Scheduled Class Meeting Times and Class Location

Lecture

Wednesdays 3:00-5:40pm
318 Bayer

Instructor(s) and Office Location(s)

Instructor : Tiffany Hatcher, PharmD
Email: hatchert@duq.edu
Office: 318 Bayer Learning Center
Phone: 412-396-6376

Office Hours
Office hours by appointment. Please reach out via email to schedule an appointment.

Instructor: Chiara Gessler, PharmD
Email: gesslerc@duq.edu
Office: 301A Bayer Learning Center

Office Hours
Office hours by appointment. Please reach out via email to schedule an appointment.

Course Description

Today's community pharmacist must be competent in disease prevention, medication therapy management, medication error prevention, and self-care triage and treatment. The opening of many new pharmacy schools has greatly increased the graduation of pharmacists in the market. Therefore, being a competent pharmacist no longer signifies job practice opportunities, thus making it prudent for community pharmacists to “brand” themselves in a unique area of clinical practice. This course will further develop the student pharmacists’ knowledge of clinical services in a community pharmacy setting and provide opportunities for students to apply these concepts in a real pharmacy setting.

Requisites
PHPR 449: Pharmacy Practice VI

Required Textbooks and/or Other Course Materials

None required
Educational Technology Requirements

Review the School of Pharmacy's Educational Technology Requirements.

The course will maintain a Blackboard site. It is the responsibility of the student to remain current on postings on this site. Educational technologies, including Nearpod and LexiComp® are required in this course. Students are responsible for assuring that their equipment is in working order, is up to date with these guidelines, and adept at using these technologies. Students should come to each class with 1) device with subscription to an approved drug database; 2) a laptop/tablet; and 3) headphones.

Assignments, Presentations, Examinations, and Other Methods of Evaluation

Participation: Classroom Participation/In-Class Assignments

The foundation for learning in this course is discussion and application. Therefore, it is expected that the students prepare for class (i.e., readings, assignments, etc.) and actively participate in class. A participation grade will be assigned to each student for 10 of the class sessions. In-class assignments must be submitted in class while the student is present. (no in-class assignments will be accepted if the student submits, but was not present in class to participate)

(See policy for late or missed assignments)

Community Outreach / Clinical Event Participation

Students are expected to participate in at least one community outreach / clinical service event outside of class time. Events may include community health screenings, medication therapy management appointments, professional inter-disciplinary activities, or other events as organized by the course instructors. Students should note that there will be a maximum number of students allotted at each event and participation is on a first-come/first-serve basis. As many of these activities occur off-campus, transportation to the events must be arranged by the student.

Business Pitch - Service Implementation Group Project

A group project describing the implementation and marketing plan of a clinical service/ or business innovation idea identified as a need in the community setting will also be assessed. Groups will turn in both a written plan of their service along with an oral presentation to the class.

Point and Weighted Value of Participation, Assignments and Projects

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Class Participation (13 @ 5 points)</td>
<td>65</td>
<td>~48%</td>
</tr>
<tr>
<td>Business Pitch</td>
<td>25</td>
<td>~18.5%</td>
</tr>
<tr>
<td>Written Proposal</td>
<td>25</td>
<td>~18.5%</td>
</tr>
<tr>
<td>Elevator Pitch</td>
<td>10</td>
<td>~7%</td>
</tr>
<tr>
<td>Community Outreach/ Clinical Service</td>
<td>10</td>
<td>~7%</td>
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<td></td>
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<tr>
<td><strong>Total</strong></td>
<td>135</td>
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</table>

*Additional points may be added, at the instructor’s discretion, for participation in outside-of-class events. Any changes to the point structure will be detailed on blackboard and discussed during class.*

Grading Policy

Note: Faculty reserve the right to adjust assessment scoring (exams, quizzes, assignments, etc) based on faculty judgment.
Final grades will be assigned after review by all of the instructors in the course.

Course Domains, Competencies, Learning 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.

1.1.2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.

1.1.6. Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population-based 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).

2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records, and patient/family interviews.

2.1.2. Interpret evidence and patient data.

2.1.2.1. Interpret results from instruments and screening strategies.

2.1.2.2. Interpret laboratory and diagnostic findings.

2.1.2.3. Interpret signs and symptoms associated with disease and medical conditions.
2.1.3. Prioritize patient needs.
   2.1.3.1. Assess patients' need for medical referral.

2.1.4. Formulate evidence-based care plans, assessments, and recommendations.

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.

2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).

2.2.3. Utilize technology to optimize the medication use system.

2.2.4. Identify and utilize human, financial, and physical resources to optimize the medication use system.

2.2.7. Utilize continuous quality improvement techniques in the medication use process.

2.2.10. Discuss the elements of financial management.

2.2.12. Discuss coaching, counseling, selecting, motivating, and terminating technicians and professionals to enhance the clinical and operational effectiveness of the 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.

2.3.1. Describe systematic preventive care, using risk assessment, risk reduction, screening, education, and immunizations.

2.3.4. Evaluate personal, social, economic, and environmental conditions to maximize 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.

2.4.1. Assess the healthcare status and needs of a targeted patient population.

2.4.2. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.

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.

3.1.1. Identify and define the primary problem.

3.1.2. Define goals and alternative goals.
3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.

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

3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other healthcare providers, legislators).

3.2.2. Select the most effective techniques/strategies to achieve learning objectives.

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

3.3.1. Empower patients to take responsibility for, and control of, their health.

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.

3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.

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

3.5.1. Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).

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

3.6.1. Interview patients using an organized structure, specific questioning techniques (e.g., motivational interviewing), and medical terminology adapted for the audience.

3.6.2. Actively listen and ask appropriate open and closed-ended questions to gather information.

3.6.8. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).

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.

4.1.2. Maintain motivation, attention, and interest (e.g., habits of mind) during learning and work-related activities.

4.1.3. Identify, create, implement, evaluate, and modify plans for personal and professional development for the purpose of individual growth.

4.1.4. Approach tasks with a desire to learn.

4.1.12.
Discuss the concept of emotional intelligence and its four domains: self-awareness, self-management, social awareness, and relationship.

4.1.14.
Discuss the concept of expertise and different types of thinking.

4.1.15.
Discuss emotional labor, compassion fatigue, burnout, and resilience.

4.1.17.
Discuss how to manage your career.

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

4.2.1.
Identify characteristics that reflect leadership versus management.

4.2.4.
Persuasively communicate goals to the team to help build consensus.

4.2.9.
Discuss the idea of influence without authority.

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

4.3.2.
Develop new ideas and approaches to improve quality or overcome barriers to advance the profession.

4.3.6.
Conduct a risk-benefit analysis for implementation of an innovative idea or simulated entrepreneurial activity.

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.

4.4.1.
Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.

4.4.2.
Display preparation, initiative, and accountability consistent with a commitment to excellence.

4.4.4.
Recognize that one's professionalism is constantly evaluated by others.

4.4.5.
Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement.

Learning Outcomes and Assessment Strategy

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

1. Assess a healthcare community need based on the population of the pharmacy it serves.
2. Develop a proposal and marketing plan for a clinical community service based on the aforementioned need.

Course Objectives

1. Apply concepts and theories learned in PHPR 449 (Pharmacy Practice VI) to develop a clinical pharmacy service for use in a community setting.
2. Develop a clinical service "brand" given a particular patient population.
3. Design a marketing plan for clinical services in a community pharmacy.
4. Create a unique, patient-centered customer service based on a specific patient need.
5. Apply the concepts presented in class to develop and present a concept for a branded community practice clinical service.
6. Apply the concepts of marketing and advertising by preparing a commercial or printed material depicting the student's own clinical community service.
7. Discuss Patient Care Services
8. Participate in and describe a clinical pharmacy service event.

Key Concepts

Outline of Course Topics and Lecture/Lab Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 15th</td>
<td>Course overview/syllabus + Changing Landscape of Community Pharmacy</td>
<td>Dr. Hatcher</td>
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<tr>
<td>January 22nd</td>
<td>Branding + Marketing</td>
<td>Dr. Hatcher</td>
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<tr>
<td>January 29th</td>
<td>Supplement- Community Outreach – Kidapalooza February 1st</td>
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<tr>
<td>February 5th</td>
<td>Insight to Business</td>
<td>Dr. Hatcher</td>
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<tr>
<td>February 12th</td>
<td>Practice Compliance (guest speaker)</td>
<td>Dr. Hatcher, Dr. Gessler</td>
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<td>February 19th</td>
<td>Point of Care Testing</td>
<td>Dr. Hatcher</td>
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<tr>
<td>February 26th</td>
<td>Managed Care Guest Speaker – Katie Sulkowski, PharmD</td>
<td>Dr. Hatcher/Katie Sulkowski</td>
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<tr>
<td>March 5th</td>
<td>NO CLASS – SPRING BREAK</td>
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<tr>
<td>March 11th</td>
<td>Diabetes Clinical Services, Accreditation, Implementation</td>
<td>Dr. Hatcher</td>
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<tr>
<td>March 18th</td>
<td>Immunization/Travel Health</td>
<td>Dr. Gessler</td>
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<tr>
<td>March 25th</td>
<td>Technology in the community pharmacy setting /Tour/ Flipped Classroom</td>
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<tr>
<td>April 1st</td>
<td>Project Presentations</td>
<td>Dr. Hatcher/Dr. Gessler</td>
</tr>
<tr>
<td>April 8th</td>
<td>Pharmacogenomics in the Community</td>
<td>Dr. Hatcher</td>
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<tr>
<td>April 15th</td>
<td>Elevator Pitch Assignment</td>
<td>Dr. Hatcher</td>
</tr>
<tr>
<td>April 22nd</td>
<td>Wrap it up! How do you take everything you learned this semester, and use it to...</td>
<td>Dr. Hatcher, Dr. Gessler</td>
</tr>
<tr>
<td></td>
<td>Branding Oneself: Residencies, Certificate Programs, CVs, and Interviews</td>
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# Course Policies and Expectations

## Attendance

Class attendance is not mandatory; however, it is **highly encouraged**. If you miss a class, it is **your responsibility** to review all the information discussed during the class period, and associated readings in support of that lecture. These responsibilities include catching up on lecture notes, completing assigned or recommended readings, and reviewing any announcements affecting the class.

*Some assignments may be given as in-class exercises. These points will not be able to be made-up if a class is missed unless the course-master is notified and the absence is approved prior to missing class.*

## Professional Classroom Behavior

Classroom behavior is expected to be consistent with the level of degree being earned. Students are expected to use professionalism and respect in their actions. The instructors reserve the right to remove a student from the classroom for inappropriate or disruptive behavior; students may not return to the class until receiving permission to do so. Cell phones and other electronic devices are permitted during class **only** when instructed. Students are highly encouraged to participate in the class in a positive manner by asking/answering questions and listening attentively.

## Policy for Missed or Late Assignments

No in-class assignments will be accepted if the student submits, but was not present in class to participate.

If a student has an **excused absence** he/she will have the opportunity to do a brief written assignment as a make-up for participation. If a student has an absence that is **unexcused** will receive a zero for participation for that class. The instructor should be contacted by the student (via telephone, email, or in person) before the class meets in order to discuss the absence.

Students should allow adequate time to submit their assignments electronically when appropriate. In the case of technical difficulties, it is the responsibility of the student to contact the instructor by phone or email to make alternate arrangements. Failure to do so may result in lost points on assignments.

There will be a 10% deduction for each day an assignment is late.

## Policy and Procedure for Return/Review of Exams

Grades and assignments will be communicated to students via Blackboard® and ExamSoft. There are no formal examinations in this course. A graded rubric of the group project as well as feedback on other class assignments will be provided.

## Administrative Policies Governing All Courses

Students are required to review the following policies in their entirety:

- **Academic Integrity**
- **Audio/Visual Recording**
- **Exam Tardiness**
- **ExamSoft Policies and Procedures for Students**
- **Final Exam Policy**
- **Course Assessment Grade Appeal**
- **Missed Exam**
- **Services for Students with Disabilities**