DUQUESNE UNIVERSITY
SCHOOL OF PHARMACY

Course Title: Seminar on Current Practice Guidelines in Ambulatory Care
Course Number: PHPR 478-01
Credits: 2 credits
Prerequisites: Enrollment in PYIII, Duquesne University School of Pharmacy
Semester: Spring 2018
Course Hours: Tuesdays 4:30pm – 6:15pm
Location: 204 Bayer

Course Faculty:

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Office Hours: By Appointment
Educational Technology Requirements:

A Blackboard site will be maintained for this course. Students should regularly check the Blackboard course site for announcements, handouts, instructions, assignments, etc. Educational Technologies required by the School of Pharmacy will also be used in this course. Students are responsible for assuring that their equipment is in working order and is up to date with these guidelines.

Introduction:

The past several years has seen tremendous expansion in pharmacists’ roles as healthcare professionals. Evolving trends in pharmacy practice include the delivery of advanced clinical pharmacy services in the ambulatory and community pharmacy settings. Clinical practice guidelines and treatment recommendations change on the basis of new evidence. Pharmacists must be familiar with the medical literature and the concept of evidence-based medicine and be able to critically evaluate, assimilate, and apply current drug and disease information to provide the best possible care for patients. Knowledge of current treatment guidelines and renowned clinical trials will better position students to be part of interdisciplinary teams, make a mark on patient care, and incorporate advanced patient care strategies into their future ambulatory and community practices.

Course Description:

This course is designed to enhance students’ abilities to provide advanced care to patients in an ambulatory or community pharmacy setting. Students will be expected to become proficient in discussing current clinical practice guidelines and treatment recommendations and applying disease management and evidence-based pharmacotherapy concepts to patients. Students also will read and discuss literature pertaining to pertinent clinical trials as well as pharmacists’ impact on patient outcomes in these areas. Application of clinical practice guidelines, current treatment recommendations, and disease management concepts will occur via patient case-based exercises. The course will focus on disease states that are prevalent in the ambulatory population as well as those of which pharmacists may make the greatest impact.

Required Textbook: None
## Course Domains, Competencies, Subcompetencies

<table>
<thead>
<tr>
<th>DOMAIN 1</th>
<th>Foundational Knowledge</th>
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<tbody>
<tr>
<td>Sub-Domain/Competency</td>
<td>1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., <strong>biomedical</strong>, <strong>pharmaceutical</strong>, <strong>social/behavioral/administrative</strong>, and <strong>clinical sciences</strong>) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and <strong>patient-centered care</strong>.</td>
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<thead>
<tr>
<th>DOMAIN 2</th>
<th>Essentials for Practice and Care</th>
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</table>
| Sub-Domains/Competencies | 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. |

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<tr>
<th>DOMAIN 3</th>
<th>Approach to Practice and Care</th>
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| Sub-Domains/Competencies | 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 learning.  
3.6. Communication (Communicator) – Effectively communicate empathically, verbally and nonverbally, when interacting with an individual, group, or organization. |

### Selected Learning Outcomes and Assessment Strategies:

- Recommend appropriate pharmacotherapy considering all patient characteristics.  
(Domain/Competencies/Subcompetencies: 1.1, 2.1, 2.2, 2.3, 3.1). Patient cases discussed in class; Care planning assignments/case exercises; SOAP notes

- Develop a patient-specific pharmaceutical care plan.  
(Domain/Competencies/Subcompetencies: 1.1, 2.1, 2.2, 2.3, 3.1, 3.2, 3.6). Care planning assignments/case exercises

### Course Objectives

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

1. Describe advanced clinical practice opportunities for pharmacists in the ambulatory care and community settings
2. Discuss the concepts of evidence-based medicine and how clinical practice guidelines are developed
3. Become familiar with renowned clinical trials and other work that has shaped contemporary pharmacotherapy
4. Identify and explain current clinical practice guidelines and treatment recommendations for hyperlipidemia, hypertension, osteoporosis, asthma, COPD, migraine, tobacco addiction, diabetes, weight management, depression, PUD, GERD, heart failure, and outpatient anticoagulation
5. Apply current clinical practice guidelines, clinical trial data, and treatment recommendations to patient case scenarios for hyperlipidemia, hypertension, osteoporosis, asthma, COPD, migraine, tobacco addiction, diabetes, weight management, depression, PUD, GERD, heart failure, and outpatient anticoagulation
6. Synthesize appropriate recommendations for patients based on current clinical practice guidelines, clinical trial data, and treatment recommendations in the areas of hyperlipidemia, hypertension, osteoporosis, asthma, COPD, migraine, tobacco addiction, diabetes, weight management, depression, PUD, GERD, heart failure, and outpatient anticoagulation
7. Evaluate pertinent research studies, clinical trials, and outcomes studies in selected ambulatory care topics.

Methods of Evaluation:

Classroom Participation

The foundation for learning in this course is discussion. Therefore, it is expected that students prepare for class (i.e., do readings, assignments, etc.) and actively participate in class. A participation grade will be assigned to each student for each class.

Care Plan/SOAP Note Design

During certain class sessions, students will be given a patient case and asked to design a care plan or SOAP note for the patient. Students may complete the activity in small groups. Care plans/SOAP notes will be submitted for evaluation and grading.

In Class Exercises

During class sessions, a variety of in class exercises may be utilized to reinforce concepts as well as to evaluate student performance. Some of these exercises will have point values associated with them.
Journal Club Project

Reading and evaluating current literature and its application to clinical questions is an important skill as a clinical pharmacist. Students will read a pertinent ambulatory care article and prepare a written evaluation/critique and apply it to a clinical scenario. The project must be submitted by 11:59pm on February 27, 2018. (See Policy for Late or Missed Assignments).

SOAP Note Project

Students will view a video of the interview portion of an MTM session. The students will have access to the patient chart. Students will apply concepts learned in class to this information to develop a written SOAP note documenting the encounter and their assessment and plan. The project must be submitted by 11:59pm on April 17, 2018. (See Policy for Late or Missed Assignments).

Grading (Point Distribution and Policy):

<table>
<thead>
<tr>
<th>Participation</th>
<th>10%</th>
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<tbody>
<tr>
<td>In Class Care Plans/SOAP Notes</td>
<td>15%</td>
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<tr>
<td>Miscellaneous In-Class Exercises</td>
<td>25%</td>
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<tr>
<td>Journal Club Project</td>
<td>25%</td>
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<tr>
<td>SOAP Note Project</td>
<td>25%</td>
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A = 90 – 100%
B = 80 – 89.9%
C = 70 – 79.9%
D = 60 – 69.9%
F = < 60%

Faculty reserve the right to have unannounced quizzes, assign out of class work, etc. The point value for all such activities will be announced at the time of the assignments.

Course Topics and Schedule
(Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>January 16</td>
<td>(1) Evidence-based Pharmacotherapy and Clinical Practice Guidelines</td>
<td>Dr. Stewart</td>
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<tr>
<td></td>
<td>(2) Literature Evaluation</td>
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<td>January 23</td>
<td>Osteoporosis</td>
<td>Dr. Skomo</td>
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<td></td>
<td>In Class Activity: Patient Case with Questions</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>In Class Activity</td>
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<td>January 30</td>
<td>Migraine and Primary Headache Disorders</td>
<td>Case-based Vignettes</td>
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<td>February 6</td>
<td>Tobacco Cessation</td>
<td>Game</td>
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<tr>
<td>February 13</td>
<td>Weight Management</td>
<td>Patient Case with Questions</td>
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<tr>
<td>February 20</td>
<td>Hypertension</td>
<td>Case-based Vignettes</td>
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<tr>
<td>February 27</td>
<td>Diabetes</td>
<td>Care Plan</td>
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<tr>
<td>March 6</td>
<td>Spring Break – No Class 😁</td>
<td></td>
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<tr>
<td>March 13</td>
<td>Hyperlipidemia</td>
<td>Case-based Vignettes</td>
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<tr>
<td>March 20</td>
<td>Anticoagulation in an Outpatient Setting</td>
<td>Case-based Vignettes</td>
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<tr>
<td>March 27</td>
<td>PUD and GERD</td>
<td>SOAP Note</td>
</tr>
<tr>
<td>April 3</td>
<td>Panel Discussion with Ambulatory Care Practitioners</td>
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<tr>
<td>April 10</td>
<td>Asthma/COPD</td>
<td>TBD</td>
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</tbody>
</table>
April 17          Depression                               Dr. Amidon
In Class Activity: TBD

SOAP Note Project Due

April 24          Heart Failure                              Dr. Stewart
In Class Activity: Case-based Vignettes 

CLASSROOM POLICIES
*Please read, as these policies will be strictly enforced.*

Attendance Policy:

Attendance at course lectures is **highly recommended**. Course lectures will provide the content that is essential for optimal performance in the course as well as in the future as a practicing pharmacist. Students are responsible for **ALL** class materials, whether or not they attend lectures. Lectures are used to supplement text materials, and may include concepts beyond those covered explicitly in texts.

Professional Classroom Behavior:

Classroom behavior is expected to be representative of a professional level program. The instructors endeavor to foster an environment of mutual respect and professionalism in the classroom. Disruptive behavior (loud or continuous talking, music, or other behaviors that disrupt learning) will not be tolerated. It is also expected that students will display proper respect to instructors and fellow students by turning off cell phones and pagers during class sessions. At any time, the instructors reserve the right to remove a student from a lecture for behavior that is deemed inappropriate, disrespectful, and/or distracting.

Policies for Late or Missed Assignments:

**Classroom Participation**

If a student has an absence from the class and it is **excused** (*e.g., personal illness, death of a family member/friend, travel for school/professional purposes*), he/she will receive participation points for that class. If a student has an absence from class and it is **unexcused** (*e.g., work, job interview, personal travel/vacation*) 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 or as soon as possible in order to discuss the absence.

**In Class Exercises and Care Plans/SOAP Notes**

In class exercises and care plans/SOAP notes are completed during class. If a student misses class, he/she can do a make-up assignment. The assignment must be submitted to the
appropriate faculty member/instructor within 1 week of the missed class. If the student does not turn in the assignment within 1 week of the missed class, he/she will receive a zero for that assignment.

**Journal Club and SOAP Note Projects**

The Journal Club and SOAP Note Projects are due to be submitted by 11:59pm on their due date. Anything submitted after 11:59pm that day will be considered late. For each 24-hour block of time that passes after 11:59pm on the due date, 5 points will be deducted from the assignment score. If the assignment has not been posted within 1 week of the due date, the student will receive a zero.

**Administrative Policies Governing All Courses**

Exam Tardiness Policy
Missed Exams Policy
Grade Appeal Policy
Academic Integrity Policy
Services for Students with Disabilities
Audio/Visual Taping Policy

_Students are required to review these policies in their entirety. Complete copies of or links to the policies may be found on the Student Services Blackboard site, Policy and Procedures._