

## Cover Sheet: Request 15723

### PHA 5XXX – Decision-Making in Managed Care Pharmacy

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Karen Whalen whalen@cop.ufl.edu
Created	1/22/2021 2:11:51 PM
Updated	1/22/2021 3:44:56 PM
Description of request	This course is proposed as new 1 credit hour elective that will be offered to second- and third-year pharmacy students.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Karen Whalen		1/22/2021
MCP elective syllabus.pdf					1/22/2021
COP Course Policies 2020 Final.pdf					1/22/2021
College	Approved	COP - College of Pharmacy	Shauna Buring		1/22/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			1/22/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

# Course|New for request 15723

## Info

**Request:** PHA 5XXX – Decision-Making in Managed Care Pharmacy

**Description of request:** This course is proposed as new 1 credit hour elective that will be offered to second- and third-year pharmacy students.

**Submitter:** Karen Whalen whalen@cop.ufl.edu

**Created:** 1/22/2021 2:43:12 PM

**Form version:** 4

## Responses

### Recommended Prefix

*Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.*

Response:  
PHA

### Course Level

*Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).*

Response:  
5

### Course Number

*Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.*

Response:  
XXX

### Category of Instruction

*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.*

Response:  
Advanced

- 1000 level = Introductory undergraduate
- 2000 level = Introductory undergraduate
- 3000 level = Intermediate undergraduate
- 4000 level = Advanced undergraduate
- 5000 level = Introductory graduate
- 6000 level = Intermediate graduate
- 7000 level = Advanced graduate
- 4000/5000= Joint undergraduate/graduate
- 4000/6000= Joint undergraduate/graduate

*\*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)*

**Lab Code**

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:  
None

**Course Title**

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.&nbsp;

Response:  
Decision-Making in Managed Care Pharmacy

**Transcript Title**

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:  
Decision-Making Mgd Care Pharm

**Degree Type**

Select the type of degree program for which this course is intended.

Response:  
Professional

**Delivery Method(s)**

Indicate all platforms through which the course is currently planned to be delivered.

Response:  
On-Campus, Online, Off-Campus

**Co-Listing**

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:  
No

**Effective Term**

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:  
Earliest Available

**Effective Year**

Select the requested year that the course will first be offered. See preceding item for further information.

Response:  
Earliest Available

**Rotating Topic?**

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:  
No

**Repeatable Credit?**

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:  
No

**Amount of Credit**

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:  
1

**S/U Only?**

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:  
Yes

**Contact Type**

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

## Regularly Scheduled

- Regularly Scheduled [base hr]
- Thesis/Dissertation Supervision [1.0 headcount hr]
- Directed Individual Studies [0.5 headcount hr]
- Supervision of Student Interns [0.8 headcount hr]
- Supervision of Teaching/Research [0.5 headcount hr]
- Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

## Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:

1

## Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:

This elective course teaches key components of evaluating and applying evidence to decision-making in managed care pharmacy settings through project-based experiences. Students will apply critical thinking skills in a self-directed, team-based learning environment. The student will gain knowledge to advanced concepts in managed care pharmacy through directed journal clubs and lectures.

## Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

Courses level 3000 and above must have a prerequisite.

Please verify that any prerequisite courses listed are active courses.

Response:

Satisfactory completion of the first year of the PharmD curriculum up to and including Block 4

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
- If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY\_BS, undergraduate Disabilities in Society minor = DIS\_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student

should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH  
&nbsp;

### **Co-requisites**

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:  
N/A

### **Rationale and Placement in Curriculum**

Explain the rationale for offering the course and its place in the curriculum.

Response:  
This is an elective course in the PharmD curriculum. The course requires application of knowledge learned in the first year of the PharmD curriculum. Students who have successfully completed the first year of the curriculum may enroll.

### **Course Objectives**

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

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

- Evaluate and critique scientific literature related to managed care pharmacy, health economics, pharmacoeconomics, and outcomes research;
- Apply evidence to a managed care population and business setting;
- Develop evidence summaries for use in managed care organizations;
- Translate scientific studies into pharmacy benefit structure and population health
- Communicate decisions to stakeholders in a managed care organization

### **Course Textbook(s) and/or Other Assigned Reading**

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. &nbsp;&nbsp;&nbsp;Please provide specific examples&nbsp;&nbsp;&nbsp;to evaluate the course and identify required textbooks.&nbsp;&nbsp;&nbsp;

Response:  
No required textbooks  
Students will be assigned monthly journal club articles published in the Journal of Managed Care Pharmacy (available online via the HSC library)

### **Weekly Schedule of Topics**

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:  
Date

Activity Title

Contact Hrs

Week 1   Lecture: Pharmacy and Therapeutic Committees in Managed Care Pharmacy

1 hr	
Week 2	AMCP P&T Competition Presentations (optional)
0 hr	
Week 3	JMCP Journal Club (TBD) and written article critique
1 hr	
Week 5	Lecture: Evidence for Managed Care Pharmacy
1 hr	
Week 6	JMCP Journal Club (TBD) and written article critique
1 hr	
Week 8	Lecture: Specialty Pharmacy
1 hr	
Week 9	JMCP Journal Club (TBD) and written article critique
1 hr	
Week 11	Lecture: Innovative contracting and formulary design
1 hr	
Week 13	JMCP Journal Club (TBD) and written article critique
1 hr	
Week 15	Group presentations (required)
8 hr	
Jan-April	All students complete drug monograph group work and prepare for final presentation

### Grading Scheme

*List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.*

#### Response:

Passing grade will be based on passing each of the below activities. Attendance is mandatory for each block meeting and oral presentation.

#### Assessment Item

##### Pass criteria

Journal Club Critiques Score of 67 of 96 total points combined across 4 journal clubs  
 Group Presentation Score of 44 of 63 points assigned to the whole group performance  
 Post-Lecture Self-Reflections

Completed and submitted within 1-week after each lecture

CATME Peer and self-evaluations Must complete peer evaluations for each group member and self-reflections within 1-week after group presentations

Post-course self-reflection Completed and submitted with 2-weeks after group presentations

Rubrics for each of these items are included in the syllabus.

**Instructor(s)**

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Joshua Brown, Pharm.D., Ph.D.  
Laura Happe, Pharm.D., MPH  
Teresa Roane, Pharm.D., BCACP  
Patrizia Taddei-Allen, Pharm.D., MBA

**Attendance & Make-up**

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

**Accommodations**

Please confirm that you have read and understand the University of Florida Accommodations policy.

A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Response:

Yes

**UF Grading Policies for assigning Grade Points**

Please confirm that you have read and understand the University of Florida Grading policies.

Information on current UF grading policies for assigning grade points is required to be included in the course syllabus. The following link may be used directly in the syllabus:

• <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

**Course Evaluation Policy**

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy.

A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:



• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

&nbsp;

Response:

Yes

## Class Attendance

Attendance and punctuality are expected of pharmacists in practice since they are essential elements in maintaining quality patient care and patient safety. The PharmD program has firm attendance policies in order to instill good habits that will be needed in practice. In addition, class participation is vital to developing the knowledge, skills, and attitudes essential for success as a pharmacist. Class attendance is mandatory for active learning sessions such as team-based learning sessions, case discussions, laboratory sessions, and other activities that the instructor designates as required attendance.

## Excused/Non-excused Absences

Similar to employment expectations in pharmacy practice, unexcused absences and tardiness are not tolerated.

Attendance will be excused in the following situations: serious illness (3 or more consecutive class days requires a health care provider note/documentation), serious family emergencies, military obligation, severe weather conditions, religious holidays (Please see the [University policy on attendance and religious holidays](#)) and other reasons of that are of serious nature or unexpected. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) **will be** excused. Absences due to an infectious illness in the contagious phase will be excused. **Students should not come to class if they have a contagious illness.**

Consideration for an excused absence outside of the instances listed above will be given to situations communicated to the Academic Coordinator **at least 30 days prior** to the event. Requests made less than 30 days from the event may not be considered.

The PharmD calendar allows for participation in professional development opportunities, including professional meetings. Students should consult the PharmD calendar before making travel plans for professional development opportunities to ensure travel falls within the dates allotted on the PharmD calendar. Absences outside of allotted travel days on the PharmD calendar for professional development opportunities will not be excused.

For excused absences, the grade book will show EX (excused) for the grade of a missed graded activity and the course grade will be calculated without consideration of these missing points, unless a makeup is assigned. When the instructor assigns a makeup assignment, the EX grade will be replaced with the grade earned on the makeup assignment. If the makeup assignment is not submitted by the required deadline, zero points will be awarded for the graded elements of the missed session.

Both excused and unexcused absences are tracked across the curriculum. Students with three or more absences (excused and unexcused) during a semester or five or more absences during the academic year may be referred to the Assistant Dean for Student Affairs. The student may be requested to provide a higher level of documentation. Excessive absences alter the fundamental element of active and collaborative learning that is integral to coursework in the PharmD program. Excessive absences may result in the need to repeat coursework.

## Requests for Excused Absence

A request for an excused absence must be communicated via email **at least 30 minutes prior to the class session**, with the exception of unforeseen emergencies. It is recommended to communicate your absence as soon as you become aware you will not be able to attend class. Students should use the class-appropriate email address to request an excused absence.

- 1PD = [absent1PD@cop.ufl.edu](mailto:absent1PD@cop.ufl.edu)
- 2PD = [absent2PD@cop.ufl.edu](mailto:absent2PD@cop.ufl.edu)
- 3PD = [absent3PD@cop.ufl.edu](mailto:absent3PD@cop.ufl.edu)

If email is not possible, the student should call the Academic Coordinator (352-273-6523).

The email format below is recommended for submitting the request:

**To:** (insert absent email address for your class year)

**Subject:** PHA XXXX – Excused Absence request

I would like to request an excused absence from (insert course name, date, and time of sessions you will be missing here). Explain the nature of conflict and rationale for receiving an excused absence. Please be sure to be professional and polite. This is a request and should be phrased as such.

Thank you for your consideration of this special request.

Salutation,

Type in your full name and last 4 digits of UF-ID #, Campus Name, Team number

This email message will be received by the Academic Coordinator, distant campus and Education Coordinator. The Academic Coordinator will communicate the information to the appropriate faculty member. The Academic Coordinator will coordinate all communications about the absence request and

therefore, serve as the point of contact about decisions on the request and other information. Students are encouraged to call the Academic Coordinator for assistance with excused absences. Failing to follow this policy will render the absence unexcused. The expectation of prior notification will be exempted in situations where there was an emergency situation such as an accident or similar serious situation.

A request for an “excused absence” does not guarantee acceptance. No precedent can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The student is responsible for follow up and confirming whether the absence is excused or unexcused.

## Make Up Assignments

Make-up assignments will be provided for any excused absences when the instructor deems a make-up is indicated. Students shall be permitted a reasonable amount of time to make-up any excused absence(s). Due to the block curriculum model, **students must complete the make-up assignment by the deadline set by the course director**. The time period for this make up will be consistent with the UF attendance policies. If a student misses multiple class sessions and make-up by the end of the course becomes difficult, the student and Teaching Partnership Leader/Course Director will meet with the Assistant Dean of Student Affairs to develop options such as a makeup/remediation plan or withdrawal from the course.

Please refer to the [University Attendance Policy](#) for more details.

## Tardiness

Punctuality is expected for all face-to-face and online classes, laboratory sessions, and other educational events (e.g., orientation, class meetings). Online sessions will open 15 minutes prior to the start of class, and students should join 15 minutes before class begins to help prevent tardies due to technological difficulties. A request for an excused tardy must be communicated via email **prior to the class session**, with the exception of unforeseen emergencies. It is recommended to communicate your tardy as soon as you become aware you will be late to class. Students should use the class-appropriate email address to request an excused tardy.

- 1PD = absent1PD@cop.ufl.edu
- 2PD = absent2PD@cop.ufl.edu
- 3PD = absent3PD@cop.ufl.edu

If email is not possible, the student should call the Academic Coordinator (352 273-6523).

The email format below is recommended for submitting the request:

**To: (insert absent email address for your class year)**

**Subject:** PHA XXXX – Excused Tardy request

I would like to request an excused tardy from (insert course name, date, and time of sessions you will be missing here). Explain the nature of conflict and rationale for receiving an excused tardy. Please be sure to be professional and polite. This is a request and should be phrased as such.

Thank you for your consideration of this special request.

Salutation,

Type in your full name and last 4 digits of UF-ID #, Campus Name, Team number

Failing to follow this policy will render the tardy unexcused. The expectation of prior notification will be exempted in situations where there was an emergency situation such as an accident or similar serious situation.

A request for an “excused tardy” does not guarantee acceptance. No precedent can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The student is responsible for follow up and confirming whether the tardy is excused or unexcused.

## Professionalism Assessments

Professionalism is an educational outcome of the PharmD program and therefore, is continually assessed. Professional behaviors and attitudes are evaluated using the [Professionalism Advisement Plan](#) to determine progression and eventual readiness for graduation.

Unexcused absences are considered unprofessional behavior. Other forms of unprofessional behavior include: lateness to class resulting in missing the start of the application exercises/discussions unless permitted by instructor, classroom behaviors that are distracting or disruptive to others (e.g., loud talking that is off topic, derogatory statements towards faculty or other individuals, off-topic jokes, cat calls, slamming items against furniture), reading emails/messages, use of social media, leaving class early without informing the faculty or staff member, leaving class to purchase or pick-up food or beverage, inappropriate discussion board or social media postings, or other disrespectful behaviors (e.g., culturally insensitive statements, jokes, discussing topics that make others feel uncomfortable) towards faculty, staff, preceptors, career coaches, or other students. Non-adherence to the dress code policy is also

considered unprofessional behavior. Students who do not comply with the dress code will be asked to leave class. For more information, see the [Dress Code Policy](#).

## Expectations for Behavior During Class and Other Learning Activities

Students are expected to:

- Be diligent and timely in studying the course material.
- Be on time for class sessions, quizzes, and exams. This includes being on time when returning to class after a break.
- Remain in class for the duration of the session (i.e., if food or beverage is needed, these should be prepared ahead of time or obtained on breaks)
- Complete assigned preparation activities.
- Complete work individually or as a team, as assigned by course faculty.
- Dress appropriately for class sessions (including online class sessions) and clinical activities.
- Silence cell phones and other electronic communication devices. Computers or other electronic devices should only be used for course-related activities and with faculty approval during class.
- Discuss special circumstances that will require use of electronic devices for personal communication during class (i.e., family emergencies, etc.) with the class instructor, academic coordinator, or education coordinator at the start of class.
- Be attentive to anyone presenting or contributing to discussions.
- Participate in class or group discussions.
- Be focused and avoid distractive behaviors in class.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- State your name, campus, and team number when making comments during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Address concerns about performance or course material directly with the Teaching Partnership Leader/Course Director.
- Seek assistance with academic or personal difficulties as soon as possible.
- Additional expectations for online classes and learning activities:
  - Join the online class 15 minutes before the start of class to help offset any difficulties with technology; contact your academic or education coordinator as soon as possible if you experience technical difficulties
  - Dress appropriately for appearance on video camera; ensure that the Zoom/video background is professional

- For large classes, the video camera should be turned off and the microphone should be muted when joining the class; the video and microphone should remain off when a student is not speaking; students should be prepared to use the microphone and video camera when speaking; students should inform the instructor if they are uncomfortable turning on the video camera
- For small classes, students should make sure the microphone is muted when joining the class; the microphone should remain muted when they are not speaking; students should be prepared to have the video camera on for the duration of the class session; students should notify the instructor if they are uncomfortable turning on the video camera
- When using the chat feature, students should keep comments related to the current class session and professional in nature

## COVID-19 Policies

In response to COVID-19, the following policies and requirements are in place to maintain the learning environment and to enhance the safety of in-classroom interactions.

- Students are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- Courses have been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- Sanitizing supplies are available in the classroom if students wish to wipe down desks prior to sitting down and at the end of the class.
- Follow the instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- Students experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), should use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether they are able to attend class.
- For online class sessions during COVID-19:
  - Class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate verbally are agreeing to have their voices recorded. Communication is a key educational outcome of the Doctor of Pharmacy degree program, and students will be expected to contribute verbally during class sessions. Verbal communication by students, voluntarily offered or as required for the

learning activity, will be included in the session recording. If you are not willing to consent to have your voice recorded during class, please contact the Assistant Dean for Student Affairs. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

## Communications

### Email Communications

The course faculty will communicate with you via your official University of Florida email address ( \_\_\_\_\_@ufl.edu). When communicating with faculty via email, the subject line should include the course number and title. You should also include your full name, your academic year, campus/site, and team number in the email.

Faculty will do their best to respond to email communications within 24 hours between Monday and Friday at 12 noon. Responses on weekends and holidays will be sporadic.

### Discussion Board

Students with questions about course content should post questions on the discussion board. The purpose of the discussion board is to provide a venue for you to enhance your learning. This is accomplished by having a thread for each module where you can post questions to the course faculty. Interaction with faculty on the discussion boards will allow you to clarify your questions and apply what you are learning in other parts of the course. The goal of these discussions is to help you learn.

Faculty will do their best to respond to discussion board postings within 24 hours of the posting between Monday and Friday at 12 noon. Responses on weekends and holidays cannot be assured.

### Student Etiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about Module 1, post it in the discussion thread for Module 1.
2. Be mindful of best practices of online communication (from [The Core Rules of Netiquette by Virginia Shea](#)):
  - a) Remember the Human: compose a post that you would feel comfortable saying in front of the person receiving the message. Be aware of how the reader may interpret the tone of the post and edit when necessary. If you are unsure of the perceived tone of a post, have a trusted friend/family member edit it prior to posting.
  - b) Adhere to the same standards of behavior online that you follow in real life: be ethical.



3. The discussion board has been designed to allow you a place to ask further questions on the material to clarify any confusion, gain a deeper understanding of the material, or ask general course questions.

## Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on [academic integrity and the UF Student Honor Code](#). Below is the UF Honor Pledge outlined in the UF Honor Code:

*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Honor Code.*

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: *"On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

This Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the course's Teaching Partnership Leader/Course Director.

Assignments given in courses in the curriculum may be either individual or team assignments. Faculty will provide descriptions of expectations for each assignment when it is assigned. For assignments categorized as *individual* assignments, it is expected that all work submitted is the original work of the individual student. Collaboration with others is not permitted. For assignments categorized as *team/group* assignments, it is expected that all work submitted is the original work of the team/group members submitting the assignment. Collaboration with others who are not members of the team/group is not permitted. Deviations from these expectations are a violation of the UF Honor Code and will be taken seriously.

## Faculty Lectures/Presentations/Course Materials Download Policy

Photography, audio-visual recording, and transmission/distribution of classroom lectures, course materials, and discussions is prohibited unless there is expressed written permission.

Recorded lectures and class sessions are authorized solely for the purpose of individual or group study with other UF College of Pharmacy students enrolled in the same class. Such recordings may not be reproduced, shared, or uploaded to publicly accessible web environments. Students who do not adhere to

this policy will be considered to be breaching College of Pharmacy copyrights and/or Family Educational Rights and Privacy Act (FERPA) law.

## Computer and Other Technology Requirements (Device Readiness)

Students are required to have a personal laptop compliant with the [entry-level program computer requirements](#). Students are required to use this personal laptop for all quizzes, exams and other learning activities that are electronically administered.

ExamSoft® and other software or technology may be used for administration of exams (e.g., Respondus, Honorlock), and students are required to follow the procedures that are established for exam administration. Students must have a personal laptop to complete exams. Students must also complete mock exams prior to the actual exam to assure that all personal laptop features are compatible with technology used for administration of the exam.

If a student's personal laptop is not functioning, the student is expected to have the personal laptop fixed as soon as possible or have access to an alternate device. If the student experiences a problem with a personal laptop being unavailable due to a repair, the student should immediately contact the academic/educator coordinator and develop a plan for securing a functioning laptop and achieving compliance with the entry-level program computer requirements.

## Quiz & iRAT/tRAT Policies

1. Students must bring their laptop or tablet to class in order to participate in the quiz/iRAT/tRAT.
2. All quizzes/iRATs/tRATs are closed book unless otherwise noted by the instructor.
3. All quizzes/iRATs are completed individually. Communication with classmates or others via any means during the quiz or iRAT is not permitted.
4. Students who arrive late for the quiz/iRAT will not be allowed extra time to complete the assessment. They must complete the quiz/iRAT in the time remaining.
5. When a student completes a quiz/readiness-assessment test (RAT), they must close their laptop or turn over their tablet to indicate they are finished with the assessment. These devices should not be used until the instructor has announced that the quiz/RATs have ended.
6. Students who miss the iRAT may take the tRAT if they are in class at the start of the tRAT. (The Academic or Education Coordinator will assess the time of arrival and indicate to students who enter the classroom late whether they can join their team and participate in the tRAT.)
7. Students may not leave the room during the quiz/iRAT or tRAT.

8. All students must remain quiet during the quizzes/iRATs and as other teams are completing the tRATs.
9. For tRATs delivered using immediate feedback assessment technique (IF-AT) forms, “accidental” scratches will result in partial scoring for that item.
10. For tRATs, a team may appeal the answer to a question to the instructor after the active learning session within 24 hrs. The appeal must be evidence-based and in writing. Such an appeal process is not applicable to quizzes, iRATs, and exams.
11. Video surveillance/recording via technologies may be used during quizzes and iRATs/tRATs and may be used as evidence of academic dishonesty.

## Exam Policies

1. For on-campus exams, students are expected to arrive at least 10 to 15 minutes prior to the scheduled start time of the test. After the proctor enters the exam room, students should enter the room and be seated promptly to be eligible to take the exam. All students should be seated and ready to begin the exam at the designated start time. Extra time will not be provided to students who arrive late. To maintain exam security, students who arrive late for the exam will not be allowed to start the exam if they are more than 15 minutes late or if another student has left the room after seeing the exam. Students who have valid reasons for arriving late at the exam may request a makeup exam as outlined below. In situations where a make-up exam is granted due to lateness, the exam grade will be no higher than 69.5% (C-).
2. For online exams, students should be online 15 minutes before the start of the scheduled assessment to help offset any difficulties with technology; students should contact the academic or education coordinator as soon as possible if they experience technical difficulties.
3. Access to the following items is not permitted during exams: cell phones, other electronic or digital devices including smart watches, pagers, photographic devices, and recording devices. These items must be stowed in an area away from the designated testing space.
4. All backpacks, purses or other bags should be kept away from the student’s designated testing space and must not be accessed during the exam. Nonessential materials (e.g., gloves, sunglasses, umbrellas) are NOT allowed at the student’s desk during examination periods. Items allowed at the student’s desk are a water bottle with no label or writing, laptop charger, and mouse.
5. There must be no talking or other disruptive behavior during the distribution or administration of the exam.
6. Calculators must meet the following requirements: Only non-programmable calculators are allowed unless the course has a specific policy.
7. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
8. Other exam rules may be instituted during the progression of the course.

9. Once the exam commences, students may not leave the testing space without submitting the exam. Once the exam is submitted, the examination period for the student is considered complete and the student must leave the testing space.
10. Video surveillance/recording via technologies may be used during exams and may be used as evidence of academic dishonesty.
11. If there is urgent need to use the restroom, the Proctor will provide guidance.

*Failure to follow exam rules may be considered evidence of academic dishonesty.*

## **After an Exam**

Policy across All 1PD-3PD courses where ExamSoft is used:

Students are required to upload the encrypted exam file immediately after completing the exam.

Technical issues that prevent this from occurring must be immediately reported to a proctor to record the incident.

## Exam appeals

There are no exam appeals/rebuttals except in instances where the student deems there is a possible grading/grade calculation error. Following release of the exam grades, the student has 3 business days to contact the Course Director and Academic Coordinator to clarify questions and appeal any possible grading errors.

## Make-up Quiz/iRAT/Exam Policy

Make-up assessments are given only under special circumstances and only for excused absences. The method to request an excused absence for an assessment is the same as the method for requesting an excused absence from a class session (See Course Policy: Excused/Non-excused Absences). If appropriate, the instructor will arrange an alternate deadline for the assessment consistent with the University examination policies.

The questions on the make-up assessment may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the assessment administered during the scheduled time. Failure to be present for the make-up assessment will result in a grade of zero for the assessment. No precedent can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

## Grading Scale

<i>Grading Scale</i>	
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+
82.50-86.49%	B
79.50-82.49%	B-
76.50-79.49%	C+
72.50-76.49%	C
69.50-72.49%	C-
66.50-69.49%	D+
62.50-66.49%	D
59.50-62.49%	D-
< 59.50%	E

## Rounding of Grades

Final grades in Canvas will be rounded to the 2<sup>nd</sup> decimal place. If the decimal is X.495 or higher, Canvas will round the grade to X.50. The above scale depicts this policy and grades are determined accordingly. Grade assignment is made using this policy and **no exceptions** will be made in situations where a student's grade is "close."

## University Grading Policies

Please review the [UF Undergraduate Catalog](#) to understand how the University uses the course grade to compute your overall GPA.

## Faculty and Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in every course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. The PharmD calendar contains scheduled time for students to complete evaluations, and students are encouraged to use this time to provide thoughtful feedback on the quality of instruction. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## Concerns, Appeals, and Complaints

Students who have concerns about their evaluation of performance and/or student-faculty relations should review the Student-Faculty Handbook for guidance. The Student-Faculty Handbook also outlines the chain of command for any appeals and/or complaints. Concerns about a course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader/Course Director. If a satisfactory resolution is not achieved, the student may appeal to the Assistant Dean for Curricular Affairs who will also engage other individuals depending on the request (e.g., campus dean, department chair, Assistant Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Associate Dean for Professional Education. If this decision is unsatisfactory, the student may appeal to the Dean of Students Office.

## Psychomotor and Learning Expectations

Psychomotor expectations relate to the ability to meet the physical demands of the pharmacy curriculum. Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor

coordination problems should cooperate with the faculty and staff in addressing these circumstances in order to meet academic standards.

## How to Request Learning Accommodations

To request accommodations, students with disabilities should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered with the Disability Resource Center, students will receive an accommodation letter which must be presented to both the instructor and academic coordinator to utilize classroom accommodations. Students registered with the Disability Resource Center who are requesting clinical accommodations for rotations or clinical experiences should contact their Learning Specialist in the Disability Resource Center. Students with disabilities should follow this procedure as early as possible in the semester.

Additionally, students at all College of Pharmacy campuses are expected to provide a copy of the accommodation letter of the Office of Student Affairs by email ([accommodations@cop.ufl.edu](mailto:accommodations@cop.ufl.edu)), phone (352-273-6523) or in person at room 4312 in the Health Professions, Nursing and Pharmacy Building since some learning activities, exams, and assessments require additional assistance. The College of Pharmacy highly encourages that this procedure be completed before each course begins. Being proactive in this process will ensure that accommodations are in place for each student's learning activities, exams, and assessments because grades cannot be retroactively changed.

## How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact the Teaching Partnership Leader/Course Director. In addition, students are encouraged to contact their advisor or Campus Director/Assistant Dean for Student Affairs for assistance.

## Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health are encouraged to meet with the student affairs coordinators on their respective campuses or Assistant Dean for Student Affairs for guidance. In a crisis situation, 911 should be called. For non-crisis situations, students can self-refer to the UF Counseling and Wellness Center or to the Pharmacy Counselor. To access services, students should contact the [UF Counseling and Wellness Center](#) at 352-392-1575. This line is answered 24 hours a day. Students in Gainesville have the option to identify as pharmacy students to be put in contact with the Pharmacy Counselor. If a Gainesville student does not identify as a pharmacy student, they will be placed with any available counselor at the Wellness Center. Jacksonville and Orlando students must identify as pharmacy students to access services with the College of Pharmacy Counselor.

## Student Crisis

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Students who are experiencing issues and events are also encouraged to contact their local crisis center. For Alachua County the Crisis Center number is 352-264-6789; for Jacksonville and Duval County 904-632-0600 and toll free for Northeast Florida at 1-800-346-6185; and for Orlando 407-425-2624.

The following national call numbers are also available for students who reside outside of the main COP campuses: a) 1-800-273-8255, and b) 1-800-784-2433.

## Emergencies

Call the University Police Department (Gainesville campus only) for emergencies: 392-1111 or 9-1-1

**Version Date:** August 5, 2020



# **PHAXXXX Decision-Making in Managed Care Pharmacy**

Spring Semester

1 Credit Hour – [Satisfactory/Unsatisfactory Grading]

This elective course teaches key components of evaluating and applying evidence to decision-making in managed care pharmacy settings through project-based experiences. Students will apply critical thinking skills in a self-directed, team-based learning environment. The student will gain knowledge to advanced concepts in managed care pharmacy through directed journal clubs and lectures.

## Teaching Partnership Leader

Joshua Brown, PharmD, PhD

Assistant Professor

Email: [joshua.brown@ufl.edu](mailto:joshua.brown@ufl.edu)

Office: 352-294-8593

Office hours: TBD

## Entrustable Professional Activities

This course will prepare you to perform the following activities which the public entrusts a Pharmacist to perform:

EPA 6 Collaborate as a member of an interprofessional team.

EPA 8 Population Health Promoter Domain

EPA 11 Information Master Domain

## Course-Level Objectives

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

- Evaluate and critique scientific literature related to managed care pharmacy, health economics, pharmacoconomics, and outcomes research;
- Apply evidence to a managed care population and business setting;
- Develop evidence summaries for use in managed care organizations;
- Translate scientific studies into pharmacy benefit structure and population health
- Communicate decisions to stakeholders in a managed care organization

## Course Prerequisites

Completion of Block 4 of the PharmD curriculum.

## Course Co-requisites

- None

## Course Outline

Please see Appendix A for course schedule. Routinely check your campus calendar and the Canvas course site for any messages about changes in the schedule including meeting dates/times, deadlines, and room changes.

### **Requirements and Assignments:**

Pharmacy & Therapeutics (P&T) Mock Competition: Students will work in groups of 4 to develop a 25-minute comprehensive presentation on an individual therapeutic and therapeutic area. The P&T Competition goal is to present sufficient evidence and a recommendation by completing the following assignments. In addition, student knowledge will be complemented with advanced lecture topics in managed care pharmacy and journal club activities using articles from the leading subject journal, *Journal of Managed Care & Specialty Pharmacy (JMCP)*.

1. P&T Workgroups Activities
  - a. Workgroups will consist of 4 members
  - b. Students will self-select their preferred workgroup
  - c. Workgroups will utilize released P&T documents from the prior year's AMCP P&T competition
  - d. Tasks and objectives include:
    - i. Reviewing current formulary placement of therapeutic
    - ii. Providing an overview of the pharmacology, therapeutic class, indication, and guidelines
    - iii. Evaluating and synthesizing clinical evidence
    - iv. Evaluating and synthesizing budget impact and cost-effectiveness data
    - v. Making a final recommendation
2. Group Final Presentation Project: The final presentation is a 25-minute presentation with 15 minutes question/answer period from 4 judges.
  - i. A group and self-evaluation will be required
3. Individual Assignments include Journal Club and lectures with content and attained knowledge directly or indirectly related to P&T competition assignments.
  - a. Journal Club
    - i. Read *JMCP* articles
    - ii. Participate in Journal Club
    - iii. Provide a one-page written critique after Journal Club
  - b. Lecture attendance and self-reflection
  - c. Post-course self-reflection

## Required Textbooks/Readings

Monthly *JMCP* articles identified by the Editor-In-Chief and co-instructor, Dr. Laura Happe

## Suggested Textbooks/Readings

### Articles

- Use UF VPN to access UF Libraries Resources when off-campus.

- The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the HSC Library Website at this URL: <http://www.library.health.ufl.edu/>

#### Other Required Learning Resources

- Zoom
- Canvas

#### Materials & Supplies Fees

None

#### Student Evaluation & Grading

Passing grade will be based on passing each of the below activities. Attendance is mandatory for each block meeting and oral presentation.

Assessment Item	Pass criteria
Journal Club Critiques (Appendix B)	Score of $\geq 67$ of 96 total points combined across 4 journal clubs
Group Presentation (Appendix C)	Score of $\geq 44$ of 63 points assigned to the whole group performance
Post-Lecture Self-Reflections (Appendix D)	Completed and submitted within 1-week after each lecture
CATME Peer and self-evaluations (Appendix E)	Must complete peer evaluations for each group member and self-reflections within 1-week after group presentations
Post-course self-reflection (Appendix F)	Completed and submitted with 2-weeks after group presentations

## Pharm.D. Course Policies

The Policies in the following link apply to this course. Review the Pharm.D. Course Policies carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

**Course Specific Policies:** Students are expected to attend all group meetings, lectures, and journal clubs. Journal clubs and lectures will be recorded for missed attendance and for self-study for all enrolled students. Groups will self-coordinate group meetings and tasks for the mock competition. A mid-point evaluation and review of group progress will be conducted during early March with the course coordinator.

Note: A student can participate in the P&T competition and not be enrolled in this course.

Students enrolled in this course will not receive co-curricular credit for the activities completed in this course.

Students are expected to evaluate their group throughout the course to ensure positive and effective teamwork.

### **Course Evaluation Process:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### Teaching Partnership Leader

- Joshua Brown, PharmD, PhD
- Assistant Professor
- Email: [joshua.brown@ufl.edu](mailto:joshua.brown@ufl.edu)
- Office: 352-294-8593
- Office hours: TBD

### Questions to Ask:

- Concerns about performance
- Guidance when there are performance problems (failing grades)
- General questions about content

### Instructional Designer:

- **Julie Thomas, M.Ed.**
- Email: [julie.thomas@ufl.edu](mailto:julie.thomas@ufl.edu)
- Office: HPNP 4309
- Phone: 273-6283

### Educational Coordinators:

#### **Misti Merrill**

- Email: [mmerrill@cop.ufl.edu](mailto:mmerrill@cop.ufl.edu)
- Office: HPNP 4312
- Phone: 352-273-5617

### Questions about dates, deadlines, meeting place

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)

# Appendix A. Course Schedule

Date	Activity Title	Contact Hrs	Responsible
Jan (TBA)	Lecture: Pharmacy and Therapeutic Committees in Managed Care Pharmacy	1 hr	Roane
Jan (TBA)	AMCP P&T Competition Presentations (optional)	0 hr	Brown, team captains
Jan (TBA)	<i>JMCP</i> Journal Club (TBD) and written article critique	1 hr	Brown
February (TBA)	Lecture: Evidence for Managed Care Pharmacy	1 hr	Happe
February (TBA)	<i>JMCP</i> Journal Club (TBD) and written article critique	1 hr	Brown
March (TBA)	Lecture: Specialty Pharmacy	1 hr	Taddei-Allen
March (TBA)	<i>JMCP</i> Journal Club (TBD) and written article critique	1 hr	Brown
Jan-April	Group Work	0 hr	Brown
April (TBA)	Lecture: Innovative contracting and formulary design	1 hr	Brown
May (TBA)	<i>JMCP</i> Journal Club (TBD) and written article critique	1 hr	Brown
May (TBA)	Group presentations (required)	8 hr	Brown

Students are required to log time spent on group presentation development to document effort.

## Appendix B: Rubric for journal club written critique.

General Overview & Background				
<b>Introduction</b> <ul style="list-style-type: none"> <li>• Authors' affiliation/study support</li> <li>• Study objective(s) and rationale</li> <li>• Quality of journal</li> <li>• Provided background information relevant to the study</li> </ul>	Accurately and completely reported ALL of the relevant intro components (2 points)	Accurately and completely reported MOST of the relevant intro components (1 point)	Did not accurately and completely report MOST of the relevant intro components (0 points)	___/2
Methods				
<b>Methods- Design</b> <ul style="list-style-type: none"> <li>• Case-control, cohort, controlled exp, etc.</li> <li>• Type of Design (cross-over, parallel, etc.)</li> <li>• Type of assignment use</li> <li>• Blinding</li> </ul> <b>Methods- Patients/Subjects</b> <ul style="list-style-type: none"> <li>• How enrolled/from where?/trial location</li> <li>• Inclusion/exclusion criteria</li> <li>• # enrolled per group</li> </ul>	Accurately and completely reported ALL of the relevant study design and patient/subject components (2 points)	Accurately and completely reported MOST of the relevant study design and patient/subject components (1 point)	Did not accurately and completely report MOST of the relevant study design and patient/subject components (0 point)	___/2
<b>Methods- Treatment Regimens</b> <ul style="list-style-type: none"> <li>• Treatments used</li> <li>• Dosages/administration</li> <li>• Therapy duration</li> </ul> <b>Methods- Outcome Measures</b> <ul style="list-style-type: none"> <li>• Primary Measure</li> <li>• Secondary Measures</li> </ul> <b>Methods- Data Handling</b> <ul style="list-style-type: none"> <li>• Intention to Treat, per protocol, etc.</li> <li>• # lost to follow up</li> <li>• Reasons for dropouts</li> </ul> <b>Methods- Statistics</b> <ul style="list-style-type: none"> <li>• Tests Used</li> <li>• Power of study</li> </ul>	Accurately and completely reported ALL of the relevant treatment regimens, outcome measures, data handling and statistics components (4 points)	Accurately and completely reported MOST of the relevant treatment regimens, outcome measures, data handling and statistics components (3 point)	Did not accurately and completely report MOST of the relevant treatment regimens, outcome, data handling and statistics components (1 points)	___/4
Results				
<b>Results</b> <ul style="list-style-type: none"> <li>• Results for primary outcome measure</li> <li>• Summarizes secondary outcome measures</li> <li>• Confidence intervals</li> <li>• P-values</li> <li>• Compliance</li> </ul>	Accurately and completely reported ALL of the relevant results and conclusion components (2 points)	Accurately and completely reported MOST of the relevant results and conclusion components (1 point)	Did not accurately and completely report MOST of the results and conclusion components (0 points)	___/2

<ul style="list-style-type: none"> <li>• Adverse events</li> </ul>					
<b>Conclusion</b> <ul style="list-style-type: none"> <li>• Authors' conclusion(s)</li> </ul>					
<b>Authors' Conclusions</b>					
<b>Clear, Concise Conclusion Stated</b>	Authors' conclusions were accurately summarized (2 points)	Authors' conclusions partly summarized (1 points)	Failed to give conclusion OR conclusion completely inaccurate (0 points)	___/2	
<b>Critique</b>					
<b>List strengths and limitations of study</b>	Multiple strengths and limitations of the study (3 points)	Strengths and limitations of the study addressed, but did not emphasize the most significant strengths or limitations (2 points)	Strengths and limitations of the study not addressed (0 points)	___/	
<b>Conclusion/Clinical Application</b>					
<b>Team recommends how study and results should change current managed care pharmacy practice</b> Example of questions to address include: Will this change a company's formulary?	Team appropriately recommends how study will change practice and provides thorough explanation of why or why not (3 points)	Team recommends how study will change practice but doesn't thoroughly explain why or why not (2 points)	Team does not discuss how the study results will change their practice nor provide an appropriate recommendation for change in practice (0 points)	___/3	
<b>Writing Skills</b>					
<b>Writing style and grammar</b>	Writing clearly, easy to understand, very few distractors, few to no misspellings, appropriate use of acronyms(3 points)	Difficult to understand critique comments, more than a few grammar, style, or spelling concerns (2 points)	Difficult to follow critiques or non made, extensive writing errors (1 points)	___/3	
<b>Writing length</b>	1-2 pages (3 points)		<1 page or exceeds 2 pages (1 points)	___/3	
<b>Total Score</b>					
					/ 24 pts



## ASSIGNMENT 1: DUPIXENT® NEW INDICATION MONOGRAPH

		Developing Student Team			Satisfactory Student Team			Exceptional Student Team			Score (1–9*)		
POINTS:	←	1	2	3	4	5	6	7	8	→		9	→
General: Originality and quality of writing	The text seems to have been taken largely from existing sources (e.g., prescribing information) or shows extensive cutting and pasting												
General: Scope of evidence	The team did not seek out evidence beyond studies mentioned in the manufacturer dossier												
General: Body of evidence	The team seemed to have a poor understanding of the appropriate nature or scope of evidence for a drug monograph												
General: Evaluation of evidence	Most of the evidence was not graded or was assigned an inappropriate quality rating												
General: Formatting, grammar, and spelling	The monograph is not formatted correctly or contains an unacceptable number of grammar and/or spelling errors												

		Developing Student Team			Satisfactory Student Team		Exceptional Student Team			Score (1–9*)	
POINTS:		1	2	3	4	5	6	7	8		9
Monograph Section: Executive Summary	The Executive Summary is overly long, is confusing, or fails to summarize the most important information from the main sections of the monograph										
Monograph Section: Evidence Gaps	The team failed to identify important limitations of the existing body of evidence										
Monograph Section: Recommendations to the Committee	The recommended P&T Committee actions are illogical, rambling, incomplete, or not supported convincingly										
Monograph Section: Clinical Evidence Evaluation	The Clinical Evidence Evaluation reveals a poor understanding of the clinical evidence or appears to simply restate available information (e.g., package insert)										
Monograph Section: Economic Evidence Evaluation	The Economic Evidence Evaluation reveals little or no understanding of the economic evidence, or it applies the evidence inappropriately										

		Developing Student Team			Satisfactory Student Team		Exceptional Student Team			Score (1–9*)	
POINTS:		1	2	3	4	5	6	7	8		9
Monograph Section: Clinical Evidence Tables	Evidence tables are not provided or they are not completed appropriately									Evidence tables are provided for <i>all</i> relevant clinical studies and include <i>all</i> necessary elements	
Monograph Section: Cost-Effectiveness Evidence Summary	Cost-effectiveness evidence discussed in the monograph is not reflected in the table, or columns are not completed appropriately									<i>All</i> cost-effectiveness evidence discussed in the monograph is included in the summary, and <i>all</i> columns are completed appropriately	
Monograph Section: Background	The Disease Background, Treatment Alternatives, and Product Background sections are overly long, incomplete, or seem to simply restate existing information (e.g., from the manufacturer dossier)									The Disease Background, Treatment Alternatives, and Product Background sections elegantly and succinctly summarize only the most important information	
Monograph Section: Methodology	The data sources and search strategy are not described adequately, or the search strategy does not make sense									The data sources and search strategy are described clearly and make logical sense; I know I could reproduce the search based on the information provided	
Monograph Section: References	The list of references is incomplete, includes inappropriate references, or does not use appropriate citation format									<i>All</i> information sources discussed in the monograph are included in the reference list, with citations in appropriate AMA format	
<b>Overall quality of monograph</b>	The team seemed to have little or no understanding of how to prepare a drug monograph									If I didn't know otherwise, I would assume this monograph was prepared by an experienced managed care pharmacist	
										<b>TOTAL SCORE:</b> <i>(maximum 144 points)</i>	

## ASSIGNMENT 2: POWERPOINT PRESENTATION FOR THE P&T COMMITTEE

		Developing Student Team			Satisfactory Student Team		Exceptional Student Team			Score (1–9*)	
POINTS:		1	2	3	4	5	6	7	8		9
Content	The content fails to capture some important or relevant information from the monograph										
Accuracy	There are concerns about the accuracy of the content										
Sequencing	The organization of the material is illogical or confusing										
Appearance	The formatting and appearance of many slides detract from the content and/or are difficult to read										
Use of graphics	Many graphics are unattractive or detract from the theme/content of the presentation										
Formatting, grammar, and spelling	The presentation does not use the required template or contains an unacceptable number of grammar and/or spelling errors										
Overall quality	The team seemed to have a poor understanding of how to construct a P&T Committee presentation										
<b>TOTAL SCORE:</b> <i>(maximum 63 points)</i>											

## ASSIGNMENT 3: IS IT POSSIBLE TO DESIGNATE A PREFERRED DRUG?

		Developing Student Team			Satisfactory Student Team		Exceptional Student Team			Score (1–9*)	
POINTS:		1	2	3	4	5	6	7	8		9
Quality of writing	The discussion is rambling, confusing, or otherwise poorly written										
Discussion of preferred status designation	The explanation of why preferred status designation may or may not be possible is inaccurate, illogical, or incomplete										
Understanding of preferred status designation	The team seemed to have a poor understanding of the factors that make a drug a good candidate for preferred status										
Choice of preferred agent	The agent recommended for preferred status (or decision not to recommend an agent) either does not make sense or is not defended convincingly										
Formatting, grammar, and spelling	The discussion is not formatted correctly or contains an unacceptable number of grammar and/or spelling errors										
<b>TOTAL SCORE:</b> <i>(maximum 45 points)</i>											

# P&T Competition Oral Presentation Scoring Matrix: Team \_\_\_\_\_

		Developing Student Team			Satisfactory Student Team		Exceptional Student Team			Score (1-9*)	
POINTS:		1	2	3	4	5	6	7	8		9
Integration of oral presentation and PowerPoint slides	Team members primarily read content on slides; there is little or no elaboration or additional insight										Slides serve as an effective complement to the oral presentation; team members elaborate insightfully on most slides
Teamwork	One team member dominates; other team members have little to no contribution										All team members contribute equally to the presentation; transitions between presenters are smooth and seamless
Presentation skills	Team members read from a prepared script or otherwise demonstrate poor presentation skills										All team members come across as polished, professional presenters
Appearance	Team members are dressed inappropriately, even by student standards; they would look out of place in a managed care company										All team members are dressed professionally; they would fit in easily at any managed care workplace
Q&A: Ability to answer questions	Team members struggle to formulate responses to questions										Team members respond readily and skillfully to all questions in a detailed, logical, and collaborative manner
Q&A: Quality of responses	Most responses display a lack of understanding of important clinical information or other issues										All responses reflect a mature understanding of important clinical information and other issues
Q&A: Clarity of responses	Responses ramble or fail to address the question posed										All responses are concise and clear
										<b>TOTAL SCORE:</b> <i>(maximum 63 points)</i>	

**\*PLEASE use whole numbers only**

## **Appendix D: Self-reflection after lectures (required; Pass/Fail)**

- List 2-3 items I learned from this experience.
- List 2-3 things you found challenging.
- How interested are you in learning more about this topic?
- 1-page maximum length

**Appendix E. CATME Peer Evaluation (original 5 domains)** will be used to assess group performance (Required; Pass/Fail). The first assessment will be made at approximately the mid-point (early March) and team progress will be discussed with the course coordinator at this time.



**Appendix F. Post-course self-reflection.** Provide a 1-2 page post-course/group work self-reflection on: 1) why you took this course; 2) how the course and the P&T competition has impacted your knowledge and interest in managed care pharmacy; 3) how this course and the P&T competition may have impacted your plans for a future career in managed care pharmacy (Required; Pass/Fail).