Seminar on Current Practice Guidelines in Ambulatory Care

PHPR-478

Spring 2020  Section 01  2 Credits  01/09/2020 to 05/06/2020  Modified 01/02/2020

Scheduled Class Meeting Times and Class Location

Self-Study (Online) and In-Class Applications

See course schedule for specific dates for live in-class meetings
Tuesday, 4:30 PM to 6:15 PM, 204 Bayer (unless specified otherwise)

Instructor(s) and Office Location(s)

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Course Description

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.

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.

Requisites
Enrollment in PYIII, Duquesne University School of Pharmacy

Required Textbooks and/or Other Course Materials
Links to required readings will be posted on Blackboard

Educational Technology Requirements
A Blackboard site will be maintained for this course. Students should regularly 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.

Assignments, Presentations, Examinations, and Other 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/Mini Cases
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. This project will be conducted in 2 parts. In the first part, students will read an assigned article pertinent to the topics covered in the course and individually prepare a written evaluation/critique which must be submitted by 11:59pm on February 25, 2020. (See Policy for Late or Missed Assignments). In the second part, student groups (assigned by article) will lead a 10-minute journal club discussion with specific emphasis on application to patient care.

Longitudinal SOAP Note Project
This assignment will be completed over the course of the semester as disease states the patient has are covered in the course. At the start of the semester, students will view a video of the interview portion of an MTM session with a patient and will have access to the patient’s chart. As the topics of HTN, IHD, Diabetes, Anticoagulation, and Obesity are covered in self-study, students will update their SOAP note to reflect additions made based on that week’s content. At the start of the following class, students will be asked to discuss their assessment and plan updates. Updates are due before 2 noon on the day of the live class session (See schedule below for specific dates and Policy for Late or Missed Assignments).

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

- Participation 10%
- In Class Care Plans/SOAP Notes 15%
- In-Class Exercises/Mini Cases 25%
- Journal Club Project 25%
- Longitudinal SOAP Note Project 25% (5% each disease state)

*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.*

**Criteria**

- 91.5 - 100%  A
- 89.5 - 91.4%  A-
- 87.5 – 89.4%  B+
- 81.5 – 87.4%  B
- 79.5 – 81.4%  B-
- 77.5 – 79.4%  C+
- 69.5 – 77.4%  C
- 60.0 – 69.4%  D
- < 60.0%  F

**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.

**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.
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.

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

Learning Outcomes and Assessment Strategy

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 dyslipidemia, hypertension, asthma, COPD, diabetes, obesity/weight management, ischemic heart disease, heart failure, and outpatient anticoagulation
5. Apply current clinical practice guidelines, clinical trial data, and treatment recommendations to patient case scenarios for dyslipidemia, hypertension, asthma, COPD, diabetes, obesity/weight management, ischemic heart disease, 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 dyslipidemia, hypertension, asthma, COPD, diabetes, obesity/weight management, ischemic heart disease, heart failure, and outpatient anticoagulation
7. Evaluate pertinent research studies, clinical trials, and outcomes studies in selected ambulatory care topics.

Key Concepts

Outline of Course Topics and Lecture/Lab Schedule

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Course Policies and Expectations

Attendance
Attendance at course lectures is mandatory. 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.

Policy for Missed or Late 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 Longitudinal SOAP Note Projects
The Journal Club and Longitudinal SOAP Note Projects are due to be submitted by their due dates listed above. Anything submitted after the deadline passes will be considered late. For each 24-hour block of time that passes after it is due, a 10% deduction will be made from the assignment score. If the assignment has not been posted within 1 week of the due date, the student will receive a zero.

Process for seeking accommodations
Students seeking accommodations during this course must follow the policies and procedures posted on the webpage of the Office of Disability Services. These policies and procedures are found at the following web link: https://www.duq.edu/life-at-duquesne/student-services/disability-services/policies-and-procedures

In accordance with the policies and procedures, a student that has been granted exam accommodations is expected to:

1. Contact the course coordinator as soon as the accommodation letter is available via Starfish to confirm that the course coordinator has received the letter.
2. Contact the course coordinator five business days prior to each assessment for which accommodations are being requested. Students that do not make the request before the deadlines below will not be granted accommodations on the assessment.

In accordance with the policies and procedures, after notification from the student the course coordinator will:

1. Review the accommodation letter and confirm what accommodations will be available to the student.
2. Provide the student specific instructions regarding accommodations prior to each assessment for which they are requested.

**Policy and Procedure for Return/Review of Exams**

Raw scores from assignments will be communicated to students via Blackboard®. Assignments will not be handed back, however, individual feedback is available on an appointment only basis. **Students are strongly encouraged to take advantage of this opportunity for feedback.** In some cases, selected questions may be discussed in class or posted via Blackboard® for review. Students wishing to review or discuss an assessment should contact the appropriate course faculty 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 Pharmacist Handbook ➤ Policies and Procedures

**Additional Items**