Clinical Preparation for Community Pharmacy Practice
PHPR-479

Fall 2019  Section 01  2 Credits  08/26/2019 to 10/20/2019  Modified 09/09/2019

Scheduled Class Meeting Times and Class Location

Tuesday, 4:30 PM to 6:15 PM, 318 Bayer

Instructor(s) and Office Location(s)

Course Coordinator : Dr. Elizabeth Bunk Pharm.D.,NCTTP
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Instructor : Dr. Robert Maher B.S., Pharm.D., CGP
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Office: 301A Bayer Learning Center
Phone: 412-400-1626

Instructor : Dr. Chiara Gessler Pharm.D.
Email: gesslerc@duq.edu
Office: 301A Bayer Learning Center

Instructor : Dr. Tiffany Hatcher Pharm.D.
Email: hatchert@duq.edu
Office: 316 Bayer Learning Center
Phone: 412-396-6376

Course Description

The majority of students graduating from schools of pharmacy enter community pharmacy practice. Duquesne University graduates must be prepared as the drug experts to practice clinical pharmacy as more innovative clinical pharmacy models focus on outcomes and cost management. An elective course based on community pharmacy permits students to practice applying important concepts from required didactic courses to patient specific examples. Unique learning activities provided in this course will prepare students for daily activities as licensed pharmacists in community practice and increase their confidence as they transition into roles as health care providers.

Course structure includes interactive lectures with 3 group project presentations. Students will engage in discussions intended to improve their ability to apply foundational knowledge to patient care scenarios that commonly occur in community pharmacy practice. Topics include strategies for safely dispensing the most frequently prescribed drugs in the community setting; managing clinical
significant drug-drug interactions; avoiding drug-disease state interactions; identifying common adverse drug reactions; and communicating more effectively with other health care professionals. Lectures provide information necessary to successfully complete course activities.

Course exercises and projects permit students to develop practical skills in a structured environment. All students will demonstrate to the class proper use of a commonly prescribed medical device. The second activity will discuss and reinforce proper technique and clinical skills for clinical interventions in the current programs in community pharmacy such as, MTM services through Mirixa and Outcomes, RxAlly Performance Network, Pennsylvania Pharmacists Care Network (PPCN), the EquiPP initiative with Pharmacy Quality Alliance and outpatient healthcare models rising from healthcare reform. The third project involves understanding third party insurances and formulary management. Students will write a drug monograph, prior authorization criteria or step-therapy recommendations, then present substantiated conclusions on how this product would be covered for a patient with a specific disease state.

Required Textbooks and/or Other Course Materials

No required textbook.

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. 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.

Assignments, Presentations, Examinations, and Other Methods of Evaluation

Participation: Classroom Participation/In-Class Assignments

The foundation for learning in this course is discussion. 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)

Group Project 1: Medical Device Demonstrations

Students will be put into groups and assigned medical devices such as glucose meters, insulin pens, etc. Each group will learn to operate the medical devices; Students will present the instructions for the device according to the assignment instructions to classmates so that all students understand the proper use of each device. Students may earn up to 100 points for this exercise.

Group Project 2: Clinical Intervention Project

Students will be put into groups and given a patient’s comprehensive medication review. Students will identify the drug related problems in the ambulatory patient. Students may use appropriate drug information resources to critically evaluate the scenario. Students will identify drug related problems, immunization recommendations, and preventative health recommendations and convey the information to the patient and prescriber utilizing a Medication Action Plan and Provider communication. The assessment must include problem solving for drug related problems including disease state management, formulary/cost management, prevention and reduction of ADRs, and drug/disease interactions. Each group will present their recommendations to their classmates so that the group can discuss potential solutions to the problems. Students may earn up to 100 points for the activity.

Group Project 3: Third Party Insurance Formulary/Prior Authorization Project
Students will be put into groups and given a case scenario of a patient with a prescription for a medication which is either step therapy or requires prior authorization. The student will need to identify and analyze the clinical relevance of the medication based on a clinical literature review of the medication. (a works cited of the articles reviewed needs to be provided with the written project). A detailed product monograph needs to be done on the medication to receive credit. The group then needs to identify what the criteria are for the medication to receive prior authorization for this specific insurance. A detailed product monograph with prior authorization criteria must be written for each group to receive credit. A 10-minute oral presentation will be done by each group. Each group will present substantiated conclusions in regards to their patient receiving the medication that needs prior authorization. A rubric will be used to evaluate the work. Students may earn up to 100 points for the written assignment and presentation.

Group Project 4: Self-Care Newsletter and Presentation

Each group will create and present a video on an assigned self-care topic. Students may earn up to 50 points for the assignment.

Point and Weighted Value of Participation, Assignments and Projects

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighted Value</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>50 points (12.5%)</td>
</tr>
<tr>
<td>Medical Device Demonstrations</td>
<td>100 points (25%)</td>
</tr>
<tr>
<td>Clinical Intervention Project</td>
<td>100 points (25%)</td>
</tr>
<tr>
<td>Formulary Project</td>
<td>100 points (25%)</td>
</tr>
<tr>
<td>Self-Care Newsletter and Presentation</td>
<td>50 points (12.5%)</td>
</tr>
</tbody>
</table>

**Total** 400 points

✔️ Grading Policy

Note: Faculty reserve the right to adjust assessment scoring (exams, quizzes, assignments, etc) based on faculty judgment.

Breakdown

The following grading scale will be used in the course. Final grades will be assigned after review by all of the instructors in the course.

No extra credit will be given or offered on an individual student basis.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91.5 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>89.5 - 91.5%</td>
</tr>
<tr>
<td>B+</td>
<td>87.5 - 89.5%</td>
</tr>
<tr>
<td>B</td>
<td>81.5 - 87.5%</td>
</tr>
<tr>
<td>B-</td>
<td>79.5 - 81.5%</td>
</tr>
<tr>
<td>C+</td>
<td>77.5 - 79.5%</td>
</tr>
<tr>
<td>C</td>
<td>69.5 - 77.5%</td>
</tr>
<tr>
<td>D</td>
<td>60.0 - 69.5%</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.0%</td>
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</tbody>
</table>

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.

1.1.1. Develop and demonstrate depth and breadth of knowledge in biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences.

1.1.4. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.

1.1.5. Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.

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).

2.1.2. Interpret evidence and patient data.

2.1.3. Prioritize patient needs.

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

2.1.5. Implement patient care plans.

2.1.6. Monitor the patient and adjust care plan as needed.

2.1.7. Document patient care related 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.

2.2.1. Compare and contrast the components of typical medication use systems in different pharmacy practice settings.

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).

2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.

2.2.11. Discuss the control and monitoring of medication use systems for efficiency and effectiveness via budgets, behavioral, and operational techniques.
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.

3.1.4.
Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.

3.1.6.
Reflect on the solution implemented and its effects to improve future performance.

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

3.2.3.
Demonstrate the ability to coordinate educational efforts with other healthcare providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.

3.2.4.
Ensure instructional content contains the most current information relevant for the intended audience.

3.2.5.
Adapt instruction and deliver to the intended audience.

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

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

3.6.9.
Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.

Domain 4: Personal and Professional Development

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

4.2.3.
Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork.

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

4.2.5.
Empower team members by actively listening, gathering input or feedback, and fostering collaboration.

Learning Outcomes and Assessment Strategy

1. Demonstrate proper techniques for medical devices and the communication skills used in the care of patients in need of various medical devices (medical device demonstration assignment)

   a. Students will participate hands-on assessments of medical device demonstration and discussion in class and will be assessed individually on the assignment (step by step description and 2-page assignment) (1.1.4-1.1.6, 2.2.1-2.2.2, 2.2.6,
2.2.11, 2.3.2, 3.2.3-3.2.5, 3.6.9, 4.2.3-4.2.5)

2. Evaluate patient scenarios to identify evidence-based recommendations for interventions including problem solving for drug related problems, disease state management, formulary/cost management, prevention and reduction of ADRs, and drug/disease interactions to formulate strategies for closing gaps in care (Intervention assignment)
   a. Students will participate in patient case evaluations and discussions in small groups and will be assessed individually during class presentations (1.1.1, 1.1.5, 1.1.6, 2.1.2-2.1.7, 2.2.6, 2.3.2, 2.3.4, 3.1.1-3.1.6, 3.2.3-3.2.5, 3.6.9, 4.2.3-4.2.5)

3. Provide evidence-based justification to a patient’s drug therapy regimen that requires prior authorization or step therapy recommendations. (Third Party Insurance Assignment)
   a. Students will participate in formulary/prior authorization project in-class in small groups and will be assessed individually during the presentation. (1.1.4-1.1.6, 2.2.6, 3.1.1-3.1.6, 3.2.3-3.2.5, 3.6.8-3.6.9, 4.2.3-4.2.5)

4. Discuss self-care related product recommendations for self-care topics commonly identified in community pharmacy practice. (Self-Care Assignment)
   a. Students will be assigned a self-care topic in which they will orally discuss treatment recommendations. (1.1.5, 2.2.2, 2.2.6, 2.3.2, 3.2.3-3.2.5, 4.2.3-4.2.5)

Course Objectives

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

1. Recount fundamental information about the Top 200 drugs including brand and generic associations, site identification, drug class, mechanism of action, indications, dosing ranges, contraindications, drug-drug and drug-disease state interactions, and common adverse effects.
2. Demonstrate the proper operation of blood glucose monitors, insulin pens, multiple types of inhalers, a nebulizer, and other medical devices
3. Design and deliver a presentation to teach themselves and classmates to use a medical device
4. Identify a medication that requires a prior authorization under a third-party insurance and be able to evaluate the clinical criteria and analyze if the medication is appropriate for the patient at this time based on the current clinical literature. Furthermore, be able to prepare an appropriate clinical application to third party insurance for prior authorization approval.
5. Analyze patient specific information in order to manage a common drug-drug interaction
6. Critique a patient profile in order to avoid a drug-disease state interaction or manage an adverse drug reaction
7. Interact and communicate more effectively with other students, faculty, patients and healthcare professionals
8. Identify the similarities between course exercises and activities that will occur in community pharmacy practice
9. Justify pharmacists as the healthcare professionals most qualified to manage drug therapy
10. Explain the value of the provision of clinical pharmacy services in a community practice setting

Key Concepts

Outline of Course Topics and Lecture/Lab Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27/19</td>
<td>Introduction to Course – The Evolution and challenges of clinical practice in community pharmacy</td>
<td>Dr. Maher</td>
</tr>
<tr>
<td>9/3/19</td>
<td>Strategies for safely dispensing the Top 200 Drugs Encountered in a community pharmacy</td>
<td>Dr. Gessler</td>
</tr>
<tr>
<td>9/10/19</td>
<td>Managing Clinically Relevant Drug-Drug Interactions</td>
<td>Dr. Bunk</td>
</tr>
<tr>
<td>9/17/19</td>
<td>Identifying Common Adverse Drug Reactions</td>
<td>Dr. Hatcher</td>
</tr>
<tr>
<td>9/24/19</td>
<td>Avoiding Drug-Disease Interactions</td>
<td>Dr. Hatcher</td>
</tr>
<tr>
<td>10/1/19</td>
<td>Patient Counseling and Prescriber Communication in Community Practice</td>
<td>Dr. Gessler</td>
</tr>
<tr>
<td>10/8/19</td>
<td>Medical Device Demonstration</td>
<td>Dr. Bunk</td>
</tr>
<tr>
<td>10/15/19</td>
<td>Documentation of Interventions in the Community Pharmacy</td>
<td>Dr. Bunk</td>
</tr>
<tr>
<td>10/22/19</td>
<td>MTM and Advanced Clinical Initiatives in Community Practice</td>
<td>Dr. Gessler</td>
</tr>
<tr>
<td>10/29/19</td>
<td>In Class Group Intervention Project</td>
<td>Dr. Bunk/Gessler</td>
</tr>
<tr>
<td>11/5/19</td>
<td>Understanding of Third Party Insurance in the Community</td>
<td>Dr. Maher (via recording)</td>
</tr>
</tbody>
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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.

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.

1. Students are expected to act in a professional manner. Specifically, students:
   a. should help to create a positive learning
   b. are expected to be quiet and
   c. are expected to turn off all cell phones, pagers, (or turn them to vibrate or another mode which will not interrupt the class).
   d. are highly encouraged to participate in the class in a positive manner by asking/answering

2. Students who repeatedly violate the expectations listed in items 1b and c may be asked to leave the classroom.

3. Students should likewise expect the faculty to create a professional and productive course.

Policy for Missed or Late Assignments

Participation points will be assigned to each student for 10 of the class sessions. 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 (personal illness or death of an immediate family member) 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 (work, job interview, or any other reason than listed above), he/she 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.

Policy and Procedure for Return/Review of Exams

Grades and assignments will be communicated to students via Blackboard®. Assignments will not be handed back, however, individual feedback will be available on an appointment only basis. Students wishing to review or discuss an assignment should contact the course coordinator to schedule an appointment.

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**

[https://duquesne.blackboard.com](https://duquesne.blackboard.com)

School of Pharmacy: Professional and Graduate Students: ➤ Student Pharmacists ➤ Student Handbook ➤ Academic Policies and Procedures

Additional Items