Phar 6706 Foundations of Pharmaceutical Care

Course Syllabus Fall 2015
1.5 Credit

This course adheres to the items listed in the College of Pharmacy Central Syllabus:
https://docs.google.com/a/umn.edu/document/d/1artQ5e1rbzxe8IETWo7BE8k8snZAEgMMZ_QcW8yJ-II/edit?pli=1

Meeting Times & Locations

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Duluth Room</th>
<th>Twin Cities Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mondays</td>
<td>8:25 – 9:55am</td>
<td>163 LSci</td>
<td>1-450 MT</td>
</tr>
<tr>
<td>Wednesdays</td>
<td>8:25 – 9:55am</td>
<td>410 Lib</td>
<td>7-135 WDH</td>
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</tbody>
</table>

Course Website: http://moodle.umn.edu

Instructional Team

If you need assistance with the course, contact one of the Teaching Assistants.

Technology Help, Duluth: 218-726-8847 itsshelp@d.umn.edu
Technology Help, Twin Cities: 612-301-4357 help@umn.edu.

Course Directors
Keri Hager, Pharm.D., BCPS
211 Life Science
218-726-6013
khager@umn.edu
Preferred method of contact: email
Office Hours: TBD based on PD1 schedule (check Moodle)

Brian Isetts, Ph.D., BCPS
7-125 Weaver-Densford Hall
612-624-2140
isett001@umn.edu
Preferred method of contact: email
Office Hours: By appointment

Teaching Assistants
Megyn Albrechet, PD3
Email: mere0023@d.umn.edu

Alina Cernasev, PharmD
Email: cerna004@umn.edu

Stephanie Keller, PD2
Email: kelle926@d.umn.edu

Courtney Murphy, PD3
Email: murp0809@d.umn.edu

Debbie, Pestka, Pharm.D.
Email: pestk003@umn.edu
Course content:
Foundations of Pharmaceutical Care lays the groundwork for how a pharmacist should think about the rational use of drugs in caring for patients. Content and skills learned in this course will be applied in and provide a framework for all subsequent courses continuing through the 4th year of the curriculum and lifelong into practice. We expect the pharmaceutical care process to be applied and assessed in all future coursework, for example, but not limited to, pharmacotherapy patient case work-ups, applied learning in the Pharmaceutical Care Learning Center, and during experiential education experiences.

Course format:
Foundations of Pharmaceutical Care is a very interactive course that will require some pre-work (e.g. readings) for students to be prepared for class. Students can expect individual, small, and large group activities, role-playing, and simulated patient care. Students demonstrate understanding by creating care plans and through reflective writing and activities.

Prerequisites

• Successfully completed Becoming a Pharmacist

Requirements

Course Materials

Required
• Cipolle, R.J. and Strand, L.M. (2012). Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management (3rd ed.). McGraw-Hill. This is available as an e-text and can be accessed via Moodle. Students must have access to it every class session.

Optional

Computer / Technology Requirements
The University of Minnesota computer requirements are listed here:
http://www1.umn.edu/moodle/start/technical.html

Attendance Policy
Students are expected to attend every class for which they are registered. Students are expected to attend classes on the campus where they are enrolled. Instructors may choose to take attendance. When a student is unable to attend a class for health or family reasons, the instructor must be informed in advance.
Goals & Objectives

Course Goals
Understand and apply Pharmaceutical Care as the professional practice for patient-centered medication management services which includes:

- Philosophy of practice
- Patient care process
- Practice management systems

Understand the philosophy of, and apply the process of pharmaceutical care, which includes:
1. Assessing a patient’s drug-related needs, including patient medication experience and patient-specific goals of therapy
2. Identifying drug therapy problems based on indication, effectiveness, safety, and convenience.
3. Collaborating with the patient and prescribers to develop a patient-centered care plan to resolve and prevent drug therapy problems.
4. Creating a plan for follow-up evaluation.

Learning Objectives
1. Define Pharmaceutical Care Practice, and explain the need for a professional practice in pharmacy.
   Domain Competencies: 1.0  Scientific Foundations: 6.1

2. Reflect on and adopt the philosophy of practice as the ethical foundation for pharmaceutical care practice that prescribes appropriate professional behavior.
   Domain Competencies: 1.0  Scientific Foundations: 6.1

3. Demonstrate the pharmaceutical care process for simulated and live patients by:
   a. Assessing a patient’s drug-related needs, including patient medication experience and patient-specific goals of therapy
   b. Identifying drug therapy problems based on indication, effectiveness, safety, and convenience
   c. Collaborating with the patient and prescribers to develop a patient-centered care plan to resolve and prevent drug therapy problems
   d. Creating a plan for follow-up evaluation.
   Domain Competencies: 1.1, 1.2, 1.3, 3.6  Scientific Foundations: 6.1.5, 6.1.6, 6.1.7, 6.1.9, 6.1.10

4. Explain the importance of and apply effective listening skills to interview a patient regarding the patient’s drug therapy needs.
   Domain Competencies: 1.1, 1.2, 5.9  Scientific Foundations: 5.8.1, 5.8.4, 5.8.5, 5.9.1, 5.9.3, 6.1.3, 6.1.4

5. Demonstrate collaboration and oral and written communication with patients and other healthcare professionals (appropriate to the audience) to propose effective solutions to meet patient-specific drug-related needs.
   Domain Competencies: 1.4, 4.2, 5.7, 5.9  Scientific Foundations: 5.8, 5.8.1, 5.8.3, 6.1.8

6. Describe how principles of public health and patient behavior impact patient/pharmaceutical care.
   Domain Competencies: 2.1  Scientific Foundations: 5.4

7. Apply evidence-based medicine skills in developing a plan to address a patient’s drug-related needs.
   Domain Competencies: 6.1  Scientific Foundations: 6.6, 6.8
Assessments and Grading

Graded Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Learning Goals</th>
<th>Points</th>
<th>% of Grade</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readiness Quizzes/Classroom Assessment Techniques</td>
<td>1, 2, 3, 6</td>
<td>20</td>
<td>8%</td>
<td>Variable</td>
</tr>
<tr>
<td>Philosophy of Practice: Movie Writing Assignment</td>
<td>1, 2</td>
<td>20</td>
<td>8%</td>
<td>9/23</td>
</tr>
<tr>
<td>Patient Care Process #1: Summarize the Medication Experience of 2 Patients</td>
<td>1, 2, 3, 4</td>
<td>20</td>
<td>8%</td>
<td>10/7</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>1, 2, 3, 5</td>
<td>40</td>
<td>16%</td>
<td>10/21</td>
</tr>
<tr>
<td>Patient Care Process #2: Assess a Patient</td>
<td>1, 2, 3, 4, 5</td>
<td>25</td>
<td>10%</td>
<td>10/28</td>
</tr>
<tr>
<td>“Connecting the Dots” Part 1: Concept Map/Reflective Writing/Pear Review</td>
<td>1, 2</td>
<td>10</td>
<td>4%</td>
<td>11/4</td>
</tr>
<tr>
<td>Patient Care Process #3: Assess a Patient, Develop a Care Plan, and Set Follow-up Parameters</td>
<td>1, 2, 3, 4, 5, 7</td>
<td>25</td>
<td>10%</td>
<td>11/11</td>
</tr>
<tr>
<td>Teaching Pharmaceutical Care</td>
<td>1, 2, 3, 6</td>
<td>30</td>
<td>12%</td>
<td>12/2</td>
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<tr>
<td>Patient Care Process Final: Assess a Patient, Develop a Care Plan, and Set Follow-up Parameters</td>
<td>1, 2, 3, 4, 5, 7</td>
<td>50</td>
<td>20%</td>
<td>12/9</td>
</tr>
<tr>
<td>“Connecting the Dots” Part 2: Concept Map/Critical Appraisal</td>
<td>1, 2, 3</td>
<td>10</td>
<td>4%</td>
<td>12/9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>250</td>
<td>100%</td>
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Course Grading Procedures

All of the graded assignments have grading rubrics utilized by the teaching team for evaluation. Each student will be assigned a teaching assistant grader for the majority of assignment grading over the course of the semester. Students’ grader may reside on a different campus.

Process for handling grading/feedback questions:

1. Within 48 hours of receiving grade/feedback, student contacts assigned grader with questions or concerns.

2. If the issue or question is unresolved through student - grader discussion, the grader will forward the question to the teaching team.

3. Teaching team will evaluate and resolve the concern.

4. Assigned grader will notify student of the resolution endorsed by the teaching team.

Course Letter Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>100-93</td>
<td>92.9-90</td>
<td>89.9-87</td>
<td>86.9-83</td>
<td>82.9-80</td>
<td>79.9-77</td>
<td>76.9-73</td>
<td>72.9-70</td>
<td>69.9-60</td>
<td>59.9-0</td>
</tr>
</tbody>
</table>
Statement on Penalties for Late Work

Assignments submitted late will result in a 50% reduction in the assignment grade if assignment is submitted within 24 hours of deadline. Assignments submitted greater than 24 hours after the deadline will result in zero points being awarded for the assignment; the assignment must still be completed satisfactorily to meet the requirements of the course.

Minimum Passing Level

As per the Academic Standing Committee Policy, students who receive a grade below C- in this course must successfully repeat the course before advancing to 2nd year courses.