy brief that policymakers can use.

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## Course Objectives

Upon successful completion of this course, the student will be able to:

1. Identify policy alternatives for a pharmaceutical issue.
2. Recall foundational facts about drug discovery, development, approval, marketing, regulation, and use in the United States.
3. Apply evidence to project the consequences of policies on outcomes.
4. Recognize best practices in evidence-based writing in pharmaceutical outcomes and policy.
5. Prepare a written pharmaceutical policy brief.
6. Deliver a pharmaceutical policy brief presentation.

## Relationship to Program-level Student Learning Outcomes

This course pertains to the following program-level student learning outcomes:

1. Identify, interpret, and utilize core knowledge across the spectrum of Pharmaceutical Sciences.
2. Analyze and apply material from foundation courses in the curriculum, interpret data, and synthesize a response to a complex problem or case.
3. Deliver a presentation of a discipline-specific topic related to Pharmaceutical Sciences for internal academic review. These presentations will be clear in providing information at an appropriate level to the audience, complete in providing the necessary and relevant background from the literature and will utilize appropriate audiovisual aids that are clearly constructed.

## Required Textbooks and/or Software

There are no required texts. Reading assignments from current websites, journal articles, and news articles are provided in Canvas.

## Recommended Materials

None

## Course Pre-Requisites

PHA6186 POP Foundations I: Drug Discovery, Development and Approval, AND

PHA 6187: POP Foundations II: Drug Marketing, Use, and Policy, AND

PHA 6741: Writing for POP

## Structure and Organization

This course is organized into weekly activities in UF's e-learning system, Canvas. Each week's assigned work (eg, readings, recorded lectures, assignments) are clearly detailed in Canvas. Students can progress through

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the course materials at their own pace, provided they meet the posted due dates. Assignments can be turned in before the due date; however, it is possible that instructor feedback will not be returned until the posted date. Further, students should plan to complete the peer reviews within the dates shown below.

## Course Schedule

Week	Activities	Assignments Due
1	<ul style="list-style-type: none"> <li>• Watch course Welcome lecture</li> <li>• Watch Pharmaceutical Policy Brief lecture</li> <li>• Read “How to write a health policy brief”</li> <li>• Read “UNC policy brief handout”</li> <li>• Search for policy proposals</li> <li>• Prepare a prospectus</li> </ul>	<ul style="list-style-type: none"> <li>• Syllabus quiz</li> <li>• Prospectus</li> </ul>
2	<ul style="list-style-type: none"> <li>• Review Foundations I</li> <li>• Review Foundations II</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
3	<ul style="list-style-type: none"> <li>• Search for primary literature</li> <li>• Read AMA’s chapter on Inclusive Language</li> <li>• Prepare an annotated bibliography</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated bibliography</li> </ul>
4	<ul style="list-style-type: none"> <li>• Study for the exam</li> </ul>	<ul style="list-style-type: none"> <li>• Exam opens</li> </ul>
5	<ul style="list-style-type: none"> <li>• Write first draft of brief</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
6	<ul style="list-style-type: none"> <li>• Exchange drafts of brief with peer</li> <li>• Complete peer review</li> </ul>	<ul style="list-style-type: none"> <li>• Peer review</li> </ul>
7	<ul style="list-style-type: none"> <li>• Revise brief based on peer-review comments</li> <li>• Watch Presentation video</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
8	<ul style="list-style-type: none"> <li>• Finalize brief</li> <li>• Work on presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Final paper</li> <li>• Exam closes</li> </ul>
9	<ul style="list-style-type: none"> <li>• Finalize presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>

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## Evaluation Methods

### Syllabus Quiz:

Students will take a syllabus quiz.

### Exam:

Students will take a comprehensive exam over content from the three prerequisite courses. The exam will be administered via Canvas and will be primarily composed of multiple-choice and true/false questions. The exam is closed-book, timed, and will be proctored via an online proctoring service.

### Pharmaceutical Policy Brief:

Students will write a Pharmaceutical Policy Brief summarizing the evidence on alternative policies to address a pharmaceutical issue for a policymaker audience. The instructors will assign an issue, such as “The price of insulin is too high,” or “Step therapy policies delay necessary treatment to patients.” The purpose of the brief is to explain the likely impact of the policy alternatives on outcomes to help the policymaker to determine what they should do. In this assignment, students are not to take a position on one policy over another – this is not an argumentative assignment.

Students will complete the brief in a series of scaffolding assessments:

**Prospectus:** Students will identify two policy alternatives and explain how the policies could address the issue. Students should identify proposed or existing policies from the public domain rather than constructing a new policy themselves. An instructor will approve the policies or work with the student to identify suitable policies.

**Annotated bibliography:** Students will identify evidence to project the impact of the alternative policy options. The students will identify primary literature reports on economic, humanistic, and/or clinical outcomes. An instructor will approve the bibliography and/or recommend improving it.

**Draft and peer-review:** Students will draft their brief, exchange drafts with a peer, and provide constructive feedback to their peer. The instructors will not provide comments on the draft.

**Final paper:** Students will submit the final paper. An instructor will use the rubric provided to evaluate the paper and provide feedback.

### Presentation

Students will prepare and submit a short, recorded presentation of their brief. This assignment is designed as an adaptation to the “[Three Minute Thesis](#).” An instructor will use the rubric provided to evaluate the presentation and provide feedback.

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## Grading Policy

This is a Pass or Fail course. Students must earn a satisfactory evaluation on 4 out of the 5 categories to pass the course.

1. Earn a passing grade (72.500% or higher) on the Exam.
2. Submit all the following assignments by the due dates: (1) syllabus quiz, (2) prospectus, (3) annotated bibliography, (4) peer review, (5) final paper, and (6) presentation.
3. Earn a passing grade on the peer review. To earn a passing grade, students must submit their own paper to their partner by the posted due date and their completed rubric must be constructive and demonstrate a thorough review of their partner's paper.
4. Earn a passing grade (72.500% or higher) on the final paper per the rubric.
5. Earn a passing grade (72.500% or higher) on the presentation per the rubric.

## Grading Rubric for Final Paper

Category	Excellent	Acceptable	Poor
<b>Format (10)</b>	<b>10</b>	<b>7</b>	<b>4</b>
<ul style="list-style-type: none"> <li>• # of pages, margins, spacing, etc.</li> </ul>	<i>Follows the instructions and is easy to read</i>	<i>Follows most of the instructions</i>	<i>Generally does not follow instructions</i>
<b>Level of Content (25)</b>	<b>25</b>	<b>20</b>	<b>15</b>
	<i>Content shows the synthesis of ideas, in-depth analysis, evidence of original thought, and covers the salient points</i>	<i>Content shows thinking and reasoning applied with original thoughts on a few ideas</i>	<i>Shows some thinking and reasoning, but most ideas are underdeveloped or unoriginal</i>
<b>Development of Main Points (25)</b>	<b>25</b>	<b>20</b>	<b>15</b>
	<i>Well developed with quantity and quality support</i>	<i>Limited detail and development. Some critical thinking</i>	<i>Lacks detail with vague ideas and little evidence of critical thinking</i>
<b>Grammar and Mechanics (10)</b>	<b>10</b>	<b>7</b>	<b>4</b>
	<i>Free of distracting spelling, punctuation, and grammatical errors</i>	<i>Limited spelling, punctuation, and grammatical errors</i>	<i>Distracting spelling, punctuation, and grammatical errors</i>
<b>Style (20)</b>	<b>20</b>	<b>15</b>	<b>10</b>
	<i>Outstanding style beyond the usual level</i>	<i>Approaches style expected for a graduate-level paper</i>	<i>Mostly in elementary form</i>
<b>Appropriate References &amp; Format (10)</b>	<b>10</b>	<b>7</b>	<b>4</b>
	<i>Excellent choice of reference material cited in the correct format with appropriate reference format at the end of the paper</i>	<i>Adequate references cited in the appropriate format</i>	<i>Poor choice of reference material cited in an inappropriate format</i>
<b>Total Points (100):</b>			

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## Artificial Intelligence Use Policy

When authorized by the instructor, students may use AI technologies in the completion of coursework if they cite all such use by naming the technology and how it was employed. Students assume full responsibility for all content, including errors and omissions. Assistive technology authorized as part of an accommodation for a disability is always permitted.

## Attendance Policy for Online POP

Students are expected to formally [drop or withdraw](#) from the course if they no longer wish to participate. See the program's [Academic Calendar](#) for applicable deadlines. In some cases, the University may automatically drop students for inactivity and/or for failure to pay tuition. It is crucial for students to communicate with the DESS (DESS@ahc.ufl.edu) about their status in the course, and about any tuition deferments or other special conditions related to their tuition payment. Any student who remains enrolled in the course after the drop/add deadline is considered tuition-liable, unless exempted by University petition. The official UF Attendance Policy can be found [here](#).

## Make-up Policy

Each assignment is posted with a clear due date. **Assignments that are not submitted by the due date will be given a zero.** An instructor will consider extenuating circumstances on a case-by-case basis – if the student contacts them before the due date. No other makeup assignments are offered. Contact an instructor regarding any concerns.

## Course Technology Support

Your instructor is not able to handle technological issues or answer questions related to computer issues.

- **Assistance accessing course Canvas page:** Contact Distance Education Support Services at [DESS@ahc.ufl.edu](mailto:DESS@ahc.ufl.edu)
- **IT Support:** Contact UF Computing Help Desk at 352-392-HELP (4357) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) or submit an [online request form](#). If a technical problem causes you to miss an assignment, you must report the problem to the Help Desk and then email your instructor your Help Desk ticket number to an instructor to receive an extension.

## Students Requiring Academic Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). 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.

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Course technologies meet online learning accessibility standards for sight and hearing-impaired learners. Likewise, course materials are developed in accordance with accessibility standards. Course documents and webpages are formatted for screen-reader accessibility with the use of headings, styles, or alternative text tagging for images. Accessibility design tools in Microsoft Office products and in Canvas are used to evaluate and update accessibility issues detected in the instructional materials.

- [Canvas Accessibility](#)
- [Zoom Accessibility](#)

## Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/).

## University Honesty Policy and Academic Integrity

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 Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Regarding academic integrity, students in the program are strongly encouraged to be mindful of what constitutes plagiarism. Written assignments that contain the research or other original published work of someone else must be properly quoted, cited, paraphrased, or referenced appropriately. A software (TurnItIn) that is integrated with Canvas Assignments may be utilized to help students determine if a written submission meets the criteria for a properly referenced research paper. Please ask for help, utilize resource materials and take advantage of opportunities like creating a draft of your paper to test, ensuring you have addressed any errors prior to the final submission.

Please watch these short videos about this topic:

- [Understanding and Avoiding Plagiarism: Types of Plagiarism](#)
- [Avoiding Plagiarism](#)

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## Software Use and Course Technology

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Educational technology in the program is primarily the Canvas Learning Management System (LMS) and Zoom web conferencing software. These tools firmly support learning objectives and course goals. Writing with communication tools, reading articles from digital collections, and viewing video presentations in high-quality, accessible formats are essential to facilitate meaningful learning experiences. These experiences expand knowledge and influence professional work habits and skills such as information-gathering techniques and evidence-based practice. Synchronous class sessions in Zoom provide learners with opportunities to gain confidence and practice how they interact and collaborate in online meetings.

- [Canvas Student Guide](#)
- [Zoom Resources](#)

A minimum number of other technical skills are required for success in the online courses. These include accessing course webpages to read text and listen to recorded videos, using word processing tools (MS Word, PowerPoint), downloading/uploading content, submitting online assignments and using a variety of communication tools (Canvas Inbox, Discussions, Zoom Conferences).

## Course Communication

Canvas (Inbox tool) will be used as the primary communication tool between instructors and students. Check daily for new announcements or notifications about course updates. UF email will also be used occasionally for mass communication to the class, so please check your email at least once a day as well. All emails sent out to the entire class will also be posted as an Announcement on Canvas. The instructors will generally respond to student messages within 48 hours.

General questions about course content (e.g., assignments or lectures) or policies should be posted to the course discussion board. We expect students to help each other track down answers as best as possible. Read through all the other posts in the discussion board first before posting to make sure your question has not been addressed/answered already. Please include a clear subject title for your topics to make it clear what your post pertains to. Instructors will generally respond to questions posted on the course discussion board within 48 hours.

Emotions can easily be misinterpreted on a discussion board/emails, so make sure your message is clear before sending it since there are no physical gestures or voice inflections that accompany posts/emails. Any



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posts/emails deemed inappropriate by the faculty will be dealt with on a case-by-case basis with either the faculty directly or they will be sent on to the Associate Dean for Professional Affairs.

For personal issues/questions, please email your instructor. Be sure to include in your subject line the course listing and then a quick subject (e.g., PHAXXXX – Your Name -). This will allow instructors to quickly identify emails related to the course amongst the many emails that are received each day. Emails not correctly addressed may get lost in the shuffle and unintentionally deleted or ignored so be sure to follow the guidelines exactly.

## Student Privacy

There are federal laws protecting your privacy in terms of grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

- [Zoom Software Privacy Statement](#)
- [Canvas \(by Instructure\) Privacy Policies](#)

## Security

Online activity in Canvas requires an active UF GatorLink account to log in, as well as enrollment in courses. The Zoom Conference meetings for weekly classes are accessed within Canvas. These meetings have a pass code applied as an additional security setting. Students in the class do not need to enter the passcode, however anyone not enrolled in the course cannot join the meeting without it.

## Library Resources

For remote access to UF library resources such as e-journals or other digital collections, use the [UF VPN or proxy server to connect](#).

## Additional University Resources

- **U Matter, We Care:** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- [Counseling and Wellness Center](#)
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu)
- **E-learning technical support:** 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).
- **Teaching Center:** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- **Writing Studio:** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- [Student Complaints](#)