

Special Populations Module: PHRD 5029, CRN# 62142

I. Contact Information

(*Preferred method of communication)

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II. Course Pre-requisites/Co-requisites

Prerequisites: PHRD 4056, 4058, 4074, 4081, 4083, 5008, 5010 and credit or registration in PHRD 5027, 5037

III. Course Description

PHRD 5029 Special Populations. 2 Cr. Provides enhanced coverage of pharmacologic and therapeutic issues relevant to populations with alternative pharmaceutical needs because of unique diseases and altered pharmacokinetics and pharmacodynamics outside of the defined normal adult population.

IV. Curricular Objectives and Outcomes

Domain 1 – Foundational Knowledge

1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

2.4. Population-based care (Provider) - Describe how population-based care influences patient centered care and influences the development of practice guidelines and evidence-based best practices.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural sensitivity (Includer) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

V. Course Specific Objectives and Outcomes

- a. Describe the impact of physiologic changes on the use of dosage formulations and routes of administration in special populations.
- b. Describe the barriers, advantages and disadvantages to using specific drug therapy/dosing formulations in special populations.
- c. Provide rational drug therapy for special populations with the ability to individualize it based on known developmental differences in drug disposition and action.
- d. Describe factors that influence drug pharmacokinetics in special populations.
- e. Pediatrics
 - i. Apply didactic material to pediatric patients for the following topics
 1. Neonatal specific diseases
 2. Pediatric specific diseases
 3. Pharmacotherapeutic/kinetic considerations
 - ii. Develop and integrate therapeutic monitoring plans for the topics covered during the course.
- f. Geriatrics
 - i. Identify age-related physiological, pharmacokinetic, and pharmacodynamic changes that affect drug therapy in older adults.
 - ii. Identify inappropriately prescribed medications for geriatric patients.
 - iii. Develop appropriate therapeutic and monitoring plans for geriatric patients.
 - iv. Recommend methods for improving medication adherence in older adults.
- g. Women’s Health
 - i. Develop appropriate therapeutic and monitoring plans for a female patient requiring
 1. Contraception
 2. Hormone replacement therapy
 3. Treatment for menstruation-related disorders
 4. Treatment for endometriosis
 5. Treatment for infertility.
 - ii. Recognize inappropriately prescribed medications during pregnancy and lactation.
 - iii. Appropriately counsel a female patient presenting with any of the situations covered during the course.

VI. Course Topics

This course will focus on addressing concepts relevant to pediatrics, neonates, geriatrics, polypharmacy, nonadherence, contraception, menstruation-related disorders, endometriosis, fertility, polycystic ovary syndrome, pregnancy/lactation, and hormone replacement therapy. See course schedule for a complete list of topics.

VII. Instructional Methods and Activities

Instructional methods may include: traditional lectures, internet-based lectures with in-class discussion, distance learning, in-class discussion of patient cases, small group discussion and/or activities, problem- and/or case-based learning, individual projects and utilization of various software packages: turning point, Examsoft, Moodle, etc. Quizzes may also be administered to evaluate progression through the objectives.

VIII. Evaluation and Grade Assignment

There will be four exams with the last exam given during finals week. The first three exams will be given during regularly scheduled lecture time at various dates during the semester; however, the last exam will be given during final exam week at the time allotted to this course which is not necessarily during normal class time. The final exam will not be comprehensive. Also, the Kinetic Exam and Exam 1 are scheduled close together; therefore, whichever exam is given first, the grades from the first exam may not be reported by the time the 2nd exam is administered.

Exam scores should be reported within 5 business days from the day the exam is given or from the last make-up exam administered, if applicable.

*Quizzes/assignments will be given as deemed necessary by each faculty member. The points available from these quizzes and assignments will be added into the denominator for the total number of points available from the course, and course grade determined accordingly. The turnaround time for receiving scores for quizzes and assignments will be provided by the faculty member(s) in charge of the activity.

<u>Assessment Method</u>	<u>Points</u>
Examinations	
Exam #1: Kinetics	20
Exam #1	50
Exam #2	80
Exam #3	70
Assignments/quizzes	TBD (to be determined)

- Exam dates are scheduled in the course syllabus and will only be changed in the event of University closure.
- Exams may be multiple-choice, fill-in-the-blank, short-answer, case- or scenario-based discussion, essay, or any other format deemed necessary by the faculty members and Course Coordinators.
- Normal laboratory values will be provided for all questions, unless otherwise specified during class. Lab values that are specific to a disease state will generally not be provided.
- Information acquired from previous portions of the course and from other courses in the professional pharmacy curriculum may be needed in preparing for these examinations.
- Exams may cover material (readings, outside assignments) not covered in class.
- Exams will NOT be returned to the student. All instructors will have copies of the exam and students' results, and students may view their exam results (inc. right/wrong) in instructors' offices, at times convenient for all involved. At that time, they may also discuss exam questions with the instructors who wrote them; however, any official "challenges" of questions must be done in writing. (See below)
- Exams will be issued using Exam Soft; all students are required to download the exams prior to the date of the scheduled exam. If a student cannot take the exam on the scheduled date the student must reverse download the exam to Exam Soft. Under no circumstances should a student open an examination, except during the scheduled time and at the scheduled location. Scratch paper will be issued on the day of the exam and all students are required to sign the scratch paper and return it to the exam proctor prior to leaving the room. No other paper items will be allowed during the exam unless supplied by the faculty administering the exam. All exams must be uploaded before leaving the classroom; in the event of a power outage or loss of Wi-Fi connection all students are required to upload the exam at the earliest possible reconnection time, however proof of exam closeout will be required prior to leaving the classroom.

- The use of programmable calculators and electronic devices capable of storing, receiving or transmitting data are prohibited during an exam or quiz unless expressly authorized by the course instructor. Such devices must be turned off and left with your belongings in the front of the room.
- Students wishing to review their exams with the course coordinators or with a specific faculty member must do so within 2 weeks of when the exam scores are posted, or within 1 week of the time that the score for the final exam is posted.
- The procedure for 'challenging' exam questions is as follows: Problems or issues with a question should be first directed, via e-mail, to the person who wrote it. The course coordinator(s) should be copied on this email, but it is the responsibility of the question's author to address the concern(s). If the student is unsure which faculty member wrote a specific question, then he or she may ask the course coordinator. In the written challenge, the student is expected to include references or rationale to support their challenge of the question. **If a question challenge comes from a student representative as a voice for one or a group of students, a list of all the students involved in the question challenge shall be included in the email with the references or rationale challenging any questions.** The challenge will be reviewed by the faculty member, and his or her decision will be shared with the course coordinator(s). Discussion of a dispute will occur only after the written query is submitted. Challenges of test questions for the first 3 exams will only be considered within 2 weeks of when the test scores are posted. For the final examination, challenges of test questions will only be considered within 1 week of the time that the scores are posted.
- In the event that there is an issue with a particular test question, adjustments to scores will be made based on discussions between the test question writer and the course coordinator.
- Mid-term grades will be posted on-line for students to view via Banner. Mid-term grades indicate a student's status at mid-semester only and do not indicate the final performance outcome of a student.
- Students who submit assignments/quizzes late will receive a zero, non-passing, score for these items unless they have received written approval from the faculty member affiliated with the activity BEFORE the event occurs AND presents a verified excused absence within the timeframe stated in this syllabus. See excused absence policy below.

Grading Scale (based upon total number of points for semester):

89.5 – 100%	A
79.5– 89.49%	B
69.5 - 79.49%	C
59.5 – 69.49%	D
≤59.49%	F

Student Success Policy: <http://www.ulm.edu/pharmacy/documents/ospa/earlyintervention.pdf>

**Students scoring <70% on any exam and an overall exam average < 70% (excludes quizzes, assignments, bonus, etc.) will be required to submit to the coordinator written, narrative responses to select lecture objectives that will be proved within 24 hours of the posting of their exam grade to Moodle. These objectives will be in the form of a Moodle assignment and represent unit- or lecture-level objectives to be tested upon in the next scheduled course exam.

Written responses must be submitted no later than one calendar week before the next scheduled exam. Responses must be written in complete sentences and may not be copied or pasted from any source, including class notes, treatment guidelines, textbooks, or any internet site. Submissions found to contain responses that have not been written in a student's own words will be considered a failure to submit.

In addition, students will be required to review each failed exam's ExamSoft-generated missed item report with the course coordinator or instructor responsible for each section of material. The discussion should include the student's reasoning for the incorrect answer as well as the reason for the correct answer.

In addition to answering objectives as described above and reviewing missed item reports, first professional year students scoring <70% on any exam and having an overall exam average <70% (excludes quizzes, assignments, bonus, etc.) will meet with the Director of Professional Affairs.

Failure to submit this required assignment will result in ineligibility to remediate.

Remediation Policy: <http://www.ulm.edu/pharmacy/documents/ospa/remediationpolicy.pdf>

Remediation is a privilege that must be earned through demonstrated attendance and active participation throughout the semester that the non-progressing grade was earned. To be eligible for remediation, the student must have demonstrated regular attendance, completed all assigned work in the course and utilized other academic resources such as tutoring and meetings with the instructor.

- Remediation will be offered to any student earning a course average of $\geq 65\%$ regardless of the total number of students failing. If $\geq 7\%$ of the enrolled students fail to earn a grade of “C” or better in a required course, then remediation will be allowed for any student earning a final non-progressing grade of “D” or “F” for the course. Those who choose remediation will be given an incomplete (“I”) until the time that remediation is finished.
- Students choosing remediation must make a score of $\geq 70\%$ on the targeted remediation exam to pass and receive a final grade of “C” in the course. No grade higher than a “C” can be made in the course with remediation. If the student makes a grade of $< 70\%$ on the targeted final, their original grade will take the place of the “I” grade. The student can then re-enroll in the course at the next offering if eligible based on school progression policies. If this is the student’s second “F” grade in the curriculum, the student will be dismissed from the program.
- Students will be allowed to remediate with a targeted remediation exam no more than three (3) times total in their P1-P3 years. Students may not remediate a class more than once. There will be no make-up exams in the remediation.
- Students with a grade of “C” or better are not eligible to use remediation in an attempt to improve their grade in that course.
- Students receiving a non-progressing grade as a result of a disciplinary action are not eligible to remediate that course in that semester.

IX. Class Policies and Procedures

At a minimum, all policies stated in the current ULM *Student Policy Manual & Organizational Handbook* should be followed (see <http://www.ulm.edu/studentpolicy/>). Additional class policies include:

A. Textbook(s) and Materials:

- i. Required
 - a. Alldredge BK, Corelli RL, Ernst ME, et al. *Koda-Kimble and Young’s Applied Therapeutics: The Clinical Use of Drugs*. 11th edition, Philadelphia, PA, Wolters Kluwer Health. 2018. (Available thru the LWW Health Library in the COP Library Toolbox)
 - b. Dipiro JT, Talbert RL, Yee G, et al. *Pharmacotherapy: A Pathophysiologic Approach*. 10th edition, New York, McGraw-Hill, Inc., 2017. (Available thru AccessPharmacy)
 - c. Additional reading materials posted by course faculty.
- ii. Recommended

Kliegman RM, Stanton BF, St. Geme JW. *Nelson Textbook of Pediatrics*. 20th ed. Philadelphia, PA. Elsevier Saunders. 2016. ISBN 978-1-4377-0755-7 (Available thru ClinicalKey)

B. Attendance Policy:

Class attendance is regarded as an obligation as well as a privilege, and students are expected to know attendance regulations and to attend regularly and punctually at classes in which they are enrolled. Failure to do so: (1) may prevent access to the classroom during regularly scheduled times; (2) may jeopardize a student’s scholastic standing; (3) may prevent utilization of remediation and (4) may lead to suspension from the School or University. This course follows ULM’s attendance policy located at the following website:

[http://catalog.ulm.edu/content.php?catoid=23&navoid=2875&hl=attendance&returnto=search#Class Attendance Regulations Excused Absences](http://catalog.ulm.edu/content.php?catoid=23&navoid=2875&hl=attendance&returnto=search#Class_Attendance_Regulations_Excused_Absences)

Any student who is not present for at least 75% of the scheduled class sessions in any course may receive a grade of “W” if this condition occurs prior to the last day to drop a course or a grade of “F” after that date. Any University-related activity requiring an absence from class will count as an absence when determining if a student has attended 75% of class meetings. Students are responsible for the effect absences have on all forms of evaluating course performance. Thus, the student is responsible for arranging the allowed make up of any missed work.

To supplement the College of Pharmacy excused absence policy, students shall submit validated excuses for all class absences to involved faculty and the course coordinator(s) within three class days after returning to classes. Professors shall accept an official University excuse. With the following exceptions, professors are to determine whether absences are excused or unexcused: 1) Absences arising from authorized trips away from the University or from special duties at the University shall be excused. 2) Absences arising from a student's confinement in a hospital or other in-patient facility or doctor's excused absences shall be excused. Students are responsible for verifying this information to the faculty. 3) Absences arising from a death in the immediate family shall be excused. The immediate family is defined as spouse, child, step-child, mother, father, sister, brother, grandmother, grandfather, step-mother, step-father, step-brother, step-sister, aunt, uncle, mother-in-law, or father-in-law.

C. Make-up Policy: Each student is expected to attend each exam at the date and time specified. If a student cannot attend an exam due to valid University excuse, he/she must speak directly with the course coordinator, as soon as possible. The course coordinator must be notified **prior** to an examination if a student anticipates missing an exam. The ULM COP Excused Absence Policy must be followed. Please refer to the official document for details. In case of emergency, the course coordinator must be notified within 48 hours of the emergency. Failure to do so will result in a zero (0) grade for that exam. Make-up exams will be prepared at the same or higher level than the original exam. The format of the make-up exam may be written or oral. Failure to attend a scheduled make-up exam will result in a zero (0) grade for that exam. *Students missing an exam due to a University approved excuse will take the make-up exam during the week of finals, or as determined by the course coordinator.*
<http://www.ulm.edu/pharmacy/documents/ospa/excusedabsence.pdf>

D. Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty (see the ULM *Student Policy Manual* - <http://www.ulm.edu/studentpolicy/>). All professional students will adhere to the standards set forth in the College of Pharmacy's Code of Conduct. <http://www.ulm.edu/pharmacy/documents/ospa/codeofconductv82011.pdf>

Censures (Penalties)

Academic dishonesty will result in a referral to Committee on Ethical and Professional Standards with a recommendation for a grade of "F" for the course and expulsion from the School. Academic dishonesty includes but is not limited to the use of information taken from others' work or ideas, the provision of help to others on non-collaborative evaluations (tests, quizzes, etc.), collaboration on take home exams, or the use of unapproved information or electronic devices to assist in obtaining an answer to the question.

E. Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. It is requested that they also complete the College of Pharmacy course and instructor evaluations, including providing comments. In addition, individual feedback is encouraged throughout the course.

F. Student Services: Information concerning student services in the School of Pharmacy can be found in the School of Pharmacy Student Handbook. In particular, students should pay special attention to the University's technical standards and policies concerning students with special needs (<http://www.ulm.edu/studentpolicy/studentpolicy.pdf>). ULM student services, such as the Student Success Center (<http://ulm.edu/cass/>), Counseling Center (<http://ulm.edu/counselingcenter/>), and Student Health Services, is available at the following Student Services web site <http://ulm.edu/studentaffairs/>. Students with special needs requiring accommodations MUST follow the process described at <http://rxweb.ulm.edu/pharmacy/student/specialneeds.pdf>.

Mental Wellness on the ULM Campus

If you are having problems with emotional, social, and/or behavioral issues please call any of the mental health clinics on the ULM campus to make an appointment. All services are free to ULM students, staff, and faculty, and are strictly confidential.

- COP Office of Student and Professional Affairs: 342-3800
- ULM Counseling Center: 342-5220
- Marriage and Family Therapy Clinic: 342-5678
- Community Counseling Center: 342-1263
- ULM HELPS (Helping Educators and Learners Prevent Suicide) Project Office: 342-1335

The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter unlawful sexual harassment or gender-based discrimination, please contact Student Services at 318-342-5230 or to file a complaint, visit www.ulm.edu/titleix.

G. Emergency Procedures: Please review the emergency escape plan in the classrooms and hallways of the Bienville building. Move quickly and orderly to the appropriate stairwell and exit the building. The meeting place for this class will be the far end of the north parking lot between Bienville and Broadmoor Blvd. Under no circumstances is the elevator to be used for emergency evacuation. Any student needing assistance should notify the professor immediately. For emergencies, to contact University Police, call 1-911 from landlines and 342-5350 from cell phones. **The course coordinators reserve the right to adjust the syllabus or schedule, in accordance with University and School policies and procedures.**

H. Discipline/Course Specific Policies:

- Students are responsible for all course information on Moodle, sent via email, and/or instructor websites. They are expected to check these sources regularly to access class materials, required readings, assignments, and other information necessary to excel in this course.
- Exam/Quiz Policies:
 - ExamSoft may be used for some or all of the exams in this course. ExamSoft specific policies are included in the table below.
 - All cell phones, bags and backpacks, notes and materials should be placed at the front of the classroom.
 - All cell phones should be turned off.
 - The use of programmable calculators and electronic devices capable of storing, receiving or transmitting data are prohibited during an exam or quiz unless expressly authorized by the course instructor. Such devices must be turned off and left with your belongings in the front of the room. Students found to be in possession of a prohibited device during an examination or quiz will be considered to have committed an act of academic dishonesty and will be charged and brought before the committee on ethical and professional conduct.
 - Students should arrive at the scheduled exam time for all exams.
 - Exam and question performance will be reviewed by faculty. After the exams have been graded and an item analysis performed, questions may be discarded or otherwise adjusted at the discretion of the Course Coordinator(s) in consultation with the faculty before arriving at final grades.
 - Exams can be reviewed by contacting the course coordinator(s) within two weeks after grades are posted. All questions or challenges regarding exam/quiz questions should be addressed within two weeks (or other designated time frame) of when grades are posted.
 - Students wishing to challenge a question on an exam or quiz must provide the course coordinator and topic instructor with a written statement that identifies the question(s) being challenged, why the student feels his or her answer is correct, and references to support the claim. Problems with questions should be directed first, via e-mail, to the faculty member who presented the material. The course coordinators should be copied on this communication. In the event that the faculty member and the student cannot arrive at an acceptable conclusion, the course coordinator should be consulted regarding the issue.

ExamSoft policies for PHRD 5029 Special Populations	
Issue	Expectation
Computer Preparation	Students are asked to check the battery reserve of their computer before the exam and bring a computer that is fully charged just in case an outlet cannot be used. Students should bring an extension cord if they feel their battery power will not be sufficient to cover the exam period. Computers should be in a working condition. If you do not have one that can function appropriately during an exam, contact the course coordinators prior to the exam to help determine an alternate plan.
Exam Download	Exams will be made available to students for download prior to the date of the test. Coordinators will contact the students via email to inform them of when tests are available for download. Students will be expected to download the exam PRIOR to the date/time of the exam since time will not be given from the scheduled exam time to complete this process. If issues arise with the download, contact a course coordinator immediately. If a second download is needed and authorized, students should contact course coordinators to remove the downloaded assessment that will not be utilized (reverse download). Accessing a downloaded assessment at a place or time not authorized as an examination period or location will be considered a violation of the Code of Ethical and Professional Conduct.
Seating Chart	Students will be required to sit according to a seating chart that will be made available to students when entering the exam room. Please bring your ULM student ID with you to the exam because you will be asked to place your ID in front of you on the desk during the exam. If students are found in violation of the seating chart, they may be asked to leave the exam room and will receive a 0 on the exam. **OSPA only informs course coordinators of students with special needs testing designation; therefore, students with OTHER extenuating circumstances that may affect seat placement during an exam must contact both course coordinators several days before EACH exam to discuss the circumstance (or as a reminder) to help determine an appropriate course of action that will help address the issue.**
Scratch Paper	Students will be expected to only use scratch paper provided by the coordinators for exams. When entering the classroom before beginning the exam, students shall pick up the official scratch paper at the front of the room (or it will be passed out by an instructor). Students are responsible for providing any requested information (i.e. name, CWID) on the sheet(s) of paper and turning in any un-/used paper to the coordinator/proctor when they are finished with the exam. A student's signature on the scratch paper indicates that they have uploaded their completed exam.
Personal Computer Crashes	If a student's computer malfunctions during the exam period, one of the alternative methods listed in the official COP policy will be followed to allow the student to complete the exam. http://www.ulm.edu/pharmacy/documents/admin/examsoft.pdf
Question Review	Students will be allowed to go back and review questions left unanswered or to alter original answers during an exam before uploading/submitted the exam; however, measures will be taken to minimize the risk of cheating during an exam. Coordinators will determine if exam performance will be given at the conclusion of the exam. If exam performance is shown to students in ExamSoft after uploading an exam, this is not to be considered the final and official grade until all questions have been reviewed by faculty and grades are officially posted. Grades could go up or down based on question review, challenges, and analysis. It is a violation of the Code of Ethical and Professional Conduct for students to view answers from another students' computer and use them as their own.
Exam Uploads	If 2 proctors are available during an exam, students are asked to show proof of exam upload before leaving the classroom. If only one proctor is available during the exam, then an alternate method may be selected by the proctor as the situation dictates. Exam proctors will inform students during each exam of the proper way to verify their upload, turn in scratch paper, and exit the classroom.
Special Needs	Students that have been granted special needs accommodations will report to the OSPA to complete exams. Students are responsible for making the appropriate arrangements with OSPA for these accommodations. Students should let coordinators know if they will be testing in an alternate location.
Disclaimer	Course coordinators reserve the right to adjust this policy as needed.

*Additional information can be found in COP ExamSoft Policies: <http://www.ulm.edu/pharmacy/documents/admin/examsoft.pdf>

X. Tentative Course Schedule: *The Course Coordinator reserves the right to adjust the schedule as needed.*

SPRING 2019 PHRD 5029 - Special Populations Module Tuesday, Thursday 1:00 - 1:50 PM - Room 170							
	Date	Lecture #	Topic	Instructor	Points on Exam	Questions Due	
Monday	14-Jan						
Tuesday	15-Jan	1	Introduction to Module/ Pediatric Kinetics	Tice	20 (Exam 1: Kinetic exam; lectures 1-4)	2/14/19	
Wednesday	16-Jan						
Thursday	17-Jan	2	Pediatric Kinetics	Tice			
Friday	18-Jan						
Monday	21-Jan		MLK Holiday				
Tuesday	22-Jan	3	Pediatric Kinetics	Tice			
Wednesday	23-Jan						
Thursday	24-Jan	4	Pediatric Kinetics Cases	Tice			
Friday	25-Jan						
Monday	28-Jan						
Tuesday	29-Jan	5	General Pediatric Concepts	Tice	50 (Exam 1)	2/14/19	
Wednesday	30-Jan						
Thursday	31-Jan	6	Neonatal Diseases	Tice			
Friday	1-Feb						
Monday	4-Feb						
Tuesday	5-Feb	7	Pediatric Diseases I	Tice			
Wednesday	6-Feb						
Thursday	7-Feb	8	Pediatric Diseases II	Tice			
Friday	8-Feb						
Monday	11-Feb						
Tuesday	12-Feb	9	Pediatric Vaccines	Tice			
Wednesday	13-Feb						
Thursday	14-Feb	10	Menstruation Related Disorders	Robertson	40 (Exam 2)	3/19/19	

Friday	15-Feb					
Monday	18-Feb					
Tuesday	19-Feb		LABOP meeting – mandatory attendance	BOP members		
Wednesday	20-Feb					
Thursday	21-Feb		2 Hour Exam from 1-3pm in RM 170: Kinetic and Exam 1 (70 points; lectures 1-9)	Coordinator (Faculty exam questions due to coordinators 2/14/19)		
Friday	22-Feb					
Monday	25-Feb					
Tuesday	26-Feb	11	Endometriosis	Robertson		
Wednesday	27-Feb					
Thursday	28-Feb	12	PCOS	Robertson		
Friday	1-Mar					
Monday	4-Mar					
Tuesday	5-Mar					
Wednesday	6-Mar					
Thursday	7-Mar	13	Infertility	Robertson		
Friday	8-Mar					
Monday	11-Mar					
Tuesday	12-Mar	14	Contraception	Terrell	30 (Exam 2)	3/19/19
Wednesday	13-Mar					
Thursday	14-Mar	15	Pregnancy	Terrell		
Friday	15-Mar					
Monday	18-Mar					
Tuesday	19-Mar	16	Lactation	Terrell		
Wednesday	20-Mar					
Thursday	21-Mar	17	Hormone Replacement Therapy	Tice	10 (Exam 2)	3/19/19
Friday	22-Mar					
Monday	25-Mar					
Tuesday	26-Mar		Exam 2 (80 points; lectures 10-17)	Coordinator (Faculty exam questions due to coordinators 3/19/19)		
Wednesday	27-Mar					

Thursday	28-Mar	18	Physiology/Issues of aging	Zagar	70 (Exam 3)	5/02/19
Friday	29-Mar					
Monday	1-Apr					
Tuesday	2-Apr	19	Geriatric Kinetics	Zagar		
Wednesday	3-Apr					
Thursday	4-Apr	20	Polypharmacy/Adherence	Zagar		
Friday	5-Apr					
Monday	8-Apr					
Tuesday	9-Apr	21	Adverse Drug Events in Older Adults (Legislative day)	Zagar		
Wednesday	10-Apr					
Thursday	11-Apr	22	Falls	Zagar		
Friday	12-Apr					
Monday	15-Apr					
Tuesday	16-Apr	23	Potentially Inappropriate Medications	Zagar		
Wednesday	17-Apr					
Thursday	18-Apr		PCOA EXAM			
Friday	19-Apr		SPRING BREAK			
Monday	22-Apr		SPRING BREAK			
Tuesday	23-Apr		SPRING BREAK			
Wednesday	24-Apr		SPRING BREAK			
Thursday	25-Apr		SPRING BREAK			
Friday	26-Apr		SPRING BREAK			
Monday	29-Apr					
Tuesday	30-Apr	24	Vaccines	Zagar		
Wednesday	1-May					
Thursday	2-May	25	Case Studies	Zagar		
Friday	3-May					
TH	9-May		Exam 3 (given during finals week) – 70 points; Lectures 18-25; NOT comprehensive	Coordinator (Faculty exam questions due to coordinators 1 week before final (5/2/19))		

****Final exam week starts 5/4/19 and lasts thru 5/10/19; Dead Day is 5/8/19; grades due 5/13/19 by 3 pm.**