PHAR 6901: Pharmaceutical Care Experience

Course Syllabus Spring/Summer 2016
1 Credit (elective)

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-1I/edit?pli=1

Course Web Site: http://moodle.umn.edu

Meeting Times & Locations
This elective will have preparation sessions during the late spring of 2016 semester through Moodle. During the summer, students will be paired with a practitioner mentor at a HealthEast Care System primary care clinic. Students will see patients during the summer under the supervision of their practitioner mentor. Hours will be arranged between the students and practitioner mentor. Students are expected to spend approximately one half-day at a clinic every other week. In the fall, students will meet together on campus to debrief on the experience (will use technology if needed to bridge geography).

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

Target Audience
First-year pharmacy students
The Pharmaceutical Care Experience builds on Foundations of Pharmaceutical Care and provides an early opportunity to practice pharmaceutical care in a primary care clinic setting. This elective will allow students to assess each patient’s unique medication experience and drug-related needs through patient interviews. Students will use this information to develop a patient-centered care plan under the guidance of a practitioner mentor.

Course Instructional Team
Faculty Office Hours: by appointment

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<tr>
<th>Name</th>
<th>Office Location</th>
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<tbody>
<tr>
<td>Anita Sharma, PharmD, BCACP (Course Director)</td>
<td>870 Grand Ave St Paul, MN 55105</td>
<td>651-326-5656</td>
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<td>Keri Hager, Pharm.D., BCACP (Course Director)</td>
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Practitioner Mentors

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<th>Name</th>
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<tr>
<td>Marjan Khazaeli, PharmD <a href="mailto:mskhazaeli@healtheast.org">mskhazaeli@healtheast.org</a> Cottage Grove Clinic 6936 Pine Arbor Dr South Cottage Grove, MN 55016</td>
<td>Katie Kline, PharmD <a href="mailto:kkline@healtheast.org">kkline@healtheast.org</a> Woodbury Clinic 1875 Woodwinds Drive Woodbury, MN 55125</td>
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Detailed Course Schedule

For a detailed course outline and schedule, see the course Moodle site.

Overview of the course

Course content:
The Pharmaceutical Care Experience builds on Foundations of Pharmaceutical Care and provides an early opportunity to practice pharmaceutical care in a primary care clinic setting. This elective will allow students to assess each patient’s unique medication experience and drug-related needs through patient interviews. Students will use this information to develop a patient-centered care plan under the guidance of a practitioner mentor. The pharmaceutical care process will be applied and assessed in all future coursework, including, but not limited to, pharmacotherapy patient case work-ups, applied learning in the Pharmaceutical Care Learning Center, and during experiential education experiences.

Course format:
The Pharmaceutical Care Experience is a blended didactic and experiential elective that will allow students to practice patient interviewing and care planning skills early in their pharmacy curriculum. Through patient interviews, students will learn how to assess each patient’s unique medication experience. Students will see patients approximately every other week over the summer at their respective clinic. Students will demonstrate learning by creating and documenting care plans and presenting patient cases to peers. Weekly reflective writing and topic discussions will help students strengthen their communication skills and use their clinical knowledge when communicating with patients.

Prerequisites

This course is available for PD1 students who have successfully completed:

• Becoming a Pharmacist (Phar 6700)
• Foundations of Pharmaceutical Care (Phar 6706)
• Pharmaceutical Care Skills Lab I (Phar 6710)

Computer/Technology Requirements

The University of Minnesota computer requirements are listed here:

• Moodle: This course will use Moodle to distribute resources and host course information. See Moodle setup requirements at http://www1.umn.edu/moodle/start/technical.html.
• Internet-enabled device capable of accessing Moodle (computer, tablet, etc.)

Course Materials

Required (acquired in Becoming a Pharmacist and used in Foundations of Pharmaceutical Care):

## Course Goals & Objectives

These goals are linked to the College’s Competency Domains: [Link to full competency domain document](#).

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<th>Goals</th>
<th>Objectives</th>
<th>EPAs*</th>
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<tr>
<td>Demonstrate the skills of a reflective practitioner</td>
<td>1. Articulate personal SMART (specific, measurable, attainable, realistic, and timely) learning goals for your learning within the course</td>
<td>EPA AC1</td>
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<td>2. Reflect regularly to identify learning points in order to enhance continuous self-evaluation skills</td>
<td>EPA AC1</td>
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<td>3. Describe roles and responsibilities of members on the healthcare team and identify opportunities for inter-professional collaboration</td>
<td>EPAs 8 and 11</td>
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<td>4. Contribute to the professional development of peers by providing feedback</td>
<td>EPA AC1 and EPA 11</td>
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<td>Apply pharmaceutical care as the professional practice for patient-centered medication management services</td>
<td>1. Interview patients in a primary care clinic to determine each patient’s unique medication experience</td>
<td>EPAs 1-3 EPAs 4-7, 9 EPA A1, A2</td>
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<td>2. Apply the patient care process (assess indication, effectiveness, safety, convenience) as it pertains to patients and their medications for common ambulatory conditions and medications learned in the first-year Pharm.D. curriculum</td>
<td>EPAs 3-7, 9 EPA A1, A2</td>
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<td>3. Assess a patient’s drug-related needs and determine patient-specific goals of therapy for common ambulatory conditions and medications learned in the first-year Pharm.D. curriculum</td>
<td>EPAs 4-7,9 EPA A1, A2</td>
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<td>4. Develop a therapeutic and collaborative relationship with patients and other members of the healthcare team</td>
<td>EPAs 8, 10, 11 EPA A1, A2</td>
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<td>5. Create and document a patient-centered care plan and follow-up evaluation</td>
<td>EPAs 4-7, 10 EPA A1, A2</td>
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* EPA=Entrustable Professional Activities (Below)*
Assessments and Grading

Students will be assessed through observable behaviors, using the Entrustable Professional Activities as a rubric/guide. The purpose of this course is to develop and practice a variety of skills, based on content from the didactic portions of the first year. Opportunities to assess these skills in an authentic environment may come in many forms. Therefore, assessing observable activities is an appropriate way to measure students' success in gaining these skills.

Entrustable Professional Activities (EPA)

The following EPAs are being used for Advanced Pharmacy Practice Experiences. We are using the same EPAs here, but designating an appropriate (lower) level of performance expectations for an Introductory Pharmacy Practice Experience.

Universal EPA Benchmarks

The following levels of performance are required for each EPA. These will be evaluated after students have interviewed two patients and again at the end of the course.

**EPA 1:** Assess the pathophysiology of a patient’s disease states/conditions. (Level 2)

**EPA 2:** Assess past medical history, current medications, medication experience, and allergy history. (Level 2)

**EPA 3:** Assess a patient’s current medication regimen to ensure medications are indicated, effective, safe, and convenient. (Level 2)

**EPA 4:** Develop a patient-centered therapeutic plan. (Level 2)

**EPA 5:** Provide follow-up of a patient’s medications evaluating continued appropriateness of therapy and clinical outcomes. (Level 2)

**EPA 6:** Provide therapeutic drug monitoring. (Level 2)

**EPA 7:** Documentation of a patient-centered therapeutic plan and/or provide medication information in a format consistent with the patient-specific clinical information. (Level 2)

**EPA 8:** Work with interprofessional care team members. (Level 2)

**EPA 9:** Incorporate the medical literature to provide evidence-based supported best practice clinical care. (Level 3)

**EPA 10:** Provide medical information as written documentation and as an oral presentation. (Level 3)

**EPA 11:** Exhibit professional behavior. (Level 4)

**AMBULATORY EPAs:**

**EPA A1:** Provide culturally competent care and work with patients/heath care providers from different cultures and backgrounds. (Level 2)

**EPA A2:** Provide pharmacy services within the scope and regulation of the ambulatory care pharmacist. (Level 2)

**AMBULATORY/COMMUNITY EPA:**

**EPA AC1:** Engages in the Reflect-Plan-Learn-Evaluate CPD Cycle to foster and support self-directed, lifelong learning. (Level 2)
Level of Entrustment | Description
--- | ---
Level 1 | Observation only, even with direct supervision
Level 2 | Perform with direct, proactive supervision
Level 3 | Perform with reactive supervision, ie, on request and quickly available
Level 4 | Supervision at a distance and/or post hoc
Level 5 | Supervision provided by the trainee to more junior colleagues

**Assignments**

Instructors will monitor all student work with input from mentors on a number of assignments. If work is found to be unsatisfactory, instructors will provide feedback and work with students to achieve satisfactory performance. Satisfactory performance is defined by meeting the standards of pharmaceutical care practice and documentation at the site.

- **Personal Goals:** Initial and mid-course goal setting is conducted by students and reviewed by the instructors. These goals must be SMART (i.e. specific, measurable, attainable, realistic, and timely) and will explain what students plan on achieving during this experience.
- **Clinic Day Reflections:** 5, 1-2 page reflections (one every other week, following clinic) on experiences. Students will use the “What? So What? Now What?” process for reflections (Appendix A). This includes identifying the learning situation and results, analyzing the learning as it relates to previous experiences, interpreting personal reactions to the learning (i.e. feeling, opinions, and/or attitudes) and specifying the value of the experience to self and others. Students will also explain how this experience will impact them in the future. Work is reviewed by instructors and feedback is provided to students.
- **Peer Sharing:** 5 posts on the course Moodle site (one every other week, following clinic). This includes describing student shadowing experiences with other members of the health care team and tips that students have learned or “learning points.” These posts will allow students to create their own meaning and understanding of what they need to learn and share with their peers. Students will, therefore, engage themselves intellectually, emotionally and socially in constructive conversation and learn through dialogue with and from their colleagues. Work is reviewed by instructors and feedback is provided to students.
- **Patient Care:** Interview and gather the medication experience for at least 4 patients and document the visits in the electronic health record (per health system documentation requirements). This will allow students the opportunity to interact with patients in a clinic setting. Students will learn how to communicate and engage in conversation with patients to identify each patient’s view on medications. Work is reviewed by practitioner mentors and feedback is provided to students.
- **Case Presentations:** Give two formal case presentations: one to a peer and one to your practitioner mentor following the format in chapter ten of the course text. Work is reviewed by practitioner mentors and peers using a rubric and feedback is given to students.
- **Peer Review:** Assess a peer’s patient care documentation using a rubric and give written feedback. Work is reviewed by instructors and feedback is provided to students.
• Motivational Interviewing Example: Describe to your practitioner mentor and peers how using motivational interviewing skills helped evoke change in at least one patient. This will be done through written communication in Moodle. Work is reviewed by instructors and feedback is provided to students.

• Debriefing and Evaluation: Participate in a focus group during the fall to discuss the experience and ways to improve the experience for the future. Students will also complete a brief written evaluation of their progress relative to the goals they set at the beginning of the experience. Students will also self-evaluate their work relative to the Entrustable Professional Activities (EPAs) at mid-point and final. Work is reviewed by instructors and feedback is provided to students.

Course Grades
Minimum Passing Level

Course Structure/Grading Policy: This course will be graded on a pass/fail basis. The Course Director (s) and practitioner mentors will evaluate students’ work and performance. The Course Directors will make final grade decisions. In order to pass this course, students must meet the expectations listed in the following section.

Course Expectations of Students:

1.) To earn a passing grade you must participate and satisfactorily perform in all course activities and assignments and:
   a. Attend all classes and course activities unless excused by course director
   b. Arrive to clinic and meetings in a timely fashion.
   c. Communicate openly and respectfully with all patients, classmates, and health professionals.
   d. Achieve benchmark level of entrustable professional activities (EPAs – outlined below) for all EPAs.
2.) Honor all course policies outlined in the syllabus (dress code, tardiness, patient confidentiality, etc.).
3.) Check university e-mail at least once daily and the course Moodle site at least weekly before class or clinic for course updates.

Attendance Policy
Students are expected to attend every class activity for which they are registered. When a student is unable to attend a class (or clinic) for health or emergency reasons, the instructor must be informed in advance.

Course sessions should not be missed without an excused absence and prior permission from the Course Director. Attendance will be tracked each week. Excused absences include illness, a family emergency (verified by a note from the professional person in attendance), or a University sponsored event (verified by a note from the leader of the sponsoring organization). Additional circumstances will be considered at the discretion of the Course Directors. All excused absences must be arranged with a Course Director in advance. All make-up activities for absences will be assigned at the discretion of the Course Director.

Behavior Code: Students are bound by the College of Pharmacy Honor Code, which specifically addresses confidentiality issues related to direct patient care experiences. Alleged violations of this code will be forwarded to the College of Pharmacy Honor Council for consideration.
**Tardiness:** Tardiness, without an excused reason, is unacceptable. Students are expected to present for all course activities (clinic visits and group discussions) at the assigned start time.

**Attire:** Adhere to the dress codes of both the College’s Experiential Education Manual and the practice site. Maintain personal health and good grooming habits as per professional standards of the practice setting and as required at the site. A nametag and white coat must be worn. Clothes that would be inappropriate in a patient care setting include: t-shirts, shorts, open-toed shoes, flip-flops, blue jeans, abdomen exposing or off-the-shoulder shirts, short skirts, and hats.

**Honor Code**

Academic misconduct is any unauthorized act which may give a student an unfair advantage over other students, including but not limited to: falsification, plagiarism, misuse of test materials, receiving unauthorized assistance and giving unauthorized assistance. Instructors or a fellow student may report academic misconduct during an exam to the Course Directors and the Honor Council for investigation.

**Course Evaluations**

Students will have an opportunity to complete online course evaluations for instructors and the course itself (including instructional strategies, etc.) at the end of the semester. You are encouraged to contact one of the course directors any time you have concerns about the course or your progress in the course.

**University of Minnesota and College of Pharmacy Policy Reference** *(Centralized Syllabus)*

This page includes all required UMN and CoP policies, e.g., Academic Freedom; Copyright; Course Evaluations; Disability Accommodations; FERPA, etc.